

Cleveland High School

"Where the Potential is Limitless"



COURSE GUIDE
2011-2012

Dear Students and Parents:

This Cleveland High School Course Guide has been developed for your use in selecting classes for the 2011-2012 school year. We encourage students and parents to work closely with counselors and teachers to develop the best educational program possible. It is important that students make committed, informed choices and set high goals that provide the opportunity to succeed both here at Cleveland and in the future.

We continue to offer a wide array of elective courses to fit the needs of our diverse student body. The selections made by students directly affect the master scheduling planning for the entire school. Once the schedule is completed and student schedules are printed, changes to individual schedules will be too difficult. Please understand that we will try to meet the needs of all our students, but it may be necessary for students to enroll in their second or third choice of courses.

Planning for your next year in high school is always exciting. Please take the time to plan your next steps by reviewing this Course Guide. Together we will continue to ensure a successful high school career for our students.

Sincerely,

Paul Cook
Principal

**CLEVELAND HIGH SCHOOL
FORECAST GUIDE
2011 – 2012**

General Information	1
Diploma Requirement	1
NCAA Clearinghouse	5
Arts – Visual and Performing	12
Business	18
English	21
English as a Second Language	24
Health/Physical Education	26
Mathematics	27
Science	31
Social Sciences	36
World Languages	39
General Electives	48
Special Programs	50

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Special Thanks

Faculty of Cleveland High School

GENERAL INFORMATION

IMPORTANT NOTICE

Budget constraints impact the level of service, course, and program options available at each grade level for the 2011-2012 school year. Therefore, this Course Guide and subsequent forecasting options are subject to last minute changes, variations and/or cancellations of listed services. Forecasting will be used as an indicator of student interest in specific courses and programs.

Portland Public Schools Diploma Requirements

	Grade 12 Class of 2012 Senior	Grade 11 Class of 2013 Junior	Grade 10 Class of 2014 Sophomore	Grade 9 Class of 2015 Freshman
English	4	4	4	4
Math	3	3	3	3
Science	3	3	3	3
Social Studies	3	3	3	3
Physical Education	1	1	1	1
Health Education	1	1	1	1
Career & Technical Education, The Arts or World Language				
World Language	2	2	2	2
Career & Technical Education, The Arts or the 3 rd year of the same World Language	1	1	1	1
Electives	6	6	6	6
¹ Meet district proficiency for Oregon’s Essential Skill (ES) standards:	Reading	Reading Writing	Reading Writing Math	Reading Writing Math
² Develop a Personal Education Plan	✓	✓	✓	✓
³ Participate in Career Related Learning Experiences	✓	✓	✓	✓
⁴ Complete an Extended Application	✓	✓	✓	✓
TOTAL CREDITS	24	24	24	24

- | | |
|---|--|
| ¹ Essential Skills: | Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management and teamwork |
| ² Personal Education Plan: | Helps to guide students in pursuing their personal, academic, and career interests and post-high school goals. |
| ³ Career Related Learning Experiences: | Educational experiences that connect learning to the world beyond the classroom. |
| ⁴ Extended Application: | The application of academic and specialized knowledge and skills within the context of a student’s personal and career interests and post-high school goals. |

CLASS STANDING

Sophomore, Junior, and Senior class standing are based on the total number of credits earned. A student must have a minimum of 5 credits to be considered a sophomore, 10 credits to be considered a junior, and 16 credits to be considered a senior.

COUNSELING AND GUIDANCE

The counseling staff recognizes that all students have unique strengths and needs. Our goal is fourfold: 1) assist students, parents, and staff with educational planning; 2) assist students with post high school planning; 3) assist students and families toward a successful school experience; and 4) assist students with problems that interfere with their ability to succeed in school. Students and parents are encouraged to meet the counselors and to take advantage of their assistance.

Guidance

- transition from 8th grade to high school
- four year high school planning
- yearly forecasting
- grade-level classroom presentations
- staffings
- class scheduling
- testing information – PSAT, SAT, ACT, credit by exam
- post high school planning (vocational, college, financial aid, Naviance)
- night or summer school for make-up or enrichment credit

Counseling

- Help with educational problems (achievement, attendance, classroom behavior)
- Help with personal concerns which affect school performance (relationships, decision making, conflict resolution, health, personal crises, alcohol and drugs, depression)
- Suicide intervention
- Referral to school and community support services (health, drug and alcohol assessment and treatment, family counseling, and other services)
- Cleveland High School houses a Multnomah County School-Based Health Center. Each year the center serves about 60% of the student body. Students have ready access to health care and mental health services. Clients are not charged for health care services they receive but Medicaid and other insurances may be billed. Our staff includes a Nurse Practitioner, Community Health Nurse (RN), a Licensed Practical Nurse, a Mental Health Counselor and a Secretary.

COURSE STANDARDS AND CREDITS

Students who fail courses may not be able to repeat those courses at CHS. Due to budget reductions and large classes, students may NOT forecast in spring for classes they have already failed, but may inquire if space is available in the fall. If space is available, a student will be allowed to enroll in the previously failed course. If not, students will need to take the class at Portland Evening High School, Portland Summer Scholars (if offered), community college or credit by exam.

COLLEGE-BOUND STUDENT

Numerous national studies indicate the most important decision a student can make to prepare for college success is to take rigorous courses for all four years of high school. College entrance

requirements vary greatly. Students planning to attend a private college should begin to check requirements of individual schools during sophomore year. They may consult with their counselor, check college websites and look at reference books in the Student Service Center. Many students attend community colleges for vocational advancement or college transfer programs.

Entrance Requirements:

The minimum standards for admission to Oregon's colleges and universities are subject to change – be sure to check with the university about all current requirements.

- 1. Minimum of 14 credits (16 for University of Oregon) in core college preparatory courses – see list below.** *Note: Students need to earn a C or higher in these courses for them to count toward this requirement.*

English (4 credits)

Mathematics (3 credits)

Shall include first year algebra and two additional years of college preparatory mathematics such as geometry, Algebra 3-4 or above.

Science (3 credits)

Shall include two years of college preparatory science such as biology, chemistry, or physics.

Social Studies (3 credits)

Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics (each course is one semester).

Second Language (2 credits)

Two years of the same second language: Mandarin Chinese, Spanish, French, and German are offered at Cleveland High School.

- 2. Minimum High School GPA (as of Fall 2008)**

Eastern Oregon University	3.0
Southern Oregon University	Compares applicants to its average student profile. This year's average is 2.91 to 3.57.
Portland State University	3.0
Western Oregon University	2.75
Oregon Institute of Technology	3.0
University of Oregon	3.4 is necessary for guaranteed admission
<i>Note: U of O now requires 16 college prep courses for automatic admission. This is an additional 2 units of Social Studies, Mathematics, Science, Second Language than is required for other colleges.</i>	
Oregon State University	3.0

FORECASTING AND DROP/ADD CLASSES

Please choose classes carefully. Due to budget cuts, **the schedule is built based on the forecasts that students submit in the spring.** Classes may be eliminated if too few forecast for a particular class. The number of sections of each class is also budget-related and results in this policy: **students may move to a different class only if originally placed in the wrong level of that course, or if room is available.**

School Board policy sets forth guidelines for dropping a class. **Students may drop classes only during the first three weeks of each semester.** At the beginning of the fourth week of each semester, students shall NOT be allowed to drop a class without a transcript notation “WF” (Withdraw Fail) as a grade unless the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. The “F” (WF) factors into the cumulative GPA. **Additionally, no course may be added for credit after three weeks.**

CREDIT BY EXAM

Credit by exam allows students an opportunity to challenge some courses. Students desiring information should contact the Education Options office at 503-916-3857.

HONORS CLASSES

Honors and IB classes are designed for students who desire rigorous academic study. Students should expect to do extensive additional work and research.

PASS/NO PASS

Under special circumstances a student may request to take a *non-required* course on a P/NP basis provided that the request is made within the first three weeks of the semester and that teacher, student, parent and building administrator approve of this request. The primary purpose of allowing a student to take a subject without a grade is to encourage students to take courses they would not ordinarily take because of the fear of lowering their GPA. Teachers are expected to maintain the same standards for passing a course whether a student is taking that course for a grade or has elected to take it as pass/no pass. A “D” or “F” grade counts as a “no pass”. Students are encouraged to take college prep classes for letter grades.

The request form (provided by the counselor) for Pass/No Pass must be presented to the teacher prior to the end of the third week of the course.

RANK ORDER AND GPA

Cleveland computes two separate class GPAs and rankings for seniors based on six semesters. *Unweighted rank* and GPA is calculated based on a four-point scale. *Weighted rank* and GPA is recalculated with a weighted differential based on a five-point scale for IB classes only.

STUDENT FEES

Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, students may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and art class supplies are examples of classes where a student’s contribution can make a difference in the quality of the class. Students are not required to pay the requested contribution in order to enroll in the class. Cleveland High School is only able to offer these enhanced learning opportunities for students because of everyone’s support and contributions. We appreciate this commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee for deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish his/her own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form available at registration in August provides more information about specific fees and contribution options for Cleveland High School.

TAG (TALENTED & GIFTED)

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school TAG Plan addressing the needs of its TAG students and the State mandate. Identification of students, methods for providing appropriate instruction in the classroom, communicating with students, staff and parents, and professional development for teachers are all a part of a school's TAG Plan. School TAG plans and course selection (forecasting) serve as a student's individual TAG plan in high school. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan.

ACCELERATED PROGRAMS

Cleveland students have opportunities to participate in accelerated programs. These programs include: IB, credit by examination, Reed College Scholars Program, Portland State University, and Cleveland's Honors classes. Students are encouraged to participate in these programs as appropriate.

NCAA REQUIREMENTS

Students who want to participate in National Collegiate Athletic Association (NCAA) Division I or II athletics should start the certification process early – by the end of their junior year or early in their Senior year in high school. To be certified by the Clearinghouse, students must:

NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.eligibilitycenter.org.
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

<p style="text-align: center;">DIVISION I 16 Core-Course Rule</p> <p>16 Core Courses:</p> <ul style="list-style-type: none">4 years of English.3 years of mathematics (Algebra I or higher).2 years of natural/physical science (1 year of lab if offered by high school).1 year of additional English, mathematics or natural/physical science.2 years of social science.4 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

<p style="text-align: center;">DIVISION II 14 Core-Course Rule</p> <p>14 Core Courses:</p> <ul style="list-style-type: none">3 years of English2 years of mathematics (Algebra 1 or higher).2 years of natural/physical science (1 year of lab if offered by high school).2 years of additional English, mathematics, or natural/physical science.2 years of social science3 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).
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If you are a student planning to play college sports please note: The rules regarding software-based credit recovery, virtual, online, independent study and correspondence courses have changed. These types of courses, which are identified by the NCAA Eligibility Center as nontraditional courses, must meet new guidelines in order to be used for college-bound student-athletes who are planning to attend an NCAA Division I college or university. **Students should check with their counselor prior to taking any a course to be certain your course will qualify under these new rules.**

OFF-CAMPUS LEARNING GUIDELINES

Cleveland High School recognizes student involvement in worthwhile activities related to paid employment. Off-campus learning experiences will not be directly supervised by school personnel and therefore are not covered by District Liability or Worker's Compensation. Off-campus learning program credit is limited to six credits during the student's school career. A minimum of 260 hours of paid off-campus activity with evaluation is required for one work credit. Students can earn one volunteer credit with every 130 hours of volunteer work.

OPPORTUNITIES FOR STUDENT INVOLVEMENT

Academic enrichment activities include: Chemistry Club, Drama, Instrumental Music, Mentors (Academic Tutors), Outdoor School, Science Bowl, Publications (Newspaper, Yearbook), Speech & Debate and Vocal Music. **Student government activities include:** Class Cabinets and Executive Council. **Athletic teams include:** Cross Country, Football, Soccer, Volleyball, Sundancers, Cheerleaders, Basketball, Swimming, Wrestling, Baseball, Golf, Softball, Tennis and Track and Field. **Club offerings:** Black Student Union, CrossFit CHS, Dead Poets Society, Dragon Boat Team, French Club, German National Honor Society, Improv Club, Jewish Student Union, Lacrosse Teams, Model United Nations Club, National Honor Society, Nordic Ski Team, Peace Club, Robotics Club, Rowing Club, Ski Racing Team, Thespians, and Visible Warriors.

INTERNATIONAL BACCALAUREATE

Cleveland offers students the opportunity to earn a full IB Diploma, IB Certificates in individual subjects, or to simply participate in IB courses. Trained teachers in all subjects will prepare students to examine at both the Standard and Higher Levels. The IB Program is available to all Cleveland students. While Cleveland High School strongly encourages students to work towards the full IB Diploma, there are three ways to participate in the IB Program at Cleveland:

- 1) Students may work toward an IB full Diploma.
- 2) Students may take one or more IB exams to earn an IB Certificate.
- 3) Students may opt to take IB courses without examining.

The full **IB diploma** requires successful completion of four basic components:

1. Comprehensive Curriculum

Successful participation in courses and assessments for six IB content areas: Language A1 (English); Language B (the student's second language offered at Cleveland); Societies and Individuals; Experimental Sciences, Mathematics, and one IB Elective. IB Electives include Visual Arts, Theatre Arts, Psychology, Anthropology, a 2nd Experimental Science, or a 3rd Language.

2. Theory of Knowledge

TOK is a required course for all diploma candidates, the goal of which is to stimulate critical thinking about knowledge and encourage an appreciation of other cultural perspectives.

3. CAS – Creative, Active, Service

Students design a program of participation in creative, active, and community service pursuits, fostering students' awareness and appreciation of life outside the academic arena. Students are required to participate in CAS during the entire two years of the Diploma program. Students submit evidence of, and reflections about, their experiences in a personally designed portfolio.

4. Extended Essay

Defined as "a study in depth of a limited topic," the Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university. Students begin work on this essay in February of the junior year and complete the essay in December of the senior year.

The IB Certificate:

Students who complete all of the required class work in an IB course as well as the Internal Assessments and sit for the IB exams are awarded an IB Certificate by the International Baccalaureate Organization. Many universities award advanced placement and/or credit for this coursework.

Planning for a full IB Diploma:

While the IB Diploma Program is available to juniors and seniors only, it is important to plan for IB in the first two years. IB students not only meet IB requirements, but also State and District graduation requirements.

Freshmen planning to participate in the IB Diploma program need to enroll in English, a first or second year of a second language (students taking Spanish are encouraged to study the equivalent of five years), Modern World History, Biology, the appropriate math level (entrance at Geometry is the preferred minimum), PE, and their choice of elective.

Sophomores planning to participate in the IB Diploma program need to enroll in English,

continue in a second language (students taking Spanish are encouraged to study the equivalent of five years), Government/Economics, a lab science (Chemistry is recommended), Advanced Algebra or higher, Health, and their choice of elective. All IB sophomores will construct a 2–year plan with the IB Coordinator prior to forecasting for junior year.

During the junior and senior years IB diploma students will complete their IB coursework. A full IB Diploma student completes 3-4 courses at a Higher Level (2 years of study), with the remainder studies at the Standard Level (1-2 years of study). Most students will be able to take at least one non-IB elective both junior and senior years.

Juniors will enroll in IB English A1 HL 1; the third or fourth year of their second language; IB History of the Americas HL 1; an IB science (IB Biology, IB Chemistry, IB Environmental Systems and Societies, or IB Physics); Pre-Calculus or an IB SL mathematics course; and their choice of electives, which may include the IB elective: IB Psychology, IB Social and Cultural Anthropology, IB Theatre, IB Visual Arts, a third language, or a second IB science (up to two IB Exams at SL are possible in the junior year, completing IB study in those areas of the diploma).

Full IB diploma **Seniors** will typically enroll in IB English A1 HL 2; an IB second language (IB Mandarin Chinese 7-8 or Mandarin Immersion, IB Spanish 7-12, IB French 7-10, IB German 7-8); IB History HL 2; IB science: (IB Biology, Chemistry, IB Environmental Systems and Societies or IB Physics); IB Calculus, IB Math Studies, or IB Advanced Calculus; and their choice of electives, which may include the IB elective: IB Psychology, IB Social and Cultural Anthropology, IB Theatre, IB Visual Arts, a third language, or a second IB science. TOK must also be taken in either the junior or the senior year.

It is our goal to offer IB courses to any Cleveland student who is interested. All students in most IB courses will be required to complete the internal assessments required for the course but not all will be required to take the external exam. If spaces are limited, Diploma and Certificate students will be given priority for required classes. Those with questions regarding the IB program should contact the coordinator, Jennifer Wiandt, jwiandt2@pps.k12.or.us

International Baccalaureate

The courses of the IB program are categorized by “groups”. Note that the courses offered at Cleveland are listed below each group description.

Group 1 – Language A1

The first language of the school’s community and its students: IB English A1 HL 1 (Junior IB English), and IB English A1 HL 2 (IB Senior English)

Group 2 – Language B

A second language that is studied by the student during high school.

IB French B SL/HL 7-10

IB German B SL 7-10

IB Mandarin Chinese B SL 7-8

IB Mandarin Chinese Immersion SL/HL

IB Spanish B SL/HL 7-12

Group 3 – Societies and Individuals

IB History of the Americas HL 1

IB History HL 2

IB Psychology SL

IB Psychology HL
IB Social and Cultural Anthropology SL
IB Environmental Systems & Societies SL

Group 4 – Experimental Sciences

IB Biology SL
IB Biology HL
IB Chemistry SL
IB Physics SL 1
IB Physics SL/HL 2
IB Environmental Systems & Societies SL

Group 5 – Mathematics

IB Mathematics SL (Calculus)
IB Math Studies SL
IB Mathematics HL (Advanced Calculus)

Group 6 – Arts and Electives

IB Visual Arts SL
IB Visual Arts HL
IB Theatre SL/HL

TOK – IB Theory of Knowledge

Note: A student's sixth subject may be chosen from the Group 6 options or as a second course from Group 2, 3, or 4.

IB Four-Year Planning Worksheet

Name _____

Grad Year _____

Group	Grade 9	Grade 10	Grade 11	Grade 12
1 English	Freshman English	Sophomore English	IB English A1 HL1	IB English A1 HL 2
2 Second Language*	Spanish 1-2/3-4H** French 1-2 German 1-2 Mandarin Chinese 1-2 or Immersion	Spanish 5-6H French 3-4 German 3-4 Mandarin Chinese 3-4	Spanish 7-8H French 5-6 German 5-6 Mandarin Chinese 5-6	IB Spanish SL/HL IB French SL/HL IB German SL/HL IB Mandarin Chinese SL/HL
3 Societies & Individuals	Modern World History	Government/ Economics	IB History of the Americas HL 1	IB History HL 2
4 Experi- mental Sciences	Biology Chemistry	Chemistry Physics SL 1	IB Biology SL IB Chemistry SL IB Physics SL 1 IB Physics SL/HL 2 IB Environmental Systems & Societies	IB Biology SL/HL IB Chemistry SL IB Physics SL/HL 2 IB Environmental Systems & Societies
5 Math	Algebra 1-2 Geometry Adv Algebra Pre-Calculus	Advanced Algebra Pre-Calculus IB Math Studies	Pre-Calculus IB Mathematics SL IB Math Studies SL	IB Mathematics SL IB Math Studies SL IB Mathematics HL
6 Elective	Art 1-2 or 3-4 Drama 1-2 or 3-4 (required only if planning to take IB Art or IB Drama)	Art 3-4 or 5-6 Drama 3-4 or 5-6 (required only if planning to take IB Art or IB Drama)	IB Visual Arts SL IB Theatre IB Psychology SL IB Anthropology SL	IB Visual Arts SL/HL IB Theatre SL/HL IB Psychology SL/HL IB Anthropology SL
7 Other	PE	Health	TOK (one TOK course required during either grade 11 or 12)	TOK (one TOK course required during either grade 11 or 12)

*Students advanced in languages may proceed to a 5th or 6th year of language study by senior year.

**Spanish 3-4H is the preferred level of entry. Students may seek advancement through immersion or classes outside of CHS. Contact the IB coordinator with questions.

FRESHMAN ACADEMY

The Academy concept was developed to enrich the first year in high school experience by designing small class communities for both students and teachers. A teaching team is comprised of Freshman English, Modern World History, and Biology teachers who develop an interdisciplinary curriculum, along with clear and consistent expectations for student organization and participation. All 9th grade students participate in the Academy program.

This structure benefits students in the following ways:

- The teacher team meets consistently with a team counselor and other education specialists to address individual student needs
- Interdisciplinary curriculum allows students to make connections across the subject areas
- Common organizational strategies prepare students for success in a more rigorous and varied high school environment
- Students develop a sense of community with each other by sharing common classes and teachers and an increased affiliation with their school community
- Early data we've collected shows higher achievement and literacy and fewer drop-outs

CHINESE LANGUAGE AND CULTURAL STUDIES PROGRAM

PROGRAM OVERVIEW:

The Chinese Language and Cultural Studies Program at Cleveland High School awards credit based on a student's demonstration of targeted language and cultural skills. These skills are set for each proficiency level determined by the ACTFL Proficiency Guidelines (www.actfl.org), national standards for world languages. The program offers learning opportunities for students ranging from no prior Chinese language experience to immersion, heritage, and significant in-country living experiences. Placement is based on a student's proficiency level in reading, writing, listening and speaking. Students at the Beginner to Novice level enroll in JICHU (Foundation) COURSE offerings and students at the Intermediate Low to Advanced level enroll in ZONGHE (Comprehensive) COURSE offerings.

Arts – Visual & Performing

Take an arts class and take the risk of letting color, motion, imagination, and awareness into your life. Take the chance! Create a painting, throw a pot, draw a portrait, make a photograph, design and build a stage set, design a poster, play an instrument, sing, or act. Be creative and adventurous, but learn the basics of the arts at the same time.

ART

ART GENERAL 1-2 • Beginning • (9, 10, 11, 12) • Full Year

Prerequisite: None

This course is a beginning class in basic art techniques and theory on a high school level. Students are introduced to a variety of techniques in drawing, painting, print making, and three-dimensional materials. Students are also taught art vocabulary, how to draw what they see, what makes a good composition, and color mixing. Most importantly, students will gain ideas and thoughts through the use of a variety of projects and materials.

Course Contribution: \$10 per semester depending on materials used.

Homework Hours Outside Class: 0-1 hour per week.

ART GENERAL 3-4 • Intermediate • (9, 10, 11, 12) • Full Year

Prerequisite: Art General 1-2 or consent of instructor

A studio course that allows the serious art student to explore the world of art at a deeper and more meaningful level. Intermediate art students will be given the opportunity to explore a variety of ways to learn the components of production, aesthetics, and art history. A working knowledge of the visual vocabulary, and skills learned in Art 1-2 will be used throughout the year to help students evaluate their own art and other works of art.

Course Contribution: Minimum \$10 per semester depending on materials used

Homework Hours Outside Class: 1-3 hours per week

ART GENERAL 5-8 • Advanced • (10, 11, 12) • Full Year

Prerequisite: Art General 3-4 and consent of instructor

A continuation of the Art General series for third and fourth year students. Advanced Art students will continue to pursue their development as artists through a variety of media. Students will engage in discussions of contemporary art, art history, and their own work. Media will include, but not be limited to, drawing, painting, sculpture, printmaking, and mixed media. Special attention will be given to developing a student's portfolio, and to showing the student's work in a variety of venues.

Course Contribution: \$10 per semester

Homework Hours Outside Class: 1-2 hours per week

PAINTING & PRINTMAKING • (10, 11, 12) • Full Year

Prerequisite: Art General 3-4 and/or consent of instructor

This class will explore various techniques of painting and printmaking for fine arts and commercial applications. Printmaking will include various techniques including: stencil, lino-block printing, screen printing and others. Painting will address various issues of fine arts painting with concentration in acrylic, tempera, and watercolor techniques.

Course Contribution: Varies with amount of materials: minimum \$20

Homework Hours Outside Class: 1-3 hours per week

IB VISUAL ARTS SL &**IB VISUAL ARTS HL • A one or two year program • (11, 12) • Full Year****Prerequisite: 2 Years of high school art and consent of IB instructor and Art Committee**

IB Art allows the advanced art student the opportunity to do critical research and analysis into the history and appreciation of art and design. The focus will be on delving deep into the cultural and historical genesis of art throughout the world, and creating a visual and verbal record of this research in the form of an IB Investigative Workbook. Studio work inspired by the research is an integral part of this class, so original sketches and brainstorming will be included in the Workbook. The research for the Workbook is to be done as homework, with class time used to explore different styles and media in creating studio projects. With guidance, the student will choose what fine art topic to study. Viewing art in the museum and gallery setting will be a requirement. First year will cover the IB Standard Level Option A or B. Year 2 will cover the Higher Level, Option A or B.

IB Assessment: Internal: Will be done by the teacher using IB criteria and standards; External: Will be done by a trained IB examiner, through an exhibition and critique of the student's artwork, supported by the work in the Investigative Workbook.

Course Contribution: \$20

Homework Hours Outside Class: a minimum of 2-4 hours per week

CERAMICS 1-6 • (10, 11, 12) • Full Year

This class may be taken for three years.

Prerequisite: Sophomore, Junior or Senior students

In this studio course students will explore the creative possibilities of working with clay. The hand-building techniques of pinch, coil and slab construction, working with molds, throwing on the potter's wheel, and working with a variety of glazing and firing techniques will be presented. Ceramic students will explore components of production, talk about aesthetics and history, create projects, learn about art from other cultures and time periods and research and write about ceramics.

Course Contribution: \$25 per year

Homework Hours Outside Class: None

PHOTOGRAPHY

PHOTOGRAPHY 1-2 • (10, 11, 12) • Full Year

Prerequisite: Teacher recommendation

Learn how to use a 35mm camera, process black and white film, and make black and white prints. Learn how to take better pictures through the principles of photographic composition. Learn the techniques of available light and flash photography. Students need to have a manually adjustable 35mm camera. The school does not provide the cameras.

Course Contribution: \$100+/- for film and paper for the year

Homework Hours Outside Class: 1-5 hours per week shooting pictures

PHOTOGRAPHY 3-4 • (10, 11, 12) • Full Year

Prerequisite: Photography 1-2 or equivalent and instructor consent

Second year photography explores more creative techniques in traditional and digital photography.

Course Contribution: \$80+/- for film and paper for the year

Homework Hours Outside Class: 1-5 hours per week

PHOTOGRAPHY 5-8 • (11, 12) • Full Year

Prerequisite: Photography 3-4 and instructor consent

Students work on portfolio building while exploring individualized projects in conjunction with teacher direction. The goal is to build a professional style portfolio emphasizing the student's personal style and interests. Students will explore industrial, food, still life, portraiture, landscape, documentary, photo-journalism, and fine arts photography.

Course Contribution: \$80+/- for film and paper for the year

Homework Hours Outside Class: 1-5 hours per week

PUBLICATIONS STAFF PHOTOGRAPHY • (11, 12) • Full Year

Prerequisite: Consent of Publication Advisor; application and portfolio required

These photographers take pictures for the *Legend* (yearbook) and the *Clarion* (newspaper).

DRAMA

DRAMA 1-2 • (9, 10, 11, 12) • Full Year

Prerequisite: None

Introduction to Drama provides students with an overview of theatre as an art form and a practical craft. Students are involved in studying and applying the history of drama and techniques in performance of original and scripted scenes.

Homework Hours Outside Class: 1-2 hours per week

INTERMEDIATE DRAMA 3-4 • (10, 11, 12) • Full Year

Prerequisite: Drama 1-2

Freshmen with extensive previous performance experience and students who have passed Drama 1-2 are accepted into Drama 3-4. This class focuses on basic script analysis and performance skills. First semester emphasizes improvisation and scene work. Strong participation is encouraged in both class and after school. Second semester requires students to spend 15 hours after school in preparation for an evening performance.

Homework Hours Outside Class: 1-2 hours per week

ADVANCED ACTING 5-6 • (10, 11, 12) • Full Year

Prerequisite: Intermediate Drama 3-4

Advanced acting students are encouraged to participate in every aspect of the Drama Department during and after school. Both semesters include performance projects such as scene study, auditioning, devising, and collaborating on original and scripted plays. Students receive a playwriting intensive through Portland Center Stage during second semester. Students are required to participate in at least one full length production as either or technical theatre student during the year.

Homework Hours Outside Class: 1-2 hours per week

IB THEATRE SL/HL • (11, 12) • Full Year

Prerequisite: Intermediate Drama 3-4

This is a two year program in which IB students come into the program as juniors and complete the Theatre Arts IB program by the end of their senior year. The IB Theatre program prepares students for the internal and external assessments for either standard or higher level. All students are encouraged to test, however, IB credit is offered whether the student chooses to test or not. **This class requires students to produce evidence in the areas of: academic research, performance, technical theatre, and writing. Students who enjoy the academic challenge of studying “world drama” will be successful.** For further questions contact Jane Ferguson, IB Theatre Instructor or Jennifer Wiandt, our IB Coordinator, at 503-916-5120.

Homework Hours Outside Class: 1-2 hours per week

PLAY PRODUCTION • (10, 11, 12) • Full Year

Learn to conceptualize, design, and produce theatrical productions for Cleveland High School’s drama department. This includes all aspects of play production such as set design, lighting, costumes, props, and publicity. The class is also responsible for assisting in the production of CHS school assemblies. This is a class that requires lifting, painting, cleaning, sweeping, and a willingness to work until the project is finished. Students must attend class regularly and be committed to whatever task is required to get the job done.

Homework Hours Outside Class: 1-2 hours per week

CHORAL/VOCAL MUSIC

NOTE: Music students are expected to participate in performances scheduled for each group.

ClevelandDUDES • (9, 10, 11, 12) • Full Year

Prerequisite: None

Students will improve their basic choral singing technique through CHS sight singing and daily work on music fundamentals, ear training and choral tone building designed for male voices.

Out of class time requirement: Numerous performances

ClevelandELLES • (9, 10, 11, 12) • Full Year

Prerequisite: None

Students will improve their basic choral musicianship skills through CHS choral performance preparations, as well as daily rehearsals including sight singing, ear training, choral tone building, and “survival” music theory. Designed for women’s voices.

Out of class time requirement: Numerous performances

ClevelandETTES • (10, 11, 12) • Full Year

Prerequisite: Audition for director

Students will prepare and present choral performances at numerous public functions, in addition to regularly scheduled CHS performances. Daily rehearsals will include tone building, ear training, and sight singing.

Out of class time requirement: Numerous performances

‘A’ CHOIR • (10, 11, 12) • Full Year

Prerequisite: Audition for director

Students work together in this advanced choral music class to create an ‘A’ Choir dedicated to the highest level of choral excellence within its grasp. Daily rehearsals include sight singing, building of a choral tone and preparation of various pieces within the standard choral repertoire literature.

Out of class time requirement: Numerous performances

ClevelandDAIRES • (11, 12) • Full Year

Prerequisite: Audition for director/concurrent enrollment in ‘A’ Choir

A select mixed vocal ensemble in which students work together to develop a small, cohesive choral organization capable of musical excellence in many areas, including madrigal, jazz, and pop music. An extensive performance schedule is an integral part of this course.

Out of class time requirement: Numerous performances

INSTRUMENTAL MUSIC

CONCERT BAND • (9, 10, 11, 12) • Full Year

Prerequisite: Minimum of one year experience

Students will study and perform intermediate concert band literature and techniques. Emphasis will be on improving levels of performance. Students will perform at school concerts as well as participate with the Pep Band. The band will perform at home basketball games.

Out of class time requirement: Will vary depending on musical experience and ability

SYMPHONIC BAND • (9, 10, 11, 12) • Full Year

Prerequisite: Minimum of one year experience, audition for director

Acceptance into this class is by audition. Students will study and perform advanced concert band literature and techniques. Extensive performance schedule at a variety of different venues.

Out of class time requirement: Will vary depending on musical experience and ability

JAZZ BAND II • (9, 10, 11, 12) • Full Year

Prerequisite: Minimum of one year experience. No audition required.

A performance based course in the techniques used in jazz band music as well as pop music, blues and R&B music. Topics include jazz history, listening skills, chord scales, modes, chords, melodic concepts, basic harmony, and rhythmic exercises. This band will perform at home football games.

Out of class time requirement: Will vary depending on musical experience and ability

JAZZ BAND I • (10, 11, 12) • Full Year

Prerequisite: Audition for director

This is the most advanced band at Cleveland and acceptance into the class is by audition only. This is a performance-based course in the techniques used in jazz big band music, single and group improvisation. Topics include jazz history, listening skills, chord scales, modes, chords, melodic concepts, basic harmony, and rhythmic exercises. The band will perform at community functions and will also compete at local and regional jazz competitions.

Out of class time requirement: Will vary depending on musical experience and ability

BUSINESS

Business courses provide extensive opportunities for students interested in business careers. Opportunities are available to gain academic knowledge and practical experience.

BUSINESS PROCEDURES • (9, 10) • Full Year

Prerequisite: None

An introduction to typical business correspondence and procedures, work-place issues and ethics, career exploration, business math, business communication/grammar and etiquette. This class provides a solid foundation to students entering the Business Focus Option programs. Activities include keyboarding, 10-key, CIS, and survey of computer applications.

Homework Hours Outside Class: 1-2 hours per week

PERSONAL FINANCE • (11, 12; 10 with instructor consent) • Full Year

Prerequisite: None

Learn to manage personal finances in today's environment. Topics include personal finance planning and services; budgeting; money, credit, and investment management; interpreting financial statements; understanding issues revolving around stocks, bonds, and insurance; consumer issues, rights, protections, responsibilities; job searching strategies; developing responsible and creative problem-solving and decision-making skills; understanding economic forces on personal money management and consumerism. Instructional activities will include projects, cooperative learning, a job shadow, guest speakers, research and use of computer applications and technology.

Homework Hours Outside Class: 1-2 hours per week

MARKETING 1-2 • (10, 11) • Full Year

Prerequisite: Introduction to Business

This is an introduction to marketing. Students will learn the basics of marketing and investigate a variety of different types of businesses and how those businesses market their product, explore careers, practice good time management, give formal presentations, develop a personal professional portfolio, complete a professional business presentation, participate in a job shadow with a business partner. Marketing is a project driven class.

Homework Hours Outside Class: 1-2 hours per week

MARKETING 3-4 • (11, 12) • Full Year

Prerequisite: Marketing 1-2

Students will develop additional marketing knowledge and skills. Students will investigate a variety of different types of businesses and how those businesses market their product, explore careers, practice good time management, give formal presentations, develop a personal professional portfolio, prepare a marketing plan for the Cleveland Mall for the following school year and participate in several job shadows with business partners. Marketing 3-4 is a project driven class.

Homework Hours Outside Class: 1-2 hours per week

ACCOUNTING 1-2 • (10, 11, 12) • Full Year

Prerequisite: Introduction to Business is suggested

Accounting, the language of business, introduces basic accounting concepts and current practices. Peachtree is the accompanying computer accounting program and students will also use Excel. This course prepares students for office work and is a job skill to add to a resume. Students planning to major in business in college should take at least one year of accounting.

Homework Hours Outside Class: 1-2 hours per week

ACCOUNTING 3-4 • (10, 11, 12) • Full Year

Prerequisite: Accounting 1-2

Accounting 3-4 expands on concepts and practices learned in Accounting 1-2. Students continue to use the Peachtree program. Students earning an A or B are eligible for Portland Community College Credit. This is an acceptable Pass-Through Accounting credit at all Oregon University System schools.

Homework Hours Outside Class: 1-2 hours per week

MANAGEMENT • (12) • Full Year

Prerequisite: Marketing 3-4

Students will investigate different types of businesses and how those businesses manage and market their product, explore careers, practice good time management, give formal presentations, enhance their personal professional portfolio, and participate in several job shadows with a business partner.

Homework Hours Outside Class: 1-2 hours per week

COMPUTER APPLICATIONS 1-2 • (10, 11, 12) • Full Year

Prerequisite: Consent of instructor

This is an excellent course for students who want to learn more about computer applications. Explore word processing in terms of desktop publishing principles, spreadsheet and data analysis, databases, graphics, presentations, business applications, and basic web page design. Focus is on electronic publishing, what constitutes good design and how it all applies to print and non-print mediums. Students will be expected to participate in discussions about trends in business, computer technology and its impact on society. Students will work with Word, Excel, Access, PowerPoint, PhotoShop, HTML, and PageMaker, and Publisher. Some project work is involved. Students who complete this course with an A or a B may apply for Portland Community College credit. This is not a computer-programming course.

Homework Hours Outside Class: 1-4 hours per week

COMPUTER MULTIMEDIA & WEB DESIGN • (10, 11, 12) • Full Year

Prerequisite: Some art instruction and Computer Applications 1-2

Introduction to the concepts of design issues related to multimedia, print media and the web. Use computers to produce, edit, or modify original multimedia projects. Students will use PhotoShop, Illustrator, Flash, Director, Dreamweaver, and Indesign to design projects for print and non-print media. Scanning and digital cameras will be used to produce images for the web and for brochures, flyers and other print related materials. Students will learn about the basics of game and 3-D design.

It is suggested that students take an art class prior to or in conjunction with this class.

Homework Hours Outside Class: 3 hours per week

ADVANCED MULTIMEDIA • (10, 11, 12) • Full Year

Prerequisite: Computer Applications 1-2 & Computer Multimedia & Web Design

This class focuses on advanced techniques in computer applications, desktop video editing, multimedia, and Web design. Students are encouraged to work on real life projects applying video editing, web, game, graphics design, and electronic publishing to create digital movies, animations, advertising, Web pages, tutorials, and other print and non-print materials. We will discuss podcasts, streaming video, blogs, CMS systems, game design, databases, spatial analysis, and video editing. Students will build on previous computer skills to hone their multimedia presentation skills and techniques. Focus is on video editing for various formats and game design. Students will work with video editing and graphics editing software to create projects. Research and homework activities are required. Students will work with software such as PhotoShop, Flash, Director, Final

Cut Xpress, Bryce, ImageReady, and other video production software. Hardware will include the use of camcorders, scanners, and digital cameras. Heavy emphasis is on project oriented work.

Homework Hours Outside Class: 3 hours per week

ENGLISH

The English curriculum is designed to meet the needs and interests of its broad student population. Each full-year English course emphasizes vocabulary development and writing as a process that includes prewriting, writing, editing, and revising. Throughout all four years of English, students maintain writing folders from which selections are chosen for inclusion in portfolios. Speech activities, including instruction in public speaking, are introduced in the freshman year and incorporated throughout the four years. Freshmen, sophomores, and seniors study a wide range of world literature, past and present; juniors study American literature. Students read for pleasure and insight.

FRESHMAN ENGLISH 1-2 • (9) • Full Year

Prerequisite: None; Opportunity for honors credit available

This class is based on an interdisciplinary model of education and must be taken in conjunction with Modern World History and Academy Biology. This is a language arts course that introduces literature from a variety of cultures and regions in the world. The focus is for each student to become a confident and capable reader and writer who uses literature and language to examine other cultures and oneself as a member of a global community. Students will read multicultural literature in the following genres: narrative, autobiography, play, historical fiction, and travel writing. In addition, units will be complemented regularly by short stories, poems, persuasive and expository essays, and books of choice. Students will write narrative and imaginative stories, poetry, journal responses, letters, free-writes, and expository essays.

Homework Hours Outside Class: 3-4 hours per week

SOPHOMORE ENGLISH 3-4 • (10) • Full Year

Prerequisite: Freshman English 1-2; Opportunity for honors credit available

Students will read and learn to appreciate a variety of literature leading to a deeper understanding of oneself and others. They will explore joining the larger community focusing on issues of fairness and justice. Students will write in a variety of modes using the writing process. Speaking and listening will also be a feature of the class, often done within a collaborative small group setting.

Homework Hours Outside of Class: 3-4 hours a week

JUNIOR ENGLISH 5-6 • (11) • Full Year

Prerequisite: Sophomore English 3-4

Junior students will continue to develop their reading and writing skills. They will read, analyze, and write about literary ideas. Students will use the writing process and create writing pieces in the different modes or genres of writings. These will include writing pieces in the narrative, persuasive, expository, research, and creative categories of writing. Focus will be on research including pieces with citations and Works Cited strategies. Writing pieces will be kept in a writing portfolio and used for reflection, growth, and assessment.

Homework Hours Outside Class: 3-4 hours per week

IB ENGLISH A1 HL1 • (11) • Full Year**Prerequisite: Recommendation of teacher**

The hallmark of the IB curriculum is to move students past analysis of a story into the realm of text analysis. After finding meaning, students will explore how authors worked to create that meaning. Study will begin in the summer and continue at a high level throughout the year. Writing will be done in all modes, as well as journaling. Collaborative projects will also be undertaken. Reading will begin an investigation of literary elements. In conjunction with this investigation, students will perform an internally assessed oral presentation of 10-15 minutes. The second semester readings are tied together by the concept of self-discovery. Two major writing requirements will be addressed: one an extended comparative essay and the second a more creative piece. Both of these essays will eventually be externally assessed.

IB Assessments: Internal: Oral Presentation, Comparative Essay, Creative Essay

Summer Preparation: Read assigned novel and keep directed journal

Homework Hours Outside Class: 5-6 hours per week

SENIOR ENGLISH SELECTIVES**FILM AND LITERATURE • (12) • Full Year**

Prerequisite: Junior English 5-6

Note: This course fills the requirements for Senior English

In this course, students will use literature, writing, and film as vehicles to explore social, historical, economic, political, and artistic issues. Students will read articles, dramas, essays, novels, poems, nonfiction, and short stories, and analyze selections from film and the media to achieve this goal. The course introduces students to the cinematic, theatrical, and literary elements found in film in order to see how the process of translation between print and film text occurs. Students will learn various film theories and apply these to their active viewing, which they will demonstrate in comparison and critical essays and in their viewing notes. The first quarter introduces many of these approaches through the work of Alfred Hitchcock; the second and third quarters closely explore film genres—i.e., Gothic Horror, Film Noir, Western, Shakespeare and so on, by looking the key print texts and how the film genre changes and develops over time; the last quarter exposes students to nonfiction and the forms and structures of documentary film in order to explore socio-political issues and to see how directors construct and even manipulate reality.

In addition to viewing notebooks in response to all films/excerpts shown, adaptation projects (i.e. storyboards, scripts, short stories, short films), literary analysis essays, all students will be expected to complete a senior thesis in which students conduct an in-depth exploration of a film genre, a major director, or a significant issue that has been raised in the course.

Homework Hours Outside of Class: 4-5 hours per week

MAKING A DIFFERENCE • (12) • Full Year

Prerequisite: Junior English 5-6

Note: This course fills the requirements for Senior English

What enlivens you? Where do you find inspiration? This class invites students to explore what they love and how their passions can contribute to our world. Students will complete projects that explore interests of their choice. Most of the reading will come from novels students choose. As a class we'll explore literature that speaks to our understanding of what moves people to take action. We'll also learn the language of compassionate communication, a language that increases our likelihood of meeting our needs and hearing others with empathy. Together we'll wonder about the power of story, poetry, and art to shape us and our society.

Homework Hours outside of Class: 4-5 hours per week

SCIENCE FICTION/FANTASY/ADVENTURE LITERATURE • (12) • Full Year

Prerequisite: Junior English 5-6

Note: This course fills the requirements for Senior English

This course features a focus on Sci-Fi, Fantasy, and Adventure genres. A variety of themes are covered, including Time Travel, Utopia/Dystopia, Aliens, and Imaginary Lands. Traditional Senior English units such as Hamlet, Personal Essay, and Passion Project are also part of the curriculum.

Homework Hours Outside of Class: 4-5 hours per week

IB ENGLISH A1 HL2 • (12) • Full Year

Prerequisite: IB Junior English

Note: Dual enrollment with Senior English is not permitted

Students will continue to closely read texts. The Detailed Study portion of the course will focus on poetry, essay, drama by Shakespeare, and one novel. Students will prepare to perform an individual oral commentary of an extract of the Detailed Study texts. The Genre-Based portion of this course will focus on nonfiction texts, such as memoir, autobiography, and travel writing. Students will practice written commentary on nonfiction texts to which techniques of literary criticism can be applied. Students will also be given opportunities to write in a variety of modes and styles. IB candidates will polish their essays and creative pieces from junior year to get them ready for external assessment. In the spring, these students will complete the written paper component by writing an externally set and externally assessed commentary and essay.

IB Assessments: Internal: Oral Commentary (moderated externally); External: Written Commentary, Essay

Summer Preparation: To be announced

Homework Hours Outside Class: 5-6 hours per week

ENGLISH AS A SECOND LANGUAGE

The program of studies for limited English Language Learners (ELL) provides intensive instruction in reading, writing, listening and speaking English. The second language instruction seeks to enable learners to use the language in ways all of us use our first languages to communicate with others. Students will participate in courses emphasizing reading, writing, and communication skills taught by English as Second or Other Language (ESOL) teachers. Students will also participate in general education classes.

LAE 1 • (9, 10, 11, 12) • Full Year

Prerequisite: None

This course is designed to develop speaking, listening, reading, and writing skills at the beginning level of English. Students practice reading and comprehending dialogues and short conversations, progressing to reading one to two paragraph stories or longer. There is an emphasis on vocabulary development. A variety of activities and strategies are used to engage learners in mastering high frequency vocabulary. Students use and practice various reading skills such as; pre-reading, literal and inferential comprehension questions, scanning, identifying main ideas and supporting details, cause and effect, sequencing, etc. Knowledge of grammar is built through studying pronoun references, parts of speech, basic verb tenses, and idioms used in reading texts. Students practice paraphrasing and summarizing readings and writings, and also share, discuss, and write about their responses to the readings.

LAE 2 • (9, 10, 11, 12) • Full Year

Prerequisite: LAE 1 or instructor consent

This course is designed for the intermediate learner of English. Students are immersed daily in reading and writing tasks to develop fluency in listening, speaking, reading, and writing English. Students read a variety of texts which include more complex vocabulary and sentence structure. Fiction, non-fiction, poetry, articles, and essays are all used. Students become acquainted with and use various reading skills to develop more awareness of the reading process. When reading literary texts, students are introduced to basic elements of fiction. Guided reading questions help build both literal comprehension and critical analysis. Students use various kinds of informal journal writing to clarify texts and make connections between the text, their own lives and the world around them. There is an emphasis on vocabulary development, especially high frequency academic words. Small group work and cooperative activities allow students to naturally use and develop their speaking and listening skills. Oral presentations are also required.

LAE 3 (9, 10, 11, 12) Full Year

Prerequisite: LAE 2 or instructor consent

This course is designed to improve and develop students' reading comprehension. Students read a variety of texts such as fiction, nonfiction, poetry, essays, and articles. Students learn and use various pre-reading and reading strategies in order to better connect with and comprehend texts. Students understand and identify how literary elements are used in fiction to create and build stories. Literary techniques are also discussed when studying fiction. Vocabulary development (especially words on the academic word list) is another major focus of the course and is practiced daily. Students will use word analysis and contextual cues as a way to help them expand their vocabulary. Reading for pleasure is encouraged. Journals are kept allowing students to make personal responses to the readings.

ELD 1 • (9, 10, 11, 12) • Full Year**Prerequisite: None**

This course will develop speaking, listening, reading and writing skills at the beginning level of English. Basic grammatical structures are presented in dialogues, conversations, games, chants and brief readings. There is an emphasis on oral language development. Students practice writing at the sentence level and by the end of the year attempt writing an organized paragraph. Journal writing and free writes are regularly practiced. Students acquire a base vocabulary which they use for speaking and writing.

ELD 2 • (9, 10, 11, 12) • Full Year**Prerequisite: ELD 1 or instructor consent**

This course is designed for the intermediate student of English. Students are immersed daily in reading and writing tasks to develop fluency in listening, speaking, reading, and writing English grammatical structures. Students review and master the grammatical structures introduced in ELD 1. More complex grammatical structures are introduced such as comparisons, modals, adverbs of sequence, linking words, and clauses. Students practice new tenses such as past continuous and present perfect. The scope and sequence presented in the grammar text is followed closely with extensive practice and mastery of writing at the paragraph level. Students practice writing topic sentences with a focus and learn how to support these topic sentences with details, examples, and arguments. Time is given to engage in journal and free writing. Students make oral presentations to the class and continue to refine and improve their pronunciation of English sounds as well as best practices in speech delivery.

ELD 3 • (9, 10, 11, 12) • Full Year**Prerequisite: ELD 2 or instructor consent**

This course is for advanced ESL students who have mastered intermediate English listening, speaking, reading, and writing skills. Students are taught paragraph and essay writing using the writing process. English grammar is taught through listening, speaking, reading, and writing activities designed to help students increase their ability to speak and write English accurately and fluently. Students will review and expand their knowledge of all the major grammar tenses in English and study advanced grammatical forms. This course teaches students to comprehend and write complex English sentences using combining activities, and introduces rules for spelling and punctuation, while using proof-reading and editing activities. High frequency academic vocabulary is practiced and mastered.

ELD 4 • (9, 10, 11, 12) • Full Year**Prerequisite: ELD 3 or instructor consent**

This course is designed for advanced ESL students who have mastered advanced English listening, speaking, reading, and writing skills and completed ELD 3 successfully. Students are taught paragraph and essay writing using the writing process. English grammar is taught through listening, speaking, reading, and writing activities to help students increase their ability to speak and write English accurately and fluently. Students will also learn to comprehend and write complex English sentences using sentence combining activities. High frequency academic vocabulary is practiced and learned. Rules for spelling and punctuation are introduced and practiced using proof-reading and editing activities. The coursework is similar to that taught in ELD 3 but the texts used are more challenging and the expectations for student writing are intensified. Increased mastery of the grammatical forms of English on the sentence level is emphasized, as are paragraph and essay writing skills.

HEALTH / PHYSICAL EDUCATION

Health and Physical Education courses are designed to meet the needs of today's teenagers. Emphasis is on issues of concern that promote lifetime wellness including positive health habits, and preventative strategies. Classes incorporate lessons pertaining to physical, mental and social well-being.

CONTEMPORARY HEALTH ISSUES AND PERSONAL HEALTH MANAGEMENT • (10)

• Full Year

Prerequisite: None

This course will assist students to examine public health issues and the interrelationship of health choices to challenges in our society. This study will provide information about unintentional injury prevention and safety, prevention and control of disease, the impact of drug and alcohol abuse, environmental health, and violence prevention. Themes of the course include how to become a health literate citizen, developing respect and advocacy for the health of self and others, using interpersonal communication skills to positively impact health, and accessing health-related information to analyze the influences of one's environment. This course will also highlight the importance of developing lifelong positive attitudes and behaviors, and teach how to make wise decisions related to their personal health. Study will include healthy eating and physical activity, sexual health, and mental, emotional, and social health. Central themes include goal setting and self-management for practicing health-enhancing behaviors.

PPS Standards:

- Goal-setting
- Self-management
- Interpersonal communication
- Accessing accurate information
- Decision making
- Comprehending Concepts
- Interpersonal Communication Skills
- Analyzing Influences
- Advocacy

Content:

- Mental, emotional, and social health
- Prevention and control of disease
- Alcohol, tobacco, and drug prevention
- Violence prevention
- Unintentional injury prevention/safety
- Promotion of healthy eating
- Physical activity
- Sexual Health
- Environmental Health

Homework Hours Outside Class: 2-3 hours per week

PHYSICAL EDUCATION • (9) • Full Year

Prerequisite: None

Offering a diverse curriculum, the physical education department has as one of its goals maximizing each student's personal fitness. Instruction aims to assist students in improving these components of physical fitness: muscular strength, muscular endurance, cardio-respiratory endurance, body composition, and flexibility.

Course Contribution: PE uniforms can be purchased or students need to supply and wear black shorts and non-logo grey T-shirt.

Elective Courses

WEIGHT TRAINING AND CONDITIONING • (10, 11, 12) • Full Year

Prerequisite: Physical Education

A co-ed course where students will learn strength and conditioning training and personal fitness concepts. Emphasis is placed on proper technique, safety and personal improvement. Fitness testing will be a component of this course.

Course Contribution: PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.

MATHEMATICS

Mathematics learned in high school is the culmination of formal mathematical preparation for life and for work for some students. For others, it is the platform on which further formal study will build in college and beyond. High School students will learn about and use a variety of functions using each to model real-world data. Students will solidify and expand upon what they have learned about geometry, measurement, data analysis, and probability in earlier grades. High School students will continue to develop the ability to reason about mathematics, and they will learn to use technology to develop a deeper understanding of mathematics.

ALGEBRA 1-2 • (9) • Full Year

Prerequisite: 9th graders who have not previously taken College Prep Math (CPM) Algebra Connections

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

In this first year course the representation of functions is used as the unifying theme. Students are introduced to linear, quadratic, exponential, and polynomial functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations, and quadratic equations. They deepen their understanding of basic algebraic concepts using hands on activities, TI-84 calculator lessons, and problem solving and develop confidence in their ability to think mathematically as they work both individually and collaboratively. Homework is required in this class.

COGNITIVE TUTOR ALGEBRA 1-2 • (10) • Full Year

Prerequisite: 9th graders who have taken College Prep Math (CPM) Algebra Connections in middle school and failed it should take this class AND upperclassmen who have failed CPM Algebra Connections in high school or have never taken an Algebra course should take this class.

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

This is designed as a second look at first year algebra for those students who struggled in it the first time. It combines extensive use of individualized software with collaborative classroom activities to develop critical understanding of the concepts of rate of change in the context of linear and quadratic relations. The software analyzes student progress and errors to provide individual problems solving. Heavy emphasis is on language development and the interpretation of work problems as students move through the software. Students successfully completing the course can continue their mathematical education with confidence as they progress to geometry. Homework is required in this class.

GEOMETRY 1-2; GEOMETRY 1-2H • (9, 10, 11, 12) • Full Year

Prerequisite: Credit in Algebra 1-2 or Cognitive Tutor. Honors requires recommendation of previous math teacher.

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

Students study 2 and 3 dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebra 1-2 is reviewed with geometric applications. Students use the software available with the

TI-84 calculator and/or Geometers Sketchpad to deepen their understanding of key ideas. Homework is required in this class.

MATH MODELING 1-2 • (11, 12) • Full Year

Prerequisite: Teacher recommendation

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

This is designed for students who struggled in Algebra 1-2 and wish to develop a stronger understanding of algebraic thinking so they can succeed in Algebra 3-4 (Advanced Algebra). Students will apply concepts typically covered in first year algebra and geometry to solve real-world problems. Students will be helped to visualize, represent, model and solve these real world problems in areas such as science, art, and business. The focus in the first semester will be on the modeling of linear and quadratic functions. The focus in the second semester will be in the modeling of exponential functions in the study of populations and in finance and trigonometric relationships in music and astronomy. The text used in this course will be Modeling with Mathematics: A Bridge to Algebra II. Technology, including the TI-84 calculator and spreadsheets, play a major role in developing student understanding of these concepts. This course does not meet the Algebra 3-4 requirement of most four-year colleges. Homework is required in this class.

Courses with an asterisk (*) in the prerequisite area of the course description indicate that a graphing calculator is required. Although Cleveland has a limited supply of calculators available for checkout, it is strongly recommended that students purchase their own. A TI-83 Plus or TI-84 Plus are recommended. TI-89 is not allowed on IB exams or on most college admission exams.

ALGEBRA 3-4; ADVANCED ALGEBRA 3-4H • (9, 10, 11, 12) • Full Year

***Prerequisite:** C or better in Algebra 1-2 and Geometry • Honors requires the recommendation of the previous math teacher

Content Area Credit: 1 unit (full year)

Mathematics Graduation Requirement

This emphasizes modeling data and problem situations with functions, specifically linear quadratic, polynomial, exponential, rational radical and logarithmic functions. It also introduces students to sequences and series, solving systems with and without matrices, complex numbers, problems in trigonometry and some discrete topics such as probability. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply the mathematics and to communicate their reasoning. Students will use the TI-84 graphing calculator in class to study these topics. Homework is required in this class.

ADVANCED MATH FOR COLLEGE • (11, 12) • Full Year

***Prerequisite:** Credit in Advanced Algebra 3-4

This is designed for the student who needs an extensive review of algebraic concepts and applications before enrolling in pre-calculus or statistics classes.

Homework Hours Outside Class: 30-45 minutes per night

Work Samples: Opportunities are provided

PRE-CALCULUS • (9, 10, 11, 12) • Full Year

***Prerequisite:** B grade or better in Advanced Algebra 3-4 or Advanced Algebra 3-4H or Advanced Math for College

This is designed to continue to develop student interest in mathematics, and to prepare students for further study. Mathematical ideas will be studied in depth through application and practical problems. Topics include functions, vectors, matrices, combinatorics, statistics and probability, sequences and series, trigonometry, graphing, and mathematical models.

Homework Hours Outside Class: 30-35 minutes per night

Work Samples: Opportunities are provided

IB MATH STUDIES SL • (11, 12) • Full Year

***Prerequisite:** Credit in Pre-Calculus with C or better

IB Math Studies Standard Level has six core areas: Numbers and Algebra; Sets and Logic; Geometry and Trigonometry; Probability and Statistics; Functions, Financial Mathematics, and Basic Differential Calculus.

IB Assessments: Internal: An individual piece of work involving the collection and/or generation of data, and the analysis and evaluation of that data.

External: Two exams (papers). Paper 1 is one hour and is 15 short response questions based on the 6 core topics. Paper 2 is two hours and consists of two parts: Part A based on the 6 core topics and Part B based on the optional topic.

Homework Hours Outside Class: 30-60 minutes per night

Work Samples: Opportunities are provided

IB MATHEMATICS SL (Calculus) • (11, 12) • Full Year

***Prerequisite:** Credit in Pre-Calculus with a B or better and teacher recommendation.

Students will study a traditional Calculus curriculum including derivatives and integrals and their applications. In preparation for the IB SL Mathematics exam students will review the required IB Math SL syllabus topics of vectors, matrices, and probability and statistics. Students will prepare for both the IB SL mathematics exam and the Advanced Placement AB level Calculus exams in the spring.

Students are eligible for Portland Community College credit: Math 251 and Math 252

Homework Hours Outside Class: 30-60 minutes per night

IB Assessment: Internal: Two samples will be collected for the students who need them for their IB Standard Level work: one representing a mathematical investigation and one a mathematical mode. These will be assigned and assessed by the instructor and moderated by IB.

IB MATHEMATICS HL (Advanced Calculus) • (12) • Full Year

***Prerequisite:** Credit in IB Mathematics SL with a B or better and teacher recommendation.

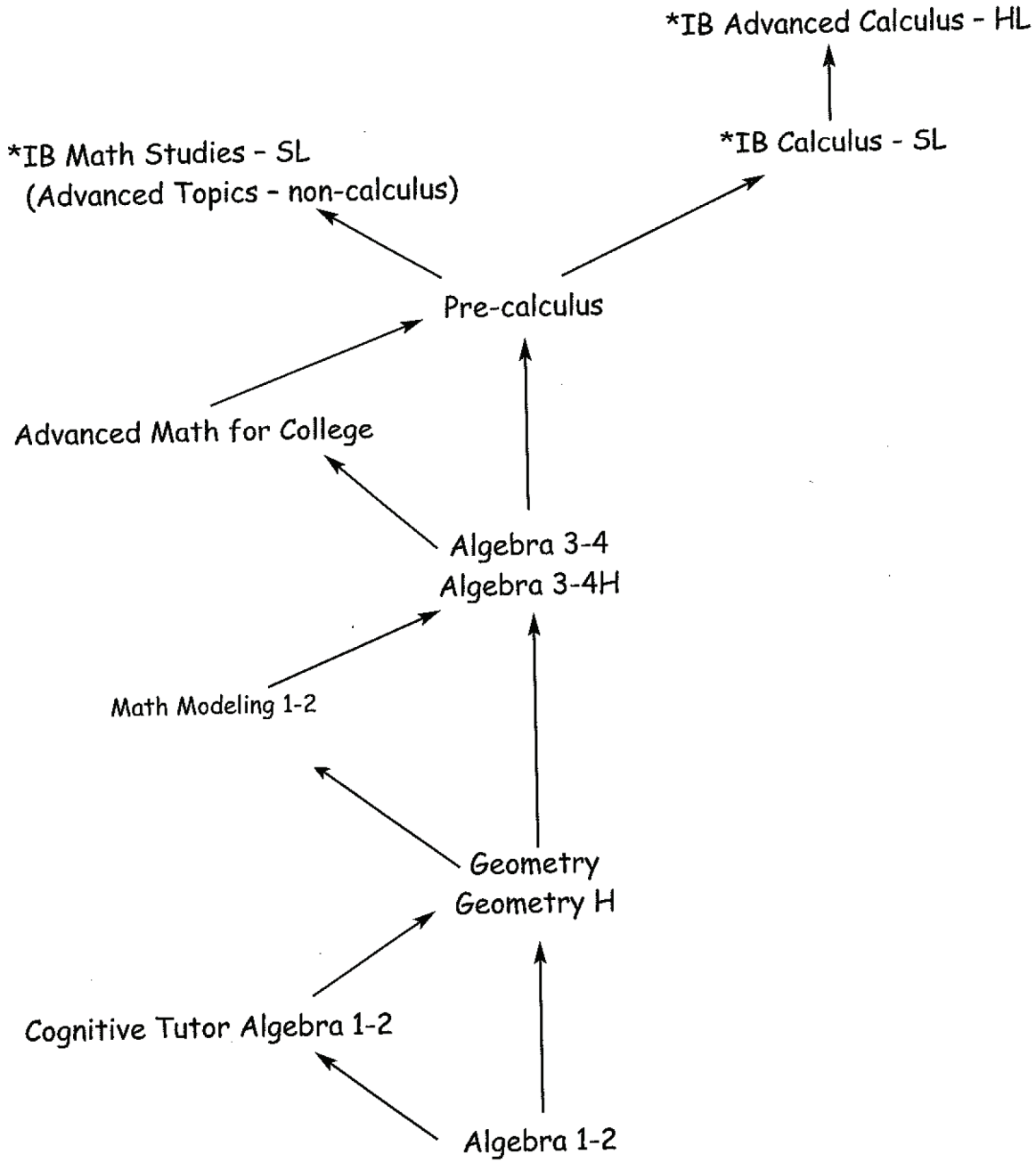
This course will build on the IB Mathematics SL course and will prepare students for the Higher Level Mathematics exam for an IB Diploma or Certificate. Required syllabus topics include advanced and circular functions, vector geometry, matrices and transformations, statistics and probability, calculus, sequences and series, and differential equations.

Students are eligible for Portland Community College credit: Math 253

Homework Hours Outside Class: 30-60 minutes per night

IB Assessment: Internal: Two pieces of work based on different areas of the syllabus, representing a mathematical investigation and mathematical modeling. These will be assigned and assessed by the instructor and moderated by IB.

CLEVELAND MATH COURSE SEQUENCE



*International Baccalaureate Program

SCIENCE

Science classes are laboratory and activity centered. Updated continually, these courses include a wide variety of elective classes, which focus on issues of ecology, energy, and space. Classes also include study of the metric system. The science program provides a solid foundation for those interested in careers in science.

ACADEMY BIOLOGY • (9) • Full Year

Prerequisite: None

This class is based on an interdisciplinary model education and must be taken in conjunction with Freshman English 1-2 and Modern World History. It offers a study of living things, and includes various laboratory activities with students developing an understanding and appreciation of the nature of scientific inquiry. Topics include ecology, evolution, genetics, and molecular biology. This course offers an honors contract.

Homework Hours Outside Class: 1-1.5 hours per week

FOUNDATIONS OF PHYSICS AND CHEMISTRY • (10, 11, 12) • Full Year

Prerequisite: Completed or concurrently enrolled in Algebra 1-2

This course includes one half year of pre-chemistry and one half year of pre-physics. It is a rigorous examination of laboratory methods, while developing reasoning and scientific problem solving techniques. Topics include measurement, density, mass changes in closed systems, characteristic properties of matter, solubility, separation of mixtures, compounds and elements, radioactivity, the atomic model, force, motion, energy, conversions, chemical nomenclature, aerodynamics, rocket design, scientific method, inquiry model, and how technology relates to history and society.

Homework Hours Outside Class: 1-1.5 hours per week

INTEGRATED SCIENCE • (9, 10, 11, 12) • Full Year

Prerequisite: None

This course is an inquiry and laboratory-based study of how earth and space, life, physical, and environmental sciences relate to each other in the everyday world. Incorporated throughout these topics will be practical applications of scientific thought, technology, equipment usage, and communications of findings. In addition, the influence of science on history, as well as modern society, will be explored.

Homework Hours Outside of Class: 1-1.5 hours per week

CHEMISTRY • (10, 11, 12) • Full Year

Prerequisite: Successful completion of one lab science and Algebra 1-2 with a B or better in both courses

This is a laboratory-oriented course in which students study the composition and changes in matter. Chemistry is a descriptive and quantitative science based on controlled experiments, logic, and theory. Emphasis is placed on measurement, problem solving, and the process of physical and chemical change. Models are used to explain observable phenomena and are verified by experimentation and observations. Scientific laws, theories, principles, and concepts are stressed.

Homework Hours Outside Class: 2-3 hours per week

HUMAN ANATOMY-PHYSIOLOGY • (11, 12) • Full Year

Prerequisite: Successful completion of Biology and one other laboratory science

This course offers an advanced study of anatomy and physiology of cells, tissues, skin, skeletal, muscular, and other systems of the body to develop an understanding of the relationship between design and function. Medical terminology is also explored. Coursework is comparable to the first

section of Human Anatomy & Physiology at the college level. Students also attend medical lectures and/or participate in a job shadow in the medical field. This course is applicable to those interested in medical fields, EMT, fire and rescue, and athletics.

Homework Hours Outside Class: 3 hours reading and reviewing lecture notes and text per week

ASTRONOMY • (11, 12) • Semester

Prerequisite: Two years of a laboratory science

Astronomy is the study of celestial objects and how they relate to the earth. Students will study the early techniques used to measure the motions in the heavens, and follow the continuing efforts of humans to understand where they are in the universe. Modern techniques will also be used to study present images of celestial objects such as supernova, galaxies, and solar system objects. Topics will include stellar evolution processes that lead to black holes, neutron stars, and dwarf stars, galaxy structures, solar system formation and evolution, and planetary geology. As a result, the course in part looks at the mathematical relationships found in the physical universe. Strong math skills are beneficial. This fascinating story will be investigated through numerous hands-on activities and experiments, readings, video, the Internet, and observations. This one-semester class can be taken in conjunction with a semester of Geology.

Homework Hours Outside Class: 2 hours per week

GEOLOGY • (11, 12) • Semester

Prerequisite: Two years of a laboratory science

Basic concepts in geological principles and processes will be covered to facilitate an understanding of how our unique planet operates. The Pacific Northwest is used as a regional backdrop to study such topics as plate tectonics, earthquakes, volcanism, marine geology, rock and mineral identification, processes of erosion, geomorphology, and glaciology. Laboratory activities and hands-on projects will be an emphasis, as well as readings, discussions, films, and field trips. This one-semester class can be taken in conjunction with a semester of Astronomy.

Homework Hours Outside Class: 2 hours per week

OCEANOGRAPHY • (11, 12) • Full Year

Prerequisite: Two years of a laboratory science

This will introduce students to biological, chemical and physical oceanography and marine geology. It will build on and integrate topics covered in other science courses offered at Cleveland; topics will include atmospheric and oceanic circulation, waves, satellite oceanography, chemical and nutrient cycles, ocean formation, sedimentology, marine ecosystems, and human impact on the world's oceans. Students will explore these areas through laboratories, hands-on projects, readings, Internet research, discussions and field trips. Multiple field trips are a required part of the class with some on non-school days.

Homework Hours Outside Class: 2 hours per week

NORTHWEST ECOLOGY • (11, 12) • Full Year

Prerequisite: Two years of laboratory science

As students study the organisms and ecological systems specific to the Pacific Northwest, they will evaluate the impact of natural and human events upon these systems. Students will become familiar with the methods, techniques and equipment used in ecological investigations and will have opportunities to work with actual scientists in projects such as the Student Watershed Research Project. Through these organizations and other field research, students will address such issues as watershed management, forest management, and overall ecosystem health. Many ecoregions

ranging from the coast to the high desert will be studied. Multiple field trips are a required part of the class with some on non-school days.

Homework Hours Outside Class: 2 hours per week

BIOTECHNOLOGY • (11, 12) • Full Year

Prerequisite: Two years of laboratory Science

This laboratory-based course teaches the fundamental technical skills needed in a biotech laboratory. It covers methods in biotechnology for the manipulation of nucleic acids. Emphasis is placed on topics concerning techniques used in recombinant DNA technology, including PCR, restriction digests, mapping, cloning, forensics and bioinformatics. In addition, issues related specifically to the biotechnology industry, such as understanding the product development process, ethical, legal and social concerns will be addressed. Upon completion, students should have an understanding of the theory, practice, and application of technologies that study and manipulate living things or their component molecules, cells, tissues or organs.

Homework Hours Outside Class: 2 hours per week

SCIENCE RESEARCH • (11, 12) • Full Year

Prerequisite: Two years science; consent of instructor and administrator

Independent student research projects for the laboratory or for the field must be proposed to the science instructor to obtain permission to enroll. There is the possibility to present research at the Portland Public Science Fair.

IB BIOLOGY SL • (11, 12) • Full Year

Prerequisite: Chemistry

This includes in-depth studies in cellular biology, biochemistry, genetics, ecology, evolution and human health and physiology. This is a laboratory-oriented course in which students spend most of their time applying the concepts studied in the context of experiments. Field trips, guest speakers, and seminars are an integral part of the course. This course prepares students who choose to take the Advanced Placement Biology Exam for college credit.

IB Assessments: Internal: Scientific Investigations; External: Three hour exam

Homework Hours Outside Class: 3-4 hours per week

IB CHEMISTRY SL • (11, 12) • Full Year

Prerequisite: Chemistry

IB Credit Optional

A course designed to provide a good background for students who are going into medicine, engineering, or science fields. Topics include organic chemistry, biochemistry, qualitative analysis and advanced inorganic chemistry. This course prepares students who choose to take the Advanced Placement Chemistry Exam for college credit.

IB Assessments: Internal: Scientific Investigations; External: Three IB papers

Homework Hours Outside Class: 3-4 hours per week

IB PHYSICS SL 1 • (10, 11, 12) • Full Year**Prerequisite: Concurrent enrollment in Algebra 3-4 or higher**

A laboratory-oriented class featuring in-depth study of Physics topics including mechanics kinematics and dynamics, rotational motion, gravitation, wave mechanics, and electricity and magnetism. Energy and power generation, with an emphasis on sustainable/renewable energy sources, is explored by monitoring the solar panels installed on the Cleveland High School roof. Hands-on experiences, practical, real world applications, and applied math skills are emphasized. This course will follow the IB Physics curriculum.

IB Assessments: Internal: Scientific Investigations**Homework Hours Outside of Class:** 4-5 hours per week**IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL • (11, 12) • Full Year****Prerequisite: Two years of laboratory science**

The prime intent of this course is to provide students with a coherent perspective on the interrelationships between ecosystems and societies; one that enables them to adopt an informed personal response to the wide range of pressing global environmental issues that they will inevitably come to face. It is intended that students develop a sound understanding of the interrelationships between ecosystems and societies, rather than a purely journalistic appreciation of environmental issues. This course will involve hands-on science inquiry both in the field as well as in the lab. Topics will include Human Population and Carrying Capacity, Resource Use, Resource Conservation, Pollution, Pollution Management, the issue of Global Warming and Environmental Value Systems. Field-based investigations are a component of the course.

IB Assessments: Internal: Scientific Investigations; External: Three IB papers at the Standard Level**Homework Hours Outside Class:** 2 hours per week**IB BIOLOGY HL • (12) Full Year****Prerequisite: Biology SL; One year of Chemistry and one year of Physics or concurrent enrollment**

This course explores in more detail topics covered in Biology SL. Emphasis is on Nucleic Acid, Proteins, Cell Respiration, Photosynthesis, Plant Science, Genetics, and Human Health and Physiology. Options will also build on those covered in Biology SL. Laboratory investigations, computer simulations, data mining, literature research, and lectures will be used. This course prepares students who choose to take the Advance Placement Biology Exam for college credit.

IB Assessments: Internal: Scientific Investigations; External: Three hour exam**Homework Hours Outside Class:** 3-4 hours per week

IB PHYSICS SL/HL 2 • (11, 12) • Full Year**Prerequisite:** IB Physics SL 1; One year of Biology and one year of Chemistry or concurrent enrollment

IB Physics SL/HL 2 is a continuation of, and will expand on the curriculum presented in IB Physics SL 1. Topics will include astronomy, atomic and nuclear physics, quantum physics, and thermodynamics. Additional topics in mechanics and waves will also be explored, including trajectory motion, relativity, Doppler effect, beat patterns, and optics. These topics are not presented at a more difficult conceptual level, but are meant to provide a greater depth into various topics of physics. At the conclusion of this course students will be prepared to take the IB Standard Level physics exams, IB Higher Level physics exams, or the AP Physics Exam. Students earning an A or B are eligible for Portland Community College credit.

IB Assessments: Internal assessments through scientific investigations; External assessment via examination papers**AP Assessments:** External assessment via examination papers**Homework Hours Outside of Class:** 4-5 hours per week

SOCIAL SCIENCES

Social Sciences courses are designed to examine the interaction of people in the world, the major social institutions, and the government and history of the United States. By understanding more about oneself as well as the contributions of others, students become better-informed and more effective citizens.

MODERN WORLD HISTORY • (9) • Full Year

Prerequisite: None

This class is based on an interdisciplinary model of education and must be taken in conjunction with Freshman English 1-2 and Academy Biology. This required course introduces and explores contemporary world cultures, their histories, individual and global societies, geographic concepts, the effects of geography on human development, and the effects of globalization on societies, and economics. Students will also learn about themes that are characteristic of all cultures: constant change, diversity, the movement of people, technology and ideas, and commerce. Students will explore different regions of the world using a variety of sources.

Homework Hours Outside Class: 1-3 hours per week

U.S. HISTORY 1-2 • (11) • Full Year

Prerequisite: None

Students will examine the economic, political and social development of the nation from the post-Civil War era to the present. Themes involving class, race, and gender will be discussed, as well as industrialism, social movements, imperialism and war.

Homework Hours Outside Class: 2-3 hours per week

GOVERNMENT • (12) • Semester

Prerequisite: None

Government is a one-semester course, focusing on forms of government, philosophies, principles, and the foundation and function of U.S. government. Students will also learn about the formation of U.S. government. Students will explore the organization, duties, and powers of government and learn the rights and responsibilities of active civic engagement.

Homework Hours Outside Class: 2-3 hours per week

ECONOMICS • (12) • Semester

Prerequisite: None

This course is based on the principles and foundations of different economic theories including macro and microeconomics. Students will explore personal economics including, consumerism, credit, investment, and labor. Students will study the dynamics of globalization, including monetary institutions, governments, and corporations.

Homework Hours Outside Class: 1-3 hours per week

SOCIAL SCIENCES ELECTIVE COURSES

IB HISTORY OF THE AMERICAS HL 1 • (11, 12) • Full Year

Prerequisite: Full IB diploma candidates must have taken Government & Economics

Designed as the first year of a two-year course in history for higher level group three requirements for IB. Focus is on U.S., Latin American, and/or Canadian history from discovery to present. Students may take the Higher Level IB Exam after completing the two-year course. This course covers U.S. History with 3-5 case studies that intersect with Latin America and/or Canadian history.

IB Assessments: Includes an examination of historiography and multiple perspectives on history, document based question essays, and persuasive papers

Homework Hours Outside Class: 3-5 hours per week

IB HISTORY HL 2 (IB History of the Americas 20th Century) • (12) • Full Year

Prerequisite: IB History of the Americas SL 1

This course is the continuing IB History course following the Americas course. This world issues class examines these following topics: Causes, Practices, Effects of War, Nationalist and Independence Movements, Decolonization and Challenges Facing New States, the Cold War and the Arab-Israeli conflict. It is designed to cover the 20th Century World History curriculum and will be assessed according to IB norms.

IB Assessments: Internal Assessment and External Assessment

Homework Hours Outside Class: 3-5 hours per week

IB SOCIAL & CULTURAL ANTHROPOLOGY SL • (11, 12) • Full Year

Prerequisite: None

Social and cultural anthropology is a comparative and holistic approach to the study of the human experience. The anthropological perspective provides a broad understanding of the origins as well as the meaning of cultural diversity in the world. In examining cultural groups, this class will focus on kinship relations, symbolism, exchange, language, ethnicity, gender, and power relations. Exploration of various cultures from around the world is the focus for the class and is not limited by chronology or geographical location. *Any* student is welcome to take this class, however, strong reading and writing skills are highly recommended. The reading is rigorous.

IB Assessments: Students interested in an IB Certificate or Full Diploma are required to take both an external SL exam and one two-part internal assessment.

Homework Hours Outside Class: 3-5 hours per week

IB PSYCHOLOGY SL • (11, 12) • Full Year

Prerequisite: None

Standard Level IB Psychology takes a scientific approach to human behavior and the mind. Students will study three psychological levels of analysis: biological, cognitive, and socio-cultural. Later these levels will be used to analyze abnormal behavior and common mental problems such as mood, anxiety, and eating disorders. Students will also study research design (the methods, statistics, and ethical issues in psychological research and application) in preparation to undertake a simple experiment of their own. Any student is welcome to take this class, however, strong reading, writing, and organizational skills are highly recommended.

IB Assessments: Includes an internal assessment (a report on a simple experiment conducted by the student) and an external assessment (a two-part, essay based test).

Homework Hours Outside Class: 3-5 hours per week

IB PSYCHOLOGY HL • (12) • Full Year**Prerequisite: IB Psychology SL**

Higher Level IB Psychology is a continuation of the skills and content learned in SL Psychology. Students will review the levels of analysis (biological, cognitive, and socio-cultural) from the previous course, as well as abnormal behavior. They will study a new area: Developmental Psychology focusing on identity, critical periods, the impact of childhood experiences, and stress. Students will also study quantitative research methods (including experiments, interviews, observations and case studies) to prepare for the critical analysis portion of the IB exam and to review the skills needed to conduct another simple experiment of their own. Strong reading, writing, and organizational skills are highly recommended for this course.

IB Assessments: Includes an internal assessment (a report on a simple experiment conducted by the student) and an external assessment (a three-part, essay based test).

Homework Hours Outside Class: 3-5 hours per week

WORLD LANGUAGES

Two years of the same world language is required by PPS in order to meet graduation requirements. World language study is also recommended to attain a proficiency level for admission to many four-year institutions of higher learning. Therefore, it is highly recommended that students begin world language study in the freshman year. Many opportunities are available for speakers of world language in vocational careers, as well as national and international business. Cleveland helps prepare students for these opportunities by teaching how to communicate in a second language, and to better understand other cultures.

FRENCH 1-2 • (9, 10, 11, 12) • Full Year

Prerequisite: None

The basic skills of listening, speaking, reading, and writing are the focus. Various francophone cultures will be studied, and students will learn to recognize differences and similarities between people of these cultures and Americans. Students will identify possible careers where French is used. Beginning with the second semester, French will be spoken as much as possible. Course themes: greetings, school, activities and sports, as well as food, family, shopping, clothes, and weather.

Homework Hours Outside Class: 2 hours per week

FRENCH 3-4 • (9, 10, 11, 12) • Full Year

Prerequisite: Passing grade in French 1-2 and teacher recommendation

Students will continue to develop their ability to listen, to speak, and write in French along with learning about French-speaking countries. Students will learn about occupational and leisure-time activities in French-speaking countries and in the USA. Course themes: travel, homes, directions, places, restaurants, foods, La Martinique, daily routine, castles, health, Africa, and friendships. Second quarter students are highly encouraged to use French in class. Second semester instruction is predominately in French.

Homework Hours Outside Class: 2-3 hours per week

FRENCH 5-6 • (10, 11, 12) • Full Year

Prerequisite: French 3-4 with a C grade or better and/or teacher recommendation

Students will continue to fine-tune their French listening, speaking, reading, and writing skills, and understanding and appreciation of French culture. Emphasis is placed on developing interpersonal skills in French. Topics will include: foods, Belgium, expressing personal opinions, Switzerland, ecology, personal style, Morocco, Tunisia, and Senegal. The class is taught entirely in French and students are required to speak in French as well.

Homework Hours Outside Class: 3-4 hours per week

IB FRENCH SL 7-8

Prerequisite: French 5-6 with a B grade or better and teacher recommendation

Students will further develop their skills in reading, writing, and speaking French. They will learn to initiate conversations and discussions, as well as write essays in the target language. Topics may include but are not limited to: Francophone Africa, Louisiana, Quebec, the media, immigration, the French identity, environment, art and music, sports, and leisure activities. This course also contains a major review of verb moods and tenses.

IB Assessment: Internal: Students will have the opportunity to produce at least three oral activities. A minimum of one of these activities will be individual and another will be a group or pair project. At least one of the three assessed activities will be based on a listening stimulus. External: A 3-hour exam in two parts to include multiple choice, true/false, gap-filling, sentence or paragraph ordering, and non-linguistic responses as well as two written essays in French.

IB FRENCH HL 9-10

Prerequisite: French 7-8 with a B grade or better and teacher recommendation

Because first semester FR 9-10 is in the form of an independent study, students will be required to sign a contract pertaining to the amount of work to be completed and corresponding due dates. The topics covered vary from year to year. Students use the Trésors du Temps text. For second semester, students will rejoin the 7-8 class for the IB assessment activities (see IB Assessment above) and cover a review of verb moods and tenses.

GERMAN 1-2 • (9, 10, 11, 12) • Full Year

Prerequisite: None

Students will learn the basics of the German language, including grammar, conversation, reading, listening and writing skills. Emphasis is on speaking and using German in authentic situations. Topics will include: school, sports and hobbies, family, food and grocery shopping, restaurants, clothing and shopping, geography, and items around the house.

Homework Hours Outside Class: 1-2 hours per week

GERMAN 3-4 • (9, 10, 11, 12) • Full Year

Prerequisite: German 1-2 or equivalent

Students will refine and enhance the basics of the German language covered in German 1-2, including grammar, conversation, reading, listening, and writing skills. Emphasis will again be on speaking and using German in authentic situations. Topics will include items around the house, food and shopping, traveling, hanging out with friends, birthdays and holidays, and eating healthy.

Homework Hours Outside Class: 1-2 hours per week

GERMAN 5-6 • (10, 11, 12) • Full Year

Prerequisite: German 3-4 or equivalent

Students will further develop their skills in reading, writing, and speaking German. Students will begin to initiate and sustain conversations and discussions in German. Students will also begin to write simple, short essays in German. Reading materials and discussions will be in both English and German. Topics will include health, home, shopping, vacations, World War II, food and restaurants, traveling, and relationships.

Homework Hours Outside Class: 1-2 hours per week

IB GERMAN B SL 7-8 • (11, 12) • Full Year**Prerequisite: A “B” or higher in German 5-6 or equivalent**

Students will further their skills in reading, writing, and speaking German. Students will learn to initiate conversations and discussions in German and write essays in German. Reading materials and discussions will be in both English and German. Topics will include rights and responsibilities, media, advertising, stereotypes, environment, art and music, future plans, and World War II, travel, media, leisure activities, holidays, exploration of culture and history, world issues and relationships.

IB Assessments: Internal: Students will be assessed by the teacher on both listening and speaking skills. Students will have opportunity to produce at least three oral activities. At least one activity will be individual and one will be a group or pair activity. At least one of the assessed oral activities will be based on a listening stimulus. External: A 3 hour exam in two parts to include multiple choice, true/false, gap-filling, sentence or paragraph ordering, and non-linguistic responses.

Homework Hours Outside Class: 1-3 hours per week

CHINESE LANGUAGE AND CULTURAL STUDIES

基础课程 JICHU

The Chinese Language and Cultural Studies JICHU COURSES offer students the opportunity to develop Intermediate Level language and cultural skills laying the foundation for Advanced Level study of Chinese. Completion of Chinese 7-8 prepares students to negotiate basic daily interactions in China and moves them down the path towards being a global professional and citizen. JICHU COURSE classes are open to all students meeting proficiency criteria.

基础课程 JICHU COURSES:

MANDARIN CHINESE 1-2 • (9, 10, 11, 12) • Full Year**Prerequisite: None**

This is the first level of a four-year sequence designed to develop language skills in Mandarin Chinese. We emphasize oral, aural, speaking, reading, and written comprehension. Simple questions, commands, and statements are taught. Students will use the English alphabet to write Pinyin, which represents Mandarin sounds. They will type “Pinyin” on the keyboard to retrieve the Simplify Chinese characters from a computer.

Homework Hours Outside Class: 1-2 hours per week

MANDARIN CHINESE 3-4 • (9, 10, 11, 12) • Full Year**Prerequisite: Mandarin Chinese 1-2 or Novice Mid**

This is the second level of a four-year sequential course designed to guide the students from beginner to low-intermediate level of Mandarin Chinese language. This level two course continues to explore the communicative functions of level one, but in more depth. Topics include hanging out with friends, hobbies, families, diet and health, clothing, and environment. The course provides ample opportunities for students to practice four language skills, namely listening, speaking, reading, and writing. The course offers instruction of Chinese grammar with the purpose of enhancing students’ communicative skills, as well as developing students’ meta-linguistic ability. Instruction about Chinese culture helps develop each student’s competency in cross-cultural communication. In addition, the course shows how to use a Chinese dictionary, an important learning tool for Chinese learners.

Homework Hours Outside Class: 1-2 hours per week

MANDARIN CHINESE 5-6 • (9, 10, 11, 12) • Full Year

Prerequisite: C or above in Mandarin Chinese 3-4 or Novice Mid/Novice High

This third level of a four-year sequential course continues to explore the communicative functions of level one and two. Topics include leisure time activities, families, generation gap, diet and health, and transportation and geography. Chinese idioms and songs are introduced to help develop students' communicative skills in the target language, and culture awareness in cross culture communication. By successfully completing the course, the student will start to initiate and sustain, and close in a simple way basic communication tasks, and to understand utterances strongly supported by situational contexts. By the end of the course, students will also start to understand main ideas from the simple texts dealing with basic personal and social needs, and to write short messages, post cards and take simple notes.

Homework Hours Outside Class: 1-2 hours per week

IB MANDARIN CHINESE B SL 7-8 • (11, 12) • Full Year

Prerequisite: C or above in Mandarin Chinese 5-6 or Novice High/Intermediate Low

Students will continue to build on their skills in reading, writing, speaking and listening. Authentic reading materials will be presented for class reading and discussion. Culture study will cover customs and traditions of Chinese communities in different parts of the world, including China, Taiwan, Hong Kong, Singapore, etc. Topics will include food, customs, youth culture, major historical events, and geography. Class discussion will be in both Chinese and English.

IB Assessments: Internal: Students will be assessed by the teacher on both listening and speaking skills. Students will have the opportunity to produce at least three oral activities. At least one activity will be individual and one will be a group or pair activity. At least one of the assessed oral activities will be based on a listening stimulus. External: A 3 hour exam in two parts to include multiple choice, true/false, gap-filling, sentence or paragraph ordering, and non-linguistic responses.

Homework Hours Outside Class: 3-5 hours per week

综合课程 ZONGHE

The Chinese Language and Cultural Studies ZONGHE COURSES offer students the opportunity to develop Advanced Level language and cultural skills preparing them to be global professionals and citizens. Students will develop these 21st century skills through onsite content-based language classes, online proficiency based modules, and credited experiential learning opportunities.

Completion of all the requirements necessitates significant commitment and focus by students and results in special recognition at graduation. ZONGHE COURSE classes, modules, and opportunities are open to all students meeting proficiency criteria.

综合课程 ZONGHE COURSES:

GLOBAL PERSPECTIVES • (9, 10, 11, 12) • Full Year

Prerequisite: Successful completion of MIP K-8 or expected to be at a minimum proficiency level of Intermediate Low in Mandarin.

Utilizing their Chinese language and cultural skills students in this course will examine issues of global significance and important local issues faced by others in the world. Such issues may include environmental sustainability, global conflict and cooperation, human rights, and cultural identity and diversity. Students will consider their own and others' perspectives in communicating ideas clearly and appropriately to diverse audiences regarding these issues. Finally students will begin to develop options for responsible action to improve the situation, concern or condition. The course is conducted in Mandarin.

RESEARCH AND EXPLORATION • (9, 10, 11, 12) • Full Year

Prerequisite: Students in this course will be expected to be at a minimum proficiency level of Intermediate Mid in Chinese. *Students planning to participate in the Summer Institute in Yunnan, Summer 2012 (tentative) are required to successfully complete this course.*

In collaborating with peers, students will conduct in-depth research and exploration of a significant issue impacting both the U.S. and China (i.e., immigration, poverty, environmental degradation, racial discrimination, equity in education, etc) that will become the basis for a capstone community service project to be completed the following year. Students will be expected to make regular presentations on their chosen issue, review and provide feedback on peer projects, build collaborative online workspaces (i.e., wiki) with peers (US and China), and debate and discuss issues. Students will learn how to write a research paper and make a formal presentation using technology. The course is conducted in Mandarin.

IB SL/HL • (11, 12) • Full Year

Prerequisite: A minimum proficiency level of Intermediate Mid in Mandarin.

Students view, discuss and analyze civilization, history, culture, and literature of the Chinese-speaking world. Students also engage in study and debate on issues of importance to the Chinese-speaking world. Through the content study, students continue to develop listening, speaking, reading, and writing skills. This course is conducted in Mandarin and will help prepare students to become flagship scholars.

Blended Online Learning Courses:

Prerequisite: Students in the modules described below will be expected to be at a minimum proficiency level of Intermediate Mid in Mandarin.

Becoming a global professional and citizen requires high-level proficiency in more than one language and Web 2.0 technologies. These online learning modules allow students to develop their Mandarin language skills to the Advanced level proficiency at a level and rate appropriate to their individual needs. Each module revolves around a high interest topic and involves students discussing, analyzing, hypothesizing, and reflecting about these topics using various online mediums. Students receive individual coaching and feedback through online communication and regular periodic face-to-face meetings with instructor(s). Course conducted in Mandarin with background readings, videos, and podcasts in both English and Chinese.

Blended Online Course 1 – Global Sustainability

This is a blended (online and face-to-face) content and language course that focuses on the major issues relating to sustainability around the globe. Students will be required to complete much of the course work online. Topics will include population, development, hunger, sustainable agriculture, sustainable tourism, and sustainable communities. Students will be exposed to increasingly challenging authentic material (video clips, interviews, news reports, advertisements, films, etc) and will engage in meaningful real-world tasks - including reading, discussing, and debating issues and topics related to sustainability - using social media tools (blogs, wikis, online chat rooms, etc). Students will also maintain an online language portfolio using *Linguafolio™*.

Course goals:

- Prepare students to meet university Chinese Flagship entrance requirements
- Improve language proficiency levels by at least one sub-level on the ACTFL guidelines
- Stimulate critical thinking and deeper appreciation for issues relating to sustainability
- Stimulate critical thinking and deeper appreciation for Chinese language and culture

Blended Online Course 2: Exploring China through Film Quarterly

This is a blended (online and face-to-face) language and content course that uses Chinese film to explore major events in Chinese history and major issues/topics in Chinese society. Eras covered will include the Communist Revolution, the Cultural Revolution, the Reform and Opening Period, and Contemporary China. Students will be exposed to authentic materials, including original films, actor bios, film reviews, news articles, movie trailers, and movie scripts. Students will engage in meaningful real-world tasks – including discussing and critiquing films and/or actors, comparing and contrasting Chinese and American films, and creating their own short films.

Course goals:

- Prepare students to meet university Chinese Flagship entrance requirements
- Improve language proficiency levels by at least one sub-level on the ACTFL guidelines
- Stimulate critical thinking and deeper appreciation for Chinese language and culture

SPANISH 1-2 • (9, 10, 11, 12) • Full Year

Prerequisite: None

This course helps students develop linguistic proficiency and cultural awareness. It provides instruction in speaking, listening, reading, and writing skills, and incorporates cultural practices. Topics include: describing self and others; asking and giving simple information; initiating and responding to greetings and introductions; expressing quantity and costs; discussing personal opinions or needs; identifying common objects; expressing location of self and others related to simple activities; and becoming familiar with geography in countries where Spanish is spoken.

Homework Hours Outside Class: 2-3 hours per week

SPANISH 3-4 • (9, 10, 11, 12) • Full Year

Prerequisite: Spanish 1-2. 9th graders enrolling in Spanish 3-4 require 2 years of middle school Spanish.

This course offers students an opportunity to acquire communicative skills based on grammar and vocabulary while developing linguistic proficiency. Use of the target language in class is emphasized. It provides instruction in speaking, listening, reading, and writing skills, and incorporates cultural practices. Topics include: extending and accepting invitations; restaurant etiquette; asking and giving directions; clothing; asking and giving opinions; expressing feelings; making future plans; talking about daily routines; and staying fit and healthy.

Homework Hours Outside Class: 2-3 hours per week

SPANISH FOR SUCCESS • (Spanish 3-4 students) • Full Year

Prerequisite: Spanish 1-2

This course is available for all Spanish 3-4 students who need extra help in meeting course requirements and for those struggling students who need help being successful in Spanish 3-4. This course is highly recommended for those students who received a C or lower in Spanish 1-2 and for those students who are recommended by their Spanish 1-2 teacher. Basic grammar functions and vocabulary from Spanish 1-2 will be reviewed and current Spanish 3-4 material will be reviewed and practiced. Students will further develop linguistic proficiency through skits, repetition exercises, role plays, music, and cultural studies. Students will also routinely use the computer lab for drills and games to help reinforce grammar concepts. Students may earn ½ elective credit.

SPANISH 3-4 HONORS/Accelerated Curriculum • (9, 10, 11, 12) • Full Year

Prerequisite: Spanish 1-2 with a B or better and teacher recommendation. 9th graders enrolling in Spanish 3-4 Honors require 2 years of middle school Spanish, teacher recommendation, and a placement exam. This is an accelerated course.

Material will be covered at a faster pace than Spanish 3-4, allowing for coverage of more topics. It offers students an opportunity to acquire communicative skills based on grammar and vocabulary

while developing linguistic proficiency. Use of the target language in class is emphasized. Topics include: review of Spanish 1-2 Honors topics; expressing feelings; talking about daily routines; and staying fit and healthy; relating a series of events; explaining and recognizing descriptions; and reporting what someone said.

Homework Hours Outside Class: 2-3 hours per week

SPANISH 5-6 • (10, 11, 12) • Full Year

Prerequisite: Spanish 3-4 or Spanish 3-4 Honors with a B or better and a teacher recommendation.

This third year Spanish course begins with an assessment of Spanish skills that have been retained from previous study. Varied aspects of the language are reviewed so that students may more effectively gain conversational fluency. Instruction is conducted primarily in the Spanish language. The more advanced language structures such as: regular and irregular preterit and imperfect tense conjugation; use of reflexive verbs, conditional and future tenses; and direct and indirect object pronouns are integrated in general conversations. Topics include: relating a series of events; explaining and recognizing descriptions; and reporting what someone said; giving commands; telling a story; describing a problem and its solutions; and exchanging the latest news. This is a pre-IB class.

Homework Hours Outside Class: 2-3 hours per week

IB SPANISH B SL 7-8 • (11, 12) • Full Year

Prerequisite: Spanish 5-6 with a B or better or equivalent and teacher recommendation

This course offers students an opportunity to build greater oral proficiency, while at the same time reviewing grammar and studying the subjunctive in greater depth. Students are required to use the target language in class at all times. Journal writing, oral presentations, and discussions of current events will help build fluency. Short stories from Spanish and Latin American literature are read. Students will be assessed by the teacher on both listening and speaking skills. This class is the first part of the IB curriculum.

Homework Hours Outside Class: 3-5 hours per week

IB SPANISH B HL 9-10 • (11, 12) • Full Year

Prerequisite: Spanish 7-8 B SL 7-8 with a B or better or equivalent and teacher recommendation

The goal is to prepare the students for the IB Language B examinations while offering the opportunity to learn more about civilization, issues, culture, and literature of the Spanish-speaking world. Considerable work is done on reading and writing skills. Students will create writing pieces in different modes or genres. Emphasis is placed on increasing vocabulary. Students will also give speeches on different topics. They will engage in study and debate on issues of importance to the Spanish-speaking world such as, how does our coffee consumption impact the various players in its production; why do people risk their lives to cross the border into the U.S.?, etc.

IB Assessments: Internal: Students will be assessed by the teacher on both listening and speaking skills. Students will have the opportunity to produce at least three oral activities. At least one activity will be individual and one will be a group or pair activity. At least one of the assessed oral activities will be based on a listening stimulus. External: A 3-hour exam in two parts will include multiple choice, true/false, gap filling, sentence or paragraph ordering, and non-linguistic responses.

Homework Hours Outside Class: 3-5 hours per week

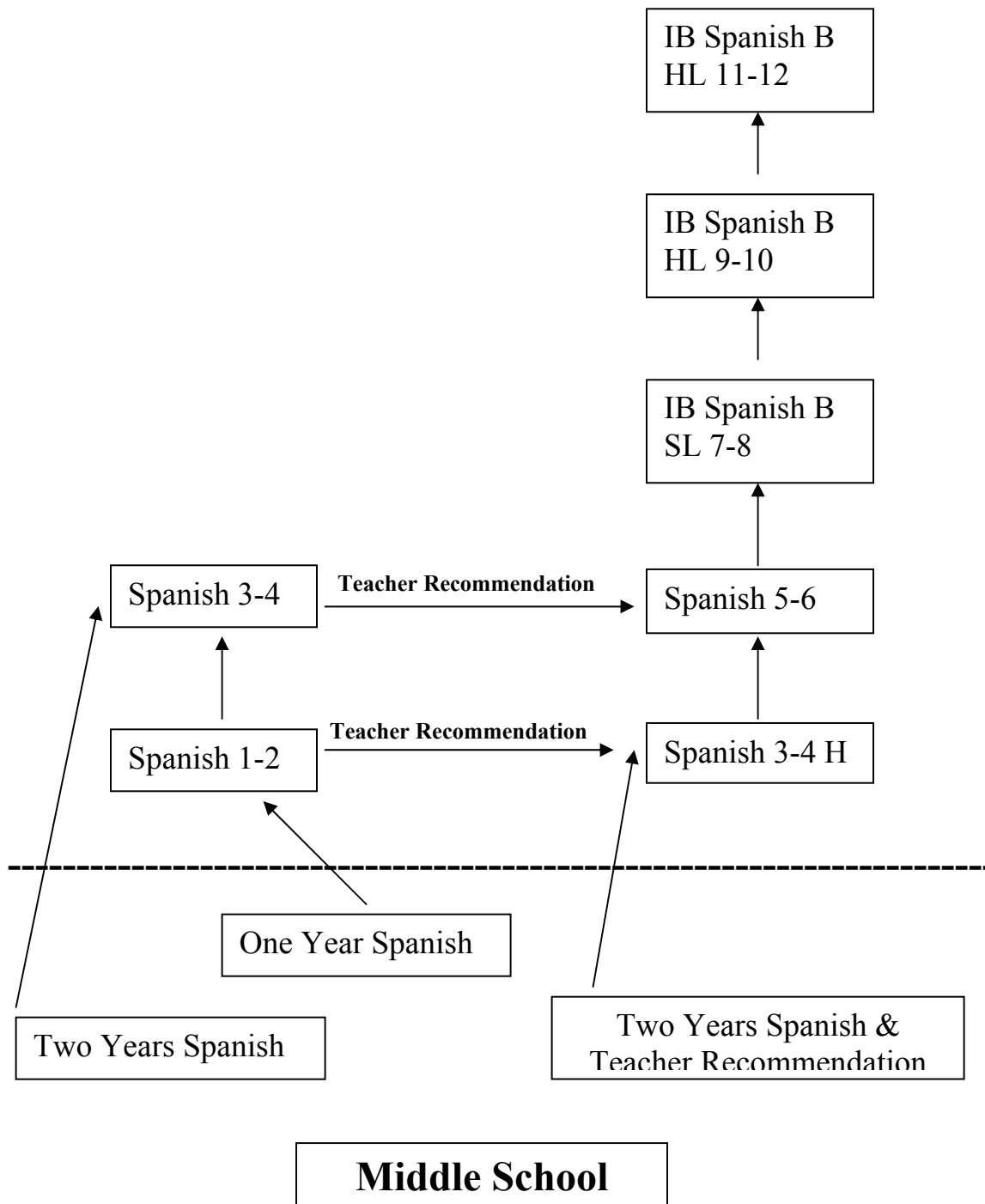
IB SPANISH B HL 11-12 • (11, 12) • Full Year**Prerequisite: Spanish 9-10 with a B or better or equivalent *and* teacher recommendation**

This course involves intensive **study of numerous** Spanish literary works. Texts will be chosen to reinforce critical thinking, speaking and writing skills while building cultural awareness and an appreciation of how culture affects language. Extensive composition and discussion require students to demonstrate their sensitivity to the language and structure of writing as well as their own power and precision in organizing and expressing thoughts. Students must maintain a portfolio of written work throughout the course. Both written and oral assessments are required. Students in this course will be prepared for the higher level International Baccalaureate Language exam given in the spring. Summer assignments may be required prior to the course.

IB Assessments: Internal: Students will be assessed by the teacher on both listening and speaking skills. Students will have opportunity to produce at least three oral activities. At least one activity will be individual and one will be a group or pair activity. At least one of the assessed oral activities will be based on a listening stimulus. External: A 3-hour exam in two parts will include multiple choice, true/false, gap filling, sentence or paragraph ordering, and non-linguistic responses.

Homework Hours Outside Class: 3-5 hours per week

Spanish Course Sequence



GENERAL ELECTIVES

IB THEORY OF KNOWLEDGE • (11, 12) • Full Year

Prerequisite: A willingness to self-reflect, a spirit of inquiry and wonder, and an openness to consider questions (sometimes unsettling questions).

How do we know what we know? This central question of ToK inspires the spirit of the class as well as the content. In the IB curriculum, ToK serves as the unifying course that ties together all the other six subject areas. Using approaches to knowledge inspired by each, the course explores the relationships between what we know and the ways of knowing: do we know what we know by reason, emotion, perception, and/or language? And how does the worldview we have inherited determine what information we trust and which ways of knowing we find reliable? In an effort to explore the usefulness of various ways of knowing, the class will consider the strengths and weaknesses of our own dominant worldview as well as less prevalent worldviews. Beyond reading about, writing about and discussing these ideas, students will also use exercises designed to allow a fresh experience of our world, each other, and ourselves.

IB Assessments: Internal: A 10 minute oral presentation; External: An essay on a prescribed title (1200-1600 words)

Homework Hours Outside Class: 3-5 hours per week.

JOURNALISM • (9, 10, 11, 12) • Full Year

Prerequisite: None

This course is designed for students interested in a career in journalism and for those who want to improve their writing and computer skills. Students learn how to write news, sports, reviews, opinions and features. They also learn and practice throughout the year how to design pages incorporating text, headlines, photos and graphics using the computers in the *Clarion* lab. In addition, students are required to research a journalist of their choice, and they explore student press law and student press rights through mock trials. This course is required for students who wish to join the newspaper (*Clarion*) or yearbook (*Legend*).

Homework Hours Outside Class: 1-2 hours per week

NEWSPAPER • (11, 12) • Full Year

Prerequisite: Completion of Journalism with an A or B grade

This advanced journalism class publishes the student newspaper, *Clarion*. This class publishes ten, 16-page issues full of news, sports, opinions, reviews and features, plus a special senior issue. Students have ample opportunity to practice a number of individual skills such as interviewing, writing, and graphic designing. At the end of the year, students produce a comprehensive portfolio filled with their work.

Homework Hours Outside Class: 3-4 hours per week

YEARBOOK • (11, 12) • Full Year

Prerequisite: Journalism and Letter of Application/Interview

Producing the Cleveland yearbook, *Legend*, will enhance students' skills in organization, promotion, computer graphic design, creative writing, photograph selection, merchandising and sales. Some experience with computers is highly encouraged for all applicants.

Homework Hours Outside Class: 3-4 hours per week

MEDIA AND SOCIETY • (9, 10, 11, 12) • Full Year

Prerequisite: None

As a year-long elective, this class will ask students to examine their relationship with media. In doing so, we will evaluate the impact of media on ourselves, our communities, our culture, and on the world. This is NOT an anti-media class. We will avoid making judgments of what is “good” or “bad” media. Simply, yet profoundly, we will become ethnographers of our media landscape. One of our primary goals is to develop the skills necessary for being an active and critical consumer of media. We are all familiar with the phrase ‘you are what you eat.’ The instructor proposes that ‘you are what you media.’ In addition to exploring media's text and subtext, Media and Society will engage students as producers of media content. Whatever the medium students will challenge their role as "auteur" by publishing their projects with a wider audience.

Homework Hours Outside Class: 1 hour per week

STUDENT MENTOR • (11, 12) • Full Year

Prerequisites: 3.5 GPA (or teacher/counselor recommendation), strong literacy, math, organizational and interpersonal skills, hard working and responsible, as well as possessing a desire to help other students.

Mentors will work with freshmen to provide academic support and tutoring in either Freshman Success, Math Support or in an Academy class. Mentors foster communication and relationships with younger students, encourage organization and academic skills applicable to their own learning, collaborate in targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring.

This is a graded (A-F) mentorship based on: daily attendance, individual and group tutoring, monitoring students’ progress, initiative and actions reflecting academic scholarship.

Pathways and elective credit are available.

BEGINNING SPEECH AND DEBATE • (9, 10, 11, 12) • Full Year

Prerequisite: None

This active, student-centered elective is open to all students who are looking to improve their public speaking and critical thinking skills. The year begins with voice exercises using Dr. Seuss and ends dissecting logical fallacies while debating international public policy issues. This is an interactive course where students work together in a safe community to encourage each speaker to grow. Students will complete all state standards in speaking and writing as well as many in reading through informative, persuasive and entertaining speeches. Students debate using both individual, partnered, and community formats. We also explore psychology, philosophy, stand-up comedy, broadcasting, and more. This is a course where students are out of their seats every day applying what they learn. It is a performance-based course; thus, students are not evaluated against each other’s performances like in a grade curve system.

Teacher Assistants (TA)

Students may be assigned as a TA for a teacher or counselor by picking up a permission form in the Student Services Center and getting the desired teacher’s signature. Elective credit is awarded on a pass/no pass basis.

SPECIAL ED. TEACHER ASSISTANT • (10, 11, 12)

Prerequisite: Consent of Instructor

TAs learn to run programs with students, record data, evaluate progress, monitor students’ behavior, provide reinforcement, work as team with staff, and model appropriate language, conduct, and social skills. Being a TA is an excellent experience for those considering the fields of teaching,

social work, psychology or medicine. It is also an opportunity to learn about those who may appear different and to see the ways in which everyone is similar.

MEDIA ASSISTANT • (11, 12) • Semester

Prerequisite: Good attendance, 2.0 GPA

Media assistants receive “on the job” training in the use of library resources. Students learn and practice good work habits while performing a variety of library support tasks such as shelving books and periodicals, preparing new materials for circulation, dealing with the public, and using a computer to check in and out materials.

SPECIAL PROGRAMS

SLC LS • STRUCTURED LEARNING CENTER – LIFE SKILLS

This self-contained community-based program concentrates on preparing students to meet the needs of independent community living, social and peer relations, familiarization with community resources personal hygiene and health, daily living skills, recreational activities, work habits, and job preparation.

SLC • STRUCTURED LEARNING CENTER

This classroom provides small group instruction designed to address the needs of the individual student as determined by the IEP (Individualized Education Plan) team. Opportunities to participate in general education classes with general education peers are provided throughout the school day. Career exploration, job readiness skills and social skills development are addressed as well.

LC • LEARNING CENTER

Students served in the Learning Center have learning styles and other special needs, which affect their academic progress. Students receive instruction in areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes.

DEAF & HARD OF HEARING PROGRAM

Teachers of the Deaf and interpreters are available to deliver signed instruction in course areas that include English, social sciences, mathematics, career education and life skills to deaf and hard of hearing students.

NOTES

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