

Lincoln
High School

COURSE GUIDE

2011-2012



Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public School Board that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment. Persons having questions about this policy should contact Carolyn Leonard, Director of Compliance, Portland Public Schools, 503-916-2000. Lincoln's staff contact for Special Education and IEP 504 plans: Vice Principal Cameron Neal; Lincoln's staff contacts for Title IX compliance: Athletic Director Jeff Peeler and Principal Peyton Chapman.

LINCOLN HIGH SCHOOL

Dear Students:

The Cardinal Course Guide has been carefully and thoughtfully prepared for your use in selecting classes at Lincoln High School for the 2011-2012 school year. You will find a wide variety of course descriptions and special programs for your review. Please discuss your plans with your parents.

Consult your teachers and counselors as you complete the forecasting form. They are well informed about course content and prerequisites for success in each class. Counselors and teachers will help with the selection of courses that lead to graduation and fit your educational plans for the future. Please also read the sections on multiple ways to earn credit and meet graduation requirements through “Off Campus,” “Alternative Learning Proposals,” “On-Line Courses” and “Credit by Exam.”

Our faculty assignments are based upon information received from student forecasts. As you complete your forecast, remember that you are planning your schedule for 2011-2012. A thoughtfully designed schedule is the initial step toward having a successful year at Lincoln High School.

Special thanks goes to the Lincoln High School Foundation for their ongoing support and commitment to our numerous programs. Because of these efforts, Lincoln is able to offer an excellent and comprehensive academic program.

Sincerely,

Peyton Chapman
Principal

Important Note: Budget and staffing constraints always impact the course and program options available. Forecasting is used as an indicator of student interest in specific courses and programs. However, we cannot guarantee that every course and program listed and described in this booklet will be offered next year.

SCHOOL CONTACT INFORMATION

LINCOLN HIGH SCHOOL

1600 SW Salmon

Portland, OR 97205

Phone: 503-916-5200

Fax: 503-916-2700

Website: www.pps.k12.or.us/schools/lincoln/



Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class. You are not required to pay the requested contribution in order to enroll in the class. Lincoln High School is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your 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 or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form will provide you with more information about specific fees and contribution options for Lincoln High School.

TABLE OF CONTENTS

	PAGE
SCHOOL VISION, MISSION AND GOALS	1
COURSE LISTINGS	3
PLANNING YOUR CLASSES	5
SCHOOL POLICIES	8
SUPPORT PROGRAMS	9
COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM	10
SPECIAL PROGRAMS AT LINCOLN	10
Talented and Gifted	
Alternative Education	
Spanish Immersion	
International Studies Center	
International Baccalaureate Programme	
COURSE OFFERINGS AT LINCOLN	16
ARTS — VISUAL AND PERFORMING	16
ENGLISH	23
ENGLISH AS A SECOND LANGUAGE	26
MATHEMATICS	27
PHYSICAL EDUCATION AND HEALTH	30
SCIENCE	31
SOCIAL STUDIES	36
SPECIAL EDUCATION	39
TECHNOLOGY	40
WORLD LANGUAGES	41
SPECIAL PROGRAMS/ELECTIVES	45
ATHLETICS	46

LINCOLN HIGH SCHOOL VISION, MISSION AND GOALS

OUR VISION: Students who graduate from Lincoln High School will be responsible, respectful, international citizens with a passion for life-long learning and the self-esteem and skills necessary to appreciate human diversity and contribute to family and community.



OUR MISSION: The mission of Lincoln High School is to serve as a neighborhood high school with an International Studies emphasis. Lincoln strives to meet the needs of a diverse student body in a positive, supportive learning environment and to provide the highest quality academic and extra-curricular opportunities. These opportunities include the International Baccalaureate Program and an overall strong college preparation program.

All programs at Lincoln emphasize academic excellence, critical thinking, the development of life-long learning skills and high expectations for all students, while fostering self-esteem, personal responsibility and self-discipline. Lincoln's programs encourage students to be responsive to cultural and individual diversity and to become positive, contributing citizens of the world.

OUR GOALS: Lincoln High School will provide each student with the opportunity to:

- master the basic skills in reading, writing, speaking, listening, observing, analyzing and computing;
- think critically, logically and imaginatively to identify, analyze and solve problems using a variety of techniques;
- develop an understanding of scientific processes and principles and the skills necessary to use technology;
- develop knowledge and understanding of history, political and economic systems, institutions and the demands of responsible national and world citizenship;
- develop a respect for one's own and other people's cultures and languages; to develop insight into personal values and ethical principles; and to be able to live and work cooperatively with others;
- understand and practice the skills and balance necessary to develop, protect and enhance physical and mental health and to make appropriate decisions affecting his/her future;
- develop time management skills.



COURSE LISTINGS

Course	Credit	Grades	Course	Credit	Grades
The Arts (Visual and Performing Arts)			Mathematics		
Draw, Paint, Print 1-2	1	9-12	Algebra 1-2	1	9
Draw, Paint, Print 3-4/5-6	1	10-12	Geometry	1	9-12
Intro to Digital Design & Photography	1	10-12	Advanced Algebra 3-4	1	9-10
Graphic Arts 1-2	1	10-12	Advanced Algebra 3-4: Accelerated	1	9-12
Graphic Arts 3-4	1	11-12	Preliminary Math Studies	1	10-12
Photography 1-2	1	11-12	IB Math Studies SL	1	11-12
Photography 3-4	1	12	IB Math SL 1-2	1	11
Ceramics 1-2	1	9-12	IB Math SL 3-4	1	11-12
Ceramics 3-4/5-6/7-8	1	10-12	IB Math HL	1	12
IB Visual Art History SLB	1	11-12	Probability/Statistics	1	12
IB Visual Art Studio 5-6/7-8	1	11-12	Physical Education/Health		
Studio Arts Technician	1	9-12	Physical Education	1	9-10
Actor's Workshop	1	9-12	Health Education	1	10-12
Design Workshop	1	9-12	Health and Sports Nutrition	1	9-12
Advanced Design Workshop	1	10-12	Independent Advanced Health Studies	1	11-12
Musical Theatre	1	9-12	Advanced Health Skills	.5	9-12
Intermediate Theatre 3-4	1	10-12	Weight Training	1	10-12
Advanced Theatre 5-6	1	11-12	Science		
Independent Theatre Study	1	11-12	Foundations of Physics & Chemistry	1	9-11
IB Theatre SL	1	11-12	Biology 1-2	1	9-12
Orchestra	1	9-12	Chemistry 1-2	1	10-12
Band	1	9-12	Physics 1-2	1	10-12
Jazz Lab	1	9-12	Astrophysics	.5	11-12
Percussion	1	9-12	Solar System Physics	.5	11-12
Beginning Choir	1	9-12	Forensics	1	11-12
Concert Choir	1	9-12	Geophysical Science	.5	11-12
Song Writing	1	9-12	Meteorology	.5	11-12
World Music	1	9-12	Oceanography	1	11-12
English			IB Biology SL 1-2	1	10-11
Intro to World Lit./History	1	9	IB Biology SL 3-4	1	11-12
English 1-2: Lit./Comp.	1	9	IB Biology HL 1-2	1	11
English 3-4: American Lit.	1	10	(to become 3-4 in 2012)		
English 3-4: Accel. American Lit.	1	10	IB Biology HL 3-4	1	12
English 5-6	1	11	(to become 5-6 in 2012)		
English 5-6: Reading the Media	1	11	IB Environmental Systems	1	11-12
English 7-8: Reading the Media	1	12	and Societies		
English 7-8: Humor & Culture	1	12	IB Chemistry 1-2	1	11-12
English 7-8: World Lit.	1	12	IB Chemistry 3-4	1	11-12
IB English A1 HL 5-6	1	11	IB Physics 1-2	1	10-12
IB English A1 HL 7-8	1	12	IB Physics 3-4	1	11-12
Beginning Journalism 1-2	1	9-12	Science Lab Assistant	1	10-12
Advanced Journalism 3-4	1	11-12			
English as a Second Language					
ELL Literature	1	9-12			
ELL Composition	1	9-12			
ELD English Development	1	9-12			



COURSE LISTINGS

Course	Credit	Grades	Course	Credit	Grades
Social Studies			Technology		
Modern World History	1	9	Introduction to Technology	1	9-12
Intro to Word Lit./History	1	9	Introduction to Digital Video Editing	1	9-12
United States History	1	10-12	Introduction to Web Design	1	9-12
United States History through an African-American Lens	1	10-12	Yearbook Publications 1-2	1	9-11
Government	.5	11-12	Yearbook Publications 3-4	1	10-12
Economics	.5	11-12	World Language		
Area Studies	1	10-12	Arabic 1-2	1	9-12
Current Issues	1	10-12	Arabic 3-4	1	9-12
IB 20th Century World History HL 1-2	1	11	French 1-2	1	9-12
IB History of the Americas HL 1-2	1	12	French 3-4	1	9-12
IB Psychology	1	11-12	French 5-6	1	10-12
IB Social Anthropology SL/HL 1-2	1	11-12	IB French B SL 7-8	1	11-12
IB Theory of Knowledge	1	11-12	IB French B HL 9-10	1	12
Special Education			German 1-2	1	9-12
Writing Skills	1	9-12	German 3-4	1	9-12
Reading Skills	1	9-12	German 5-6	1	10-12
Study Skills	1	9-12	IB German B SL 7-8	1	11-12
Math Skills	1	9-12	IB German B HL 9-10	1	12
Special Programs			Mandarin Chinese 1-2	1	9-12
Peer Tutor	1	10-12	Mandarin Chinese 3-4	1	9-12
Teacher Assistant	1	11-12	Mandarin Chinese 5-6	1	9-12
Library/Media Assistant	1	10-12	IB Mandarin Chinese B SL 7-8	1	9-12
Office Assistant	1	11-12	Spanish 1-2	1	9-12
Study Center		9-12	Spanish 3-4	1	9-12
Leadership	1	10-12	Spanish 5-6	1	10-12
IB Research Methods	1	11-12	IB Spanish B SL 7-8	1	11-12
			IB Spanish B HL 9-10	1	12
			Spanish Immersion 5-6	1	9
			Spanish Immersion 7-8	1	10
			IB Spanish B SL Immersion 9-10	1	11
			IB Spanish B HL Humanidades 11-12	1	12



PLANNING YOUR CLASSES

GRADUATION REQUIREMENTS

THE DIPLOMAS

Standard High School Diploma:

Students will earn the standard high school diploma once they earn the course credits as prescribed below.

Class of 2012 through Class of 2015:

English	4 credits
Mathematics	3 credits
Science	3 credits
Social Sciences	3 credits
Physical Education	1 credit
Health Education	1 credit
World Language	2 credits
Career & Technical Education (The Arts or the 3rd year of the same World Language)	1 credit
Electives	6 credits
TOTAL CREDITS	24 credits

(See page 48 for a complete PPS Diploma Requirements chart.)

The Modified High School Diploma:

A modified high school diploma may be issued to a qualified student who may not have been able to meet course competencies due to an identified learning disability. Students earning a modified diploma will have met the minimum course credits through a combination of regular and modified programming. See your assigned guidance counselor for more information.

Summer completion:

A student who fails to obtain the required credits and minimum competency requirements by the end of the senior year and makes up the work during the summer shall receive a diploma upon satisfactory completion of District requirements. Students will receive a diploma dated the *following year* and may participate in graduation exercises held the *following year* with principal approval. Participation in graduation exercises before all necessary requirements are met is prohibited.

Students transferring from out-of-state:

Students who enroll as seniors at Lincoln High School from out-of-state high schools will receive a regular diploma provided they successfully complete the required credits for graduation as designated by Portland Public Schools.

Early graduation:

Students planning for early graduation after the 6th or 7th semester must complete the approval process with the Curriculum Office in a timely fashion. Students are encouraged to contact their counselor well in advance of their planned graduation date.

Studying abroad:

Students planning to study a semester or year abroad must first meet with their counselor and the Curriculum Vice-Principal to plan how to earn the required graduation credits they will miss while overseas.

OPTIONS FOR EARNING HIGH SCHOOL CREDIT

Pre-ninth grade credit:

Credit may be offered for selected academic courses taken prior to grade nine if the pre-grade nine course meets the same, or equivalent, criteria as a high school course. Students must earn a grade of satisfactory or better, and enroll in the next appropriate course at the high school. Pre-ninth grades will be factored into the student's GPA.

Other PPS program offerings:

Students may choose to take courses or make up credits at Portland Evening Scholars or Summer Scholars. It is suggested that these courses are planned carefully and in coordination with the student's guidance counselor.

Outdoor school:

Sophomores, juniors and seniors may earn .5 elective credit for one week of service as an outdoor school leader (following a weekend training workshop). The program requires a week-long absence from school so students must plan carefully to make up their course work.

Credit by Exam:

Credit by Exam is a process for ascertaining student achievement and awarding credit for a particular course that is normally offered within the student's high school without the student having to enroll or otherwise participate in the course. Credit is PASS or NO PASS only. No letter grades are given for taking credit by examination. This credit is posted on the student's transcript. Students may elect to challenge the course if they have not taken any part of the course. Students should contact the PPS Educational Options Program (503-916-3358) or see the Curriculum Vice-Principal for more information.

No more than six credits can be earned via credit by exam and no more than two in a single year. Students may challenge a particular course only once. Students may not challenge a course they have taken and failed.

Off Campus Alternative Learning Proposals:

An Off-Campus Learning Proposal provides an alternative way to earn credit to complete a required or elective course. The most common proposals are for music or foreign language. Students may earn off-campus credit through activities at NW College of Art, Portland Youth Philharmonic, NW Academy, Metropolitan Youth Symphony, Oregon Ballet Theater, Saturday Academy or similar programs with advance approval. Students should expect to submit a collection of evidence for evaluation to demonstrate proficiency.

Students should contact their counselor for information on submitting an Off Campus Learning Proposal.

Off Campus Work Experience (Paid or Volunteer):

This program allows students who are at risk of not graduating to earn credit for working in the community. Students will be required to complete a proposal that will include the specific state content standards and/or career related learning standards that will be met as a result of this experience. Students should expect to submit a collection of evidence for evaluation to demonstrate proficiency. Approval of and participation by the adult supervisor is also required.

Other accredited study opportunities:

Students may earn high school credit through independent study opportunities. Online, independent study course opportunities are available. Students may also earn required, elective and make up credits through Quest Academy, an accredited alternative school (503-620-8770). Students should complete an Off-Campus Learning Proposal prior to enrolling.

College course work:

Students may also participate in programs at our local universities including the LINK program at Portland State University, Templeton Scholars at Lewis and Clark College and Reed Young Scholars at Reed College.

These competitive programs are offered to students who have exhausted high school curricula or have demonstrated a serious interest in a subject not offered at Lincoln. Applications are available in the Counseling Center.

Credit recovery/repeating a course:

Students may repeat courses at Lincoln in the event of failure as space allows. Please contact your counselor about alternatives, such as those described above.

FORECASTING AND DROP/ADD CLASSES

Please choose classes carefully. The schedule for the fall is built based on the forecasts that students submit in the spring. Students must consider this a serious commitment and must plan to attend the classes as they appear on their schedule. **Students may make adjustments to their schedule ONLY if:**

- **The class was already completed at an accredited non-Lincoln site;**
- **The student is placed in the wrong level; or**
- **There is a data entry error on the schedule.**

School Board Policy sets forth guidelines for adding or dropping a class after the semester has begun. A new subject cannot be added to a schedule after the third week of the semester, nor can a class be dropped after the third week of the semester without a Withdraw Fail (WF) grade on transcript.

Students may only add/drop a class within the first three weeks for the above reasons and they must obtain an ADD/DROP signature form from the Counseling Center. Students dropping a class during the last three weeks of a semester will receive an "F."

GRADING

Progress in classes at Lincoln High School is reported by using the following grades:

A = Excellent Progress	4.0 Points
B = Good Progress	3.0 Points
C = Average Progress	2.0 Points
D = Minimum Progress	1.0 Point
F = Inadequate Progress	no credit

Credit is granted each semester and classes carry 0.5 credit per semester.

All grade changes, including incompletes, must be cleared within six weeks of the end of the grading period. The teacher and student must provide a written plan and timeline for the requirements to complete the work and change the incomplete to a grade. This plan should be submitted to the Curriculum Vice-Principal's office. If the work is not completed within the six week period the incomplete grade will revert to the grade earned at the end of the grading period.

Please note that while a "D" is considered passing by PPS, universities will only recognize a grade of C- or better in all college preparatory courses. College bound students should retake any required course in which they receive a "D."

Weighted grades, ranking and GPA:

IB courses are weighted in the calculation for weighted GPA and class ranking on the transcript. This means that an "A" in an IB course earns a 5 in the weighted GPA. The grades are weighted only in the calculation of

weighted class ranking and weighted GPA and not on the report card. Both weighted and unweighted calculations are recorded on the transcript.

PASS/NO PASS POLICY

In some special circumstances a student may request to take a course using the Pass/No Pass option. This option must be requested within the first three weeks of the semester. The building administrator, teacher, parent and student must sign off and approve of the Pass/No Pass Option.

Courses required for graduation are NOT subject to the Pass/No Pass option.

Communicating about grades:

Lincoln High School will mail a progress report to the home of any student earning less than a "C" in any course at the mid-point of each nine week grading period. These reports communicate grades, attendance and other factors which may be inhibiting the student's achievement.

Parents are encouraged to call or email teachers if they are concerned about their student's progress. Early contact with the school may prevent a later problem.

Report cards are mailed home four times each year. Lincoln is on the semester system so that grades given at the end of first and third quarters are midterm progress grades and are not counted in the GPA nor displayed on the transcript. Final grades for each semester are recorded on the transcript.

FLEX

FLEX is a dedicated tutorial time set aside for students to seek individual help from their teachers. FLEX provides an opportunity to make up any work that was missed during an excused absence. Freshmen are required to attend all scheduled FLEX periods.

Teachers may require FLEX attendance to improve student achievement. Attendance is taken and monitored. Failure to attend FLEX may adversely affect the student's grade.



SCHOOL POLICIES

OPEN CAMPUS

Lincoln High School has an open campus policy *only during break and lunch*. Students must follow all school rules when off campus and return to school on time. Students are expressly prohibited from loitering on neighborhood properties. Any misbehavior in the community will lead to a revocation of this privilege.

Students who have a free period in their schedule are expected to use this time constructively *on campus*. Campus monitors may issue a detention if students are found wandering the halls or off campus during class time.

ACADEMIC INTEGRITY

Students are responsible for honest and ethical behavior in all their academic pursuits. Many projects and assignments are completed on the honor system with no monitoring of student behavior. However, the standards for ethical behavior are the same whether the student work is completed inside or outside the classroom.

Evidence of conscious academic dishonesty such as cheating or plagiarism is a serious breach of trust between the student and teacher. Students should recognize that academic dishonesty includes all forms of plagiarism; loaning, stealing, buying and/or selling course assignments, research papers or tests; performing academic assignments for others; passing off computer or native speaker translations as your own; unauthorized disclosure and receipt of academic information, as well as cheating on tests. Lincoln High School will respond to academic dishonesty in accordance with district policy.

HOMEWORK

Students should expect an average of two hours of homework daily; International Baccalaureate students may experience more. Any homework assigned during an absence must be made up. Students with extended absences are expected to contact their teachers directly to arrange to make up work.

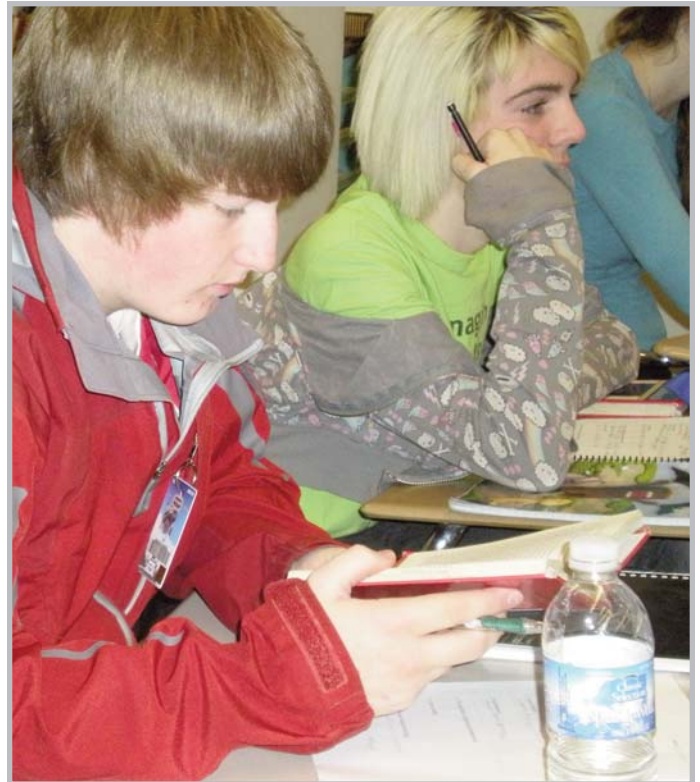
ATTENDANCE POLICY

Consistent attendance is the foundation of academic success. Students are expected to report to class on time. Students arriving after the start of Period 1 must obtain clearance from the Attendance Office before proceeding to class. Students arriving more than 15

minutes late are marked as "absent." Students with multiple tardies will be assigned mandatory detention.

To excuse an absence, students must bring a signed note from their parent/guardian to the Attendance Office within three days of an absence. Students are expected to make up any work missed as a result of the absence. **However, in the event the absence is unexcused, teachers have no obligation to accept late or missing work.** Students may face disciplinary action for unexcused absences.

Each evening, automated phone calls will be made to the home to notify parents of any student absences. These absences will be marked as "unexcused" until parents send a note to the Attendance Office.



SUPPORT PROGRAMS

STUDENT ASSISTANCE PROGRAM

The **Student Assistance Program** was developed to provide prevention, education and intervention for the Lincoln community (students, parents, staff). Major components of the program are:

- **Student Support Team** – The Student Support Team is an interdisciplinary team of staff which meets weekly to discuss students who are not experiencing success at Lincoln. The purpose is to address the issues of each individual who has been referred and determine the needs of that student. A team approach better utilizes resources and eliminates the duplication of services.
- **Referral Process** – A staff member, parents or a concerned friend may refer a student to a staff member or to a counselor if they are concerned about a student’s involvement with alcohol or other drugs. Portland Public Schools offer a free, confidential assessment which can help “rule out” harmful involvement.
- **Writing Center** – Tutors are available every day after school in the Writing Center located in the Library. Students have access to help with writing, math and other subject areas.
- **Ignite** – Ignite is a student mentoring program. Seniors and juniors volunteer to serve as mentors for groups of five or six freshman students. Mentors participate in training once a month.
- **LHS Health Action Network** – The Health Action Network is a leadership team of parent volunteers, Lincoln staff, administrators, students, community members and health care professionals. The goal is to support the health and well being of the Lincoln community.
- **Parents on Site** – Parents on Site provide an additional adult presence on campus during lunch time. All parents are invited and encouraged to participate in this program. Interested parents can contact the school office for more details.
- **PLATO** – This on-line Credit Recovery program is available to students in need of taking courses that they previously did not pass. See your counselor for more details.



COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM

The goal of Lincoln’s guidance and counseling program is to provide developmental and systematic support to each and every student to ensure their academic, career, personal and social development, and support their participation in the broader community. Lincoln’s licensed counselors provide an array of interventions and supportive services to students. These are

delivered collaboratively with students, school staff, families and members of the Lincoln community. Our goal is to help prepare our students to leave high school with the skills and knowledge to live, learn, work and contribute to the world in a meaningful way.

Lincoln students are assigned to the same counselor throughout their four years of high school.

SPECIAL PROGRAMS AT LINCOLN

TALENTED AND GIFTED EDUCATION IN HIGH SCHOOL

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-wide 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. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact your school administrators. Individual student plans are only written upon request. Please contact your school counselor for more information.

SPANISH IMMERSION

Lincoln’s unique, specialized four-year course sequence in Spanish Immersion completes the K-12 program and focuses on developing fluency and using the Spanish language in interdisciplinary studies. In June 2008, the tenth consecutive class of Spanish Immersion program Seniors graduated from Lincoln. The program begins at Ainsworth Elementary and continues to West Sylvan Middle School. Spanish Immersion is a rigorous program in which as much as 50% of the standard PPS course work over thirteen years is delivered in Spanish.

All Spanish Immersion students at Lincoln are part of the International Studies program and may sit for the HL Spanish International Baccalaureate exam after their Senior year.

Students who have Spanish spoken at home are encouraged to apply to join the Immersion Program. Applicants are admitted based upon teacher assessment and recommendation.

The goals of the program are:

- to insure that students attain oral and written fluency in the Spanish language;
- to prepare students to bridge cultural gaps and to communicate effectively in any Spanish-speaking country or community;
- to facilitate community service in Spanish-speaking communities in the region.

Program Sequence:

Grade	
9	Spanish Immersion 5-6
10	Spanish Immersion 7-8
11	IB Spanish Immersion 9-10
12	IB Humanidades 11-12

Students who finish the four years of Spanish Immersion instruction at Lincoln with a grade of “C” or better in all classes are recognized at graduation for completing the Spanish Immersion program.

INTERNATIONAL STUDIES CENTER PROGRAM

The International Studies Center (ISC) is the Portland Public Schools' program for international studies and advanced foreign languages. Over 75% of the Lincoln student body is involved in ISC. The ISC program does not meet as a separate class. It is an experiential program designed by staff and students that includes activities, events and projects that they choose. It is a course in which students "learn by doing" both on and off campus. Students earn a graded .25 credit each year.

ISC is like other academic courses in that students have requirements to meet and will receive a letter grade and credit every year they are in the program. It is different from other courses in the following ways:

1. This is a self-designed four-year program. Each student selects the course activities, events, speakers, community service and field trips in which they would like to participate. Students report their participation to the ISC office at the end of every quarter.
2. The class does not meet on a regular basis. All ISC students are required to meet by class at the fall orientation field trip to discuss ISC expectations and opportunities. In addition, student leaders meet with freshman ISC students at the end of each quarter.

ISC publicizes many international events taking place in the Portland area. Students attend ethnic festivals, symphonies, concerts, international plays, lectures and art museum events. In addition to events in the community, ISC sponsors on-campus international nights like Noche Latina, Arts Beat International and international plays. Every year ISC organizes a Study Travel Fair with representatives from many study abroad/travel organizations. Lincoln families are encouraged to attend all of these events.

Community service is an important part of the ISC program. Students can choose the type of community service that is most meaningful to them. In the past, students have chosen to be involved with many global issues, including the environment, hunger, politics, refugee support and tutoring.

ISC provides many opportunities for students to expand their minds and their view of the world. Students are expected to learn the world map. ISC students are also expected to attend the Hot Topics lecture series that takes place during the third quarter. Senior ISC students prepare and present a seminar on an international topic of their choice.

Note to Parents: ISC is application only; students are to apply directly with the ISC office. ISC is an enrichment program designed to provide a global perspective to

your student's education. We encourage the entire family to take part in the many international opportunities on campus and around the Portland area. The decision to join the ISC program should be made as a family. **If for any reason, a student needs to withdraw from the program, you will need to submit a letter to the ISC office by the class change/drop deadline.**



ISC Requirements Per Year

	9	10	11	12
Maintain at least a "C" average in a foreign language class	X	X	X	X
Attend International Night/ World Affairs Council Meetings	4	4	4	4
Monthly international activities	X	X	X	X
Attend senior seminars	3	3	3	3
Turn in Quarterly Report Form	4	4	4	4
Attend ISC business meetings	4			
Attend class orientation	1	1	1	1
Participate in community service	X	X	X	
Attend Hot Topics lecture	1	1	1	1
Prepare/present senior seminar (senior year)				X
Participate in Senior Exit interview				X
Write end-of-year report	X	X	X	X
Six world-related literature or history courses (over four years)	X	X	X	X
One fine arts credit (any year)	X	X	X	X
Map work	X	X	X	X



INTERNATIONAL BACCALAUREATE PROGRAMME

IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Lincoln High School has been an authorized IB World School since 1989 and offers the IB Diploma Programme, a comprehensive and challenging pre-university curriculum focused on the last two years of high school. The IB Diploma Programme grew out of the efforts of international schools to establish a common curriculum and university entry credential for geographically mobile students. It was hoped that a shared academic experience with exposure to the tools of critical thinking and to a variety of viewpoints would encourage intercultural understanding by young people.

Students learn more than a collection of facts. The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions;
- Learn how to learn;
- Develop a strong sense of their own identity and culture;
- Develop the ability to communicate with and understand people from other countries and cultures.

The programme emphasizes concurrency of learning, internationalism, academic integrity, breadth and depth of study, experiential community-based learning to

nurture students who are reflective, balanced, caring, thinking, principled and open minded.

The IB Diploma Programme is now offered in 2200 schools in 140 countries and over a half million students have graduated since the programme's inception. Lincoln's students have consistently achieved at levels above the international averages and the world's leading universities have welcomed our IB graduates.

The IB curriculum provides an international perspective to real-world issues. Students should possess the dedication, academic and organizational ability to complete a rigorous program in their junior and senior years. The IB curriculum is marked by critical thinking, creative expressions and in depth writing across the curriculum. IB students demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas.

Access to the IB Programme:

Lincoln has an open access IB programme – IB courses are open to any Lincoln junior or senior who has successfully met the course prerequisites. There is no application process, entrance exam or test score requirements. However, students should be aware of the rigors of these courses and be willing to commit to the quantity and quality of work normally expected at the college level. Students should also be aware of summer reading requirements.

While Lincoln High School strongly encourages students to work towards an IB Diploma, students may choose to participate in the IB Diploma programme in one of three ways:

- IB Diploma student (fulfilling all requirements for the Diploma);
- IB Certificate student (fulfilling all requirements, including the exam, in one or more IB courses); OR
- IB Course participant (enrolling in IB courses without participating in the external assessments).



The IB Diploma:

Students must successfully complete the four components of the Diploma Programme.

1. Comprehensive Curriculum:

Students study six subjects, one chosen from each of the six subject groups: Group 1. Language A1 (English), Group 2. Language B (the student's second language), Group 3. Societies and individuals, Group 4. Experimental Sciences, Group 5. Mathematics and Computer Science, Group 6. The Arts or Electives. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). Students complete all internal and external assessments.

2. The 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. The Extended Essay is begun in the junior year under the supervision of the Lincoln High School Librarian and an IB teacher/advisor and is completed in the first semester of the senior year. Students are enrolled in an independent study course, IB Research Methods (see page 24), to provide guidance in completing the extended essay.

3. Theory of Knowledge

The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives. TOK issues and questions are imbedded across all content areas and allow students to explore how they know what they know.

4. Creative, Action and Service

The CAS program encourages students to be involved in artistic pursuits, sports and community service work, thus 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 programme. Students submit evidence of and reflections about their experiences in a personally designed portfolio.

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 exam are awarded an IB Certificate by the International Baccalaureate Organization. Many universities may award advanced placement or credit for this coursework.

Assessment Practices:

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal assessment: In nearly all subjects at least some of the assessment is carried out internally by our Lincoln teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External assessment: Some assessment tasks are conducted and overseen by teachers at Lincoln but then submitted for marking to external examiners around the world. Examples include the TOK essay, the World Literature essays and the Extended Essay.

IB students worldwide sit for written examinations that are then submitted to external examiners for marking. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of the assessment for each subject.

The grading system is criterion-based (results are determined by performance against set standards, not by each student's position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme's assessment strategy.



Planning for the IB Diploma Programme:

While the IB Diploma Programme is available to juniors and seniors only, it is imperative to plan for IB from the onset. IB students must not only meet the requirements of the IB Diploma Programme, but must also meet the graduation requirements for PPS. IB Diploma students should complete Algebra in Middle School and must commit to at least four years of study of a single foreign language. Incoming freshmen should develop a four-year plan to ensure they can meet graduation requirements before beginning their IB classes in Grade 11. It is especially important to plan for science. In some cases, IB students may take high school courses off campus to fulfill graduation requirements. All IB classes must be taken at Lincoln High School during the regular school year.

The IB Coordinator is available to help students with planning for the IB Diploma. Meetings are scheduled for incoming 8th grade families to meet with the IB Coordinator to guide the students' course selections. Students interested in committing to the IB programme will complete an academic plan with the IB Office during the forecasting period for sophomore year. This plan will be adjusted annually as students progress. The IB Coordinator conducts an annual presentation for families of freshmen and sophomores to guide the development of their academic plan. Another annual meeting is held for families of juniors and seniors to counsel families during the completion of the actual IB courses and to advise on IB exam registration.

University Recognition of the IB Diploma:

IB courses prepare students for the externally assessed IB examinations offered in May. Students who are candidates for the IB Diploma or IB Certificate are required to take these exams. Successful IB Diploma students may qualify for advanced placement or credit at the university of their choice. The IB exam scores have no effect on the Lincoln course grade, only on the awarding of the IB Diploma or Certificate, credentials awarded by the International Baccalaureate Organization, not Lincoln High School.

The Oregon University System has implemented a system-wide IB recognition policy for its member schools. OUS schools will now grant department credit for ALL IB courses, SL and HL, with scores of 5 and above. Students earning the IB Diploma may be granted sophomore standing and be eligible for a merit scholarship. (see www.ibo.org)

Costs:

The courses are part of the regular Lincoln High School offerings and are, of course, free to enrolled students. Students who complete requirements for the IB Diploma and Certificate are assessed examination fees by the IBO. Fees for the Diploma are approximately \$825 over the two years of the programme. While very limited scholarship assistance is available, parents are urged to plan for this expenditure.



GROUP 3 POSSIBLE SEQUENCES FOR SOCIETIES AND INDIVIDUALS

	HL History	SL Anthropology	SL Psychology
FRESHMAN	Modern World History or Intro to World History	Modern World History or Intro to World History	Modern World History or Intro to World History
SOPHOMORE	Government/Economics	Government/Economics	Government/Economics
JUNIOR	IB 20th Century World History	IB Anthropology SL (or senior year)	IB Psychology SL (or senior year)
SENIOR	IB History of the Americas	IB Anthropology SL/HL	IB Psychology SL

GROUP 4 POSSIBLE SCIENCE SEQUENCES

	SL Biology	SL Biology	HL Biology	SL Chemistry	HL Chemistry	SL Physics	HL Physics	SL Environmental Systems & Societies	
FRESHMAN	Foundations of Physics & Chemistry (FPC)	Foundations of Physics & Chemistry (FPC)	Biology 1-2	FPC or Biology	FPC or Biology	Biology	Biology	Biology	FPC
SOPHOMORE	Biology 1-2	Chemistry or Physics	Chemistry 1-2 or IB Chemistry 1-2	IB Chemistry 1-2	FPC or Biology	IB Physics 1-2	Chemistry 1-2 or IB Chemistry 1-2	↓	↓
JUNIOR	IB Biology SL 3-4 SL Exam	IB Biology SL 1-2	IB Biology HL 3-4	IB Chemistry 3-4 SL Exam	IB Chemistry 1-2	IB Physics 3-4 SL Exam	IB Physics 1-2	IB Environmental Systems and Societies SL Exam*	
SENIOR		IB Biology SL 3-4 SL Exam	IB Biology HL 5-6 HL Exam		IB Chemistry 3-4 HL Exam		IB Physics 3-4 HL Exam	IB Environmental Systems and Societies SL Exam*	

*Meets Group 3 requirements.

GROUP 5 POSSIBLE MATH SEQUENCES

	Math Studies SL	Math Studies SL	Math Studies SL	Math SL	Math SL	Math HL
FRESHMAN	Algebra 1-2 <i>Geometry in Summer School</i>	Geometry	Adv. Alg. 3-4 or Adv. Alg. 3-4 Accelerated	Adv. Alg. 3-4 or Adv. Alg. 3-4 Accelerated	Geometry	Adv. Alg. 3-4 Accelerated
SOPHOMORE	Adv. Alg. 3-4 or Adv. Alg. 3-4 Accelerated	Adv. Alg. 3-4 or Adv. Alg. 3-4 Accelerated	Preliminary Math Studies	IB Math SL 1-2	Adv. Alg. 3-4 or Adv. Alg. 3-4 Accelerated	IB Math SL 1-2
JUNIOR	Preliminary Math Studies	Preliminary Math Studies	Math Studies SL	IB Math SL 3-4	IB Math SL 1-2	IB Math SL 3-4
SENIOR	Math Studies SL	Math Studies SL			IB Math SL 3-4	Math HL

GROUP 6 ARTS (or the IB Elective)

	Visual Arts	Visual Art History SLB	Visual Arts HL	Theatre Arts SL
FRESHMAN	Ceramics 1-2 or Draw Paint Print 1-2	Ceramics 1-2 or Draw Paint Print 1-2 (or sophomore year)	Ceramics 1-2 or Draw Paint Print 1-2	Actor's Workshop
SOPHOMORE	Ceramics 3-4 or Draw Paint Print 3-4		Ceramics 3-4 or Draw Paint Print 3-4	Intermediate Theatre 3-4
JUNIOR	IB Visual Arts 5-6 (or senior year)	IB Visual Art History SLB (or senior year)	IB Visual Arts Studio 5-6	IB Theatre Arts SL (or senior year)
SENIOR			IB Visual Arts Studio 7-8	

COURSE OFFERINGS

THE ARTS — VISUAL AND PERFORMING ARTS

"Education in the arts is one of the fundamental purposes of schooling. The arts are the embodiment of human imagination, the record of human achievement, and the process that distinguishes us as human beings." -- U.S. Department of Education, Goals 2000

Visual and Performing Arts courses are designed to complement Lincoln college preparatory offerings. Each course provides students of varying abilities and learning styles multiple opportunities to think critically, imaginatively and reflectively. Students learn to identify, analyze and solve problems in creative expression using a variety of techniques. Course content includes conceptual and technical knowledge within the context of its history, culture, aesthetics and criticism. This academic approach meets national and Oregon State Standards in the Arts.

The College Board reports a significant correlation between arts coursework and higher SAT scores. Beginning with the class of 2011, all PPS students must complete one fine or applied arts course as a requirement for graduation.

9th	10th	11th	12th
Ceramics Studio 1-2	Ceramics Studio 1-2 Ceramics Studio 3-4	Ceramics Studio 1-2 Ceramics Studio 3-4 Ceramics Studio 5-6	Ceramics Studio 1-2 Ceramics Studio 3-4 Ceramics Studio 5-6 Ceramics Studio 7-8
Draw, Paint, Print 1-2	Draw, Paint, Print 1-2 Draw, Paint, Print 3-4	Draw, Paint, Print 1-2 Draw, Paint, Print 3-4	Draw, Paint, Print 1-2 Draw, Paint, Print 3-4
Intro to Digital Design and Photography Graphic Arts 1-2	Intro to Digital Design and Photography Graphic Arts 1-2	Intro to Digital Design and Photography Graphic Arts 1-2 Graphic Arts 3-4 Photography Studio 1-2	Intro to Digital Design and Photography Graphic Arts 1-2 Graphic Arts 3-4 Graphic Arts 5-6 Photography Studio 1-2 Photography Studio 3-4
		IB Visual Arts Studio 5-6 SL IB Visual Art History SL	IB Visual Arts Studio 5-6 SL IB Visual Arts Studio 7-8 SL IB Visual Art History SL
Actor's Workshop Design Workshop Musical Theatre	Actor's Workshop Design Workshop Musical Theatre Advanced Design Workshop Intermediate Theatre	Actor's Workshop Design Workshop Musical Theatre Advanced Design Workshop Intermediate Theatre Advanced Theatre IB Theatre	Actor's Workshop Design Workshop Musical Theatre Advanced Design Workshop Intermediate Theatre Advanced Theatre IB Theatre
Song Writing World Music Percussion Jazz Lab String Orchestra Band Beginning Choir Concert Choir	Song Writing World Music Percussion Jazz Lab String Orchestra Band Beginning Choir Concert Choir	Song Writing World Music Percussion Jazz Lab Orchestra Band Beginning Choir Concert Choir	Song Writing World Music Percussion Jazz Lab Orchestra Band Beginning Choir Concert Choir

VISUAL ARTS



DRAW, PAINT, PRINT 1-2: Studio, History, & Aesthetics

Level: 9-12

Prerequisite: The ability to maturely work independently and cooperatively with others in a studio environment. Students must be willing to use FLEX period for individual instruction or homework.

DRAW, PAINT, PRINT is an introductory course in two-dimensional art. Sequential units of study emphasize acquisition of fundamental technical skills in drawing, color, design, painting and printmaking. Bookbinding and sculpture are introduced with less depth. The conceptual content of the course is centered in the study and analysis of the global history, aesthetics and traditions of two-dimensional art. Students are challenged to creatively problem solve design units introduced through prints, lecture/discussion, demonstration, idea generation and preparatory sketchbook entries. Units of study conclude with individual and group critiques, written analysis and self-evaluation using standard scoring guides. Students will make their own sketchbooks, which result in a personal record and course guide. There are many opportunities for students to understand the multiple functions of the fine arts in history and contemporary society.

DRAW, PAINT, PRINT 3-4/5-6: Studio, History, & Aesthetics

Level: 10-12

Prerequisite: DRAW, PAINT, PRINT 1-2 or 3-4. Requires the ability to maturely work independently and cooperatively with others in a studio environment. Students must be willing to use FLEX period for individual instruction or homework.

DRAW, PAINT, PRINT 3-4 and 5-6 are intermediate level courses in two-dimensional art.

Sequential units of study emphasize acquisition of advanced technical skills while developing personal expression. The conceptual content of the course is centered in the study of the global history, aesthetics and traditions of art as practiced in the modern period. Teacher-directed units of study focus on traditional genres in the fine arts. Specialized technical units may include introduction to a variety of media such as

water-based oil pigments, advanced techniques in printmaking and mixed media. Development of personal ideas and expression will be guided by gallery and museum visits.

INTRODUCTION TO DIGITAL DESIGN AND PHOTOGRAPHY

Level: 9-12

Prerequisite: Ability to work maturely and independently with technology and in a studio setting

This is an introductory survey class in which students will acquire skills in digital photography and basic design using digital media in the context of a fine arts class. Students will learn how to use digital cameras, scanners, printers, as well as other equipment. The history and aesthetics of digital photography and design will be explored. Students will learn basic photographic skills such as composition, working with creative camera controls, and production of fine art digital photographs. They will learn how to use PhotoShop as well as other Adobe programs to create, edit, organize and publish their works. The emphasis will be in online presentations rather than printed work. Students earn one fine arts credit for this class.

GRAPHIC ARTS 1-2

Level: 10-12

Prerequisite: Requires basic knowledge of computer operations, self-motivation and interest in digital media.

This class is an introduction to digital imaging and computer-based art. Students will explore different avenues of visual communication, self-expression and creative problem solving through the creation of commercial, interactive and fine art. Students will learn to use Adobe Illustrator, PhotoShop and InDesign. All work is based upon the study, aesthetics, purpose and criticism of digital art forms, with an emphasis on real-world applications.

Note: Graphic Arts 1-2 is a very in-depth course focusing mostly on Adobe Illustrator and Adobe PhotoShop. Students interested in a broader survey class should consider taking "Introduction to Digital Design and Photography."

GRAPHIC ARTS 3-4/5-6

Level: 11-12

Prerequisite: Graphic Arts 1-2 and/or teacher permission. Requires self-motivation, self-discipline and creativity.

Students will research, plan and execute quarter and semester projects concentrating on one or more digital media forms. Projects must have a real-world application and be created for a real audience. Students will be able to define their work within a specific genre, explain its role, and express the place it holds among other traditions, techniques and periods.

PHOTOGRAPHY 1-2: Studio, History & Aesthetics

Level: 11-12

Prerequisite: Requires the ability to maturely work independently and cooperatively with others in a studio and darkroom setting.

PHOTOGRAPHY 1-2 is an introduction to analog black and white photography geared to the student who wants to explore fine arts photography. Through sequential units of study, students will acquire fundamental technical skills in shooting, developing, printing and mounting film-based images. Emphasis on design elements and principles, composition and communication is based in the history, aesthetics and traditions of photography. This solid technical and design foundation allows students to generate imaginative and creative images. Periodic oral and written critiques allow students to develop analytical, reflective and critical thinking skills. Lecture/discussion, study and review of historic and contemporary images and film add to these skills as well as provides additional career education. There will be opportunities for students to relate with professionals in the field of photography through guest speakers, studio tours and other field trips. The course content is aligned with national and state fine arts standards and benchmarks.

PHOTOGRAPHY 3-4: Studio, History & Aesthetics

Level: 12 only

Prerequisite: Completion of Photography 1-2 and teacher approval.

Photography 3-4 is a rigorous studio course in which students will continue their exploration of photography. The focus of the class will be on developing the content and ideas behind an artwork, while experimenting and stretching the student's knowledge of a variety of techniques which include traditional film, alternative photographic processes and digital imaging. There will be a strong emphasis on working intentionally and generating new ideas. Students will develop a portfolio of work that is of exhibition quality. History and aesthetics will be woven throughout the class and explored through writings, slides and discussion. This class will emphasize using photography as an expressive art form, but will also look at and explore the practical applications of photography. There will be opportunities for students to relate with professionals in the field of photography through guest speakers, studio tours, and other field trips. The course content is aligned with national and state fine arts standards and benchmarks.

CERAMICS 1-2: Studio, History & Aesthetics

Level: 9-12

Prerequisite: Requires the ability to maturely work independently and cooperatively with others in a studio environment. Students must be willing to use FLEX period for individual instruction and homework.

Ceramics 1-2 is an introduction to three-dimensional form using clay. Sequential units of study emphasize foundation technical skills in forming and surface design. Students will learn to pinch, coil, slab construct and sculpt in response to design problems based in ceramics history. Students experience a variety of surface design finishes at low and high temperature ranges. A creative problem-solving process incorporating research, idea generation and journaling in a sketchbook is integral to the course.

CERAMICS 3-4: Studio, History & Aesthetics

Level: 10-12

Prerequisite: Completion of Ceramics 1-2 at a "C" or above level.

Ceramics 3-4 emphasizes an expanding exploration of painterly, sculptural and utilitarian concepts and techniques in clay. Students develop work in traditional genres: still life, landscape, portraiture and functional pottery. Journaling in an Investigational Workbook (IW) formally emphasizes self-reflection and personal growth through research in concepts, techniques and processes. Technical units include mold making, glaze formulation, kiln operation and studio management. The potter's wheel is introduced as a tool for functional as well as sculptural forms. The final quarter focuses on the study of ceramics history and aesthetics through lecture, research and an independent series of works. This will lead to the writing of an artist's statement and a portfolio.



CERAMICS 5-6/7-8: Studio, History & Aesthetics

Level: 11-12

Prerequisite: Ceramics Studio 1-4 and permission of the teacher. Requires the ability to maturely work independently and cooperatively with others in a studio environment. Students must be willing to use FLEX periods for individual instruction, IW review or homework.

Ceramics Studio 5-6 & 7-8 continues student directed in-depth exploration and development of portfolio work in ceramics. Each student will propose a course of self-study working thematically or in a series that is directly related to an Investigational Workbook (IW). Students will continue to study the history and aesthetics of international ceramics. This forms a foundation for independent research and critical analysis of their own work as well as historic works. As the body of work evolves, students will continue to develop and revise an Artist's Statement that synthesizes and clearly expresses the conceptual aspects of their work as well as technical and formal concerns. The year will culminate in an Advanced Ceramics showcase of portfolio work.

Students may opt to register for the International Baccalaureate (IB) examination using the portfolio and IW(s) produced in this course.

IB VISUAL ART HISTORY (SLB or HLB)

Level: 11-12

Prerequisite: One year-long studio arts course at the high school grade/age level in any setting prior to this course OR concurrent enrollment in a Lincoln studio arts class or community arts class OR permission of the instructor. In prior years very dedicated students have been highly successful in the course and external exam without prerequisite, but students should be aware of the level of commitment required to be successful.

IB VISUAL ART HISTORY (SLB/HLB) is designed for students who wish to concentrate on contextual, visual and critical investigation in visual arts. Students will learn a variety of methodologies to reflect and write critically on the meaning and purpose of art in the context of its style, period and culture. Students will explore art concepts, experiment with a variety of techniques and media, develop design and compositional skills, and make connections between ideas and practice. Interactive lecture and discussion will be enriched by museum visits and guest speakers.

Students will be prepared for the IB Visual Arts SL/HL Option B exam. The course is comprised of three major components: 1) an Investigational Workbook (IW) exploring an independent topic or theme in Art History (60% of the external exam mark); 2) a portfolio of 8-12 studio works based on the visual and written

investigation documented in the IW (40% of the external exam mark); and 3) a selected survey of the history of world art with a significant emphasis on the Western tradition from the Ancient to the Renaissance up to the Post Modern periods to provide the context and skill set for the IW and studio work. These components are taught concurrently.

IB VISUAL ART STUDIO: Multidisciplinary Seminar 5-6/7-8 (SLA or HLA)

Level: 11-12 (10 eligible with teacher permission, but cannot test for IB as a sophomore)

Prerequisite: Highly motivated, mature students who have completed an introductory and intermediate Visual arts course with an "A" or "B" grade or portfolio admission with permission of instructor. Ability to work independently; research and write in an academic manner; periodically meet during FLEX. A significant amount of time outside the classroom is required to successfully reach IB standards.

This Standard and Higher Level IB course is presented in a seminar format combining advanced level students in all media — ceramics, drawing, painting printmaking, photography and sculpture — under the mentorship of one teacher. Visiting professional artists and college admission officers will regularly make presentations to better prepare students for professional and analytical research in Investigation Workbooks. Visits to local galleries and museums must be included in research. Regular group critiques and oral presentations prepare students for the IB External Oral Exam in early April and for presentation of portfolios for college admission. Students will participate in group and individual exhibitions, operate and manage the ArtsLinc Gallery, and assist as able in specialized studio areas. Participation in the Portland Art Museum's ArtX intern program is encouraged. IB Art History is also strongly recommended for students anticipating a college fine arts or architecture major or minor.

STUDIO ARTS TECHNICIAN

Level: 9-12

Prerequisite: Permission of the teacher is essential! Requires motivation to learn studio operation and management skills. Prior studio classroom experience with tools and materials is desirable.

Studio Arts Technician (Teacher's Assistant) is a letter grade credit support position to assist the teacher with daily operations and management of the studio classroom and labs, storeroom, office and exhibition spaces. Students will learn skills applicable and transferable to jobs outside of school (i.e., frame shop, tile factory, photography studio, artist's assistant, etc.). TAs specific tasks will vary according to the studio assignment in ceramics, photography, painting or graphics classroom studios and labs.

Students will be provided multiple opportunities to meet the State's 6 Career Related Learning Standards (CRLS).

Students will learn to be self-managers in daily operation of the studio classroom; will experience problem-solving as critical thinking process; will acquire studio management skills; learn varied technical skills; prepare student work for exhibition; will peer tutor as able by sharing skills with other students in the studio; will assist in records keeping; will become aware of professional opportunities in the arts; and will keep a written learning log of daily activities.

PERFORMING ARTS-THEATRE

ACTOR'S WORKSHOP

Level: 9-12

Students explore expression with both the body and voice. Effective ways to communicate and develop rhythm, concentration and sensory awareness are studied in an environment where hard work is encouraged and enjoyed. Improvisation, scene study, children's theater and one-act plays will be among the units used to introduce the basic concepts of acting technique, character development and oral interpretation. Students will also gain hands-on experience with technical theatre (lighting, costuming, set construction, etc.) as well as self-exploration and encouragement to participate in arts events outside of class time. "It's nice to have a different way to learn. You work hard, but if you like the arts, you don't mind it . . ." (quote from an Actor's Workshop student).

DESIGN WORKSHOP

Level: 9-12

Students will receive hands-on instruction in design principles using a fully functional scene shop (students must complete a safety workshop before using any of the power tools) and learning from community members participating in classroom workshops. Using the principles of design and aesthetics, students will be instructed in designing sets, make-up, costumes, lighting and publicity. This will be an interactive class in which students will demonstrate a proficiency in all aspects of design.

ADVANCED DESIGN WORKSHOP

Level: 10-12

Credit: Art, Theatre, or Elective (A-F or P/NP)

Prerequisite: Design Workshop or instructor's consent

As a continuation of the concepts and skills taught in

Design Workshop, Advanced Design Workshop will include individualized projects, as well as set construction and hands-on training in technical theatre. This is a "think-outside-the-box" class.

MUSICAL THEATRE CLASS

Level: 9-12

This course will examine musical theater in its social, historical and creative context, and introduce students to practical skills in dance, acting and singing styles appropriate to this theater form. Coursework culminates in student performances of excerpts from selected musicals. Field trips to view musical theatre productions on an availability basis. Previous experience in musical theatre is not required, but would be helpful.

INTERMEDIATE THEATRE 3-4: Production, theater history and performance

Level: 10-12

Prerequisite: Actor's Workshop, Musical Theatre or instructor's consent.

Students continue training in acting techniques, with an emphasis on styles of acting and theatre history. Scriptwriting and other methods of communicating through theater will be explored. Beyond basic acting skills, the class also teaches problem-solving, communication, creativity, self-growth, self-discipline and teamwork. The course will culminate with the performance of a full-length production.

ADVANCED THEATRE 5-6: Production, performance and directing

Level: 11-12

Prerequisite: Intermediate Theatre or instructor's consent.

Advanced Theatre is designed by the instructor and students to meet the individual needs of students in perfecting their art. Performing a full-scale production is but one of the ways students involve themselves with all aspects of theatre production. Skills such as leadership, responsibility, creativity and open-mindedness are employed to help the student succeed not only in theatre, but in all areas of school and life.

INDEPENDENT THEATRE STUDY

Level: 11-12

Prerequisite: Consent of instructor.

Independent Theatre Study is an opportunity for motivated and exceptional students to work independently under the supervision of the theatre instructor within the Arts Department. Course content will be designed, contracted and evaluated by the teacher and student to meet the needs of both the departmental discipline and the individual.

IB THEATRE

Level: 11-12

Prerequisite: Intermediate Theatre and instructor's consent

IB Theatre students will work independently on a curriculum designed by the individual theatre student and the theatre director that will aid in completing the internal assessment required of the IB Theatre Arts course. Students will be required to create and continue a portfolio, including weekly journal entries as an ongoing discussion of their experiences. Students learn by doing, by discovering how to learn, and by reflecting on doing and will participate with another theater class to achieve this goal. This course is for serious theatre students.

PERFORMING ARTS- MUSIC

ORCHESTRA

Level: 9-12

Prerequisite: Prior violin, viola, cello or acoustic bass experience.

Note: FLEX, after school and weekend commitments. \$150 donation encouraged to cover cost of course. In addition, students may be asked to purchase performance attire.

Students will develop musicianship through the study of the finest string literature, excellent method books emphasizing individual and ensemble techniques, solo/ensemble literature, music theory, composition and history. Students will perform at concerts, school events, contests and festivals.

BAND (Brass and Woodwinds only)

Level: 9-12

Prerequisite: Prior middle or high school band experience and instructor's consent.

Note: FLEX, after school and weekend commitments. \$150 donation encouraged to cover cost of course. In addition, students may be asked to purchase performance attire.

Students will develop musicianship through the study of the finest wind band literature available, excellent method books emphasizing individual and ensemble techniques, solo/ensemble literature, music theory, composition and history. Students interested in percussion are encouraged to enroll in Percussion rather than Band. Students will perform at concerts, athletic events, school events, contests and festivals.

JAZZ LAB

Level: 9-12 (zero period)

Note: Audition and concurrent enrollment in a performance course is required.

Note: FLEX, after school and weekend commitments. \$75 donation encouraged to cover cost of course materials.

Jazz Lab students learn to perform and identify a variety of jazz styles. Students will develop proficiency in jazz through performance, improvisation, jazz theory, technical exercises, listening, transcription, composition and history. Students will perform at school concerts, athletic events, festivals, contests and other functions.

PERCUSSION

Level: 9-12

Note: FLEX, after school and weekend commitments. \$100 donation encouraged to cover cost of course materials.

Students will develop musicianship through the study of percussion ensemble, drumline, wind band and solo literature. Students will also study music theory, composition and history. Students will perform at concerts, athletic events, contents, parades and festivals.

BEGINNING CHOIR

Level: 9-12

Prerequisite: None. Students will be vocally placed during the first week of class.

Note: Students will be expected to participate in performances that will occur during school hours, as well as outside of regular school hours.

Course Description: Students will develop and learn beginning vocal skills and performance practices in a positive choral experience. Expressive singing will be nurtured through good unison and three and four part singing. In this course, students will learn about healthy vocal technique and choral technique. Students perform at the annual Pop Cycles concert, a Friday Assembly, go caroling in NW Portland, sing at Good Samaritan Hospital during the holiday season, and participate in a required performance in the spring. Popular music, jazz and learning to sing in the "groove" are all part of the beginning choir course at Lincoln High School.

CONCERT CHOIR

Level: 9-12

Prerequisite: None. Students will be vocally placed the first week of class.

Note: FLEX, after school and weekend commitments. \$100 first time donation encouraged covering cost of student performance attire.

Course Description: Students will learn and develop vocal skills for individual and group singing. A wide repertoire will be explored with the intention of providing students a historical and stylistic overview of music befitting a college preparatory institution. The students will have opportunities to participate in all League, ACDA, MENC and Oregon State Activities Association events. Required performances include a Winter and Spring Concert, PopCycles and PIL District Contest.

SONG WRITING

Level: 9-12

Prerequisite: None. The class will be designed to meet the ability of each student.

Course Description: Student will learn the fundamentals and history of songwriting. Basic music theory will be taught to further the understanding of what it takes to compose a song. Historical perspective will be given regarding what songwriting has meant to various cultures. Cooperative work and performance will be encouraged.

WORLD MUSIC

Level: 9-12

Course Description: Students will be exposed to music from around the globe. In-depth discussion, research and activity will be given to the importance of music within its respective culture. All styles and eras will be studied and students will have the opportunity to create music outside their normal spectrum. No music knowledge is required, but a willingness to try to new things is imperative.



ENGLISH

Lincoln's English Curriculum is designed to provide varied opportunities for literature study, writing and speech, including courses which stress the interdisciplinary study of literature, history and art. Our English Department approaches writing as a process, and students have opportunities to use computers for writing and revision in our computer labs. Students will commit to writing a minimum of four formal pieces of writing per year that will undergo the rigors of the writing process. In addition, students will be expected to write informally, creatively and extemporaneously as a way of responding to literature.

In recognition of the international studies emphasis of this school, our courses value the literature of all cultures. As new works in translation become available with greater frequency, we study and review them for possible inclusion in the curriculum. For this reason, the common readings assigned may change from year to year.

Our core sequence of courses from the freshman to senior level emphasizes the integration of writing and literature. *IB Junior* and *Senior English* is a two-year International Baccalaureate course.

For the student who wishes to specialize further, we offer *Journalism* and *Reading the Media*.

Courses are placed in this chart at the preferred grade level which reflects the level of the coursework required. Many courses, particularly at the junior and senior level, may be taken during the earlier or later grades. Courses in the top of the chart are recognized by state colleges for one of the four years of required English credit. See course descriptions for more complete grade level requirements and more information regarding required and elective credit. Novels listed in the course descriptions represent only a sampling of the literature to be studied.

9th	10th	11th	12th
English 1-2: Lit./Comp Intro to World Lit./History	English 3-4: American Lit. English 3-4: Accelerated American Lit.	English 5-6 IB English A1 HL 5-6 English 5-6: Reading the Media	English 7-8: Senior World Lit. English 7-8: Humor and Culture English 7-8: Reading the Media IB English A1 HL 7-8
	Beginning Journalism 1-2*	Beginning Journalism 1-2 Advanced Journalism 3-4 Reading the Media (elective)	Advanced Journalism 3-4/5-6 Reading the Media (elective)

*Space Permitting

INTRODUCTION TO WORLD LIT. AND HISTORY

Level: 9

Note: 2 period block class fulfills the Freshman English and Modern World History requirements

This class meets in large and small groups for the study of literature and history and the relationship of both to the global community. In this course, as students make connections between historical events around the globe through literature and primary and secondary historical sources, they will develop a background for understanding the contemporary world. The interdisciplinary structure reflects Lincoln's commitment to international education. The freshman curricula in this class will correspond to that of other regular English and Modern World History classes. Students will also develop their speaking, writing and word processing skills. Students who sign up for this course should be able to work well independently in small and large group settings.

Reading from a variety of world cultures may include mythology, *The Odyssey*, *Shakespeare*, *Nectar in a Sieve*, *Night*, *The Journey of Ibn Fattouma* and other shorter selections from China, Japan, Latin America and the Middle East. All ability levels are encouraged to enroll.

ENGLISH 1-2: LITERATURE/COMPOSITION

Level: 9 - Fulfills English requirement

This course is designed to increase proficiency in reading, writing, listening and speaking. The fundamentals of critical thinking and literary analysis are taught through such works as *Romeo and Juliet* or *Julius Caesar*, *The Odyssey*, poetry, short stories, mythology and various novels which may include: *Lord of the Flies*, *Catcher in the Rye* and *Their Eyes Were Watching God*. Growth in vocabulary, speaking and writing skills is emphasized. Essays will include close textual analysis and critical thinking in the following modes: expository, persuasive, descriptive and narrative.

ENGLISH 3-4: ACCELERATED AMERICAN LIT./COMPOSITION

Prerequisite: Successful completion of English 1-2.

Level: 10

This American literature course is designed for sophomores who plan to enroll in IB English. Through extensive reading, critical thinking and speaking, and frequent analytical writing, students will develop skills in literary analysis based on representative selections from American literature. The authors studied may include Hawthorne, Emerson, Twain, Thoreau, Wharton, Steinbeck, Fitzgerald, Hemingway, Wright, Kesey, Bradbury, Malcolm X, Kingston, Tan, Dorris, Cather, Chopin, Naylor, Miller, Santiago and selected poets.

ENGLISH 3-4: AMERICAN LIT./COMPOSITION

Level: 10

This course is organized around student choice and development of student voice in expression of ideas. For the literary study component of the class, students select literature to read and form literature circles — book study groups. Choices are made from a broad range of traditional and contemporary texts, and in all genres. In addition, there is a weekly Writer's Workshop, with emphasis on creativity and technique, and a weekly discussion of a topic that is relevant to American society and culture.

ENGLISH 5-6

Level: 11

Classics students develop an appreciation for and understanding about ideas and experiences from around the world. Through the lens of cultural encounters, students read a balance of contemporary and classic works, including short stories, essays, novels, poetry, nonfiction, drama and visual media, that encourage examination of multiple perspectives. Communication through various modes of writing and speaking will focus on interpreting the human experience through critical analysis of literature. The authors studied, such as William Shakespeare, Alice Walker, Charles Dickens, Ray Bradbury, Alexander Solzhenitsyn, Amy Tan, Sandra Cisneros and selected poets, represent diverse cultural and historical perspectives. All studies will be focused on helping students become effective writers, critical thinkers, attentive readers and engaging presenters.

ENGLISH 5-6: READING THE MEDIA

Level: 11

Note: This course may be taken for English 5-6, English 7-8 or as an elective course.

Media Literacy is defined by the Center for Media Literacy as follows:

“Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms—from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well essential skills of inquiry and self-expression necessary for citizens of a democracy”
(http://www.medialit.org/reading_room/rr2def.php).

This course is designed to introduce students to the concepts and skills mentioned in the definition in order to explore the ways various media shape the way we perceive ourselves and the world. The goal is to continue honing literary analysis and critical thinking skills by applying them to many facets of the media including film, television, news, advertising and the Internet. Therefore, this course will involve the reading of fiction, poetry and non-fiction with media-based themes, as well as critical analyses of the above-mentioned mediums. In addition to the reading, writing skills will be developed in various modes, from academic to persuasive to creative, and other assessments include projects, presentations, debates and dialogues.

IB ENGLISH A1 HL 5-6

Level: 11 (first year of a two-year course)

Prerequisite: Successful completion of English 3-4.

Summer Reading Required

This is the first in a rigorous two-year course leading to the International Baccalaureate Higher Level examination at the end of the senior year. It is designed for the motivated student who appreciates the value of close analysis of fine literature, who seeks to increase his/her awareness of the literary contributions from various cultures and time periods, who enjoys discussing and writing, and who is self-disciplined enough to strive for precision in thought and excellence in expression. The authors studied intensively may include Pablo Neruda, Gabriel Garcia Marquez, Bessie Head, Jorge Amado, Anna Akhmatova, Y. Kawabata and selected essayists.

IB ENGLISH A1 HL 7-8

Level: 12 (second year of a two-year course)

Prerequisite: IB English HL 5-6

Summer Reading Required

This course is the second half of a two-year literature study that meets the expectations established by the International Baccalaureate Program. Students will continue to study the works of American and world literature drawn from the IB prescribed book list. Students will engage in close detailed and critical examination of written text through discussions, activities, oral commentaries and critical analysis and

comparison essays. Through the two IB English courses, students will be prepared to take the Language A1 exam in the spring of their senior year.

IB RESEARCH METHODS

Level: 11-12 (seminar course .5 credits)

Prerequisite: Second Semester Full IB Diploma Junior.

This seminar course is required for any students seeking the full International Baccalaureate Diploma. The purpose of the course is to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research on a topic of their choice under the guidance of both an IB librarian and a subject area teacher. This course leads to the completion of the Extended Essay, a 4,000 word academic essay that is externally assessed.

ENGLISH 7-8: HUMOR AND CULTURE

Level: 12

This course considers how culture is and has been expressed through humor and satire in their varied forms. Students will examine works from various media and genres as the class looks at the way we use humor to examine and respond to our lives. In addition to critical and analytical essays, students will likely read works by authors including Aristophanes, Horace, Juvenal, Shakespeare, Oscar Wilde and George Bernard Shaw, amongst others. Students will watch and listen to performances by a variety of 20th and 21st century artists. In doing so, they will develop and apply the academic vocabulary relevant to these genres. In addition to reading and thinking, there will be multiple opportunities for oral presentations. Writing can include the college essay, literary analysis, a persuasive paper, creative writing and one or more research projects, all in preparation for success at the college level. Parental permission is required for this course.

ENGLISH 7-8: WORLD LITERATURE

Level: 12

World Literature is a challenging course introducing seniors to selected works by authors who represent the literary traditions from around world, including Latin America, Africa, Europe and Asia. Emphasis will be placed on close “reading” and instilling within the student the ability to interpret the texts. Students begin the year by interpreting an episode of the television series “Mad Men” and will proceed to read novels, short stories and films.

Writing for the course will first center on the completion of each student’s College Essay; thereafter, writing will focus on thesis essays based on the texts read in class and the task of preparing students for writing the following year in college.

Readings may include Achebe, Bronte, Faulkner, Tolstoy, the Vietnam War stories of Tim O’Brien and Barbara Kingsolver.

ENGLISH 7-8: READING THE MEDIA

Level: 12

Note: This course may be taken for English 5-6, English 7-8 or as an elective course.

Media Literacy is defined by the Center for Media Literacy as follows:

“Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms—from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well essential skills of inquiry and self-expression necessary for citizens of a democracy”
(http://www.medialit.org/reading_room/rr2def.php).

This course is designed to introduce students to the concepts and skills mentioned in the definition in order to explore the ways various media shape the way we perceive ourselves and the world. The goal is to continue honing literary analysis and critical thinking skills by applying them to many facets of the media including film, television, news, advertising and the Internet. Therefore, this course will involve the reading of fiction, poetry and non-fiction with media-based themes, as well as critical analyses of the above-mentioned mediums. In addition to the reading, writing skills will be developed in various modes, from academic to persuasive to creative, and other assessments include projects, presentations, debates and dialogues.

BEGINNING JOURNALISM 1-2

Level: 9-12 (elective credit only)

Explore the world of headlines and deadlines in a class where all aspects of newspaper operation – from the writing of articles to the selling of advertising – are presented. Word processing and page design on Macs are also covered. Students will produce their own publications throughout the year, including at least one issue of the school newspaper.

ADVANCED JOURNALISM 3-4

Level: 11-12 (elective credit only)

Prerequisite: Journalism 1-2

Class members are responsible for publication of the school newspaper – **The Cardinal Times**.

ENGLISH AS A SECOND LANGUAGE

ELD 1-4

Level: 9-12

This course focuses on mastering listening, speaking, reading and writing both vocabulary and sentence forms at the Beginning and Early Intermediate levels of the Oregon English Language Proficiency Standards. This course emphasizes guided language practice and gradual release of responsibility (I do it, we do it, you do it) based on functions (a purpose for communication). Focused Approach's Matrix of Grammatical Forms may also be used to guide instruction. Students will be scheduled based on their language proficiency.



MATHEMATICS

The Math Department offers a curriculum that ranges from Algebra 1-2 through advanced mathematics concepts. Courses prepare students for future careers. Skills such as reasoning and problem solving are emphasized in all levels of mathematics. For proper placement in any math course, please check prerequisites as listed below.

ALGEBRA 1-2

Level: 9

In the first course in algebra the representation of functions is used as a 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 developing confidence in their ability to think mathematically as they work both individually and collaboratively.

GEOMETRY

Level: 9-12

Prerequisite: Successful completion ("C" or above) of Algebra 1-2 or teacher recommendation.

Students study two and three-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 students to 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 may use the software available with the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas.

ADVANCED ALGEBRA 3-4

Level: 9-12

Prerequisite: Successful completion ("C" or above) of Algebra 1-2 and Geometry 1-2 or teacher recommendation.

This course emphasizes modeling data and problem situations with functions: specifically, linear quadratic, polynomial, exponential, rational, radical and logarithmic functions. The course 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.

ADVANCED ALGEBRA 3-4: ACCELERATED

Level: 9-10

Prerequisite: Successful completion ("C" or above) of Algebra 1-2, Geometry 1-2 and teacher recommendation.

Advanced Algebra 3-4 is designed for the mathematically inclined student with a solid background in Algebra and Geometry and in-depth problem-solving capabilities who is comfortable working at a fast pace. This course covers the content of Algebra 3-4 more deeply and provides opportunities for extensions. While successful completion of this course fulfills the mathematics core requirement for graduation, it is expected that students in this course will continue their mathematical education in Pre-Calculus, IB Math SL and IB Math HL.

PRELIMINARY MATH STUDIES

Level: 11

Prerequisite: Successful completion of Advanced Algebra 3-4.

This is the first year of a two-year course sequence culminating in preparation for the IB Math Studies SL exam in the second year.

This course is designed for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

The course concentrates on mathematics that can be applied to contexts related to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations.

Topics covered in this course include numbers and algebra, sets, logic and probability, functions, statistics, geometry, and trigonometry and financial mathematics.

IB MATH STUDIES SL

Level: 11-12

Prerequisite: Successful completion of Preliminary Math Studies.

This course is the second year of a two-year course sequence that prepares students for the IB Math Studies SL exam in May.

This course is designed for students with varied backgrounds and abilities. The course concentrates on mathematics that can be applied to contexts related to other subjects being studied, to common real-world occurrences and to topics that relate to home, work and leisure situations.

This course includes project work; students must produce a piece of written work based on personal research, guided and supervised by the teachers. The project provides an opportunity for students to carry out a mathematical investigation in the context of another course being studied, a hobby or interest of their choice using skills learned before and during the course.

The students most likely to select this course are those whose main interests lie outside the field of mathematics. Topics covered in this course include numbers and algebra, sets, logic and probability, functions, statistics and basic calculus.

IB MATH SL 1-2 (previously called Pre-Calculus)

Level: 10-12

Prerequisite: Successful completion of Advanced Algebra 3-4.

This is the first year of a two-year math sequence culminating in preparation for the IB Math SL exam in the second year. This course is also open to seniors who wish to prepare for college level mathematics.

This course develops the ability to apply trigonometric techniques in problem solving and an introduction to mathematical analysis. Topics include trigonometric functions and their applications; quadratic, exponential and logarithmic functions; polynomials, analytic geometry; sequences and series; vectors and complex numbers. Students will have an opportunity to complete at least one portfolio project of an extended problem-solving nature from one of the above listed topics.

IB MATH SL 3-4

Level: 11-12

Prerequisite: Successful completion of IB Math SL 1-2 (Pre-Calculus)

This course is the second year of a two-year course sequence that prepares students for the IB Math SL exam in May.

This course is for students who have a strong interest and background in mathematics and need a sound mathematical background (including concepts of calculus) as they prepare for future studies in subjects such as chemistry, economics, engineering and business administration.

A review of functions, trigonometry, logarithms and matrices is embedded in the curriculum. The study of calculus is central to this course including limits, derivatives, definite and indefinite integrals. Additional topics include two dimensional vectors, probability and statistics, circular functions and trigonometry, and matrices. Students demonstrate depth of understanding through class discussion, applications of mathematics and problem-solving situations including at least two portfolio projects of an extended problem solving nature

IB MATH HL

Level: 12

Prerequisite: IB Math SL

This course is designed for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students expect to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The nature of the subject is such that it focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solving problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the portfolio, offers students a framework for developing independence in their mathematical learning through engaging in mathematical investigation and mathematical modeling. Students will be provided with opportunities to take a considered approach to these activities, and to explore different ways of approaching a problem. The portfolio also allows students to work without the time constraints of a written examination and to develop skills in communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth.

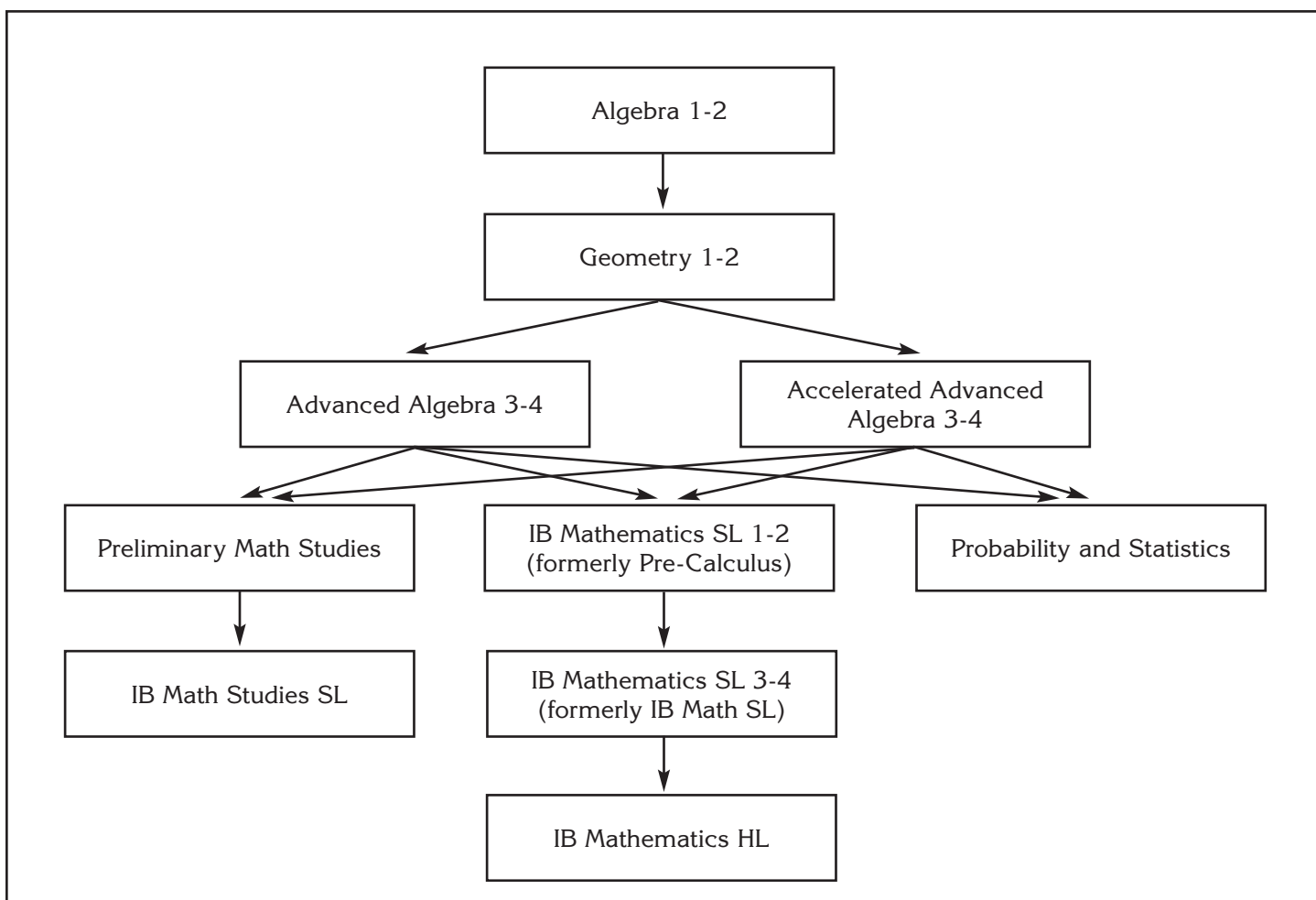
PROBABILITY AND STATISTICS

Level: 12

Prerequisite: Completion of Algebra 3-4.

Do you read the newspaper? Are you tired of politicians lying to you? Want to do better in your “Fantasy Sports” league? Take Statistics!

Students will learn how to collect, organize, summarize and present descriptive statistical information; how to perform experiments using sampling techniques; and how to use probability, probability distributions and inferential statistics to examine and make predictions about populations.



PHYSICAL EDUCATION/HEALTH

PHYSICAL EDUCATION

Level: 9

The general course goal in physical education is to enhance the basic components of wellness to promote a balanced lifestyle. The emphasis will be on physical, social and mental development by participating in a variety of sports and lifetime activities, written assessments and assignments, and actively developing a healthy, enhanced way of life.

This is a full-year course that meets state standards and is required for graduation. PE is an activity-based course requiring daily participation. Should the student be absent, make up work is required. Up to five excused absences per quarter may be made up outside of school. Activities must be approved by instructor and will require written parental verification.

HEALTH EDUCATION 1-2

Level: 10-12

This is a full-year course and required for graduation. This course covers concepts and skills necessary for attaining and maintaining personal wellness (the combination of physical, mental/emotional and social health) throughout one's life. Emphasis is placed on health - promoting behavior as the most effective measure for preventing premature death and disease and leading a fulfilling and productive life. Concepts covered include alcohol, tobacco and other drug prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social and emotional health; promotion of physical activity; sexual health promotion and unintentional injury prevention, as well as violence and suicide prevention. Skills for accessing information, self management, analyzing influences, interpersonal communication, goal setting, decision making and advocacy are taught and/or practiced in a health context to promote life long wellness. In addition, the course will provide comprehensive instruction for the completion of the Informative Speech Work Sample.



HEALTH AND SPORTS NUTRITION

Level: 9-12 (space limited)

Note: This course may be taken for elective credit only.

Health and Sports Nutrition is a combination of classroom, weight training and cardiovascular fitness activities. Students will take part in activities that will enhance cardiovascular fitness, muscular strength and endurance, flexibility and body composition. The benefits of exercise and its affect on the systems of the body will be introduced. The primary objectives of this course are to improve the health-related components of fitness and to enable the student to make intelligent decisions regarding fitness program design and application. Sports Nutrition will cover the foundations of nutrition science, including nutrient digestion and metabolism, with special focus on areas relevant to high school students such as dietary supplements, analyzing creatine, the negativity of anabolic steroids, discussion of legal supplements versus illegal supplements, the controversy regarding nutritional effects of alcohol, nutrition for athletes and links between nutrition and chronic disease. Emphasis is placed on basic nutrition in a way that interests students in health science and brings in their own personal issues related to nutrition and health.

WEIGHT TRAINING

Level: 10-12

This is an elective course that is designed to offer Lincoln students the opportunity to learn about weight training concepts and to improve their overall physical fitness levels through consistent engagement in weight training activities. This course is appropriate for both the experienced and novice weightlifters. Students will also learn about the importance of the safety procedures in the weight room. Circuit training, utilizing high repetitions to develop muscular endurance while maintaining flexibility will be emphasized. Cardiovascular work will also be a focus of this course.



SCIENCE

Scientific literacy in a technological world is an important personal dimension for all students. The study of science provides this knowledge as well as the foundation for future careers or post-secondary education. Preparing students with the background and skills to develop these dimensions is a primary goal of the Lincoln Science Department. Relating scientific principles to personal, social, environmental and international issues in a global context is an additional goal of the Department.

Portland Public Schools recommends *Biology* and *Foundations of Physics and Chemistry* for all students. These courses are considered **core science subjects**. Every student must take one of these two courses as a first science course and the other, or its equivalent, before graduating.

Three credits of laboratory science are now required for graduation from Lincoln High School. However, four years are highly recommended to provide full preparation for participation in society. A lab donation of \$25 per course is requested.

9th	10th	11th	12th
Foundations of Physics and Chemistry 1-2	Foundations of Physics and Chemistry 1-2		
Biology 1-2	Biology 1-2 or IB Biology SL 1-2	Biology 1-2 or IB Biology SL 1-2 or IB Biology SL 3-4 or IB Biology HL 1-2	Biology 1-2 or IB Biology SL 3-4 or IB Biology HL 3-4
	Chemistry 1-2 or IB Chemistry 1-2	Chemistry 1-2 or IB Chemistry 3-4 or IB Chemistry 1-2	Chemistry 1-2 or IB Chemistry 3-4
	Physics 1-2 or IB Physics 1-2	Physics 1-2 or IB Physics 3-4 or IB Physics 1-2	Physics 1-2 or IB Physics 3-4
		IB Environmental Systems & Societies SL Forensics Geophysical Science* Meteorology** Oceanography Solar System Physics* Astrophysics**	IB Environmental Systems & Social Societies SL Forensics Geophysical Science* Meteorology** Oceanography Solar System Physics* Astrophysics**
		Lab Assistant	Lab Assistant

*Offered first semester

**Offered second semester

FOUNDATIONS OF PHYSICS AND CHEMISTRY

Level: 9-10 (one-year core laboratory course)

The purpose of this course is to introduce students to the physical sciences while providing a solid science foundation. Students will perform experiments, make predictions, collect data, perform analysis and formulate conclusions. The course is designed to meet the state science requirements in the physical sciences as well as science work sample requirements. The chemistry component includes topics such as atomic structure, chemical reactions, types of matter,

compounds, elements, acids and a study of the periodic table. The earth science component includes topics such as the formation of the earth, changes in the earth, earth's place in the universe, earth's motion through space and earth's atmosphere. In the physics section, students will study topics such as energy, motion, forces, work, machines and light. Students should be competent at basic math computations prior to the course. This course is recommended for students taking chemistry and physics later in their academic careers.



BIOLOGY 1-2

Level: 9-12 (one-year core laboratory course)

Students will be expected to develop skill using scientific processes. They will be expected to analyze how scientists have arrived at current theories by critically thinking about appropriate evidence. Attention will be given to the impact of biological findings on society. This course is designed to meet the common science work sample requirements. Topics covered will include, but not be limited to, the nature of science, ecology, cells, biochemistry, structure and function of organisms, genetics, evolution and taxonomy. This course serves as a foundation for future science courses, especially IB Biology HL and Environmental Systems & Societies.

Note: Those students intending to take the two-year IB Biology SL sequence should not take this course.

CHEMISTRY 1-2

Level: 10-12 (one-year core laboratory course)

Prerequisites: one year of core science with a “C” or better and Geometry 1-2.

Chemistry is a laboratory science which emphasizes the study of the composition and changes of matter. There is a strong emphasis placed on measurement, problem-solving and the processes involved in physical and chemical changes. Models are used to explain laboratory observations, scientific laws and theories. The topics covered in the course will include energy, the kinetic theory of matter, atomic structure, bonding, the nature of chemical reactions, solutions and equilibrium, thermodynamics, acids and bases and electrochemistry.

Chemistry is highly recommended for students contemplating post-high school education and/or careers in health sciences, pure sciences, technology, mathematics, engineering, law and nutrition.

PHYSICS 1-2

Level: 10-12 (one-year core laboratory course)

Prerequisites: one year of core science with a “C” or better and Geometry 1-2.

This course deals with the basic laws of physics, which are fundamental to our knowledge of the universe. Students enrolled in this course can expect to gain insights into concepts of motion, light, forces, energy and its transfer, momentum, electricity, magnetism and radiation. The mathematics used are adapted to the needs and abilities of the students. Laboratory work is an essential part of the program, as is written work. The information gained can be used in almost all areas of employment and living.

The study of physics is strongly recommended for all students interested in post-high school education and particularly students interested in science or science-related opportunities in the professional, semi-professional or technical areas. Physics is required in college in many diverse fields: engineering, medicine, nursing, biology and industrial research.

GEOPHYSICAL SCIENCE

Level: 11-12 (one-semester laboratory course; taught first semester)

Prerequisites: two years of core science with passing grades.

This course is intended for the student who desires additional enriching science experiences. Part of the semester will be spent studying topographical maps, plate tectonics, volcanoes, earthquakes and mountain building. An overnight field trip to Mt. St. Helens will highlight this section. The rest of the semester will study basic rock structure and the many forces that break down and wear away the earth, including weathering, erosion and glacial action. A stream table will be used to simulate natural events.

METEOROLOGY

Level: 11-12 (one-semester laboratory course; taught second semester)

Prerequisites: two years of core science with passing grades.

This course will center around the topic of weather. Topics covered will include atmospheric studies, greenhouse effect, ozone depletion, cloud types and their formations, types of precipitation, fronts and their formations, violent storms, hurricanes, tornadoes, thunderstorms and weather forecasting. We will take a field trip to a local TV station and to Mt. Hood to study snow and avalanche safety.

OCEANOGRAPHY

Level: 11-12 (one-year laboratory course)

Prerequisites: two years of core science with passing grades.

Oceanography will be an extensive examination of the earth-ocean systems including marine geology, biology, field techniques, chemistry, aquarium techniques and physical oceanography. Attention will be given to current events, as well as public and legal issues of the World Ocean. Most of the work will be laboratory work or field study. There will be a required one-day field trip to the Oregon coast.

FORENSIC SCIENCE

Level: 11 - 12 (one-year laboratory course)

Prerequisites: Biology and one additional Science with passing grades.

Forensics will be a full-year course in which students will study how aspects of science are applied to the law. Basic forensic principles will be introduced and students will participate in inquiry activities for multidisciplinary topics including biology, chemistry, zoology, anatomy, genetics, physics, medicine and law. This course will encourage critical thinking, use of the scientific method, integration of technology and application of knowledge and skills learned to the solving of problems. Students will learn about the careers involved with Forensic Science.

SOLAR SYSTEM PHYSICS

Level: 11-12 (one-semester laboratory course; taught first semester)

Prerequisites: two years of core science with passing grades.

In studying the solar system, students will trace the major historical milestones in developing a model of the solar system, current scientific tools employed in the study of individual bodies of the solar system, and the physical characteristics of all major bodies in the solar system. Emphasis will be placed on using models of earth's geologic and meteorological processes to understand physical mechanisms on the other planets and major moons. Students will also learn about the scientific methods and equipment used to study the solar system from manned space travel to large telescopes. Students will have access to the school's Celestron telescope to observe planets and earth's moon.

ASTROPHYSICS

Level: 11-12 (one-semester laboratory course; taught second semester)

Prerequisites: two years of core science with passing grades.

Students will study the vast expanse of the universe from individual stars to clusters of galaxies. The course will cover such topics as stellar classification, stellar evolution and cosmology. Students will explore cutting edge theories of black hole formation, gamma ray bursters, cosmic rays and multidimensional cosmology. The major tool for the study of stars and galaxies, the electromagnetic spectrum and its detection, will also be studied.

IB BIOLOGY SL 1-2

Level: 10-11 (one-year core laboratory course)

Prerequisites: Successful completion of Foundations of Physics & Chemistry and teacher permission.

This course is designed to be a student's first high school encounter with biology as a student enters a two-year IB Biology program in preparation for the standard level IB Biology examination. Students will study cells, biochemistry, diet and nutrition, human physiology and community ecology. International perspectives will be examined and emphasis will be placed on critical thinking, understanding of scientific theories and experimentation.

In order to take the standard level (SL) IB exam, students must take IB Biology 3-4 SL in their junior or senior year.

IB BIOLOGY SL 3-4

Level: 11-12 (one-year laboratory course)

Prerequisites: IB Biology SL 1-2

Students will study statistics, bioethics, genetics, biotechnology, population ecology and evolution. International perspectives will be examined and emphasis will be placed on critical thinking, understanding of scientific theories, and experimentation. Laboratory skills will be developed in order to meet the IB work sample requirements.

This course is open to all students who have met the prerequisites. Upon completion of the course, the student will be qualified to take the standard level IB Biology examination.

IB BIOLOGY HL 1-2 (becomes IB Bio HL 3-4 for class of 2014)

Level: 11 (only)(one-year laboratory course)

Prerequisites: Biology 1-2 and Chemistry 1-2 or IB Chemistry SL 1-2.

Note: Biology 1-2 becomes a prerequisite for the class of 2014 onward.

This course is designed to be an enriched encounter with biology as the student enters a two-year IB Biology program in preparation for the higher level IB Biology examination. A sophisticated examination of biochemistry, cell biology, ecology and plants will occur

in this course. Students will examine public policies and international implications involved in these studies. Emphasis will be placed on critical thinking and understanding of scientific theories. An ecology field trip will be included as part of the curriculum.

In order to take the higher level (HL) IB exam students must take this course in the 11th grade and IB Biology 3-4 HL in the 12th grade.

IB BIOLOGY HL 3-4 (becomes IB Bio HL 5-6 for class of 2014)

Level: 12 (two-semester laboratory course)

Prerequisites: the first year of IB Biology HL.

This course will include an in-depth look at evolution, cell metabolism, anatomy and physiology, animal reproduction, classical genetics and genetic engineering. Emphasis will be placed on critical thinking and understanding of scientific theories as well as experimentation. Attention will be paid to medical implications and ethical dimensions of each topic. Laboratory skills will be developed in order to meet the IB work sample requirements.

This course is open to all students who have met the prerequisites. If the student completes two years of IB Biology HL in the junior and senior years, the student will be qualified to take the HL IB Biology examination.

IB ENVIRONMENTAL SYSTEMS & SOCIETIES

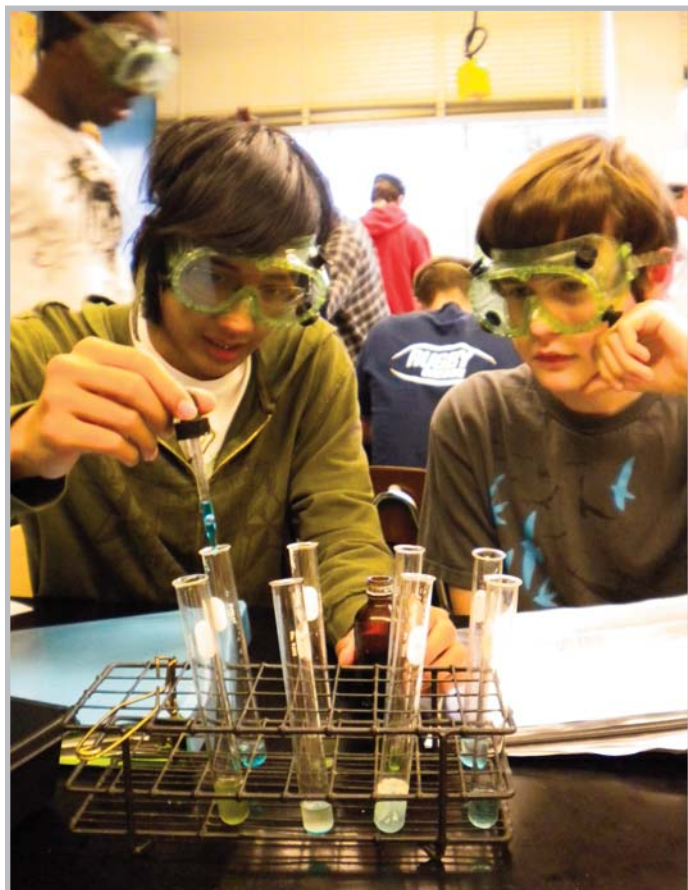
Level: 11-12 (one-year laboratory course)

Prerequisite: Biology and one other core science.

The prime intent of this course is to provide students with a coherent perspective of the interdependence between organisms and their environment. The first third of the course introduces students to the foundations of ecology as an experimental science. Students will learn a wide range of techniques to measure the biotic and abiotic components of ecosystems, and seek to understand how these components exist interdependently. The remainder of the course seeks to answer two fundamental questions: can we view and understand human society as an ecosystem and if so, what are the implications of the ecosystem framework? The class will include a core examination of our ecosystem: human population, carrying capacity and resource use; conservation and biodiversity; pollution management; global warming; and environmental value systems. Students will evaluate the scientific, ethical and socio-political concerns presented by environmental issues.

This class prepares students for the IB Environmental Systems and Societies SL examination. This course is transdisciplinary, combining the techniques and knowledge associated with Group 4 subjects (the Experimental Sciences) with those associated with

Group 3 subjects (Individuals and Societies). As such, this course can be used to fulfill the IB Diploma requirements for both Groups 3 and 4.



IB CHEMISTRY 1-2

Level: 10-12 (one-year laboratory course)

Prerequisites: one year of core science with a “C” or better and Geometry 1-2.

Chemistry is the study of materials, related processes and interactions. As a laboratory science, heavy emphasis is placed on experiments which validate theoretical concepts. This course will include discussion and experimentation centered around matter and energy, atomic theory, the periodic table, energetics, the gas laws, kinetic theory, acids and bases and oxidation-reduction. Students will also consider the environmental and social impact of chemistry as part of their study. Students who plan to do the IB exam at higher level must take this class as a junior. When taken as a sophomore, the accelerated course is the first year of the two-year SL sequence.

Students who plan to take the IB exam at higher level must take this class as a junior. When taken as a sophomore, this will be the first year of the two-year SL sequence.

Read the description of IB Chemistry 3-4 for information about IB examinations.

IB CHEMISTRY 3-4

Level: 11-12 (one-year laboratory course)

Prerequisite: IB Chemistry 1-2 or Chemistry 1-2 with teacher permission.

This class will provide the more in-depth discussion and experimentation needed to prepare students for the IB higher level or standard level exam. Students must have had one year of chemistry (preferably IB Chemistry 1-2). Students will cover topics in organic drugs & medicine, human biochemistry, oxidation-reduction, electrochemistry and thermodynamics. In addition students will review and extend their knowledge of stoichiometry, atomic theory, the periodic table, energetics, kinetics, acids and bases, as well as descriptive chemistry and qualitative analysis.

Students who wish to take the IB higher level exam must take IB Chemistry 1-2 in their junior year and IB Chemistry 3-4 during their senior year. Standard level students may take this class either as juniors or seniors. Because of overlap in content, some students may wish to take the AP Chemistry exam. Some additional preparation may be necessary.

IB PHYSICS 1-2

Level: 10-11 (one-year laboratory course)

Prerequisites: Advanced Algebra 3-4 and concurrent enrollment in a math class*.

*Waived with teacher permission.

Physics is the most fundamental of the experimental sciences as it seeks to explain the very universe itself, from the smallest particles to the vast distances between galaxies. The IB Physics course will explore classical physics in the first year by studying the motion and energy of objects. Specifically, students will investigate systems by analyzing the forces that drive the system. Both mechanical and electrical systems will be considered. These topics will be explored from both a theoretical and an experimental viewpoint.

Students need a high level of confidence in their mathematical reasoning abilities, as laws and definitions in physics are grounded in mathematics. Furthermore, students who plan to take the higher level (HL) IB Physics exam must take this class as a junior. Sophomores enrolled in the course and who continue to take the IB Physics 3-4 can only qualify to take the Standard Level (SL) IB Physics exam.



IB PHYSICS 3-4

Level: 11-12 (one-year laboratory course)

Prerequisites: Physics 1-2 or IB Physics 1-2 and concurrent enrollment in a math class*.

*Waived with teacher permission.

Students extend their exploration of the topics covered in IB Physics 1-2 by studying the applications of classical physics in investigating wave phenomena and thermodynamics. Students move into the realm of modern physics and its applications in the final semester.

SCIENCE LAB ASSISTANT

Level: 11-12

Prerequisites: Approval by a science teacher, completion of a core science course with a “C” or better.

This is a unique opportunity for motivated students to receive training and experience in laboratory technology. Activities may include setting up labs, making solutions, correcting lab reports, word processing, plant and animal care, lab clean-up, inventory and assisting students with their regular lab assignments. Prior permission of the instructor is required. A letter grade will be awarded.

SOCIAL STUDIES

Offerings in the Social Studies Department prepare students to be effective citizens in a rapidly changing global society. The curriculum provides courses to meet state graduation requirements. An array of elective courses offers history, area studies and the behavioral sciences and build upon Lincoln's unique downtown location. The Department supports an interdisciplinary approach to teaching. Social Studies teachers are committed to the goals of the International Studies Center.

GRADUATION REQUIREMENTS: *Modern World History* (1 credit), *United States History* (1 credit), *Government* (1/2 credit), *Economics* (1/2 credit).

PROGRAM COURSE OFFERINGS

9th	10th	11th	12th
Modern World History Intro. to World Lit./History	U.S. History* Area Studies	Area Studies	Area Studies
		United States History	United States History
	Government/Economics (for registered full IB students ONLY)	US History through an African-American Lens Government Economics IB 20th Century World History	US History through an African-American Lens Government Economics IB History of the Americas
	Current Issues	Current Issues	Current Issues
		IB Social Anthropology	IB Social Anthropology
		IB Theory of Knowledge IB Psychology SL	IB Theory of Knowledge IB Psychology Senior Inquiry Urban Planning

*With approval of 9th grade Social Studies teacher.

MODERN WORLD HISTORY

Level: 9 - required course

Modern World History explores several areas of the world and includes the examination of international current events as an integral part of the course. Students are encouraged to understand the importance of cultural perspectives, historical background and geography in areas studies, as well as economic, political and social factors that impact history. Awareness of contemporary relationships in the global community, international interdependence and a global perspective allows students to appreciate the benefits of a multicultural world.

INTRODUCTION TO WORLD LITERATURE AND HISTORY 1-2

Level: 9 - (two-period block class meets the freshman English and Modern World History requirements)

We offer this two-period block course in keeping with Lincoln's commitment to provide interdisciplinary opportunities for the study of literature, history and relationships in the global community. Students should emerge with increased proficiency in reading, writing, critical thinking, listening and speaking skills as they will be constantly encouraged to express their analysis of, and relationship to, literature studied in a cultural context. This course will be organized around both historical and contemporary issues and themes and will include both Developed World and Third World topics.

Both primary and secondary historical sources will be used, as well as a great variety of literature. Readings may include mythology from various cultures, including

Greek, African and American, as well as works as varied as *Romeo and Juliet*, *Their Eyes Were Watching God*, *Raisin in the Sun*, *Animal Farm* and *Catcher in the Rye*. All ability levels are encouraged to enroll.

UNITED STATES HISTORY

Level: 10-12 - required course

This course is taught using a chronological approach to United States history from the Revolutionary period through the 21st Century. Social, political, cultural and economic factors will be explored, with emphasis on the cause and effect factors in respect to our contemporary society.

GOVERNMENT (one-semester required course)

Level: 11-12 (Level 10 for full IB sophomores ONLY)

Civics is a semester course which concentrates on the varied political government processes in the United States at the national, state and local levels. Emphasis is placed on the importance of showing how the individual can work effectively within the system for change. Focus is also given to an evaluation of constitutional rights.

ECONOMICS 1 (one-semester required course)

Level: 11-12 (Level 10 for full IB sophomores ONLY)

This semester course deals with the basic concepts of economics necessary to become an informed citizen. The curriculum will cover topics such as economic foundations and the marketing system; comparative economic systems; resource allocation and income distribution — microeconomics; economic stability and growth — macroeconomics; international economics — trade and finance in the global community; economic decision-making — policies and actions; fiscal and monetary policies; career education; and pollution and population challenges.

UNITED STATES HISTORY THROUGH AN AFRICAN-AMERICAN LENS

Level: 10-12

This course is taught using a chronological approach to United States history from African Empires and the US Revolutionary period through the 21st Century. Social, political, cultural, and economic factors will be explored through an African American lens, with emphasis on the series of cause and effect factors that have shaped our contemporary society. This course will take a non-traditional approach to studying US history by exploring the American experience from a non-majority perspective.

AREA STUDIES

Level: 10-12

Area Studies will present a rotational area studies approach. Areas covered by the semester include Latin American, Asia, Africa, the Middle East, Europe and

Russia. World areas are covered intensively with an attempt to interpret modern world problems in the context of culture and history.

Area Studies Program Cycle:

2011-2012 Russia-Europe
2012-2013 Africa-Asia

CURRENT ISSUES

Level: 10-12 (year-long or semester course)

Current Issues examines social, political and economic issues through current media. Students have a major role in identifying which current issues will be studied and which current media will be used in that study. The collective experiences of students are built upon to clarify and examine the issues and events which concern them in a community which respects diversity of opinion and is sensitive to individual needs. Students experience consensus decision-making when group decisions are necessary and individual empowerment through individual research and classroom presentations.

IB PSYCHOLOGY SL

Level: 11-12

This course is designed to prepare students for the standard level IB exam in Psychology, but also introduces students to a variety of approaches to psychology. IB topics include the biological, cognitive and socio-cultural perspectives. Other psychological topics include research methods, behaviorism, and dysfunctional behavior. Students will also have the opportunity to design and implement their own psychological research experiment.

IB 20TH CENTURY WORLD HISTORY HL 1-2

Level: 11

This junior-level course will be the first part of a two-year sequence preparing students for the Higher Level IB History exam. Students will then take the History of the Americas course during their senior year. The IB exam for the two-year sequence will be given during May of the senior year.

The course theme states “the modern era is distinguished from all earlier periods of history by the complex and extensive degree of global interdependence which has evolved largely as a result of the social and political forces that originated in Europe in the late 18th and early 19th centuries.” Causes, processes and resulting international systems are surveyed. This course will focus on the Industrial Revolution, European Imperialism, World War I, the Russian Revolution through Stalinism, the Great Depression, fascism, World War II, the Cold War, decolonization in the Third World after World War II and East-West relations since 1945.

Extensive use of documents is included in all areas.

IB HISTORY OF THE AMERICAS HL 1-2

Level: 12

This senior-level course is the second part of a two-year sequence for students preparing for the Higher Level IB History exam. The IB exam, covering both 20th century World History topics and focusing on the Americas region during the same time period, will be given in May of the senior year. This course also fulfills the two-semester American History requirement necessary for graduation from Lincoln.

The History of the Americas is a comprehensive study of the Western Hemisphere, primarily in the late 19th and 20th centuries. Although emphasizing U.S. history, it will also include in-depth study of Caribbean and Latin American history.

Themes to be covered will include colonialism and revolutions, late 19th century economic development, World War I, boom and bust in the 1920's and 1930's, World War II, the Cold War (with particular emphasis on US/Cuban relations and the Vietnam War) and current hemispheric relations.

Extensive use of documents is included in all areas.

“WE THE PEOPLE” CLASS ON THE CONSTITUTION

Level: 10-12 (first semester only)

The Constitution Team is a semester course where students learn about the United States Constitution and apply this knowledge to historical and contemporary questions. The teaching method is Socratic and students learn to present their ideas and opinions in verbal and written formats. The class is open to students in grades 10-12 on a space available basis. Students must submit a written essay in the spring that describes their interest in the course. The course is extremely demanding so it is recommended that students be able to prioritize their time commitments efficiently. The students enrolled on the Constitution Team will also have the opportunity to participate in competitions sponsored by the Center for Civics Education. Students completing this course will fulfill the required .5 Government credit.

IB SOCIAL ANTHROPOLOGY 1-2

Level: 11-12

This course is primarily designed to both prepare IB students for the written exam in standard level IB Social Anthropology and to introduce basic concepts of anthropology. Emphasis is on the study of three cultures from a variety of ethnographic accounts and theoretical perspectives. All texts are primary anthropological sources. For instance, problems of Lakota Sioux are approached from three ethnographies, each of which

builds critically on the previous work and fills out a more complete picture of Lakota Sioux culture. The instructor is prepared to offer ethnographic selections from a variety of culture areas: North America (NW Pacific Coast, Plains, Southwest) and Africa (West Africa: Igbo and Yoruba; East Africa: Maasai and Gikuyu). The choice of three cultures to study is determined by student choice within the above limitations of the instructor. Non-IB students are also welcome and encouraged to take the course. The class composition always reflects a balance between IB and non-IB students.

IB THEORY OF KNOWLEDGE (TOK)

Level: 11-12

Theory of Knowledge is a required course for diploma candidates in the International Baccalaureate program and is available as an elective for juniors and seniors. The goal of the course are to gain an understanding of what it means to know something as a scientist, an artist or a historian, etc.: how the forms of knowledge relate to one another and how to think critically. The class is organized as a seminar in which students discuss such questions as “What is truth?” “What counts for me as evidence?” “How do I know what I know?” Some units in TOK are logic, perception, the nature of science, history, social sciences as seekers of knowledge, ethics, political judgment and aesthetics (the nature of beauty).

SPECIAL EDUCATION

The Individuals with Disabilities Act (IDEA) mandates a “free, appropriate education for all children with disabilities.” The Learning Center meets the needs of qualified students using a diagnostic-prescriptive approach. Individual needs for reading, writing, math and study skills are assessed to create goals and develop individual strategies. Performance is monitored so that lessons can be specifically designed to meet ongoing needs.

If a specific disability is suspected, a parent, teacher, or counselor can initiate referrals. The Special Education Team, including the parent, school psychologist, a general educational teacher and a special education teacher, determines student eligibility according to IDEA guidelines.

Parental consent for placement in Special Education is required. An Individualized Education Plan (IEP) is written and agreed to by the IEP team which includes parents/guardians.

Students with disabilities participate in Learning Center courses according to need and determined by their IEP team. Maximum general education participation is the goal for students in the program.

BASIC READING AND WRITING SKILLS (LANGUAGE ARTS)

Level: 9-12

Credit: one elective credit

Prerequisite: IEP Reading and/or Writing Goals.

The purpose of this course is to provide the student with reading and writing disabilities with an opportunity to increase basic reading and writing skills. Students qualifying for this grade level expectation course are usually at least two years behind grade level.

The program begins with comprehensive assessment of reading fluency, comprehension and writing skills in order to establish a baseline. The remedial program is developed using this baseline in order to determine the appropriate level of instruction.

STUDY SKILLS

Level: 9-12

Credit: one elective credit (can be repeated for credit)

Prerequisite: Study Skills goal on IEP.

The Study Skills and Academic Support classes provide experiences to aid students with learning

disabilities in developing necessary study and organizational skills to enable them to succeed in general education classes. Emphasis will be placed on the skills of listening, time management, textbook usage, test taking skills, skimming and scanning, note taking and outlining, questioning and remembering. In addition, classroom social skills will be reinforced to help the student in relationships with peers and teachers. Learning styles will also be discussed. Techniques for utilizing strengths will be taught. An important part of the course is learning to use a planner and check assignment completion with general education teachers through the required weekly progress reports. After the introduction of basic study skills, students will be given time and assistance with general education work in each class session.

MATH SKILLS

Level: 9-12

Credit: one elective credit (can repeat for elective credit)

Prerequisites: Math goal on Individualized Education Plan (IEP).

The Math Skills course is designed to increase math skills necessary for success in general education math courses and in everyday life activities. Assessments are given to determine the strengths and weakness of the student. Goals are determined using given IEP goals and those set by the student and the teacher. Both group and individual instruction are given.



TECHNOLOGY

INTRODUCTION TO DIGITAL VIDEO EDITING

Level: 9-12 (semester only)

Digital Video Editing is designed to introduce students to the world of video production and digital video editing. As much as possible, the class is structured like a real world work environment where students are expected to work in teams, meet strict deadlines and put forth their best efforts. Students will be required to invest significant out of class time to complete course requirements. By the end of the course, students will have a DVD compilation of their best video/audio work. Students will learn the basics of editing using Final Cut Express. Priority is given to juniors and seniors. (It is recommended that students also take Introduction to Web Design.)

INTRODUCTION TO WEB DESIGN

Level: 9-12 (semester only)

Web Design is an introductory course where students learn the basic elements of creating their own websites. Students will learn to code in html. Cascading Style Sheets (CSS) will be discussed and students will also learn how to incorporate CSS into their web pages. Students will also investigate Javascript to enhance websites. Students will have the opportunity to work with elements of Flash and PhotoShop. Each student will have an account on a webserver to upload their websites to the internet. Priority given to juniors and seniors.

YEARBOOK PUBLICATIONS 1-2

Level: 9-11

Prerequisite: This course requires basic knowledge of computer operations, self-motivation, interest in digital media and an ability to work well in a group. Students must also be available to photograph school events. A two-year commitment is also required.

This class is responsible for creating the Lincoln Cardinal Yearbook. Students will broaden their knowledge of design, graphics applications and photography. They will create and publish specific pages of the yearbook. In addition, students will learn the processes, purposes, genres, ethics and responsibilities of publication and journalism. This class is a prerequisite for becoming a group leader or editor the following year.

YEARBOOK PUBLICATIONS 3-4/5-6

Level: 10-12

Prerequisite: Satisfactory completion of Yearbook 1-2. This course requires basic knowledge of computer operations, self-motivation, interest in digital media and an ability to work well in a group. Students must also be available to photograph school events.

Along with the Yearbook 1-2 class, this class is also responsible for creating the Lincoln Cardinal Yearbook. Students in the 3-4 class will take more of a leadership position, as group leaders, editors, etc. Students will also expand their knowledge of design, graphics applications, photography, publication and journalism. As leaders, these students will have more responsibilities, as well as more privileges and control over the look of the yearbook.

INTRODUCTION TO TECHNOLOGY

Level: 9-12

This course introduces aspiring engineers to hardware, software, marketing and job application processes. Students will design and build competitive robots after first building telegraphs, radios and generators. Students will learn about tool safety, basic principles of mechanics and electricity, programming, advertising and marketing, and resume/job interview processes. Possible connection with PSU School of Engineering.



WORLD LANGUAGES

The study of foreign language and culture is an integral part of the International Studies program at Lincoln. With 80% of the student body studying one or more languages, Lincoln has a decidedly "international accent" to its overall curriculum. Lincoln students are encouraged to become involved in a variety of language and cultural experiences, both inside and outside of the foreign language classroom environment. Language clubs, for example, provide opportunities to learn about ethnic crafts, cooking, music, performing arts, etc. Contact with native speakers is facilitated through the International Studies Center as well as through various homestay exchange travel programs organized and coordinated by the foreign language staff.

Five languages are currently offered: Spanish, German, French, Mandarin Chinese and Arabic. Incoming freshmen are asked to list two preferences when forecasting for a foreign language course. This will give the staff and counselors a broader set of choices as they strive to maintain the quality and diversity of Lincoln's foreign language curriculum. Portland Public Schools requires students to complete two years of the same foreign language.

LANGUAGE GUIDELINES

1. First-year courses in all languages are open to any Lincoln student, regardless of age or year in school.
2. Students who took a foreign language in seventh and eighth grade must take the second-year level as freshmen at Lincoln if they have earned a grade C or better in their middle school studies. Note: Students who have earned a D or an F in a 1-2 or 3-4 class may only repeat the course at Lincoln High School if the space permits.
3. Students must earn a C or better in order to move to the next level of a foreign language or have teacher approval.
4. International Studies Center (ISC) students and International Baccalaureate (IB) students are required to study a foreign language for four or five years. The IB curriculum in foreign languages provides intensive vocabulary-building, writing and speaking units in the third, fourth and fifth-year levels. Basic vocabulary and structure presented during the first two years of each language are continually reviewed and expanded in succeeding years through the reading of literature and texts.

WORLD LANGUAGE OFFERINGS

Arabic 1-2
Arabic 3-4
French 1-2
French 3-4
French 5-6
IB French B SL 7-8
IB French B HL 9-10
German 1-2
German 3-4
German 5-6
IB German B SL 7-8
IB German B HL 9-10
Mandarin Chinese 1-2
Mandarin Chinese 3-4
Mandarin Chinese 5-6
IB Mandarin Chinese B SL 7-8
Spanish 1-2
Spanish 3-4
Spanish 5-6
IB Spanish B SL 7-8
IB Spanish B HL 9-10
Spanish Immersion 5-6
Spanish Immersion 7-8
IB Spanish B SL Immersion 9-10
IB Spanish B HL Humanidades 11-12



FRENCH 1-2, GERMAN 1-2, SPANISH 1-2

The student is introduced to the basic pronunciation patterns and to the writing system. Conversational vocabulary is stressed along with basic grammatical constructions. Through a variety of cultural experiences, the student learns to recognize and accept similarities and differences between American culture and that of the second language. The student has opportunities to identify ways in which the knowledge of a second language may have a bearing on career choices and also learns to use the second language to gain insights into the nature and function of communication.

FRENCH 3-4, GERMAN 3-4, SPANISH 3-4

The student continues to develop the skills needed in listening, speaking, reading, writing and the use of structure. Vocabulary growth and oral work are still fundamental, but reading and writing receive increasing emphasis. The student continues to learn how language is a major expression of the culture of its speakers. Cultural diversity is stressed. The student's understanding of the relationships among languages and the nature and function of communication is enhanced.

FRENCH 5-6, GERMAN 5-6, SPANISH 5-6

There is continued emphasis on all skills: reading, writing, listening and speaking. Grammatical concepts continue to be reviewed and are expanded upon through reading selections in culture and history. Literature in graded forms is introduced. Comprehension skills are developed through tapes, movies and readings. Students begin manipulating the language to fit their own needs. They begin writing more complex sentences and paragraphs and are required to rely mainly on the target language as a means of oral communication.

IB FRENCH B SL 7-8

Grammar and vocabulary continue to be reviewed and expanded upon. Reading skills are developed through

the reading of literature in the original (poetry, short stories, plays and a novel) and some newspaper and magazine articles. Writing skills are practiced through the writing of short essays, letters, film critiques and summaries of readings. Cultural awareness increases through the study of literature and other readings, as well as through music and films. Listening and speaking skills continue to be stressed. At this level students are expected to speak French at all times.

IB FRENCH B HL 9-10

In this class we prepare for the IB HL exams. French culture (music, art and history) is examined through the study of selected works of literature. We read short stories, poems, novels, plays and essays. Grammar continues to be reviewed. Various media resources, such as CDs, TV, magazines and radio recordings, are used. There is an emphasis on improving oral proficiency. The class is held in French and students are expected to speak only in French.

IB GERMAN B SL 7-8

Basic skills are completed, and comprehension of spoken language is emphasized. Students will read several short stories and a novel. Students practice writing and speaking freely on prepared topics. The writing process will be used for all extended writing assignments. Students are expected to speak only German.

IB GERMAN B HL 9-10

Students in German 9-10 will focus on literature and speaking. Students will read short stories, novels and plays, write responses to these works, and discuss them during class. Students are expected to speak only German in class. This class will be offered if there is sufficient enrollment.

IB SPANISH B SL 7-8

All four language skills – comprehension, speaking, reading and writing – continue to be stressed. Students write and speak extensively on prepared topics. Knowledge of vocabulary and linguistic structure and patterns is expanded and refined. Cultural knowledge increases and reading of contemporary and classic literary works begins. Readings may include short stories, novels, poetry and plays, as well as journalistic writing. Students are expected to speak only Spanish.

IB SPANISH B HL 9-10

Latin American and Spanish culture, ideas, thought and history are examined through study of selected works of literature. Readings consist of short stories, poems, novels, plays and essays. An advanced grammar study that stresses all language skills continues with an emphasis on oral and written expression. Cultural topics are studied through the use of various media resources. There is an emphasis on improving oral

proficiency through the use of authentic materials as well as visits by native speakers. Students are expected to speak only Spanish.

SPANISH IMMERSION 5-6

Level: 9

This course is designed to increase the proficiency of Spanish immersion students in all modalities of the Spanish language: speaking, reading, writing skills and listening, and to develop and reinforce specific language skills that are typically problematic for language immersion students. The fundamentals of critical thinking and literary analysis are taught through short stories, plays, poetry, short-novels (or excerpts of longer novels).

This is a content-based class where the ever-present study of grammar and contextual vocabulary is done through the study of the art, literature, history, culture, human rights, current events, personalities and influential people of Spain and the Latin countries, and the various Latin communities in the United States. Additional readings enhance the study of the literature and culture of these countries and communities.

Grammar studies will focus on: the study of spelling, accentuation and punctuation rules, Ser/estar, preterit/imperfect, the sequence of tenses, the compound tenses and the subjunctive mode.

Students are encouraged to read newspaper and online articles published in Spanish speaking countries. Students are expected to speak only in Spanish in class.

SPANISH IMMERSION 7-8

Level: 10

Prerequisites: Spanish Immersion 5-6.

This course continues to expand on concepts and principles established in the freshman year. The clear expression of ideas in a variety of forms, both in writing and speech, is emphasized. Students will be expected to complete extensive reading, critical analysis, writing assignments and oral presentations concerning the works and characteristics of several literary forms. Students are expected to speak only Spanish in class.

IB SPANISH IMMERSION 9-10

Level: 11

Prerequisites: Spanish Immersion 7-8.

This course is designed specifically to meet the needs of continuing Spanish Immersion students in their refinement of their Spanish language skills. The culture, history, language and literatures of Spanish-speaking countries are studied more in depth through novels, short stories, theater poetry and current events. The students also engage in the comparative study of different works by a single author.

Advanced grammar study is designed to perfect the skills these students already possess. There is an intensive review of grammar with specific emphasis on areas typically problematic for native speakers. Through reading and viewing of modern texts and media, special attention is paid to oral and written language development across a number of Spanish language registers.

The course will also focus on the principles of writing and the continued development of composition skills. Through the analysis of texts (such as essays, journalistic prose and short prose narratives) students will learn of Spanish grammatical, rhetorical and literary devices essential to developing a written voice and writing with coherence and clarity in Spanish. Extensive writing assignments will also focus on expansion of vocabulary and syntax and learning techniques for revision. Students must only speak Spanish.

IB SPANISH B HL HUMANIDADES 11-12

Level: 12

Prerequisite: Spanish Immersion 9-10.

This class is the senior Spanish Immersion class. Others may enroll with the fourth year of the Spanish Immersion program after completing the non-Spanish Immersion IB 9-10 and/or with the instructor's permission.

The Humanidades class will be having an authentic language experience doing volunteer work at an out-of-school site using their Spanish language skills.

Humanidades emphasizes authentic communication in Spanish related to the various Spanish and Latin American literature and other texts that will be read through the year. As the students read and study the diverse reading materials, they will be writing text analysis, interior monologues, creative personal essays, journals, research papers, poems and blogs. Students need to come to class prepared to further their grammatical progress at a more independent pace.

During the second semester, the Humanidades class will be having an authentic language experience as they complete at least 20 hours of volunteer work at an out-of-school site using the Spanish language skills. These service experiences are excellent preparation since they represent authentic job responsibilities where the students will be using their Spanish as well as their cultural awareness. In addition to the service component of the second semester, the students will also be studying history, literature and art of Latin America and Spain.

This course prepares students to take the HL IB exam in Spanish.

MANDARIN CHINESE 1-2

Level: 9-12

This course is the first level of a four-year sequential course designed to guide students from beginners to intermediate-mid proficiency level of Mandarin Chinese language.

The primary goals in the first year of Chinese study are:

- Students begin to learn Chinese with the pronunciation, pinyin and character writing systems, some useful daily expressions, and vocabulary on the following topics: 1) my classmates and I, 2) my family, 3) time and dates, 4) things we use every day, 5) things we do for fun and 6) the places where we live.
- Students can develop linguistic communicative skills at the beginning level.
- This course also provides ample opportunities for students to practice four language skills: listening, speaking, reading and writing.
- Students will begin to understand and appreciate cultural diversity and developing sight into divergent ways of viewing the world.

MANDARIN CHINESE 3-4

Level: 9-12

Prerequisite: Mandarin Chinese 1-2 or a proficiency level of reading Chinese characters without pinyin.

The course is the second level of a four-year sequential course designed to guide students from beginner to intermediate-mid proficiency level of Mandarin Chinese language.

The primary goals in the second year of Chinese study are:

- Students continue to learn Chinese with vocabulary on the following topics: 1) transportation, 2) food and drink, 3) weather and travel, 4) window shopping, 5) a visit to the hospital and 6) summer plans.
- Students can develop linguistic communicative skills at the novice-high level.
- Students will continue to understand and appreciate cultural diversity and develop insight into divergent ways of viewing the world.

MANDARIN CHINESE 5-6

Level: 9-12

Prerequisite: Mandarin Chinese 3-4 or equivalent.

This course is the third level of a four-year sequential course designed to guide the students from beginner to low-intermediate level of Mandarin Chinese language.

This course continues to explore the communicative functions of level one and two, in more depth and width. Topics include leisure activities, families, the generation gap, diet and health, and transportation and geography. Chinese idioms and songs are introduced in this course. The course focuses on developing students' communicative skills in the target language and the cultural awareness in cross culture communication. By successfully completing the course, the student will start to initiate conversation in Chinese.

IB MANDARIN CHINESE B SL 7-8

Level: 9-12

Prerequisite: Mandarin Chinese 5-6 or equivalent.

This course is the fourth level of a four-year sequential course. This course continues to explore the communicative functions in more depth and width.

The students continue to learn Chinese with vocabulary on the following topics: 1) A new semester, 2) My family and relatives, 3) The teenage years and 4) School life. All four language skills, listening, speaking, reading and writing plus Chinese word processing skills will be continually reinforced. Culture awareness is emphasized and various writings are practiced. Students are expected to speak only Chinese.

ARABIC 1-2

Level: 9-12

This is the first level of a four year sequence designed to introduce the language of Modern Standard Arabic. Emphasis is basic grammar, syntax, writing, translation, listening comprehension, and oral communication. Students will also be exposed to a variety of cultural experiences to gain greater insight into Arabic language, literature and civilization.

In subsequent years, additional levels of Arabic language will be added until a full four year program is implemented.

ARABIC 3-4

Level: 9-12

In Arabic 3-4, students will continue to develop their speaking, listening, reading and writing skills, with a focus on communicative competency. They will expand their vocabularies, solidify their knowledge of basic grammar, and begin to use more complex grammatical structures, while gaining a more expensive knowledge of Arab culture.

SPECIAL PROGRAMS/ELECTIVES

STUDY CENTER

Level: 9-12

Note: This is a non-credit course.

This is a class that provides structured time during the school day for students to study, prepare for tests, complete homework assignments, etc.

LEADERSHIP CLASS

Level: 10-12

Note: Elected ASB and class officers will be given priority.

This course emphasizes an understanding of leadership as a theory and a practice. Academic study includes a framework for understanding various types of leadership, power, communication, persuasion and human motivation. Students will have the opportunity to meet proficiency in the Career Related Learning Standards. Students will demonstrate their knowledge and abilities through the application of techniques and full participation in course activities, school activities and activities beyond the classroom. Some of these experiences may count toward community service hours. Each student in this course will design and implement an Independent Project of Advocacy and Leadership.

PEER TUTOR

Level: 10-12

This course is for juniors and seniors who enjoy working one-on-one with other students. Mentors will share their knowledge and skills during class to help ESL, special needs and Algebra 1-2 students with their skills and knowledge. For ESL, preference is given to those who speak some Spanish, Chinese or Russian, as well as those who excel in math, science and writing. Permission of supervising teacher is mandatory. This is a graded course (A-F).

TEACHER ASSISTANT

Level: 11-12

(Credit each semester. Teacher approval required.)

There are opportunities for primarily juniors and seniors to work as teacher aides doing routine clerical assistance for a particular teacher on a regular basis. The student is expected to be regular in attendance and to be on task during the class period. Students seeking an opportunity to assist teachers with classrooms or laboratory instructions are required to have taken the course the previous year. This is a pass/no pass class.



LIBRARY/MEDIA ASSISTANT

Level: 11-12

Prerequisites: Media Specialist approval required.

Students are trained in all aspects of information retrieval, computer use and library collection maintenance. Students learn to assist others in the use of all library materials and digital information searching. Our library is very busy and we rely on our student assistants to take an active role in all scheduled activities in the library, as well as helping students on a one-to-one basis. This is a graded course (A-F).

OFFICE ASSISTANT

Level: 11-12

(Credit each quarter, administrative approval required.)

Offices include the Main Office, Counseling Center and Attendance Office. Attendance is of utmost importance when you work in the offices. There are usually two-three aides per period; the duties are shared among the students. Duties include, but are not limited to, answering phones, sorting and delivering mail, signing for and delivering packages, and working on many other projects as assigned. If there is not work for you at any given time, you may use your time in the office as a study hall. This is a graded class (A-F).

ATHLETICS

“Athletes First, Winning Second” is the philosophy that drives the Lincoln High School Athletic Department in concert with the Athletic Department of Portland Public Schools. This philosophy fosters the development of the athlete in all aspects of competitive interscholastic athletics. Scholarship, citizenship, leadership and sportsmanship are the foundation upon which the athletic program is built.

Sports are offered during the three sessions: fall, winter, spring (M = Men’s; W = Women’s).

Fall Sports

Cross Country
Football
Soccer
Volleyball
Dance

Winter Sports

Wrestling
Swimming
Basketball
Dance

Spring Sports

Baseball
Softball
Track and Field (
Golf
Tennis

Athletic Clearance

Athletes must have an approved physical exam and history before participating in any sport. The District’s form provides for a detailed history and exam and is to be filled out by a qualified medical provider. The clearance form also has the statement of risks release to be signed by both the athlete and a parent/guardian. This physical must be done only once in the four years in school. An updated form is required each year, which the athlete and parent/guardian must also sign.

Academic Eligibility

Entering freshmen are automatically eligible to play sports in the fall. Returning athletes must adhere to two academic standards. The Oregon Schools Activity Association (OSAA) mandates that a student must be enrolled in and passing five classes. This standard also states that a student must have passed five classes the previous semester. The Portland Interscholastic League (PIL) has the standard that an athlete must achieve a 2.0 GPA and no Fs, or a 2.5 GPA and one F to be eligible each quarter (9 weeks). A student who fails to achieve the PIL standard will be placed on probation for one quarter. While on probation, the student is required to attend three additional hours per week of tutoring. If a student does not achieve the PIL standard after one quarter of probation, the student will be ineligible until the next grading period. There is no probation period for the OSAA standard.

Attendance Policy

An athlete must be present at all classes on the day of a practice or a contest in order to participate that day. Only pre-arranged excused appointments will allow an athlete to be able to play when he/she misses a class.

Participation Fees

The PIL charges a participation fee for each athlete in every sport. These fees are reduced if an athlete is on the free or reduced lunch program. Scholarships are available if someone is unable to pay the fee. Fees are used to offset the costs of the athletic program.

Club Sports

Lincoln offers a wide array of club sports, which will be announced at the beginning of each school year.

NCAA REQUIREMENTS

Students who want to participate in the National Collegiate Athletic Association (NCAA), Division I or II, should start the certification process by the end of their junior year or early in senior year.

See the next page for detailed information.





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.

DIVISION I 16 Core-Course Rule
<u>16 Core Courses:</u>
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).

DIVISION II 14 Core-Course Rule
<u>14 Core Courses:</u>
3 years of English.
2 years of mathematics (Algebra I 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 science.
3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

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 course to be certain your course will qualify under these new rules.**

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.

NOTES





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