

**2011 - 12**



**BEAVERTON  
HIGH SCHOOL**

*Guide to Academic  
Program Planning*



*“Home of the Beavers”*

# Table of Contents

This guide is designed to help you make important decisions about your education at Beaverton. You will find information on graduation requirements, college admissions, and other post-high school educational opportunities to consider as you develop a four-year plan of study that prepares you for graduation as well as continued education and training after high school. Course descriptions will guide you in selecting classes appropriate to your plan, interests, and abilities. Each spring you should update and refer to this four-year plan as you register for classes to take the next school year. Developing a four-year program of study and selecting appropriate courses requires careful consideration. Use this guide and ask your parent or guardian, school counselor, and teachers to help you plan a high school education that best meets your immediate and future goals. Courses in this guide are offered based on forecasting, enrollment, and program/pathway requirements. Reference to fees are subject to change.

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## EQUAL EDUCATION OPPORTUNITY

Beaverton Schools provide equal educational opportunities for all students. No person shall, on the basis of age, handicap, marital status, national origin, race, religion, or sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity administered or authorized by the Beaverton School Board. The school district staff is engaged in a continuous effort to provide equal education opportunities for students and to eliminate those conditions which may cause discrimination.

### BEAVERTON SCHOOL DISTRICT/BOARD POLICY #GBA

## Beaverton School District Mission

The mission of Beaverton School District is to meet the educational needs of each student in our schools and to provide a quality education which prepares each student to become a productive member of the community. District Goal for 2010-15: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

## Beaverton High School Mission

Beaverton High School --- building a community that fosters the power to think, the courage to act, and the strength to persevere.

## Using this Guide

Gaining independence, moving on and finding a career – that’s what you can expect once you leave high school. The trick is to jumpstart your future and plan for life after high school *before* graduation. Carefully use the information presented in this guide to consider your goals for your future after high school, develop a four year plan for high school graduation, and thoughtfully select courses that will help you achieve those goals and plans. If you use this planning guide at home with your parents and in conjunction with teachers, your guidance counselor and your advisor, it will give you a better understanding of your choice of classes. In addition, it can help lead you in the direction you want your future to take once you graduate from high school.

1. Make every effort to take advantage of the opportunities to educate yourself about your choices by getting input from your teachers regarding the level and types of classes that will help you reach your goals, and seek your counselor’s guidance regarding course prerequisites, possible sequences, and post-high school planning.
2. The Beaverton School District requires that students earn a minimum of 24 credits to earn a high school diploma. Our semester schedule gives you the opportunity to earn 8.0 credits each year (eight .5-credit classes per semester) for a total of 32 possible credits earned during a four-year course of study. This gives you plenty of room in your schedule for required classes and additional classes necessary to access highly competitive colleges, as well as the ability to lay the groundwork for your future career pathway.
3. Make certain that you pay close attention to the graduation requirements outlined and explained in this guide. Develop a Personal 4 Year Plan that addresses all the years you have left in high school, including graduation requirements and college or career expectations.
4. Courses are divided into two types: required and elective. Required courses are those which a student must pass in order to meet the State of Oregon and Beaverton School District requirements for graduation. Elective classes are designed to build skills in areas of study that meet student needs for college admission, as well as the pursuit of career pathways and individual interests. Some elective courses have fees; courses that receive college credit require testing fees and/or college tuition fees. Students should not allow the inability to pay fees to interfere with enrollment in a course. Students who are unable to pay the fee should discuss the possibility of a scholarship or fee waiver with their counselor.
5. When selecting elective choices, students should consider elective subjects carefully and select viable alternative classes. If there is a conflict in building a schedule, or in the event that we are unable to offer the course due to insufficient enrollment or inadequate funding, your alternative selections will be helpful.
6. Students and parents/guardians should review the four year plan each term and update it as necessary. Careful and thoughtful selection of required and elective classes lead to meaningful in-depth study in areas of interest and may provide the opportunity for future career internships and job shadows.
7. Although certain courses are required, students still need to read the course descriptions before filling out the course forecasting form appropriate for their grade level. In most cases, courses which meet for one semester earn .5 credit. Courses which meet for two semesters earn 1 credit.
8. Before you begin course selections, make certain you have both this planning guide and the forecasting sheet specific to your grade level. Forecasting sheets for each class are designated by color.
9. Before turning in your forecasting sheet check to make sure you included the following:
  - required and elective courses checked off
  - a minimum of four alternative elective selections
  - where required, teacher recommendation/signature
  - parent/guardian signature to indicate parental involvement in the selection of courses.
10. Courses in this guide are offered based on forecasting, enrollment, and program/pathway requirements. Reference to fees are subject to change.

# Academic Definitions and Regulations

## The Semester Calendar

Under Beaverton's instructional schedule, 0.5 credit is awarded in a 90-minute class that meets every other day for 18 weeks of instruction. Students may register for eight classes. Freshmen and sophomores are encouraged to register for Access Tutorial. Each semester class a student successfully completes, he/she will earn one-half credit towards the twenty-four required for graduation. These are posted on the student's transcript and determine his/her grade point average (GPA). First and third quarter grades (nine weeks into each semester) serve as a progress report and are not reflected on a student's official transcript. In addition, Progress Reports are mailed home 4-5 weeks after the start of each quarter. Students must complete 18 weeks in a course with a minimum D grade to earn 0.5 credit. Students who pass eight classes each semester earn 8.0 credits for the year (4.0 credits per semester/ eight courses per semester).

## Grades and Grading

Grades, in addition to A-F, include P for passing, N for no credit, and I for incomplete. Unless other arrangements have been approved, an Incomplete must be made up within two weeks following the grading period in which it was issued or it is changed to an F, which is recorded on the transcript and computed in the GPA. Some teachers are also implementing proficiency grading. This grading process is explained by teachers at Freshman Parent Night, Back-to-School Night, and if a teacher has a webpage, on that site, as well.

## Credits

Credits are the units by which academic progress is measured. Students earn .5 credit by passing one semester class. The graduating classes of 2011 and beyond need 24 credits for graduation in accordance with District graduation requirements.

**Academic Standing** Grade point average (GPA) is computed on a four point scale with the following point values awarded per grade: A=4, B=3, C=2, D=1, and F=0. International Baccalaureate (IB), Advanced Placement (AP), and dual credit courses which may be

transferable to 4-year colleges or universities and are taught at the high school or are part of a sequence which is not available/attainable at Beaverton will be weighted. Therefore, an "A" in a weighted class will yield 5 points (4 points for the "A" and 1 more point as a weighted "bonus"), a "B" will yield four grade points, and a "C" will yield 3 grade points. Weighted courses will be noted throughout this program planning guide. Both regular and weighted GPA and Rank in Class (RIC) will be computed and recorded on a student's academic transcript. No indication of weighted grades will appear on the report card.

## Transcripts

Students may request a transcript from the counseling office secretary but need to give at least 48 hours notice.

## Class Standing

Beaverton High School recognizes the importance of a clear relationship between credits earned and class standing. The total number of credits earned determine a senior high student's class standing. Students will be allowed to participate in activities associated with their class standing. The following are the minimum credits required for class designation: Grade 10 (Sophomore) 5.0; Grade 11 (Junior) 10.5; Grade 12 (Senior) 16.0.

## Valedictorian Requirements

In order to maintain the integrity and high standards for the valedictorian honor at Beaverton High School, the valedictorian will be the graduating senior with the highest cumulative weighted GPA, earn credit in at least 6 classes each semester their senior year, and qualify as a Beaverton High Scholar.

## Salutatorian Requirements

In order to maintain the integrity and high standards for the salutatorian honor at Beaverton High School, the salutatorian will be the graduating senior with the second highest cumulative weighted GPA, earn credit in at least 6 classes each semester their senior year, and qualify as a Beaverton High Scholar.

## Beaverton High Scholar

In order to maintain the integrity and high standards for the Beaverton High Scholar, graduating students must meet all of the following criteria:

- Earn a cumulative 3.5 or higher weighted GPA
- Complete a full load of courses in four years of school (maintain at least 6 classes throughout senior year earning a

minimum of 28 credits).

- Complete an Education Plan and Profile including career credit.
- Be an active participant in at least one co-curricular activity each year of high school (e.g. sports/clubs and activities/performing arts)
- Maintain a high level of integrity and character with no behavioral incidents that reflect a consequence recommending expulsion as indicated by the BHS/BSD Consistent Discipline Handbook. Successfully complete one or more of the following:
- Receive an endorsement in a Career Pathway
- Be a candidate to achieve 3+ on three or more AP exams
- Be a candidate to earn an IB Certificate or Diploma

## National Honor Society

In order to graduate with National Honor Society recognition a senior must:

- Be a member of National Honor Society
- Achieve and maintain a cumulative 3.5 or higher weighted GPA
- Complete 50 hours of community service per year
- Participate in 4 NHS sponsored events
- Demonstrate traits of leadership and character

## Graduation with Honors

Seniors with an unweighted 3.5 or higher GPA will be recognized as honor graduates.

## Advanced Placement Scholar

- AP Scholar: 3+ on 3 exams
- AP Scholar with Honors: 3+ on 4 exams
- AP Scholar w/ Distinct: 3+ on 5 exams
- AP National Scholar: 4+ on eight exams

## IB Diploma

Refer to International Baccalaureate section in this guide.

## Athletic/Activity Eligibility

Students must meet the Beaverton School District and OSAA eligibility standards if they wish to participate in athletics, extra-curricular and co-curricular activities. Students interested in participating in sports, band, drama, forensics, or other activities that involves competition between schools or public performances

should be aware of this policy. There are specific standards regarding participation during the first six weeks of school. All ninth graders are eligible to participate during the first six weeks of school if they are taking five or more classes. After the first six weeks of school there will be additional standards for 9-12 grade students. This policy requires these students to maintain a 2.0 grade point average and receive no "F" grades to participate in games, competitions, or performances. They also must be making regular progress toward graduation requirements. Grades for students participating in any affected program will be checked at the end of the first six weeks. Any student not meeting these minimum requirements will be placed on an ineligibility list meaning s/he can practice but not compete or perform. Ineligible students will become eligible to participate as soon as their grades are brought up to standard except at the semester when a student would be ineligible for 15 school days. All participating students will have their grades checked at the end of each quarter.

#### **Class Attendance**

Regular attendance and punctuality are critical lifelong skills which are emphasized at BHS. Because performance in class through collaborative activities is an essential element of student learning and assessment, and because students must be present to achieve these outcomes, student absences must be minimized.

#### **Course Repetition**

Most courses (grades 9-12) for which a student has received a passing grade cannot be repeated for credit. There are some exceptions to this, that include Vocal and Instrumental music ensembles, visual arts, and PE courses (not PE1). Check with your counselor.

#### **Withdrawal from a Class and Schedule Changes**

Through Friday of the first week of each semester, students may complete a schedule-change form for the following reasons: graduation requirements needed,

schedule is incomplete, student is misassigned or does not have the necessary prerequisites, or data input error. Schedules will not be changed for teacher requests due to staffing and space issues. Due to limited availability and space, elective classes may only be dropped/changed for late arrival, early dismissal, access tutorial, or peer tutor. Students must obtain written permission from teachers, parents, and their counselor before schedule changes are made, and must continue attending all scheduled classes until schedule changes are finalized by their counselor. **If a student withdraws from a class after the first Friday of either semester, he/she will receive a failing grade for the class.** Please note, teacher initiated level changes can be made throughout the semester without penalty.

#### **Withdrawal from School**

Students planning to transfer to another school must present a written request from a parent/guardian to the Counseling Office. The counseling secretary will issue a withdrawal slip for the student to present to teachers (on the last day of attendance) in order to receive grades and return textbooks. Transcripts will be sent to the student's new school at their request. Withdrawing from school for any reason other than transferring to another school requires working with a counselor and/or administrator. State law prohibits students from leaving school before age 18. A release from compulsory education may be granted at 16 or 17 years of age under special circumstances. A counselor will assist in this process. The Beaverton School District is reluctant to grant releases to students who have not yet earned a high school diploma.

#### **Additional Course Work and Credit Recovery**

Students with credit deficiencies can earn make-up credits through Evening Academy, community college, HS completion courses, approved correspondence and/or independent study courses. Additional credits may also be earned by taking more classes than the minimum number required for graduation. Students may apply no more than 10 credits of off-campus credit toward graduation requirements. All such courses must be approved by BHS Counseling prior to enrolling.

#### **Student Placement**

Student placement in English, math, science and social studies will be based on present classroom work, past performance, test scores and other criteria related to the student's ability, potential and career goals. Check the forecasting sheet closely for classes that need a teacher's approval prior to enrollment.

#### **Graduation Ceremony**

Only those students who have earned their required number of credits and who have no outstanding fines or fees may participate in the graduation ceremony. A student who successfully completes all requirements of the State of Oregon, The Beaverton School District Board of Education, Beaverton High School and who is in good standing may participate in graduation exercises. A senior must have earned at least 19.5 credits by the end of the first semester to be on track for participation in the graduation ceremony.

#### **Removal or Changes in Grades in High School Courses Taken in Eighth Grade**

The District encourages students to perform at the highest academic levels, and for some students this includes taking high school courses as part of the middle school experience. These courses are not automatically included in the high school transcript. According to District Regulation IKF/IKFA/IKH-AR Grad Requirements, only students planning to graduate from high school in less than four years may request to have high school courses taken during middle school entered on the high school transcript. This applies only to courses in mathematics (Geometry and higher) and world languages (high school Level I, or higher) that presented the same curriculum and proficiency demands as the equivalent high school course, and was taught by a district teacher certified to teach the course at the high school level. If the course is added to the high school transcript, the letter grade awarded in middle school will be the grade that is recorded.

# Graduation Requirements

Students must earn a total of 24 credits to receive a Beaverton High School diploma.

## **Applied Arts (3.0 cr)**

This includes business, world language, technical, and fine/performing/visual arts classes.

## **Health (1.0 cr)**

All students must complete 1 credit of Health which includes Health 1 and Health 2. Normally, Health 1 is taken freshman year and Health 2 is taken during sophomore year.

## **Language Arts (4.0 cr)**

Students are required to take one full year of 9th Grade English and one full year of 10th Grade English. Students may choose from the language arts offerings to fulfill the remaining 2.0 language arts requirement. Some designated courses (e.g., yearbook) grant elective credit and do not grant language arts credit. Options are available for accelerated students.

## **Mathematics (3.0 cr)**

All courses listed in this catalog under mathematics may be applied to the graduation requirement.

## **Physical Education (1.0 cr)**

All students must complete 1 credit of physical education. Usually one semester (.5 credit) of PE is taken the freshman and sophomore year to complete this requirement. Freshmen are required to take P430, *Physical Education I*.

## **Science (3.0 cr)**

Students must take Science Inquiry (freshman year) and BCP-Biology/Chemistry/Physics (sophomore year). Other options are available for accelerated students. **New science requirements beginning with the class of 2012:** Science credits increase from 2 to 3 credits; all science credits must be “inquiry-based” and at least 2 credits must include laboratory experiences. Refer to this link for additional information: <http://www.ode.state.or.us/news/announcements/announcement.aspx?id=2277&typeid=4>

## **Social Science (3.0 cr)**

Students are required to take one full year of 9th Grade Social Studies (freshman year), one full year of 10th Grade Social Studies (sophomore year), and an additional year or two semesters of social studies.

## **Electives (5.5 cr)**

All courses listed in this book, aside from those used by a student to fulfill a specific requirement as described previously, count for elective credit. No course may serve as both elective and requirement credit simultaneously.

## **Career Development (.5 cr)**

One-half credit will be awarded upon completion of activities which are infused in the 9-12th grade curriculum. Not a specific class.

## **Essential Skills**

The state requires that students demonstrate that they are proficient in certain “essential skills” – skills that are deemed critical for future success – before they are awarded the diploma. Essential Skills are process skills that can be applied in a variety of courses, subjects, experiences and settings. Current state tests and local assessments will provide most students with the evidence they need to show they have mastered the current Essential Skills requirements, but additional evidence options are being considered as well.

## **Personalization of the Diploma**

The following requirements personalize the diploma for each student and help students plan for their post-high school education and career goals.

- **Education Plan and Profile:** Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Standards:** Students demonstrate knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.
- **Career-Related Learning Experiences:** Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application:** Students apply and extend their knowledge in new and complex situations related to the student’s personal career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

Students who have medical, religious, or other circumstances which prevent them from earning the required course credits for a diploma should see their counselor to review their situation and explore potential options.

<b>Credits by Subject</b>	<b>Class of 2012 (entered 9<sup>th</sup> grade in 2008)</b>	<b>Class of 2013 (entered 9<sup>th</sup> grade in 2009)</b>	<b>Class of 2014 (entered 9<sup>th</sup> grade in 2010)</b>	<b>Class of 2015 (entered 9<sup>th</sup> grade in 2011)</b>
English/Language Arts	4	4	4	4
Mathematics	3	3	3 - 1 credit at Algebra I level and 2 more above Algebra I level	3 - 1 credit at Algebra I level and 2 more above Algebra I level
Science	3 - scientific inquiry (2 credits with lab experiences)	3 - scientific inquiry (2 credits with lab experiences)	3 – scientific inquiry (2 credits with lab experiences)	3 – scientific inquiry (2 credits with lab experiences)
Social Sciences	3	3	3	3
Physical Education	1	1	1	1
Health	1	1	1	1
Second Language, The Arts, Career & Technical Education	3	3	3	3
Electives	5.5	5.5	5.5	5.5
Career Development	.5	.5	.5	.5
Total Credits	24	24	24	24
<b>Personalized Learning</b>				
	<b>Class of 2012 (entered 9<sup>th</sup> grade in 2008)</b>	<b>Class of 2013 (entered 9<sup>th</sup> grade in 2009)</b>	<b>Class of 2014 (entered 9<sup>th</sup> grade in 2010)</b>	<b>Class of 2015 (entered 9<sup>th</sup> grade in 2011)</b>
Educational Plan & Profile	√	√	√	√
Career-Related Learning Experiences	√	√	√	√
Extended Application	√	√	√	√
<b>Essential Skills</b>				
	<b>Class of 2012 (entered 9<sup>th</sup> grade in 2008)</b>	<b>Class of 2013 (entered 9<sup>th</sup> grade in 2009)</b>	<b>Class of 2014 (entered 9<sup>th</sup> grade in 2010)</b>	<b>Class of 2015 (entered 9<sup>th</sup> grade in 2011)</b>
Read & Comprehend a Variety of Text	√	√	√	√
Write Clearly & Accurately		√	√	√
Apply Mathematics in a Variety of Settings			√	√
<p><b>Other Diploma Options:</b> Some students will be eligible for other diplomas or completion certificate options. Eligibility criteria for these alternatives are set by state law. Students who are eligible, and their parents, will be informed by school staff as part of the student's individual planning process.</p> <p><b>Note:</b> <i>Students are accountable for the graduation requirements that apply to their class as an entering 9<sup>th</sup> grader regardless of whether the student graduates early or takes more than four years to graduate.</i></p>				

## Student Education Plan and Profile (StEPP)

*Graduation Requirement: Each Student shall develop an education plan and build an education profile (OAR 581-022-1130).*

**Education Plan:** *A formalized plan and a process that involves student planning, monitoring, and managing their own learning and career development during grades 7-12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to next steps.*

**Education Profile:** *Documentation of student progress and achievement toward graduation requirements, goal, and other personal accomplishments identified in the student's education plan.*

### **Education Plan and Profile**

The education plan and profile assists students in pursuing their personal, educational, and career interests and post-high school goals. The education plan serves as a “road map” to guide students’ learning throughout school and prepare them for next steps after high school. The education profile serves as a “compass” that documents students’ progress and achievement toward their goals and helps them to stay on course.

The student is responsible, with guidance, to develop and manage his or her personal plan and profile. The school is responsible for providing a process and guidance to students. The process should begin no later than 7<sup>th</sup> grade and continue through 12<sup>th</sup> grade, with regular reviews and updates. The process should be designed with flexibility to allow students to change their plans as their personal and career interest and goals evolve along the way.

Each school district in Oregon is expected to have a comprehensive guidance and counseling program (CGC) in place that includes individual planning to assist each student in setting and achieving academic, career and personal/social goals and in pursuing community involvement and post-high school interests and plans.

## Assessment Options for Essential Skills

ESSENTIAL SKILL	ASSESSMENT OPTIONS (Only One Assessment Per Skill)	ACHIEVEMENT STANDARD (Maximum Levels. Lower levels may be set by ODE)
<b>Read</b> and comprehend a variety of text (Phases in for graduating class of 2012)	OAKS Reading Assessment	236
	ACT	18
	PLAN	18
	Work Keys	5
	Compass	81
	ASSET	42
	SAT	440
	PSAT	44
	2 Reading Work Samples: at least one informational reading selection (the second reading selection may either be informational or literary)	Score: 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3). Work samples are locally scored with the Official State Reading Scoring Guide
<b>Write</b> clearly and accurately (Phases in for graduating class of 2013)	OAKS Writing Performance Assessment	40 Composite Score: Average of 4 on each of the four required traits
	3 Writing Work Samples (one each for all of the following): Expository, Persuasive Narrative	Score: 4 on each of the four required traits for each of the three work samples. Work samples are locally scored with the Official State Writing Scoring Guide
Apply <b>Mathematics</b> in a variety of settings (Phases in for graduating class of 2014)	OAKS Mathematics Assessment	236
	ACT	19
	PLAN	19
	Work Keys	5
	Compass	66 (Intermediate Algebra Test)
	ASSET	41 (Intermediate Algebra Test)
	SAT	450
	PSAT	45
	2 Mathematics Work Samples (one each for two of the following: Geometry, Algebraic Relationships, Statistics/Probability)	Score: 4 on each of the four strands plus accuracy. Work samples are locally scored with the Official State Mathematics Problem Solving Scoring Guide

## College Information

A student must complete all of the course requirements listed below to be admitted as a college freshman at any of the Oregon University System schools. Students who are interested in attending college should begin planning early in high school. Counselors are available to help students research their various options and choose the school (community college or four year institution) that best fits their interests and needs. Early in the senior year, students planning to apply to a private college need to complete a senior information packet, available in the College and Career Center (CCC), register for college entrance examinations (if they haven't already done so), and meet with their counselor.

## OUS Admissions Requirements

Beaverton High School is committed to preparing all students for further study after graduation. College entrance requirements vary greatly. Oregon University Systems (OUS) state-supported colleges have implemented a selective admission policy because of enrollment limitations. In order to be considered for freshman admission, students must meet each of the minimum requirements (or alternatives) specified below. Students must also satisfy the specific admission requirements for the college or university to which they apply.

1. **High School Graduation Requirement.** High school students must graduate from a standard or accredited high school.

2. **Subject Requirements.** High school graduates must satisfactorily complete at least fourteen units of college preparatory work, including the following: English: 4; Math: 3; Science: 2; Social Studies: 3; and World Languages: 2. The University of Oregon requires 16 units of subject requirements (the 14 OUS subject requirements and two additional academic credits). Additional college preparatory coursework may be considered by some colleges and universities for selectively admitting students. **Students must earn a C minus or above in all of these courses:**

- **Language Arts** (4 units) Shall include the study of the English language, literature, speaking and listening, and writing with an emphasis on frequent practice in writing expository prose all four years.
- **Mathematics** (3 units) Shall include first year algebra and two additional years of college preparatory mathematics such as geometry (deductive or descriptive), advanced topics in algebra, trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, probability and statistics, or courses that integrate topics from two or more of these areas. One unit is highly recommended in the senior year. Algebra and geometry taken prior to the ninth grade will be accepted. Completion of Algebra II meets minimum college entrance requirements.
- **Science** (2 units) Shall include a year each in two fields of college preparatory science such as biology, chemistry, physics or earth and physical science. It is strongly recommended that one year be taken as a laboratory science and that a total of three years of science be taken.
- **Social Sciences** (3 units) Shall include analysis of societal issues and events. It is strongly recommended that study includes knowledge and use of geographic information, patterns of United States history, patterns of human history, structures and systems of US government, and analysis of economic systems.
- **World Language** (2 units) Shall include two years in the same high school-level world language, or two terms of a college-level second language with a grade of C- or above, or satisfactory performance on an approved assessment of second language proficiency. Demonstrated proficiency in American Sign Language meets the second language requirement.

3. **Grade Point Average Requirement.** GPA requirements vary by colleges. Please see the following page, or contact individual colleges for their specific requirements.

4. **Admissions Test Requirement.** You must submit official scores on the SAT Reasoning or American College Test (ACT) Plus-Writing. The Oregon University System (OUS) includes the University of Oregon, Southern Oregon State College, Oregon State University, Portland State University, Western Oregon University, Oregon Institute of Technology, and Eastern Oregon University. Admissions requirements are noted below. Alternatives to the course requirements, as well as all other admission requirements, can be obtained from the Counseling Office.

## OUS Admissions Requirements Overview

Freshman Admission (Residents & Nonresidents)	EOU	OIT	OSU	PSU	SOU	UO	WOU
HS Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subject requirements: 14 units (4 English, 3 Math, 2 Science 3 Social Studies, 2 Second Language)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
SAT Reasoning/ACT Scores	Yes	Yes	Yes	Yes	Yes	Yes	Yes
HS GPA	3.00	3.00	3.00	3.00	2.75	3.00	2.75
Additional Campus Review Required (Evidence of proficiency, if available, will be considered here.)	Below 3.00	2.50 – 2.99	Below 3.00 or fewer than 14 subject units	Below 3.00 or fewer than 14 subject units	Below 2.75 or fewer than 14 subject units	Below 3.40 or fewer than 16 subject units	Below 2.75 or fewer than 14 subject units
Transfer Admission	EOU	OIT	OSU	PSU	SOU	UO	WOU
Min college hrs req.	30	36	36	30	36	36	36
GPA (Residents)	2.25	2.25	2.25	2.25	2.25	2.25	2.25
GPA (Nonresidents)	2.25	2.25	2.25	2.25	2.25	2.50	2.25
App must meet specified Course requirements	Yes	Yes	Yes	Yes	Yes	Yes	Yes

## Alternatives to Course Requirements

Students who have not met subject area requirements noted above or on the previous page should contact the appropriate colleges to determine alternative options for college admissions.

## Advanced Programs

### **9th and 10th Grade Honors Program: Honors Designation**

Freshmen and sophomores have an opportunity to earn Honors Designation in English, science, and/or social studies. To earn an Honors Designation, students will complete in-depth reading and assignments which are differentiated to challenge them. Information about the program is given at the beginning of the school year in the core classes. An Honors Designation is noted on the student's transcript with an "H" beside the letter grade.

### **Health Careers (Grades 11 & 12)**

Health Careers is a two-year program for students interested in exploring any area of the health care field. Health Careers and Human Anatomy/Physiology include anatomy and physiology, basics of patient care, medical ethics and career exploration. Advanced Health Careers focuses on mastery of patient care skills, study of the disease process, and medical terminology. During second semester, students will be placed in the community to work with health care professionals.

### **PCC Dual Credit**

This program grants dual PCC and high school credit for approved Beaverton High School classes. Courses include literature, history, Health Careers, and math. There is an annual transcription fee of \$15 per class. For information on specific courses, contact your counselor.

### **Independent Study Credit**

Independent study credit is available to students on an individual basis. It is not offered for courses taught during the regular school day. Students interested in petitioning for credit must follow this procedure:

1. The student and his/her cooperating teacher will develop a proposal which identifies the specific activity or project for which credit is requested, determine the number of hours required to complete the activity or project, identify the amount of credit requested, and outline the means by which successful completion is determined.
2. The student submits this completed proposal to their counselor and principal for approval.

## Advanced Placement

Through college-level AP courses, you enter a universe of knowledge that might otherwise remain unexplored in high school; through AP exams, you have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.

### **Why Participate?**

With 13 courses and exams across 5 subject areas, Beaverton's AP program offers something for everyone. The only requirements are a strong curiosity about the subject you plan to study and the willingness to work hard. Here are just a few reasons to sign up:

#### **Gain the Edge in College Preparation**

- Get a head start on college-level work.
- Improve your writing skills and sharpen your problem-solving techniques.
- Develop the study habits necessary for tackling rigorous course work.

#### **Stand Out in the College Admissions Process**

- Demonstrate your maturity and readiness for college.
- Show your willingness to push yourself to the limit.

#### **Broaden Your Intellectual Horizons**

- Explore the world from a variety of perspectives, most importantly your own.
- Study subjects in greater depth and detail.
- Assume the responsibility of reasoning, analyzing, and understanding for yourself.

### **How Do I Enroll?**

Talk to an AP teacher or to your counselor about the course you want to take. Discuss the course's workload and any preparation you might need.

If you are a homeschooled student or attend a school that doesn't offer AP, you can still participate. Each year hundreds of students participate through independent study. Some states even sponsor online AP courses.

Beaverton High School offers AP courses in English, Spanish, French, mathematics, US and European history, and science. Course descriptions are found in the individual department course listings. Students may choose to take as many AP courses as they desire as long as they meet the prerequisites. Qualified students may arrange independent study in subjects not offered at BHS with the permission of interested staff.

AP offers exams in art, biology, calculus, chemistry, computer science, economics, English, environmental science, French, German, government and politics, American and European history, international English language, Latin, music theory, physics, psychology, Spanish, and statistics. Enrollment in an Advanced Placement course is not a prerequisite to take an AP exam. AP exams will be given on the BHS campus only for AP courses taught at BHS. These include: English Language, English Literature, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Physics, Environmental Science, US History, European History, Spanish Language, and French Language. There may be off-campus testing options for other courses.

The tests are designed to assess the extent to which high school students have learned the skills and concepts taught in college courses in these subject areas. Colleges and universities notify students of the advanced placement or degree credit they have been granted. NOTE: Not all colleges accept AP credit. Check with the institution(s) of choice before signing up for the exam(s). AP Exams are scored on a range of 1-5. Scores of 4 or 5, respectively, mean the student is well qualified or extremely well qualified in the subject area; these scores are comparable to a college grade of A. A score of 3 means the student is qualified and is comparable to a B; a score of 2, possibly qualified and comparable to a C; and a score of 1 means no recommendation. Students who score at least a 3 may receive one or more of the following benefits:

- Exemption by a college or university from beginning courses
- Academic college credit in the subject in which the exam is taken
- Eligibility for honors and other special programs

Scores are mailed directly to students. There is a test administration fee of \$87. Financial assistance is available for students who qualify for free or reduced lunch. The tests are given in May.

## International Baccalaureate

**IB will prepare you for college and for a future in a global society.**

Beaverton High School is an approved International Baccalaureate (IB) school able to prepare students for the IB Diploma. IB is an internationally recognized college-preparatory program which offers a broad curriculum complemented by an opportunity to study a subject in depth. The goals of the IB program are to help students learn how to learn, how to evaluate information critically, how to analyze, and how to reach thoughtful conclusions. The two-year curriculum includes a strong emphasis on the ideals of international understanding and responsible citizenship.

- Students are engaged in a well-rounded curriculum - second language, English, social sciences, math, science, and fine arts.
- Students who challenge themselves are better prepared for college.
- Students become skilled in writing, critical reading and analysis, research and original thought.
- Students develop an international perspective, a skill needed as a 21st century citizen.
- Students develop the time management and organization skills needed for college and future work experiences.
- Students become increasingly confident about their ability to handle college-level materials and demands.
- Many universities are granting priority in admission and college credit for students with an IB diploma or certificates. For information on universities' recognition policies, please go to *A guide to the International Baccalaureate (IB) Diploma Programme for universities and colleges* at: <http://www.ibo.org/diploma/recognition/guide/>.
- The Oregon University System has adopted a statewide IB policy which allows students to earn college credit by taking IB exams. According to this policy, students will earn credit for scores of 5, 6 or 7 (on a scale of 1-7) on both Standard Level and Higher Level IB exams.
- Research conducted around the world demonstrates that IB students generally enjoy higher than average acceptance rates from universities and colleges, as they are considered better prepared for further and higher education than many of their peers.

*"IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credentials of the IB Diploma Programme on the transcript."*

**Marlyn McGrath Lewis**, Assistant dean of admissions, Harvard University, USA

*"One of the advantages of an IB curriculum is its structure and quality. It's a coordinated programme, well established, well known and well respected."*

**Christoph Guttentag**, Director of admissions, Duke University, USA

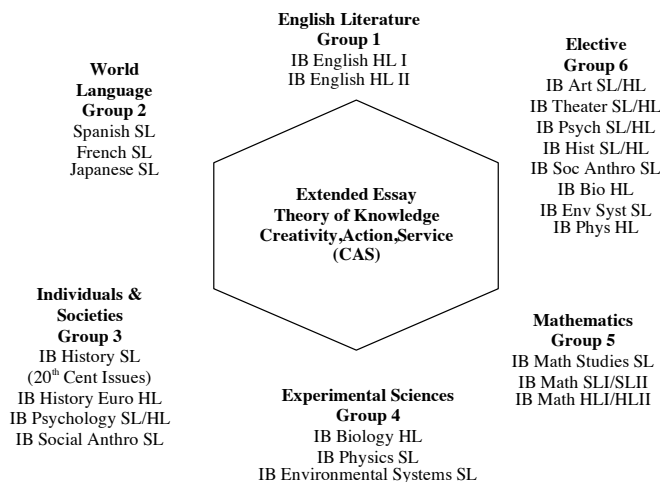
Founded in the 1960's, The International Baccalaureate Organization grew out of international school efforts to establish a common curriculum and university entry credential. It is a chartered foundation under the Swiss civil code with headquarters in Geneva.

IB curriculum planners seek to ensure that the organization's educational aims are embodied in the structure and content of the program itself. The diploma is displayed in the shape of a hexagon with six academic areas or subject groups surrounding a core of diploma requirements. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

- **Language A1:** first language, including the study of selections from world literature
- **Language A2, B:** second modern language programs for various backgrounds and levels
- **Individuals and Societies:** history, psychology, and social anthropology.
- **Experimental Sciences:** biology, environmental systems, and physics.
- **Mathematics:** mathematics HL, mathematical studies, and mathematical methods.
- **Arts and Electives:** art/design, theater arts, a third modern language, a second subject from group 3 or 4.

Diploma candidates are required to select one subject from each of the six subject groups which correspond to the principal domains of knowledge. At least three and not more than four are taken at higher level (HL), the others at standard level (SL). HL courses represent a recommended minimum 240 teaching hours, SL courses minimum 150 hours. Students are able to achieve depth of study in the context of a broad and coherent curriculum over the two-year period. In each area of the curriculum care is taken to foster active citizenship and global perspectives.

### International Baccalaureate Curriculum Hexagon



### Additional IB Diploma Requirements

**IB Seminar** is a required course which is intended to give IB Diploma students a solid foundation at the beginning of their program. It will focus on study skills, communication and interdisciplinary analysis.

**Theory of Knowledge (TOK)** is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the basis of knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought based on analysis of evidence expressed in rational argument. The key element in the IBO’s educational philosophy, Theory of Knowledge seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

**Creativity, Action, Service (CAS)** is a fundamental part of the diploma curriculum. Students must participate in a variety of activities, in the categories of Creativity, Action and Service over the 2 years of the diploma program. The goal of CAS is for students to engage in purposeful activities, take on challenges, and reflect on their experiences. Many students are already involved in sports, music, and other activities that will satisfy the CAS requirements.

The **Extended Essay** gives students an exciting opportunity to investigate a topic of special interest under the guidance of a supervisor. Students will complete their 12-page essay during their junior and senior year.

**Other options within the International Baccalaureate Program:** Even if they do not want to complete the full I.B. Diploma Program, any 11th & 12th grade students may participate in I.B. classes (according to course prerequisites) and may take I.B. examinations in those subjects. Students who pass these I.B. examinations are awarded an I.B. Certificate in that subject. Students may not take an I.B. examination in a subject area if they have not taken the corresponding course at Beaverton High School. Only 11th & 12 grade students may enroll in I.B. courses.

**I.B. Honor Code:**

The I.B. Honor Code applies to all students enrolled in I.B. classes. Students are expected to be prepared for assignments and exams, submit original work, cite research appropriately, and encourage fellow students to do the same. Students in I.B. classes are expected to uphold the integrity of the Honor Code by neither committing nor assisting another student in committing a violation of the code. It is also the responsibility of students to report known offenses of the Honor Code.

In addition to the rules and consequences outlined in the Consistent Discipline Handbook (code 15), students enrolled in I.B. classes can face other disciplinary actions for violations of the Honor Code. Any occurrence of plagiarism, collusion, examination malpractice and/or theft within an IB course or exam will be reported to the I.B. Coordinator, who will review the incident, keep a permanent record of the information, and may consult with the I.B. teacher(s) and administrators in determining the consequences for the student. These consequences include those outlined in the Consistent Discipline Handbook, and can also include: denying the student the opportunity to submit work to I.B., prohibiting the student from participating in I.B. Exams (I.B. exam fees cannot be refunded), and/or removal of the student from the I.B. Diploma Program, if applicable.

## 9<sup>th</sup> and 10<sup>th</sup> Grade Preparation for the IB Program

All students interested in attending a four-year college or university should plan to participate in the IB or AP program. These courses prepare students for the reading, writing, analysis, and research skills needed to be successful in college work.

The best preparation for 9th and 10th grade students is to choose Honors Designation.

The Honors Designation is available in English, social studies, and science and provides students an opportunity to work with texts and writing assignments specifically designed to prepare for the eleventh and twelfth grade. Students select the Honors Designation during the first weeks of each semester in their core classes and complete work on the honors contract within their regular classrooms.

## IB Preparation Checklist

### Grade 9

- Participate in Honors Designation available in English, social studies, and/or science core classes.
- Enroll in Spanish I, French I, Japanese I or higher level if appropriate.
- Enroll in math classes according to teacher recommendation.
- Complete the 9th grade PE and Health requirement.
- Enroll in a Literary Seminar course (optional).

### Grade 10

- Enroll in Chemistry II, if planning to take IB Biology.
- Participate in Honors Designation available in English, social studies, and/or science core classes.
- Continue math preparation.
- Continue with at least the second level of Spanish, French, or Japanese.
- Complete the PE and Health required for graduation.
- Apply for the IB program (spring).
- Enroll in a Literary Seminar course (optional)

## Four-Year IB Planning Worksheet

**What follows are sample IB pathways that reflect individualized interests. In all cases students may choose different SL and HL options. This sample is intended to be a guide for possible class selections. There are many possible combinations.**

Dept.	9th Grade	10th Grade	11th Grade	12th Grade	Level
English	English 9	English 10	IB English HLI	IB English HLII	HL
Science	BCP	Chem. II	IB Biology HLI	IB Biology HLII	HL
	Science Inq.	BCP	IB Physics SL IB Env Syst SL		SL SL
Soc. Studies	Soc Stud 9	Soc Stud 10	IB History SL	IB Hist. Euro. HL	HL
			IB Psych SL	IB Psych HL	SL/HL
			IB Soc Anthro SL		SL
Languages	French I	French II	French III	IB French SL	SL
	Japanese I	Japanese II	Japanese III	IB Japanese SL	SL
	Spanish I	Spanish II	Spanish III	IB Spanish SL	SL
Mathematics	Geometry	Adv. Alg. II	IB Math SLI (Precalculus)	IB Math SLII (Calculus)	SL
	Alg I	Geometry (or Geom. Survey)	Alg II	IB Math Studies SL	SL
	Adv Alg II	Adv Alg II	IB Math HLI	IB Math HLII	HL
Electives (3)	Literary Seminar	Literary Seminar	IB Art SL/HL	IB Art SL/HL	SL/HL
			IB Env. Systems SL		SL
			IB Physics SL		SL
			IB History SL	IB Hist Euro HL	SL/HL
			IB Psych. SL/HL		SL/HL
			IB Soc. Anth. SL		SL
			IB Thea Arts SL/HL	IB Thea Arts SL/HL	SL/HL
Required			IB Seminar & TOK 1	TOK 2	

## Individualizing your 11<sup>th</sup> and 12<sup>th</sup> grade IB program

The International Baccalaureate Diploma program allows a student to select courses that reflect his/her interests and strengths. Students need to select three higher level classes (one must be English) and three standard level classes. The HL courses would reflect the student's interests whereas the SL courses would allow the student to meet the requirements for the diploma. Therefore, a student interested in sciences and mathematics would probably choose HL courses in those areas and the student whose strengths and interests are in the humanities would choose HL courses in those appropriate areas. Students select electives that reflect their focus.

***Any student who intends to pursue the IB Diploma must meet with the IB Coordinator, Kim Barrett, to forecast their individualized program (during the forecasting period in 10th grade).***

## SUBJECT AREAS

### ENGLISH-GROUP 1

Through the study of literature and composition students come to understand the essential human condition that spans time periods and cultures and the variety of its expressions. The English department's goal is to develop autonomous and collaborative readers and writers who are appreciative of diversity of opinion and culture. We achieve this goal through instruction and a reader-response approach to literature.

Our program is designed to accommodate the needs of a diverse community of students at their appropriate rates and levels of learning. The 9th and 10th grade courses have been carefully differentiated to provide basic instruction for all students.

Students planning to attend college should consider taking the IB/AP courses in their junior and senior years. These courses provide the strongest preparation for college reading and writing, and most students going to college will be able to succeed in and benefit from them. Students will be encouraged to participate in the IB diploma program or to take the AP English Exams, but neither will be required.

A typical student looking forward to the IB/AP program will take Literature and Composition 9, Literature and Composition 10, and then IB/AP English during the junior and senior years.

#### **Ninth and Tenth Grades**

The ninth- and tenth-grade curricula are designed to be differentiated for students with varied rates and levels of learning. Advanced students may choose to engage in Honors options at both grade levels. The Honors Designation requires more difficult texts, writing assignments, and projects within the courses.

### WORLD LANGUAGE-GROUP 2

By developing proficiency in a second language and building cultural understanding, students increase their ability to communicate effectively, appreciate different points of view, and participate fully in a global community. Students in language classes focus on building five essential skills: speaking, listening, reading, writing, and cultural awareness in order to be able to handle real life situations within cultures where the language is spoken. Students in advanced language classes discuss, debate, read, write, and explore a wide variety of themes and literary works as they hone their skills in the language and enhance their cultural understanding.

IB language courses are available in Spanish, French, and Japanese. Most dedicated students will be ready to complete their assessments for the IB standard level at the end of their fourth-year language class. Students who finish a fourth year of study during their junior year may opt to take the AP or IB exams that year or to take them their senior year after an additional year of preparation. In future years, students with sufficient skill and preparation may opt to prepare for the higher level assessments their senior year.

Students enrolled in the IB/AP courses are encouraged to complete the IB assessments or take the AP exam but are not required to do so.

#### **9th and 10th Grades**

Students are encouraged to begin their language study as early as possible. Students interested in IB and AP courses should begin their language study no later than their ninth-grade year in order to allow adequate time for them to develop the required skills.

The first- and second-year classes are designed to provide students with a solid foundation of skills to prepare them for the rigor of advanced coursework in the language. Throughout the language program, students are encouraged to seek opportunities outside of class to practice their language skills. Language clubs, community service activities, cultural events in the community, and travel opportunities offer ways for students to enhance their language ability and cultural awareness as well as providing avenues for students to complete their CAS requirements.

### SOCIAL STUDIES-GROUP 3

The social studies teachers at Beaverton High School believe that an understanding of the social sciences is fundamental to a student's ability to make responsible decisions about their role in a world filled with different cultures and traditions.

#### Higher Level Courses

History and Psychology can be taken at the higher level to satisfy the Group 3 and/or Group 6 requirements. History (HL) is a two-year course, with IB History SL (20th Century Issues) offered at the junior year, and IB History Euro HL offered during the senior year. This course will satisfy the requirements for Groups 3 or 6.

#### Standard Level Courses

All social studies department IB courses (History, Psychology, Social Anthropology) can be taken at the standard level (SL), preferably in 11th grade. These courses will satisfy the requirements for Group 3 and/or Group 6.

#### Pre-IB Planning

Students planning to attend college after graduation and/or enroll in the IB program as juniors will sign up for the 9th- and 10th-grade social studies courses. All college-bound students are encouraged to take part in the Honors Designation program in their 9th- and 10th-grade social studies courses. Honors students are expected to read more rigorous course materials, produce written assignments in greater depth, and show a complex understanding of relationships between subject areas. The 9th-grade and 10th-grade courses at Beaverton High School have been designed to serve as a pathway to IB History.

### EXPERIMENTAL SCIENCES-GROUP 4

The science teachers at Beaverton High School believe that scientific literacy and the ability to solve problems using scientific processes are essential skills for living in the 21st century. The design of science courses and curricula at Beaverton High School is based on a philosophy that values the process of scientific inquiry. The goals of the IB Experimental Sciences courses are consistent with and expand on this philosophy.

Students planning to attend college are strongly encouraged to take IB/AP courses in their junior and senior years. In science, Biology is offered at the HL (Higher Level) and Physics and Environmental Systems are offered at the SL (Standard Level). These courses will provide students with the best preparation for the rigors of science learning at the college level. Students are encouraged to enroll in the IB diploma program, but they may choose to enroll in single IB courses and take IB or AP exams. Students choosing not to enroll in IB/AP courses will select from traditional courses in biology, chemistry, and physics.

The IB Experimental Sciences courses at Beaverton High School will meet state and school district requirements for science, as well as the aims and objectives of the International Baccalaureate Program. Student learning will focus on the processes of scientific inquiry and the relevance of scientific knowledge to decision-making in the modern world. The curricula will provide students with stimulating and challenging opportunities for scientific study with global contexts. The courses will allow students to continue developing their skills in framing, designing, and collecting and analyzing data from scientific investigations. Through the process of scientific inquiry, they will develop an appreciation for the possibilities and limitations associated with science. Students will also consider the moral, ethical, societal, economic, and environmental implications of science and technology.

#### 9th and 10th Grades

Virtually all freshmen attending Beaverton High School are enrolled in a Science Inquiry course. The majority of sophomores enroll in the Bio/Chem/Phys course. We encourage all students to participate in the Honors Designation option at grades 9 and 10. Exceptionally capable and skilled students may apply for a waiver of Bio/Chem/Phys and if accepted are enrolled in Chemistry II their sophomore year. **This is required if the student intends to take IB Biology as their HL science.**

**MATHEMATICS-GROUP 5**

Beaverton High School offers a variety of mathematics course sequences, many of which satisfy the requirements of an IB mathematics certificate or diploma program. The sequence a student enters depends on the course in which the student enrolls in the ninth grade. If Precalculus is taken at the 9<sup>th</sup> grade level, the student needs to meet with Suan Barrow to create a 4-year plan.

• **Math Studies SL**

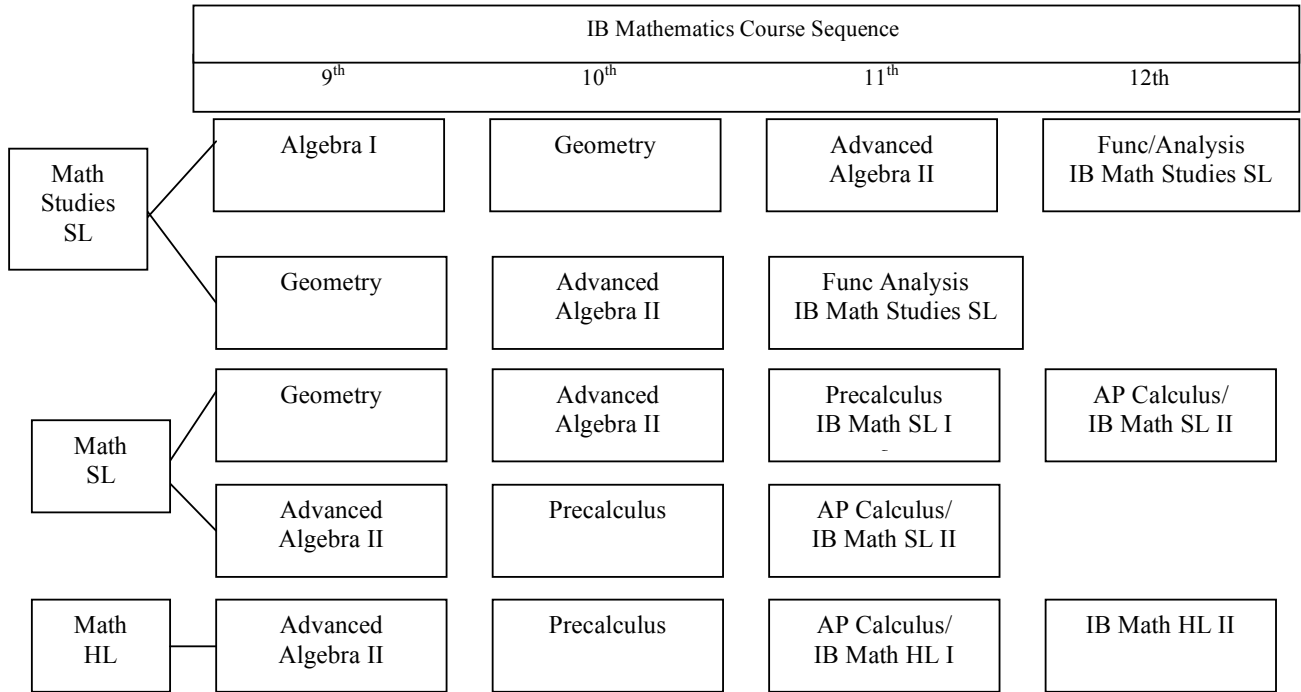
A student must complete Functional Analysis/Trig (FAT) in order to test for the Math Studies exam. The student may test in the junior or senior year, depending on when they take FAT.

• **Math SL**

A student must complete Calculus in order to test for the Math SL exam. The student may test in the junior or senior year, depending on when they are taking the Calculus course.

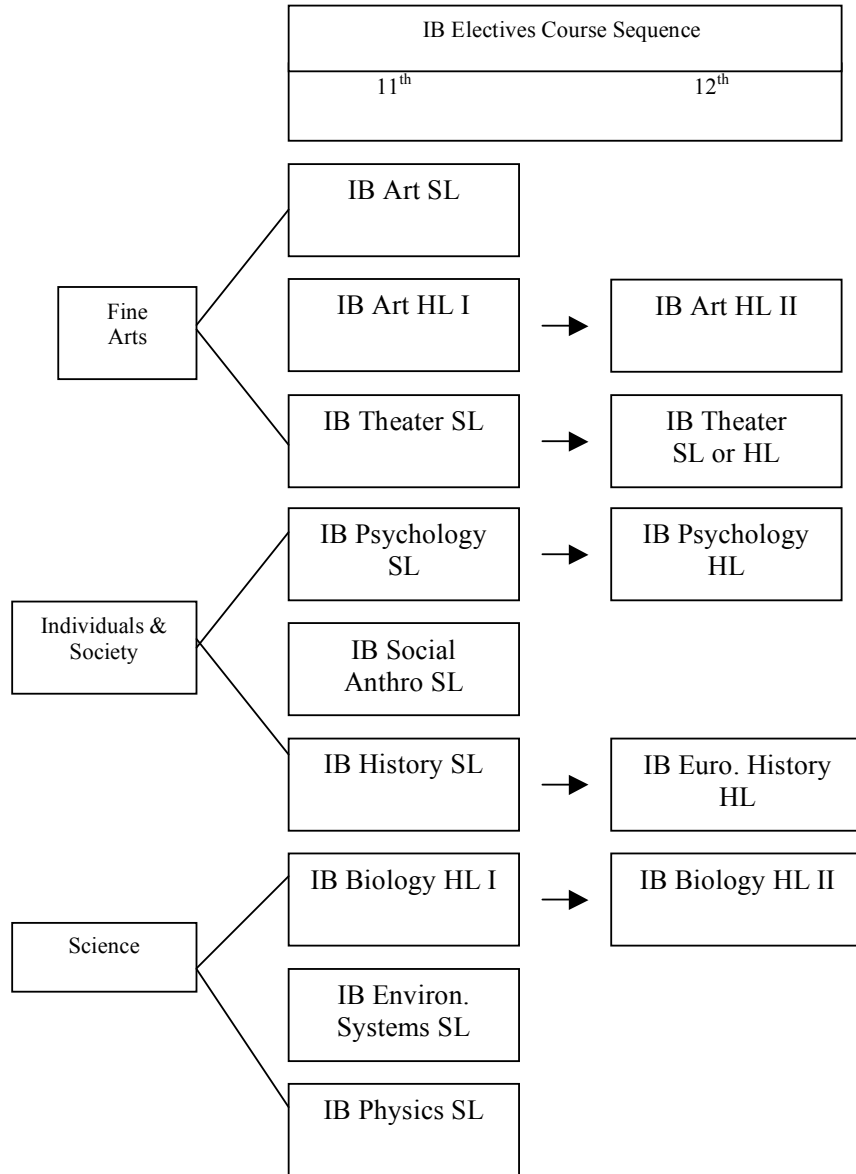
• **Math HL**

Higher Level is a two-year sequence. The student must enter Advanced Algebra II in the ninth-grade to be eligible to follow this sequence. This sequence must test during the senior year.



**ELECTIVES - GROUP 6**

The sixth IB requirement is the elective area. Students may choose a fine arts elective or they may choose a second social studies or science. If three higher level classes have already been chosen in groups 1 through 5, then it is recommended that the student choose a standard level course and test at the end of the junior year. If only two higher level courses have been chosen, then the elective choice must be at the higher level.



## A Four Year Program of Study

There are a number of factors students should consider as they plan their high school course selection. Students should meet with their counselor, visit the College/Career Center, attend career seminars and information nights, or other planning activities offered by Beaverton High School. It is important students realize each course selected should be chosen while considering post-high school options. Students should use the checklist below to review their progress yearly.

### ***Eighth Grade***

- Take the most rigorous courses a student can handle to help insure more options later.
- Complete a tentative plan for courses in grades 9-12.

### ***Ninth Grade***

- All students attending Beaverton High School will participate in a four-year career development program and complete an education plan and education profile. Upon completion of this program students will earn .5 Career Education credit in their senior year that counts towards their Beaverton High School graduation requirements. In this program students will be required to complete career exploration activities, as well as career research and discovery. Students will have the opportunity to develop career and academic goals, plans, projects, work samples and career documentation which they can use to develop their own professional career portfolio.
- Consider various post-high school choices. Visit with adults in various occupations and with school counselors. Also students may use the CIS (Career Information System), a career guidance computerized system in the Beaverton High School College/Career Center to explore career options and take the ACT Explore test.
- Begin career education and Student Education Plan and Profile (StEPP) activities through counselor-led guidance lessons in English classes.

### ***Tenth Grade***

- Continue career education and StEPP activities through counselor-led guidance lessons in social studies classes.
- Review four-year plan. Revise if necessary to ensure meeting high school graduation requirements, including state standards.
- Investigate the various professional-technical training programs available at Beaverton High. Ensure enrollment in any prerequisite classes required for entry into a program.
- Confer with the school's career specialist about the variety of career options. Use Beaverton High School's College/Career Center, which contains occupational research materials.
- Take the Preliminary Scholastic Aptitude Test (PSAT) and the ACT Plan test.
- Review admission requirements for any colleges and universities under consideration. Include these courses in any planning.
- Meet with counselors regarding questions about professional-technical or college-preparatory course selections.
- Complete a resume and cover letter.

### ***Eleventh Grade***

- Review the four-year plan and Student Education Plan and Profile (StEPP), and incorporate recommendations based upon potential career choices. Make changes as necessary regarding any courses not successfully completed during 9th and/or 10th grade.
- Continue consideration of post-high school choices. The career specialist and counselors are both good resources for this inquiry. Use the CIS computer program to help sort colleges or narrow your search.
- Take the Preliminary Scholastic Aptitude Test (PSAT).
- Complete a resume, cover letter, and mock interview.
- Correspond with professional-technical colleges, community colleges, or four-year colleges about possible post-high school training programs. They will respond to requests for information. Consider on-site visitations.
- Take the SAT and ACT Plus Writing in the spring if thinking of applying to a college that requires these scores.
- Meet with college personnel as they visit schools.
- Begin the nomination process if planning to apply to a military academy.
- Take AP or IB exams in May.

### ***Twelfth Grade***

- Review graduation requirements to ensure proper enrollment in courses for June graduation.
- Complete the senior information packet and meet with your guidance counselor if applying to a private college requiring a counselor letter of recommendation.
- Take the SAT or the ACT Plus Writing in the fall if applying to a college requiring these scores.
- Apply to colleges under consideration or apply to the professional-technical school of choice.
- Follow the guidelines regarding financial aid and scholarship application. Visit the College/Career Center for details.
- Survey possible job choices if choosing to work following high school. Also update your resume and cover letter.
- Finalize decisions regarding post-high school choice. Ensure that all deadlines are met.
- Take AP or IB exams in May.
- If colleges require it, take the SAT subject based tests

## Four Year/Curriculum Delivery Plan

Students are required to develop a plan of high school coursework. This plan ensures students take appropriate required and elective courses depending on their career pathway and post-high school plans. Different course sequences will help a student prepare for post-high school and career goals.

The four-year plan should:

1. Allow for all graduation requirements
2. Plan for college entrance requirements. (Athletes should also consider NCAA Clearinghouse athletic and scholarship eligibility requirements).
3. Take into consideration the homework load, variety of interest, and balance of subject matter.

Students and parents should review the four-year plan each year, updating it as necessary. Counselors are available to answer any specific questions students may have.

<p><b>Grade 9 (7-8 credits required)*</b></p> <p><u>Credit Required</u></p> <p>1.0 <i>Lit/Comp 9</i></p> <p>1.0 <i>Social Studies 9</i></p> <p>1.0 Science: _____</p> <p>1.0 Math: _____</p> <p>0.5 <i>Health 1</i></p> <p>0.5 <i>Physical Education 1</i></p> <p>(3.0) Electives:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">* Access Tutorial recommended</p>	<p><b>Grade 10 (7-8 credits required)</b></p> <p><u>Credit Required</u></p> <p>1.0 <i>Lit/Comp 10</i></p> <p>1.0 <i>Social Studies 10</i></p> <p>1.0 Science: _____</p> <p>1.0 Math: _____</p> <p>0.5 <i>Health 2</i></p> <p>0.5 PE: _____</p> <p>(3.0) Electives:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Grade 11 (minimum of 7 credits required)</b></p> <p><u>Credit Required</u></p> <p>1.0 <i>American Lit, AP Eng Lang, IB Eng HL I, Read-Write Lab</i></p> <p>1.0 Social Studies: _____</p> <p>1.0 Science: _____</p> <p>1.0 Math: _____</p> <p>(4.0) Electives:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Grade 12 (minimum of 6 credits required)</b></p> <p><u>Credit Required</u></p> <p>1.0 Language Arts required course</p> <p>Social Studies: _____</p> <p>Science: _____</p> <p>Math: _____</p> <p>Electives:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

### Freshman Program of Studies

Freshmen are required to take 7 or 8 academic classes during each semester of their 9<sup>th</sup> grade year. If 7 classes, Access Tutorial (a study hall-type course), is highly recommended. Seven classes means 7 credits earned; eight classes means 8 credits earned. If IB is being considered, students are highly encouraged to enroll in a Literary Seminar class, and to participate in Honors Designation in Language Arts, Science, and Social Studies.

Courses required follow; ( ) = teacher recommendation

Language Arts	Lit/Comp 9.....	1.0
Social Studies	Social Studies 9.....	1.0
Science	Science Inquiry.....	1.0
	BCP.....	(1.0)
Math	Algebra I.....	1.0
	Geometry.....	(1.0)
	Alg I EXT.....	(2.0)
Health	Health 1.....	0.5
PE	PE 1.....	0.5
World Lang	(Highly Recommended)	
Electives/Other	.....	3.0

### Sophomore Program of Studies

Sophomores are required to take 7 or 8 academic classes during each semester of their 10<sup>th</sup> grade year. If 7 classes, Access Tutorial (a study hall-type course), is again recommended. Seven classes means 7 credits earned; eight classes means 8 credits earned. If IB is being considered, students are highly encouraged to again enroll in a Literary Seminar class, and to participate in Honors Designation in Language Arts, Science, and Social Studies.

Courses required follow; ( ) = teacher recommendation

Language Arts	Lit/Comp 10.....	1.0
Social Studies	Social Studies 10.....	1.0
Science	BCP.....	1.0
	Chemistry II.....	(1.0)
Math	Geometry.....	1.0
	Algebra II.....	(1.0)
	Adv Alg II.....	(1.0)
	Geometry Survey.....	(1.0)
	App Alg/Geo Con.....	(1.0)
	Algebra I.....	(1.0)
	Alg I EXT.....	(2.0)
Health	Health 2.....	0.5
PE	.....	0.5
World Lang	(Highly Recommended)	
Electives/Other	.....	3.0

### Junior Program of Studies

Juniors are required to take 7 academic classes during each semester of their 11<sup>th</sup> grade year. Two sections of Late Arrival and/or Early Dismissal may be taken.

Courses required follow; ( ) = teacher recommendation

Language Arts	.....	1.0
	American Lit (AP English Lang) (IB English HL I) (Read/Write Lab)	
Social Studies	.....	1.0
	(AP US Hist, IB Hist SL, IB Soc Anth SL, IB Psych SL), Gov't, Econ, History in Film, US Hist Top, World Geog Cultures, World Hist Top 1/2, Intro to Psych, Law	
Science	.....	1.0
	(AP/IB Env Sci, AP Chem, AP Bio, AP Phy, IB Bio HL I, IB Phys SL), Chem II, Phy II, Bio II, Biotech, Marine Syst, Planetary Sci, Human Anat & Physiology	
Math	.....	1.0
	Algebra II, Adv Alg II, AP Stats, FAT, (IB Math St SL, Precalc, IB Math SL I, AP Calc AB, IB Math SL II, IB Math HL I), Geometry, Geom Surv, App Alg/Geo Con, Alg I, Alg I EXT	
World Lang	(Highly Recommended)	
Electives/Other	.....	3.0

### Senior Program of Studies

Seniors are required to take 6 academic classes during each semester of their 12<sup>th</sup> grade year. Four sections of Late Arrival and/or Early Dismissal may be taken.

Courses required follow; ( ) = teacher recommendation

Language Arts	.....	1.0
	(AP English Lit, IB English HL II, Contemp Lit, Myth/Bible Lit, Cinema Lit, World Lit, Nonfiction Lit, Exploration Lit, Reading/Write Lab)	
Social Studies	.....	Recommended
	(AP US Hist, AP Euro Hist, IB Hist Euro, IB Hist SL, IB Soc Anth SL, IB Psych SL/HL), Gov't, Econ, History in Film, US Hist Top, World Geog Cultures, World Hist Top 1/2, Intro to Psych, Law	
Science	.....	Recommended
	(AP/IB Env Sci, AP Chem, AP Bio, AP Phy, IB Bio HL II), Chem II, Phy II, Bio II, Biotech, Marine Syst, Planetary Sci, Human Anat & Physiology	
Math	.....	Recommended
	Algebra II, Adv Alg II, AP Stats, FAT, (IB Math St SL, Precalc, IB Math SL I, AP Calc AB, IB Math SL II, IB Math HL I, AP Calc BC, IB Math HL II), Geometry, Geom Surv, App Alg/Geo Con, Alg I, Alg I EXT	
World Lang	(Highly Recommended)	
Electives/Other	(Highly Recommended)	

## Career & Program Pathways

"A pathway is a method of searching for a career that fits your interests and lifestyle and then allows you to build academic courses around it. The pathway recommends individual high school courses – both academic and career-related – to concentrate on which are specifically geared toward the career you've chosen." (PAVTEC web-site) The Oregon Department of Education has defined six broad career learning areas in which every career can be classified. These areas include:

- Arts and Communication
- Business, Management, and Technology
- Health Services
- Human Services
- Industrial & Engineering Technology
- Natural Resources and Agriculture

Beaverton is proud to offer four career pathways and one program pathway for students to explore. Check out our classes in:

- Business & Marketing
- Visual and Performing Arts
- Health Careers
- Global Awareness
- International Baccalaureate

If you know your area of interest, Beaverton certainly has courses that will be a fit for you. If you are still searching for your calling, we have something for you as well. Try going online to the Career Information Systems (CIS) website at: <http://oregoncis.uoregon.edu>. Every Beaverton student already has an account.\* If you need help logging into CIS, please visit the College/Career Center or follow the instructions that immediately follow this paragraph\*. Once you've successfully logged into CIS look for the 'Interest Profiler' and 'Skills Assessment' links. These tools will help you narrow your search for a career area. Once you've identified your strengths, you can explore specific pathways through CIS. Your next step might be to look through the recommended classes for the career pathways that Beaverton offers. Also consider what classes you might take at PCC or another local college as you start to move toward your goal. Another great resource you should check is the PAVTEC's Career Pathway website at: [www.pcc.edu/pavtec/pathways](http://www.pcc.edu/pavtec/pathways). This website details all the pathways that could start at Beaverton and many more. What follows are brief descriptions of Beaverton's pathways. Complete diagrams are also included in this guide, in each subject/department's course description section.

\* Go to [oregoncis.uoregon.edu](http://oregoncis.uoregon.edu) and click "Sign in for Internet." Your username is the last two digits of your grad year + first two letters of your first name + first two letters of your last name + 2 digits of your birth month + 2 digits of your birth day.  
Ex: Kelly Gray graduates in 2012 and was born on March 29. Her username is: 12kegr0329. Your password is your Student ID#.

### **Business & Marketing Pathway:**

This pathway is designed for students with an interest in exploring or pursuing a career in a business and marketing. Students learn core skills and develop an understanding of terminology and practices common to business and marketing careers. Students then implement their knowledge in realistic career-related experiences within both the school and greater community. This pathway would be appropriate for students looking at careers including, but not limited to, advertising, accounting, entrepreneurship, finance, management/marketing (fashion, entertainment, events, hospitality, retail, sports, tourism), and public relations.

### **Visual and Performing Arts Pathways:**

These pathways are designed for students with an interest in the visual or performing arts. Students will develop the concepts, skills and professional behaviors necessary to pursue future study and/or employment in the arts. This pathway is appropriate for students considering careers in the arts, and also for those with a strong interest in continuing their artistic growth beyond high school for their own enjoyment.

### **Health Careers Pathway:**

This pathway is designed for students with an interest in exploring or pursuing a career in health services. Students learn core knowledge and skills common to major health careers. Students will develop a realistic view and understanding of the preparation needed, educational pathways and day in the life of a health care professional. This pathway would be appropriate for students looking at careers in nursing, medicine, dentistry, veterinary medicine, emergency medicine, physical and occupational therapy, speech and rehabilitation, fitness, sports medicine and medical social services.

### **Global Community Pathway:**

This pathway is designed for students with an interest in other cultures and global issues. Students will develop an understanding of the connectedness of the international community and will become engaged in issues with local and global implications. This pathway would be appropriate for students looking at careers in law, education, social services, international relations and occupations involved in the administration of international, federal, state and/or private programs.

### **International Baccalaureate Diploma Program:**

IB is an internationally recognized college-preparatory program which offers a broad, rigorous curriculum complemented by an opportunity to study a subject in depth. The goals of the IB program are to help students learn how to learn, how to evaluate information critically, how to analyze, and how to reach thoughtful conclusions. The two-year curriculum includes a strong emphasis on the ideals of international understanding and responsible citizenship. This program will give students a well-rounded selection of challenging courses to prepare them for college. Students in the IB Diploma Program will take IB exams in 6 subject areas.

# Guidance & Counseling

## High School Counseling Calendar

### August

New student orientations  
Scheduling and credit review

### September

Registration  
Schedule reviews and changes  
Freshman Parent Night  
Senior credit checks  
Back-to-School Night  
Senior College Night  
Freshman Orientation Groups  
Post HS conferences for seniors

### October

1<sup>st</sup> generation Latino College Night  
10<sup>th</sup> Grade Plan/Profile activity  
Post-high school sessions for seniors  
Conferences with credit deficient students  
Oregon University System state visitation day  
ESL information reception  
PSAT/National Merit Scholarship Qualifying Test (juniors, PSAT open to sophomores)  
College representatives visitations  
IB tests ordered  
Progress reports  
Christian College Fair  
Scholarship Information Night  
Junior College Information Groups through Advisory  
College National Merit Applications processed

### November

College applications processed  
College representatives visitations  
Nine weeks grade report  
10th Grade Career Guidance  
National College Fair  
Senior Advisory lesson: Scholarship Financial Aid

### December

January 1st college applications due to counselor by Dec. 1st  
Financial Aid Night

### January

Students file Financial Aid Form (FAFSA)  
College applications processed  
Second Semester schedule reviews  
Final Exams-Semester grade report  
Junior College Information Night

### February

Senior credit checks  
8th grade curriculum night  
Forecasting  
9th, 10th Grade College Night  
New student registration  
9<sup>th</sup> Grade Plan/Profile activities  
Semester schedule changes

Senior grad checks  
College applications processed

### March

Financial Aid deadline – March 1  
Forecasting continues  
Progress reports  
IB forecasting/info help night  
11<sup>th</sup> Grade Plan/Profile Activity  
Scholarship applications processed

### April

Statewide OAKS testing  
Scholarship applications processed  
Junior post-high school planning conferences  
Nine weeks grade report  
9th Grade Career Education  
ACT Assessment Testing Day  
Sophomore advisory lesson: college admissions awareness activity

### May

Advanced Placement/IB exams  
Credit-deficient students monitored  
Scholarship awards assembly

### June

Graduation for seniors  
Notification of non-grads  
Final exams-Semester grade report

### School Counseling Services

- Alternative education options
- College application processing
- College counseling and information
- Conflict mediation
- Credit deficiency make-up options
- Crisis counseling
- Graduation credit checks
- Home/hospital coordination
- Letters of recommendation
- Monitoring students' progress toward graduation
- New student enrollment
- Parent information nights
- Parent-teacher conferences
- Personal counseling intervention
- Post-secondary planning
- Registration and scheduling
- Scholarships and enrichment opportunities
- Special education needs
- Student support groups
- Transcripts of coursework
- Career Guidance
- Student Education Plan & Profile (StEPP) guidance activities

## College Information Nights

Counselors throughout the District have planned a series of college information nights. Five evenings have been planned and the meetings will rotate between the five comprehensive high schools: Beaverton High School (BHS), Aloha High School (AHS), Sunset High School (SHS), Westview High School (WHS), Southridge High School (SRHS), and Merlo Station High School (MSHS).

- September 21, 2011 @ BHS - 12th Grade College/Post High School Planning Night, 7:00 PM
- October 25, 2011 @ AHS - Scholarship Night, 7:00 PM
- November 15, 2011 @ WHS - College Financial Planning Night, Grades 6-11 7:00 PM
- December 6, 2011 @ SHS - Financial Aid Night, 7:00 PM
- January 24, 2012 @ WHS - 11th Grade College/Post High School Planning Night, 7:00 PM
- February 21, 2012 @ SRHS - 9th/10th Grade College/Post High School Planning Night, 7:00 PM

## SAT/ACT Test Dates for 2011-2012

**PSAT**  
October 15, 2011\*

**SAT**  
October 1, 2011\*  
November 5, 2011\*  
December 3, 2011\*  
January 28, 2012\*  
March 10, 2012  
May 5, 2012\*  
June 2, 2012\*

**ACT**  
September 10, 2011  
October 22, 2011  
December 12, 2011\*  
February 11, 2012\*  
April 14, 2012  
June 9, 2012\*

\*test is administered at Beaverton High School

## College/Career Center Services

- Information, brochures, and catalogs on specific careers, four-year and community colleges, universities, military programs, and technical colleges
- Campus visitations by college representatives
- *Guide to Colleges for Students With Learning Disabilities*
- *The College Handbook and Index of Majors and other major resources*
- *Barron's Profiles of American Colleges*
- *America's Best Colleges by US News and World Report*
- *Peterson's 4 year and 2 year Colleges*
- *The Gourman Report, and Ruggs's Recommendations* are ratings of undergraduate programs in American and international universities
- *Fisk's Guide to Colleges*
- *The College Finder*
- Scholarships and Financial Aid Information applications
- SAT- and ACT-prep software and written materials
- CIS, an online career information/development service, blends traditional information resources with original research (gleaned from personal interviews with persons actually working in a field, etc.) to deliver accurate labor market information daily. Offers skill development tools to help students access emerging opportunities. Offers a career research tool, a career planning guide, a decision making guide, as well as college, scholarship and financial database links.
- *Occupational Outlook Handbook*
- Career interests assessments
- Job-shadowing experiences; internships
- Part-time jobs, tutoring, and volunteer positions
- Assistance in preparing resumes, completing applications, and developing interview strategies
- Area career and college fairs visitations
- Assistance in accessing a multitude of web sites

See the College/Career page on the BHS web site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton) > For Students > College/Career for updates on all services, dates and scholarships.

## NCAA Athletic & Scholarship Eligibility

As a prospective student-athlete at a Division I or II institution, students have certain responsibilities to attend to before they may participate. Information concerning who needs to register with the NCAA clearinghouse and what documents should be submitted can be found in "The Guide for College-Bound Student Athletes" at [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org).

### Core Courses:

• **NCAA Division I** requires 16 core courses:

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

• **NCAA Division II** requires 14 core courses:

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of additional English, math, or natural physical science
- 2 years of social science
- 3 years of additional courses (from any area listed above, or from foreign language, non doctrinal religion or philosophy)

Information on NCAA Initial Eligibility Clearinghouse Approved courses can be found at [www.ncaaclearinghouse.org](http://www.ncaaclearinghouse.org). Not all courses offered at Beaverton High School are approved for NCAA initial eligibility. Contact your school counselor, coach or athletic director for complete and current information.

## NAIA Athletic & Scholarship Eligibility

As a prospective student-athlete at an NAIA institution, students have certain responsibilities to attend to before they may participate. Information concerning who needs to register with the NAIA Eligibility Center and what documents should be submitted can be found in "The NAIA Guide for the College-Bound Student Athlete" at [www.playNAIA.org](http://www.playNAIA.org).

If you graduate from an accredited high school, to participate at the NAIA level you must meet two of the three following requirements:

1. Test score requirement: Achieve a minimum of 18 on the ACT or 860 on the SAT.
2. GPA requirement: Achieve a minimum 2.0 GPA.
3. Class Rank requirement: Graduate in the top half of your high school class.

## Testing Services

**The code or identification number for Beaverton High School is 380075.**

Testing programs are intended to provide you with a profile of your aptitude or level of achievement in specific areas. Material which accompanies your scores explains how to interpret and use them. Coupled with other information, test results can serve as a valuable resource in helping you decide on high school courses, continuing education or training programs after graduation, and fields from which to choose a career.

When using test information as a guidance tool, keep the following in mind:

- An aptitude test is different from an achievement test. The first assesses your potential, capacity, or ability for learning in the tested skills and content while the second measures your current level of performance in these.
- A test measures only what it has been designed to assess. For example, the PLAN, PSAT, SAT, and ACT are not designed to measure motivation, persistence, discipline, maturity, creativity, or special talents—other factors which may contribute to your success.
- Test results are reported in a variety of ways. Be sure you read the interpretation material which comes with the report of your scores to know exactly what they mean.
- Tests are designed for varied purposes. For instance, the SAT and ACT were developed for use by four-year colleges and universities to provide a uniform comparison of applicants from different high schools, which may vary widely in curricula and grading standards.

The College Board and ACT web sites offer full access to a host of products, services, and resources. These web sites also include sample questions from PSAT/NMSQT, SAT exams, and/or ACT exams. The addresses are <http://www.collegeboard.org> and <http://www.actstudent.org>.

### AP and IB Tests

Refer to the Advanced Placement and International Baccalaureate sections in this guide.

## Notifications of Rights Under FERPA

The Family Education Rights & Privacy Act of 1974 (FERPA) requires school districts to notify parents that schools maintain official records regarding their child, which include information deemed necessary to the welfare of students and the orderly operation of schools or information required by law and regulation. A student's cumulative record consists of personal and family data including certification of name and date of birth, test data, health status reports, permanent records, attendance records, transcripts of coursework, and data showing progress toward the diploma.

Student records are the property of the school district; however, parents may inspect and review their child's records by making a written request to the school principal for an on-site appointment. Parents may challenge the inclusion in their student's records of any information believed to be inaccurate, misleading, or in violation of the student's privacy or other rights. Parents may request modification of the records or enter their own statements of explanation. Concerns about the information included in the student's records are to be addressed in writing to and discussed with the school principal. If the concern cannot be resolved between the parent and the principal, a fair and impartial hearing upon the written request of the aggrieved will be convened to review the matter.

BSD may not release any personally identifiable records or files about an individual student without prior written, signed consent of a parent, legal guardian, or adult student. Exceptions include disclosures without consent to school officials with legitimate educational interests. A legitimate educational interest exists when the official needs to review an education record in order to fulfill his/her professional responsibilities.

Another exception includes release of education records without consent when requested by officials of another school district in which a student seeks or intends to enroll. The school can release certain directory information without consent by the district for non-commercial use: name, address, telephone listing, date and place of birth, grade level, school attended, program of study, records or participation in school activities and sports, weight and height of team members, dates of attendance, awards and honors received, and most recent previous school attended. The Act grants parents the right to request in writing to the school principal that any or all directory information not be released without their prior consent. This request must be made by the end of the second week of the start of a school year.

These rights of natural parents are also extended to adoptive parents, legal guardians, separated parents consistent with agreements of custody, and students 18 years of age or older or who are attending a post-secondary institution.

## Beaverton Instructional Schedule

Per. 1		7:45 – 9:15
Per. 2		9:20 – 10:50
	FIRST LUNCH	
Lunch 1		10:50 – 11:20
Per. 3		11:25 – 12:55
	SECOND LUNCH	
Per. 3		10:55 – 12:25
Lunch 2		12:25 – 12:55
Per. 4		1:00 – 2:30

Classes meet alternating days.  
(Day 1 – periods 1-4; Day 2 – periods 1-4)

## Beaverton Scheduling Information

- Courses in this guide are offered based on forecasting, enrollment, and program/pathway requirements.
- Students may take a total of 16 classes each school year. Seniors are required to take 6 or more classes per semester.
- To be offered, a course must usually have a minimum enrollment of 22-25 students and available staffing to support it.
- The number of sections offered for each course is dependent upon the availability of staffing and teaching stations.
- The minimum enrollment standard may be achieved by combining two levels of a course during the same class period and with the same teacher within a semester (e.g., Japanese 3 and Japanese 4 offered during the same period and with the same teacher within a semester.)

## COURSE DESCRIPTIONS

### Applied Technology

The Applied Technology Department serves students in two ways. First, it provides general information and skills. Secondly, it offers career training through advanced classes for those students who would like to study the subject of their choice in depth.

Students planning to attend college should work closely with their counselor in selecting appropriate electives as they prepare for college admission. At the discretion of the admitting college or university, a comprehensive sequence of units in a professional-technical area of study such as Applied Technology may meet college preparation elective requirements.

Many of the Applied Technology courses require students to build or make objects as part of the curriculum. The school provides the materials for these assignments; however, if the student makes projects to take home, the student will be required to pay for those materials.

#### TECH PREP

Tech Prep refers to high school courses designated as important preparation for students interested in or intending to obtain a two-year Associate of Applied Science degree. The elective courses in high school that have been aligned with a two-year technical program at a community college constitute the first half of a 2+2 Tech Prep/Associate Degree Program.

2+2 Tech Prep is a deliberate and agreed upon connection between professional-technical programs begun in the high school and completed in grades 13 and 14 in a local community college with an associate degree. 2+2 Tech Prep agreements between Beaverton High School and Portland Community College are in Automotive Mechanics, Drafting, and Computer Applications. Those students interested in earning PCC credit for these classes must maintain a B grade or better, complete an application, and pay a \$35 registration fee.

**AUTOMOTIVE TECHNOLOGY 1** 350  
**One Year** Grades 11, 12  
**Prerequisite(s):** Application and pre-test 3 EL credits  
**College Credit(s):** 12 credits from PCC  
**Lab Fee:** \$20 per year  
(Taught at Aloha High School)

**AUTOMOTIVE TECHNOLOGY 2** 351  
**One Year** Grade 12  
**Prerequisite(s):** C (or higher) in Auto Tech 1 3 EL credits  
**College Credit(s):** 8 credits from PCC  
**Lab Fee:** \$20  
(Taught at Aloha High School)

Refer to the *Additional High School Learning Options* section under *Beaverton School District Options* for complete course descriptions/app procedures for the **above** two courses: [Automotive Tech 1](#) & [Automotive Tech 2](#).

**DRAFTING 1** A531  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite:** None .5 AA credit  
**Students may earn both high school credit and P.C.C. dual credit.**

This course teaches the skills necessary for communication within the industries of design, architecture, engineering, drafting, construction, and many other career choices. Students will learn basic terms, practices and conventions used in industry and how to use several computer-aided drafting & design (CADD) programs.

**DRAFTING 2** A532  
**One semester** Grades 10, 11, 12  
**Prerequisite:** Drafting 1 .5 AA credit  
**Students may earn both high school credit and P.C.C. dual credit.**

This class teaches more advanced skills of solid modeling and basic three-dimensional rendering required for those students pursuing a career in architecture & design. This course also explores basic design of a residential building with discussions of environmental impact and sustainable building practices. Students will ultimately produce the working drawings needed to obtain a building permit for the home they designed.

**VIDEO JOURNALISM** A231  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite:** None .5 AA credit

Students will learn media production through hands-on video projects. Class units include planning, camera operation, audio work, interviewing, copyright. Discussion includes story selection, information gathering and an introduction to broadcast equipment including professional cameras, soundboard, switcher, and broadcast graphics. Working in groups is essential so this class requires functioning in a supportive, collaborative and positive manner as demanded by the news reporting process.

**TV NEWS/DOCUMENTARY** A235  
**One semester** Grades 10, 11, 12  
**Prerequisite:** .5 AA credit  
**Video Journalism or equivalent experience, consent of instructor.**

Students will be responsible for news and events on BTV, broadcast regularly to the school and the high definition studio on the BHS campus. Students will continue skills of field work and broadcast studio work. Ability to meet deadlines and work as part of a team are crucial to success in this class. Discussion includes news judgment and story selection, writing and editing copy, working with various video formats and other visuals, delivering the news across a closed cable network and preparing news in various formats.

### Business Education

If you are interested in entrepreneurship, business technology, marketing, law, business management or ownership, or advertising, then the Business Department has the program for you! In addition to classroom instruction, you may earn another credit and salary with an after-school job through the Business Work Experience program. To further guarantee your success, join DECA, an association of marketing students and others who show an interest in marketing as a possible career. Leadership training, competition, and social functions are major areas of interest for members.

**COMPUTER APPLICATIONS 1** A411  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite:** None .5 AA credit  
**Students may earn both HS credit and P.C.C. dual credit.**

Computer App 1 provides an overview of basic computer applications including a review of keyboarding basics followed by a brief introduction to computer concepts, Microsoft Windows, Microsoft Office (Word, Excel, PowerPoint), and integration of the applications. This course will challenge you to work independently toward the goal of improving your computer literacy.

**COMPUTER APPLICATIONS 2**      **A412**  
**One semester**                      **Grades 9, 10, 11, 12**  
**Prerequisite: Successful completion**  
**of Comp App 1**                      **.5 AA credit**  
**Students may earn both HS credit and P.C.C. dual credit.**

Computer Applications 2 provides an advanced overview of software applications including Microsoft Windows, Microsoft Office (Word, Excel, PowerPoint, and Access), and integration of the applications. This course will challenge you to work independently toward the goal of improving your computer literacy beyond basic skills.

**INTRODUCTION TO BUSINESS**      **B405**  
**One semester**                      **Grades 9, 10, 11, 12**  
**Prerequisite: None**                      **.5 AA credit**

A survey course in the field of business operations in the local, national, and global marketplace emphasizing the interrelationships of marketing, accounting, finance, and management. Students will spend time studying and experiencing each of these functional areas and their connection to each other and the world of business operations.

**MARKETING I**                              **B601**  
**One year**                              **Grades 10, 11, 12**  
**Prerequisite: None**                      **1 AA credit**

Open to students who are interested in learning about the many activities, responsibilities, and services involved with business and marketing. In Marketing I the student will be exposed to selling, advertising, communications, merchandising, display, human relations, management, operations, math, and product technology. Through work in the student store and the classroom, these students will be given a chance to explore those work fields open to marketing graduates. Students in Marketing have the option of enrolling in a business club, DECA. Business Work Experience credit may be earned through this course.

**MARKETING II**                              **B602**  
**One Year**                              **Grades 11, 12**  
**Prerequisite: Marketing I**  
**and Instructor Approval**                      **1 AA credit**

Marketing II is a continuation of Marketing I and focuses on the promotional mix during the first semester. Students will further explore advertising, publicity, sales promotions, personal selling, and all will complete a DECA Advertising Project as their semester final. During Semester 2, students will learn about product placement, branding, packaging, and market research.

**FASHION & RETAIL MARKETING**      **B611**  
**One semester**                      **Grades 11, 12**  
**Prerequisite: None**                      **.5 AA credit**

This class is an introduction to the fashion and retail industries and the merchandising of products and services. It will focus on the fashion and retail industries, evolution and movement of fashion and retail, career development, merchandising, promotion, risk management, and business strategy.

**TRAVEL & TOURISM MARKETING**      **B612**  
**One semester**                      **Grades 11, 12**  
**Prerequisite: None**                      **.5 AA credit**

Travel & Tourism Marketing will provide a foundation for students interested in travel, tourism, and hospitality marketing. Emphasis is placed on the hospitality/tourism industry, customer relations, travel destinations, tourism promotion, restaurant and hotel management, economics, and career development. Skills in mathematics, psychology, geography, and communications are reinforced in this course.

**SPORTS & EVENT MARKETING**      **B610**  
**One Year**                              **Grades 11, 12**  
**Prerequisite: Marketing I**  
**& Instructor Approval**                      **1 AA credit**

Sports & Event Marketing is an introduction to the intersection of sports, entertainment, business, and society through product development, pricing, licensing, sponsorship, and communication channels, such as advertising, sales promotion, and publicity. Throughout the year, students will study the elements of event marketing through the development of a comprehensive marketing plan for an event or organization, and students will then gain experience in the field by applying that knowledge and understanding during the production of Jam the Dam!

**ACCOUNTING I**                              **B701**  
**One Year**                              **Grades 10,11, 12**  
**Prerequisite: None**                      **1 AA credit**

Accounting I introduces students to financial accounting theory, including the accounting cycle, analysis and recording of transactions, statement of cash flows, financial statement analysis, reporting financial information in accordance with generally accepted accounting principles, and basic accounting software. Upon completion of the course, students will be able to demonstrate understanding of accounting fundamentals, support the recording and reporting of financial information for personal and business use, and demonstrate knowledge of the accounting cycle and use of required financial statements.

**BUSINESS LEADERSHIP**                      **B420**  
**One year**                              **Grades 11, 12**  
**Prerequisite: Marketing II**  
**and Instructor Approval**                      **1 AA credit**

A large part of this class will be a “hands on” experience in “The Beaver Pond” (the student store). This class makes up the store’s management team. Both there and in the classroom, the student will work with areas such as business math, promotions, sales operations, human relations, communication, etc. DECA membership is strongly encouraged. The course will focus on management and leadership skill development. It will cover theories along with a practical application of motivation and leadership including: employee motivation, self motivation, leadership styles and organizational structure. Students will be required to apply their knowledge of management and leadership by planning, organizing and controlling activities for the student store. This course emphasizes the importance of teamwork, responsibility, and decision making.

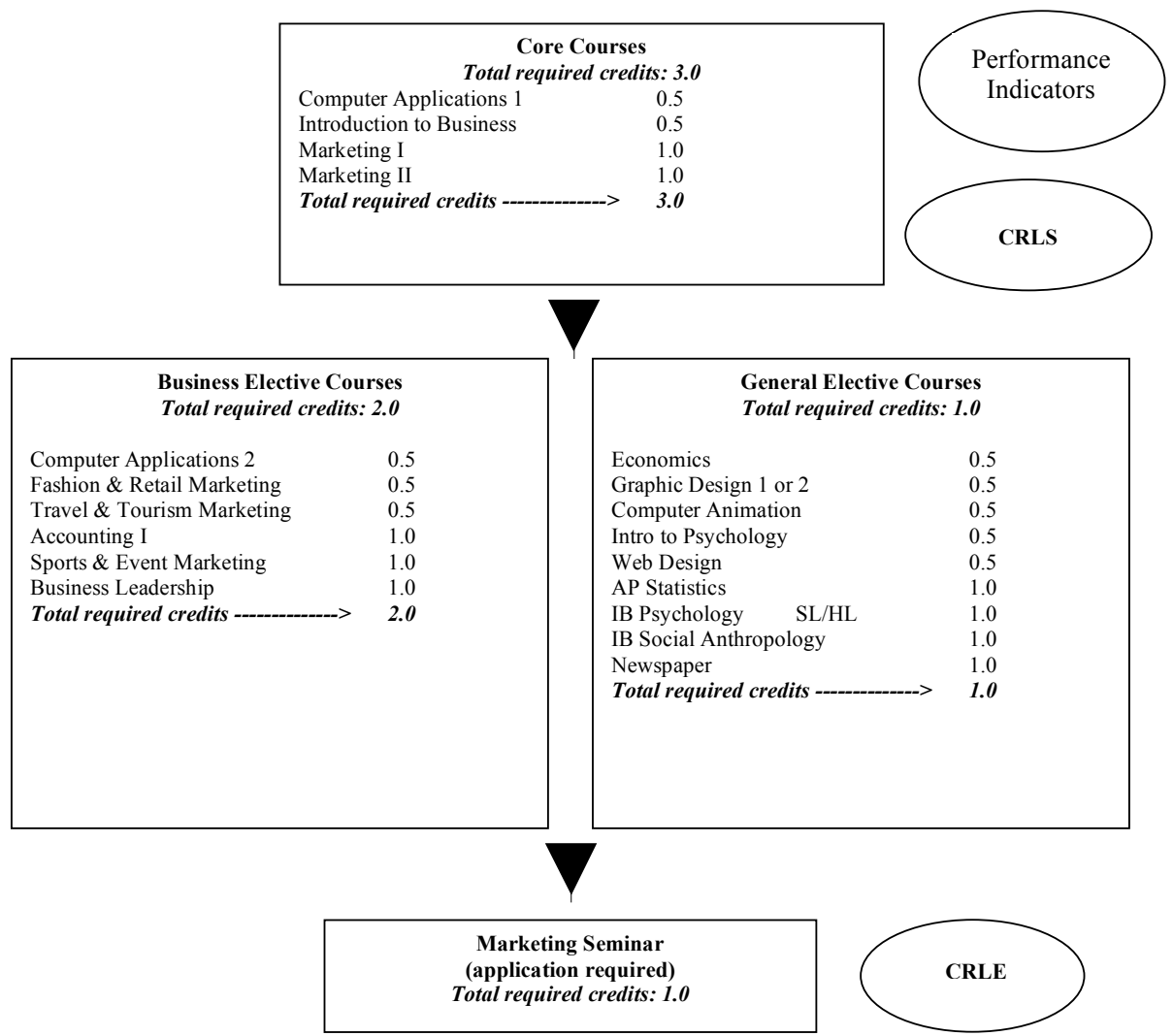
**MARKETING SEMINAR**                      **B620**  
**One Year**                              **Grade 12**  
**Prerequisite: Marketing I & II**  
**and Instructor Approval**                      **1 AA credit**

This course is the capstone course for the Business & Marketing

program and will challenge students to demonstrate and display their mastery of skills and knowledge through student-selected concentrations. During the first semester, students will explore case studies, develop promotion and entrepreneurship projects, and have the option of creating a research or action project for

entry in the DECA State competition. During the second semester, students will focus on application of their previous semester's work and continue to develop their portfolio of experience through a self-selected project and career-related community opportunities.

**Career Pathway – Business & Marketing**  
**Total Required Credits: 7.0**



## Computer Science

**COMPUTER PROGRAMMING 1 A451**  
**One semester** Grades 10, 11, 12  
**Prerequisite:** .5 AA credit  
**Algebra I or IMP I and Tech Survey**

Programming is for students highly interested in a career in computer science. Computer Programming teaches problem solving using the C++ programming language. Students are challenged to solve problems using the programmers' tools of input, output, operations, decisions, loops and functions. It is highly recommended that students have keyboarding skills.

**COMPUTER PROGRAMMING 2 A452**  
**One semester** Grades 10, 11, 12  
**Prerequisite: C or better** .5 AA credit  
**in Computer Programming 1**

This course is designed for students who wish to do more advanced studies in computer programming. Special emphasis is given to various problem solving techniques and data structures in the C++ language. The model of Object Oriented Programming (OOP) will also be explored and utilized in programming simple games.

**TECH SURVEY A500**  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite: None** .5 AA credit

This course explores the use of computers in the fields of Animation, Drafting & Design, Hardware, Programming, and Web Design. It allows students to be introduced to these areas without taking the entire semester course. After completing the course the student will have a better idea of what area of technology they are interested in and their aptitude in that area.

**WEB DESIGN A431**  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite: None** .5 AA credit

This course is an introduction to web design. Students will learn to create web pages and sites using both a text editor with HTML code and the web design software Dream Weaver. Students will

also learn how to evaluate what makes a web site good or bad. Some knowledge of computers and keyboarding would be helpful but is not required.

**COMPUTER ANIMATION F480**  
**One semester** Grades 10, 11, 12  
**Prerequisite: None** .5 AA credit

This course explores 3-dimensional computer generated animation. Students learn concepts of computer animation by seeing how "the pros" do it in animation studios. They learn to use animation software and produce their own animation. Students will learn about character design, storyboarding, character motion, and acting.

**COMPUTER APPLICATIONS 1 A411**  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite: None** .5 AA credit  
**Students may earn both high school credit and P.C.C. dual credit.**

Computer App 1 provides an overview of basic computer applications including a review of keyboarding basics followed by a brief introduction to computer concepts, Microsoft Windows, Microsoft Office (Word, Excel, PowerPoint), and integration of the applications. This course will challenge you to work independently toward the goal of improving your computer literacy.

**COMPUTER APPLICATIONS 2 A412**  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite: Successful completion of Comp App 1** .5 AA credit  
**Students may earn both high school credit and P.C.C. dual credit.**

Computer Applications 2 provides an advanced overview of software applications including Microsoft Windows, Microsoft Office (Word, Excel, PowerPoint, and Access), and integration of the applications. This course will challenge you to work independently toward the goal of improving your computer literacy beyond basic skills.

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## English Language Development

The mission of the Beaverton School District English Language Support Program is to implement researched instructional approaches that ensure English proficiency in reading, writing, speaking and listening and are in compliance with Federal and State Guidelines. English language proficiency is defined as the successful completion of school content classes and the acquisition of language functions and grammatical forms in reading, writing, listening, and speaking. Instructional approaches which foster English language proficiency include a rigorous, thematic curriculum which is inclusive of students' unique backgrounds and cultures, group and individual learning opportunities, and intensive language development through reading and writing workshops.

The flowchart on the following page shows the sequence of coursework for English Language Learners (ELL's).

**Beaverton High School**

**ELL Program**

**Recommended Sequence of Coursework**

**Student is found eligible for ESL services via:**

- Intake Testing (Woodcock-Muñoz score)
- ELPA test score

Scores determine ELL Profile of 1 -5; ELL Profile determines recommended courses.

*Where scheduling conflicts with SpEd occur, students' IEP needs are given priority over ELL services.*

**Profile 1 Students**

- > Beginning ELD (N205) [dbl. blocked]
- > Academic Content English (N505)

**CORE classes:**

- > Lit & Comp I (L601N)
- > Social Studies I (S210N)
- > Math Class\*

*(\*Level determined by previous math teacher recommendation or math placement test given at intake)*

- > PE
- > Elective

*(Access to Science & Health content delivered through academic content)*

**Optional classes:**

- > Spanish I - IV as determined by student's native language literacy needs.

**Profile 2 Students**

- > Early Intermediate ELD (N208) [dbl. blocked]

**CORE classes:**

- > Lit & Comp II (L602N)
- > Sheltered SS9 (S225N) &/or SS10 (S230N)
- > Sheltered Sci Inq (C200N) &/or BCP (C320N) – consecutively or simultaneously
- > Math Class (see previous note\*)
- > Health 1 (H201), Health 2 (H202)

**Optional classes:**

- > Spanish I - IV as determined by student's native language literacy needs.
- > Intro to Health Careers (H390)

**Profile 3 Students**

- > Intermediate ELD (N210)
- > ELL Access Tutorial (675N)

**CORE classes:**

- > Sheltered Lit/Comp 9 (L605N) &/or Lit/Comp 10 (L610N) – L605N req'd for L610N
- > Sheltered SS9 (S225N) &/or SS10 (S230N)
- > Sheltered Sci Inq (C200N) &/or BCP (C320N) – consecutively or simultaneously
- > Math Class (see previous note\*)
- > Health 1 (H201), Health 2 (H202)

**Optional classes:**

- > Spanish I - IV as determined by student's native language literacy needs.
- > Intro to Health Careers (H390)

**Proficient/Exited or Waived Services:**  
Monitoring Status for 24 months from date of exit.

**Program name:** Monitoring I OR II

Student grades are reviewed and interventions are determined for those in danger of failing classes.

**Profile 5 Students**

- > Advanced ELD (N220)
- > ELL Access Tutorial (675N)

**Mainstream CORE classes:**

- > Math
- > Science
- > Social Studies
- > Language Arts
- > Health 1 &/or Health 2

**Optional classes:**

- > Intro to Health Careers (H390)

**Profile 4 Students**

- > Early Advanced ELD (N215)
- > ELL Access Tutorial (675N)

**Mainstream CORE classes:**

- > Math
- > Science
- > Social Studies
- > Language Arts
- > Health 1 &/or Health 2

**Optional classes:**

- > Intro to Health Careers (H390)

**BEGINNING ENGLISH LANGUAGE DEVELOPMENT** N205  
**One year** Grades 9, 10, 11, 12  
**Prerequisite:** 2 EL credits  
**ELD Teacher Approval**

This course is designed for students who have a beginning level in English or are newcomers to the United States. Thematic units will incorporate Oregon ELP standards in speaking, reading, listening, and writing. Opportunities will be given for collecting and scoring proficiency work samples.

**EARLY INTERMEDIATE ENG LANGUAGE DEVELOPMENT** N208  
**One year** Gr 9, 10, 11, 12  
**Prerequisite:** 2 EL credits  
**ELD Teacher Approval**

This course is designed for students who have an early intermediate level of proficiency in English and have acquired basic skills in Beginning Language Development. Thematic units will continue to incorporate Oregon ELP standards in speaking, reading, listening, and writing. Opportunities will be given for collecting and scoring proficiency work samples in the areas of speaking, reading and writing. Upon ELD teacher approval, students at the Early Intermediate English Language Development level may concurrently take sheltered content classes.

**INTERMEDIATE ENGLISH LANGUAGE DEVELOPMENT** N210  
**One year** Gr 9, 10, 11, 12  
**Prerequisite:** 1 EL credit  
**ELD Teacher Approval**

This course is designed for students who have an intermediate level of proficiency in English and have acquired basic skills in Early Intermediate Language Development. Thematic units will continue to incorporate Oregon ELP standards in speaking, reading and writing. Opportunities will be given for collecting and scoring proficiency work samples in the areas of speaking, reading, listening, and writing. Students at the Intermediate English Language Development level may concurrently take sheltered content classes.

**EARLY ADVANCED ENGLISH LANGUAGE DEVELOPMENT** N215  
**One year** Grades 9, 10, 11, 12  
**Prerequisite:** 1 EL credit  
**ELD Teacher Approval**

This course is designed for students who have an early advanced level of proficiency in English and have acquired language skills through Intermediate English Language Development. Thematic units will continue to develop the Oregon ELP standards in speaking, reading, listening, and writing. Opportunities will be given for collecting and scoring work samples in the areas of speaking, reading and writing. Early Advanced English Language Development students may concurrently take a sheltered class in a needed content area upon teacher request/approval.

**ADVANCED ENGLISH LANGUAGE DEVELOPMENT** N220  
**One year** Grades 9, 10, 11, 12  
**Prerequisite:** 1 EL credit  
**ELD teacher approval**

This course is designed for students who have an advanced proficiency in English and who are preparing to exit the English Language Development program. Opportunities will be given to collect proficient work samples in reading, writing and speaking in addition to other essential elements of the exit portfolio.

*English Language Development  
 Literacy Classes  
 Common Course Curriculum*

In order for all students to meet the Mission of the Beaverton School District’s English Language Support Program, additional literacy support may be necessary for some students with little or no education, or English Language Learners who are significantly below their peers in reading and writing. In schools with a significant number of same-language students with literacy needs, a primary language literacy class will be provided. Effective literacy instruction includes multicultural, age appropriate literature, and instructional practices appropriate for English language learners.

**ACADEMIC CONTENT ENGLISH N505**  
**One year** Grades 9, 10, 11, 12  
**Prerequisite:** 1 EL credit  
**ELD Teacher Approval**

This course is designed for students who have a beginning level of proficiency in English. Thematic units in the area of Science and Health will emphasize language structures in each of the content areas. This class focuses on reading and learning strategies, vocabulary development, and writing skills. This course is taken concurrently with beginning English Language Development.

**LIT & COMP I** L601N  
**One year** Grades 9, 10, 11, 12  
**Prerequisite:** 1 LA credit  
**ELD Teacher Approval**

This course is aligned with the Oregon State Standards for Language Arts. The course is designed and taught for the beginning English Language Learner. Through the use of a variety of strategies and curriculum design, students have access to the same content as Literature and Composition 9. The combination of language, content, learning objectives, and the creation of comprehensible input, improves student understanding and proficiency in Language Arts skills. The course also addresses English language ability, a specialized learning need, and the teacher will personalize instructions to meet this need. Access and support for learning will be provided by both Language Arts and ESL departments.

**LIT & COMP II** L602N  
**One year** Grades 9, 10, 11, 12  
**Prerequisite:** 1 LA credit  
**ELD Teacher Approval**

This course is aligned with the Oregon State Standards for Language Arts. The course is designed and taught for the Early Intermediate English Language Learner. Through the use of a variety of strategies and curriculum design, students have access to the same content as Literature and Composition 9 & 10. The combination of language, content, learning objectives, and the creation of comprehensible input, improves student understanding and proficiency in Language Arts skills. The course also addresses English language ability, a specialized

learning need, and the teacher will personalize instructions to meet this need. Access and support for learning will be provided by both Language Arts and ESL departments.

**SOCIAL STUDIES I S210N**  
**One year Grades 9, 10, 11, 12**  
**Prerequisite: 1 SS credit**  
**Teacher and ESL Dept. Recommendation**

This course uses a Social Studies skills-based curriculum that develops students' reading strategies, writing skills, and basic Social Studies skills through vocabulary development, use of graphic organizers, critical thinking, and summarization. Utilizing these skills, the curriculum is built on practical applications based on an overview of American and World History. Students in this course will be able to access and produce targeted academic content in written and oral formats and through various forms of assessment, as aligned with the Oregon Social Science Standards' Common Curriculum Goals. All Beginning Level 1 students will be enrolled in this course.

**ESL ACCESS TUTORIAL 675N**  
**One year Grades 9,10,11,12**  
**Prerequisite: No credit**  
**ELD Teacher Approval**

This course emphasizes organization skills, time management, self-advocacy, as well as goal setting both academic and personal. Study skills, note taking, research skills and effective study habits will be addressed. Academic support will be provided in core academic classes.

*Sheltered/related courses for English Language Learners (ELL's)*

**SHELTERED LIT COMP 9 L605N**  
**One year Grade 9,10,11,12**  
**Prerequisite: 1 LA credit**  
**Teacher and ESL Dept Recomm.**

This course covers the same content as Lit Comp 9. The term sheltered refers to the strategies used to provide access to this curriculum. Through the combination of language, content, and learning objectives, the goal is to create comprehensible input, improve student understanding and proficiency, and to demonstrate higher levels of achievement in Language Arts skills. It addresses a specialized learning need, i.e. English ability and will personalize instructions to meet this need. Access and support for learning will be provided by both the Language Arts and ESL departments. This course targets students at the Intermediate ELD level and the students enrolled in this course must be in at least Early Intermediate ELD. Recommendation from both the previous year's Language Arts teacher and the ESL department are required.

**SHELTERED LIT COMP 10 L610N**  
**One year Grade 9,10,11,12**  
**Prerequisite: 1 LA credit**  
**Sheltered Lit/Comp 9 and Teacher/ESL Dept Recomm.**

This course covers the same content as Lit Comp 10. The term sheltered refers to the strategies used to provide access to this curriculum. Through the combination of language, content, and learning objectives, the goal is to create comprehensible input, improve student understanding and proficiency, and to demonstrate higher levels of achievement in Language Arts skills. It addresses a specialized learning need, i.e. English ability

and will personalize instructions to meet this need. Access and support for learning will be provided by both the Language Arts and ESL departments. This course targets students at the Intermediate ELD level and the students enrolled in this course must be in at least Early Intermediate ELD. Recommendation from both the previous year's Language Arts teacher and the ESL department are required.

**MATH SKILLS M210**  
**One Year Grades 9, 10, 11, 12**  
**Prerequisite: Math placement**  
**Exam or instructor rec. 1 MA credit**

This course is designed for students who need to work on basic math skills, including but not limited to: addition, subtraction, multiplication, division of whole numbers, and fractions. This class will prepare students for higher level math courses through intensive skill and vocabulary development.

**SHELTERED SCIENCE INQUIRY C200N**  
**One year Grade 9,10,11,12**  
**Prerequisite: 1 SC credit**  
**Teacher and ESL Dept Recomm.**

This course covers the same content as Science Inquiry. The term sheltered refers to the strategies used to provide access to this curriculum. Through the combination of language, content, and learning objectives, the goal is to create comprehensible input, improve student understanding and proficiency, and to demonstrate higher levels of achievement in science skills. It addresses a specialized learning need, i.e. English ability and will personalize instructions to meet this need. Access and support for learning will be provided by both the Science and ESL departments. This course targets students at the Intermediate ELD level and the students enrolled in this course must be in at least Early Intermediate ELD. Recommendation from both the previous year's science teacher and the ESL department are required.

**SHELTERED BCP C320N**  
**One year Grade 9,10,11,12**  
**Prerequisite: 1 SC credit**  
**Sheltered Science Inquiry and Teacher/ESL Dept Recomm.**

This course covers the same content as BCP. The term sheltered refers to the strategies used to provide access to this curriculum. Through the combination of language, content, and learning objectives, the goal is to create comprehensible input, improve student understanding and proficiency, and to demonstrate higher levels of achievement in science skills. It addresses a specialized learning need, i.e. English ability and will personalize instructions to meet this need. Access and support for learning will be provided by both the Science and ESL departments. This course targets students at the Intermediate ELD level and the students enrolled in this course must be in at least Early Intermediate ELD. Recommendation from both the previous year's science teacher and the ESL department are required.

**SHELTERED SOCIAL STUDIES 9 S225N**  
**One year Grades 9,10,11,12**  
**Prerequisite: 1 SS credit**  
**Teacher and ESL Dept Recomm.**

This course covers the same content as Social Studies 9. The term sheltered refers to the strategies used to provide access to this curriculum. Through the combination of language, content, and learning objectives, the goal is to create comprehensible input, improve student understanding and proficiency, and to

demonstrate higher levels of achievement in Social Studies skills. It addresses a specialized learning need, i.e. English ability and will personalize instructions to meet this need. Access and support for learning will be provided by both the Social Studies and ESL departments. This course targets students at the Intermediate ELD level and the students enrolled in this course must be in at least Early Intermediate ELD. Recommendation from both the previous year's Social Studies teacher and the ESL department are required.

**SHELTERED SOC. STUDIES 10 S230N**  
**One year** Grades 9,10,11,12  
**Prerequisite:** 1 SS credit  
**Teacher and ESL Dept Recomm.**

This course covers the same content as Social Studies 10. The term sheltered refers to the strategies used to provide access to this curriculum. Through the combination of language, content, and learning objectives, the goal is to create comprehensible input, improve student understanding and proficiency, and to demonstrate higher levels of achievement in Social Studies skills. It addresses a specialized learning need, i.e. English ability and will personalize instructions to meet this need. Access and support for learning will be provided by both the Social Studies and ESL departments. This course targets students at the Intermediate ELD level and the students enrolled in this course must be in at least Early Intermediate ELD. Recommendation from both the previous year's Social Studies teacher and the ESL department are required.

**INTRO TO HEALTH CAREERS H390**  
**One Year** Grades 10, 11, 12  
**Prerequisite:** 1 EL credit  
**Early Intermediate & above ELD students**

The focus of this course is to introduce health careers to Intermediate ELD students in preparation for taking Health Careers. Students need to be motivated with an interest in pursuing a health career after high school. This course includes an introduction to the human body, health care guest speakers and an emphasis on study skills and language acquisition.

## Health

**HEALTH 1 H201**  
**One semester** Grades 9, 10, 11, 12  
**Prerequisite: None** .5 HE credit

Students will have the opportunity to explore health-related issues such as mental and emotional health, violence prevention, alcohol, tobacco & other drugs, human sexuality, including sexually transmitted infections, and unintentional injury prevention. The focus in this class is on accessing information and developing strategies for improving communication, problem solving, and decision making.

**HEALTH 2 H202**  
**One semester** Grades 10, 11, 12  
**Prerequisite: None** .5 HE credit

Students will have the opportunity to explore health topics & issues such as: stress & ways to manage stress, fitness & nutrition, drug use & abuse and terminology and sexual health including sexually transmitted infections. The focus in this class is on decision making, accessing information and becoming a health literate individual through the use of BSD adopted assessments and standards.

## Health Careers

**To apply to the program, complete the Beaverton School District Common Option Application available at [www.beaverton.k12.or.us/options/](http://www.beaverton.k12.or.us/options/) or from your school counseling office. Have your counselor sign your application and submit it along with signing up for Health Careers on your high school forecasting form. A lottery will be held if there are more applicants than space available. In order to be included in the lottery applicants must attend a mandatory informational meeting in the spring.**

**HEALTH CAREERS I H431**  
**One Year** Grades 11, 12  
**Prerequisite: App Process (see above)** 1 EL credit

- **PCC Credit Options: MP 109 Medical Terminology (2 PCC credits) and Health 252 First Aid Basics and Beyond (4 PCC credits transferable to other colleges)**
- **Fees: \$30 for program t-shirt, First Aid and Healthcare Professional CPR certifications, fall conference, and lab supplies.**

This full year introductory course is for the student who has an interest in exploring or pursuing a career in health services. Students will learn core knowledge and skills common to major health careers. Areas of emphasis are medical terminology, medical ethics, safety in health care, career exploration, self assessment portfolios, and some basic health care skills. Students will be involved in community health projects such as elementary school health screenings, blood drives and other related community experience. These students have the opportunity to be involved with Health Occupations Students of America (HOSA), a preprofessional organization of potential health care workers. The Red Cross course, Responding to Emergencies is part of the curriculum in which students will explore and demonstrate basic first aid, first aid in remote settings, Healthcare Professional CPR for adult, child and infant, and educational training in Automated External Defibrillation (AED).

**HUMAN ANATOMY AND PHYSIOLOGY C425**  
**One year** Grade 11, 12  
**Prerequisite: None** 1 SC credit

- **PCC Credit Options:**
- **BI 055 Human Biology (4 PCC Credits)**

This year-long class specializes in the study of the human body. Exercises include the identification of the body systems (skin, skeletal, muscular, nervous, endocrine, cardiovascular, digestive and respiratory) as well as investigations in how those systems function. Lecture/discussions are complemented by labs involving microscopic studies, hands on discovery and some dissections. This class is for any junior or senior interested in the science of the human body; it also fulfills the science prerequisite to be accepted into Advanced Health Careers.

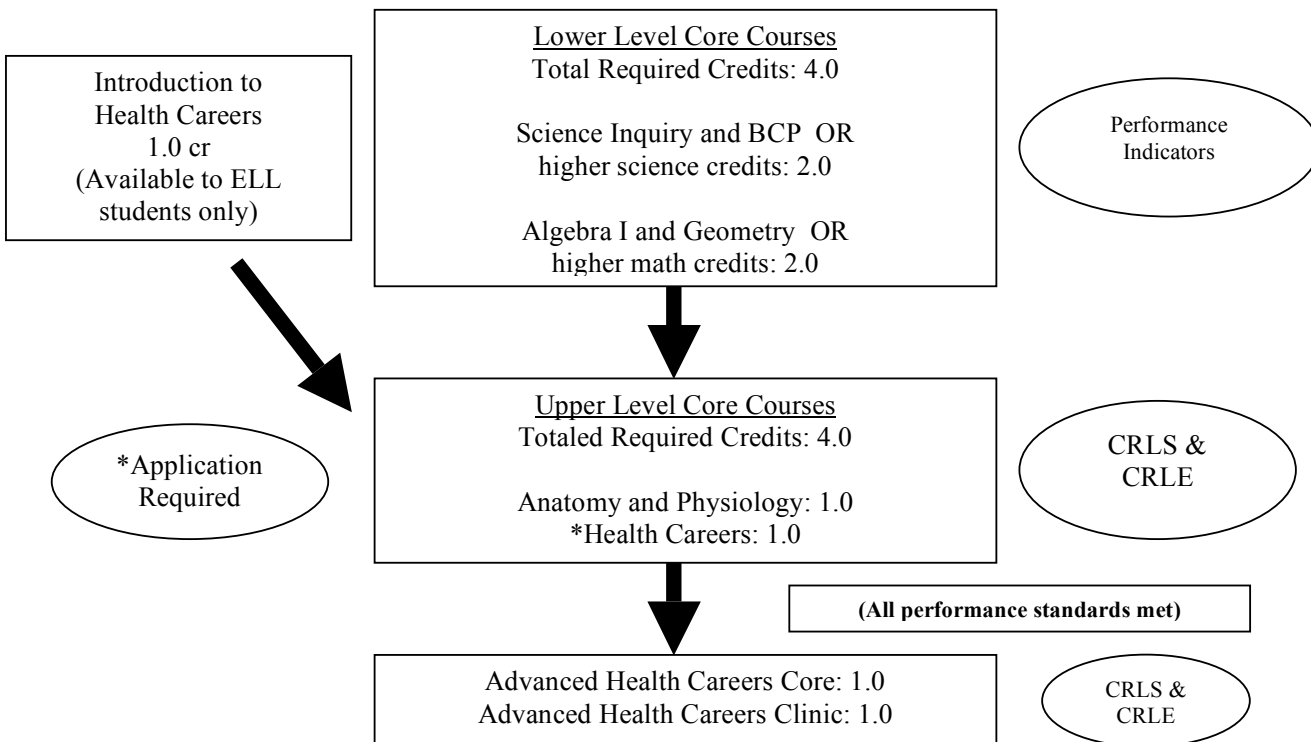
**ADVANCED HEALTH CAREERS 775**  
**One year** Grade 12  
**Meets daily** 2 EL credits

- Prerequisite: Health Careers I and Human Anatomy and Physiology**
- **PCC Credit Options: MP 110 Medical Terminology (2 PCC credits)**
  - **Fees: Program/Uniform costs are approximately \$75 per year. (Need scholarships available)**

Advanced Health Careers is designed for senior students who have successfully completed Health Careers and Human Anatomy and Physiology. First semester curriculum includes mastery of basic patient care skills, introductory pathophysiology of cancer and vascular disease, patient rights, professional skills and medical terminology. The curriculum also includes guest lecturers from diverse health care fields who explain their career pathways, share their expertise and provide updates on current practices. During second semester, students will be placed in the community to explore career options with health care professionals. Among the clinical sites offered to students are

hospital, medical, dental, veterinary medicine, physical and occupational therapy, speech and rehabilitation, fitness, sports medicine, and medical social service. Students are encouraged to continue their membership in Health Occupations Students of America (HOSA). Advanced Health Careers provides students with a realistic view of career options. Clinical experiences allow students to collect valuable information facilitating educated decisions regarding their future in college or the workplace.

**Career Pathway: Health Careers**  
Minimum Total Required Credits: 8.0



**Highly Recommended Courses:**  
 Chemistry (1.0)  
 Biology or AP Biology (1.0)  
 4 years of math through Precalculus (4.0)  
 4 years of English (4.0)  
 3 years of Social Science (3.0)  
 1 year each Health and PE (2.0)  
 Spanish I, II, III (3.0)

**Recommended Courses:**  
 Physics or AP Physics (1.0)  
 AP Chemistry (1.0)  
 AP Statistics (1.0)  
 Intro to Psychology (.5)  
 IB Psychology (1.0)  
 IB Social Anthropology (1.0)

**Student Plan & Profile:**  
 CLRS – Satisfies requirements for Career Related Learning Standards  
 CLRE – Satisfies requirements for Career Related Learning Experiences

## IB Specialized Courses

**IB SEMINAR** **E833**  
**One semester** **Grade 11**  
**Prerequisite: Enrolled in IB** **.5 EL credit**  
**Diploma program**

This course is specifically designed for students who are signed up for a full IB Diploma schedule and are intending to complete all of the requirements for the IB Diploma. This course is required in order to earn the IB Diploma. Students must take the course during the first semester of 11th grade. In this course, students will have the opportunity to form study groups by subject matter, review and expand upon concepts learned in their IB courses, and practice essential skills to increase their chances for success in these classes. Students will earn credit and a P/F grade for this course, based on participation and completion of in-class assignments. There will be no homework assigned from this course.

**IB THEORY OF KNOWLEDGE 1** **E825**  
**Grade 11 only**  
**IB THEORY OF KNOWLEDGE 2** **E826**  
**Semester** **Grade 12 only**  
**Prerequisite:** **.5 EL credit**  
**TOK 1 required before TOK 2; I.B. Diploma students MUST take Theory of Knowledge 1 during the second semester of their junior year, and Theory of Knowledge 2 during the first semester of their senior year.**  
**THIS COURSE IS REQUIRED FOR THE IB DIPLOMA, BUT IS OPEN TO ALL INTERESTED STUDENTS.**

This course is designed to develop the skill of rigorous, logical, written argument. Students will encounter and discuss several classic philosophical questions, focusing on the question of knowledge: "How do I know what I know?" This central theme will be applied to various areas of knowledge, such as ethics, the arts, human sciences, natural sciences, history and mathematics. Students will complete essays on philosophical topics as well as shorter in-class writing assignments and group oral presentations. Priority will be given to IB students. This course provides elective credit. **NO LANGUAGE ARTS CREDIT.**

**IB EXTENDED ESSAY** **E834**  
**Semester/Full Year** **Grade 12**  
**.25 EL credit**

The Extended Essay is an essential part of the IB Diploma program, and its goals of producing a "whole student." It is an opportunity for students to do in-depth scholarly research into a topic of their choice, and to write an extensive, analytical paper (4000 words). The work is done completely outside of their regular course work, with the guidance of a faculty advisor. The extended essay is submitted to turnitin.com for internal verification, and is then sent to IB for assessment.

## Language Arts

Through the study of literature and composition, students come to understand the essential human condition that spans time periods and cultures and the variety of its expressions. The English department's goal is to develop autonomous and collaborative readers and writers who are appreciative of diversity of opinion and culture. We achieve this goal through a process approach to writing instruction and a reader-response approach to literature.

Our program is designed to accommodate the needs of a diverse community of students at their appropriate rates and levels of learning. The 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade courses have been carefully differentiated to provide instruction for all students. Students have a variety of options for meeting the 12th grade requirements.

11th and 12th grade Language Arts credit courses are designed to prepare students for college reading and writing. Students desiring a college-level challenge should consider taking the IB/AP courses in their junior and senior years. Students will be encouraged to participate in the IB diploma program or to take the AP English exams, but neither will be required. Students choosing not to participate in the IB/AP courses will be able to take American Lit as juniors and choose from the elective courses offered for seniors. A typical student preparing for the IB/AP program will take ninth grade English, tenth grade English, and then IB/AP junior and senior years.

The Language Arts Department includes five groupings of classes:

1. **Required Courses: 9th and 10th Grade Literature and Composition.** All students are required to take these classes. Students will develop proficiencies in reading, writing, and speech. Successful completion also meets the written composition requirement for graduation. Honors Credit will be granted to 9th and 10th grade students who complete the Honors contract for these classes. College-bound students should consider the Honors option. Honors consists of various differentiated assignments. Successful completion of the contract will result in an Honors Designation on the student's transcript.
2. **11<sup>th</sup> Grade:** Students who do not choose AP or IB courses will enroll in American Literature and Composition or Practical Reading and Composition.
3. **English Credit Electives: 12th Grade Literature and Composition.** Seniors may take these courses as their required English credits.
4. **International Baccalaureate/Advanced Placement English.** Full IB diploma candidates will take both junior and senior year IB. Other students may take either or both years.
5. **Special Interest:** Most of these are year-long classes. Some require teacher permission before enrollment. These provide elective rather than English credit.

### NINTH AND TENTH GRADE ENGLISH

**LITERATURE AND COMPOSITION 9** **L605**  
**One year** **Grade 9**  
**1 LA credit**

All 9th grade students will be enrolled in this course and can receive a year's credit in English. They will develop their skills in reading literature, writing, and discussion. They will read a variety of novels, poems, plays, and short stories, including such selections as *Lord of the Flies*, *A Wizard of Earthsea*, *Romeo and Juliet*, *Of Mice and Men*, and *Cry, the Beloved Country*. Students will write in a variety of forms, including expository and narrative essays, poetry, and narration. Students will develop skills in speech, critical thinking, and analytical and expressive writing. Honors option available.

**LITERATURE AND COMPOSITION 10** **L610**  
**One year** **Grade 10**  
**1 LA credit**

Students will further develop their skills in reading literature,

writing, and speaking. They will read a variety of novels, poems, plays, essays, and short stories, including selections such as *Antigone*, *Julius Caesar*, *Catcher in the Rye*, *Black Boy*, *Things Fall Apart*, and *Krik? Krak!*, and will write in a variety of forms, including narrative, persuasive, and analytical essays. Students will develop skills in research, speech, critical reading, and analytical and expressive writing. Honors option available and recommended for students planning to take AP or IB courses as juniors and seniors.

**READING LAB** **L211**  
**One semester** **Grades 9, 10**  
**Prerequisite: None** **.5 LA credit**

Learn strategies to improve reading skills, increase reading speed and comprehension, build vocabulary, and read for pleasure. This class is open to all students of any ability. This class provides additional support to required Lit/Comp courses.

**ELEVENTH AND TWELFTH GRADE ENGLISH**

All students can benefit from the literature and composition skills taught in these courses. Each will offer students the opportunity to practice and refine their literature analysis and composition skills. Short stories, plays, poems, novels, essays, and films will be studied as a means for students to better understand themselves and others and to expand their skills in discussion and analysis. Juniors will enroll in American Literature and Composition or Practical Reading and Composition, and seniors may choose from the list of credit electives. Due to the reading selections and writing expectations, some courses are more challenging.

**AMERICAN LITERATURE AND COMPOSITION** **L510**  
**One year** **Grade 11**  
**1 LA Credit**

Students will continue to develop their skills in reading literature, writing, and speaking. Students will study classic and modern American literature; they will read a variety of novels, poems, plays, and short stories. Texts may include *Huckleberry Finn*, *The Great Gatsby*, *Their Eyes Were Watching God*, *The Crucible*, *Walden*, and *Elements of Literature: American Literature*. Students will write in a variety of forms, including expository, narrative, persuasive, and analytical essays. Students will further develop skills in research, speech, and critical thinking.

**EXPLORATION LITERATURE AND COMPOSITION** **L518**  
**One year** **Grade 12**  
**1 LA Credit**

Students will continue to develop their skills in reading literature, writing, and speaking. Students will read and respond to literature of action, adventure, mystery, science fiction, fantasy, fairy/folk tales, and horror. Readings will come from various short story and poetry selections as well as several novels. Sample readings include *King Rat*, *1984*, *The Handmaid's Tale*, *All Quiet on the Western Front*, *Frankenstein*, *Brave New World*, *Fahrenheit 451*, *Martian Chronicles*, and *Tempest*. Students will write in a variety of forms, including expository, narrative, persuasive, and analytical essays. Students will further develop skills in research, speech, and critical thinking.

**NONFICTION LITERATURE, SPEECH, AND COMPOSITION** **L533**  
**One year** **Grade 12**  
**1 LA Credit**

Students will continue to develop their skills in reading literature,

writing, and speaking. Students will read and respond to works of nonfiction. Sample readings include *Night*, *The Color of Water*, *Long Walk to Freedom*, *The Long Walk*, *The Woman Warrior*, *Farewell to Manzanar*, and *Rising Voices: Writings of Young Native Americans*. Students will write in a variety of forms, including expository, narrative, persuasive, and analytical essays. Students will further develop skills in research, speech, and critical thinking.

**PRACTICAL READING AND COMPOSITION (11-12)** **L225**  
**One year** **Grades 11 & 12**  
**Prerequisite:** **1 LA Credit**  
**Students in Grades 11 or 12.**  
**This class does NOT meet college entrance requirements.**

This course is designed to provide skill building for students behind grade level in reading and who struggle with written language. Students will study a variety of reading techniques to address reading speed, comprehension, vocabulary building, and general content area reading. Students will learn various practical writing skills: how to self-edit, spelling tips, grammar guidelines, and vocabulary building tips. This class will include a step-by-step research paper.

**WORLD LITERATURE AND COMPOSITION** **L535**  
**One year** **Grade 12**  
**1 LA Credit**

What does it mean to be human? How do we love? Why do we hate? How do we rise, and fall? Why do we conform? When do we rebel? What makes us laugh? What makes us cry? This course will explore how the masters of world literature address such questions in their tragic and comic plays, novels, short stories, poems, essays, and related films. Students will discover the many ways in which classic and modern literature addresses the critical questions of life from the perspectives of a wide variety of cultures and time periods. Through analytical and creative projects, the students also may explore featured works by such classic and contemporary writers as Chinua Achebe, Samuel Beckett, Jorge Luis Borges, Geoffrey Chaucer, Julio Cortazar, Isak Dineson, Athol Fugard, Graham Greene, Nadine Gordimer, Katherine Mansfield, Gabriel Garcia Marquez, Pablo Neruda, Frank O'Connor, George Orwell, Jean Paul Sartre, William Shakespeare, Leo Tolstoy, and others.

**CINEMA AS LITERATURE** **L555**  
**One year** **Grade 12**  
**1 LA Credit**  
**DOES NOT MEET NCAA ELIGIBILITY REQUIREMENTS**

Students will discuss and analyze literature through film, and will be required to read four novels, along with multiple short stories and poetry. Students will write in a variety of forms, give oral presentations, and have opportunities to express themselves creatively through film making. Each film will provide avenues to discuss political, social, cultural, economic, etc., issues that were reflective of its eras as well as fostering opportunities to discuss similar contemporary concerns. Students should be advised that some of the films offered in the course are rated "R" by the MPAA. While notices will be sent home advising parents of the films' ratings, no alternative film selections are available for students enrolled in the course. Selections include the films *Pan's Labyrinth*, *A Beautiful Mind*, *Casablanca*, *The Deer Hunter*, *Memento*, and *Good Will Hunting*, and the novels *The Kite-Runner*, *Slaughterhouse Five*, and *The Curious Incident of the Dog in the Night-time*.

**CONTEMPORARY LITERATURE AND COMPOSITION**      **L625**  
**Grade 12**  
**One year**      **1 LA Credit**

Students will read, discuss, and write about Literature from 1950 to the present. Students will explore the characteristics of post-modern literature as they study fiction, non-fiction, poetry and films from diverse cultures and points of view. A focus will be placed on various post-modern themes including questioning conformity, the role of the individual in an increasingly global community, the importance of the past and how it shapes the future, as well as the shared human experiences of pain, loss, joy, love, etc.. Sample readings include, *One Flew Over the Cuckoo's Nest*, *The River Why*, *Ricochet River*, *Cat's Cradle*, *Joy Luck Club*, *The Kite Runner*, *The Space Between Us*, *Into Thin Air*, *A Yellow Raft in Blue Water*, *Daughter of Fortune*, *Winterkill*, *No No Boy*, *Obasan* as well as various short stories, poems, and films. Students will write in a variety of modes including expository, narrative, persuasive, and analytical essays. Students will further develop skills in research, speech, and critical thinking.

**MYTHOLOGY/BIBLE LITERATURE AND COMPOSITION**      **L516**  
**Grade 12**  
**One year**      **1 LA Credit**

Students will continue to develop their skills in reading literature, writing, and speaking. Students will gain both a better knowledge of the Bible and mythology and a better understanding of the literature these works have influenced. Students will study stories and ideas from *Greek mythology*, *Arthurian legend*, *The Screwtape Letters*, *The Bible*, *The Plague*, *World mythologies*, as well as modern stories and poems. Students will write in a variety of forms, including expository, narrative, persuasive, and analytical essays. Students will further develop skills in research, speech, and critical thinking.

**INTERNATIONAL BACCALAUREATE/  
 ADVANCED PLACEMENT ENGLISH**

These courses develop college-level skills in composition and reading. Students will read extensively in classical as well as modern literature, practice composition and research skills needed in college, and prepare for International Baccalaureate and Advanced Placement Examinations. Taking the examinations is encouraged, but not mandatory. IB diploma candidates must take both IB HLI and IB HLII. **AP and IB English courses have summer reading/assignment requirements. Please go to the Beaverton HS web site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link.**

**IB ENGLISH HL I**      **L801**  
**One year**      **Grade 11**  
**Prerequisite: Teacher Approval**      **1 LA credit**

**IB ENGLISH HL II**      **L802**  
**One year**      **Grade 12**  
**Prerequisite: Successful completion of HLI and teacher approval**      **1 LA credit**

The Language A1 program (International Baccalaureate English 11 and 12) is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond high school. Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that

human beings are exposed to in the daily business of living. It provides opportunities for encouraging independent, original, critical and clear thinking. These courses encourage students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. The study of World Literature is important to IB students because of its global perspective. It can play a strong role in promoting a 'world spirit' through the unique opportunities it offers for the appreciation of the various ways in which cultures influence and shape the experiences of life common to all humanity. This course has the potential to enrich the international awareness of students and to develop in them the attitudes of tolerance, empathy and genuine respect for perspectives different from their own. Students will write in-class and out-of-class essays as well as read literature. In this way they prepare for the various assessment components of the IB A1 Exam. Those who pass the exam may qualify for advanced credit at various colleges and universities throughout this country and beyond. Because of this, students in this course are expected to meet college-level expectations. Reading selections may vary from year to year, but will include novels, plays, poetry and nonfiction Representative work include: *Medea*, *Hamlet*, Selected Poetry, *Beloved*, *Fugitive Pieces*, *The Great Gatsby*, and *Their Eyes Were Watching God*.

**AP ENGLISH LANG.**      **L810**  
**One year**      **Grade 11**  
**Prerequisite: Teacher Approval**      **1 LA credit**

This course is a college level class focused on rhetoric and it uses throughout society, sophisticated analysis and critical reading of both fiction and nonfiction texts and writing that centers on the ability to construct sound and valid arguments. Students will investigate the science of language use and apply this knowledge to their own compositions and will practice writing at a level necessary to be successful on the Advanced Placement exam and in college. They will read extensively in classical and modern literature (which will also include various nonfiction essays and articles) in order to master the ability to effectively and maturely analyze and compose strong writing. Reading selections may include, but are not limited to: *Macbeth*, *The Great Gatsby*, *Huckleberry Finn*, *Their Eyes Were Watching God*, *A Reader's Manifesto*, *1984*, *Brave New World*, *The Visit*, *Medea*, *The Art of the Personal Essay*, various essays by George Orwell, selections from *The Great Books* series and a variety of essay, short story and poetry selections. This course operates at a college level and students will be held to those expectations.

**AP ENGLISH LIT.**      **L820**  
**One year**      **Grade 12**  
**Prerequisite: Teacher Approval**      **1 LA credit**

This year-long course is designed to engage seniors in critical analysis and lively enjoyment of imaginative literature with a focus on how literature asks fundamental questions about the human condition. Through talking and writing about complex literature, students deepen their understanding of how writers use language to enhance meaning and engage audiences. Students consider literary structure, style, and tone, as well as character development and thematic issues. They write essays in and out of class. In these ways, they prepare for the Advanced Placement exam in English Literature in the spring. Those who pass the exam may qualify for advanced credit at various colleges and universities throughout this country and beyond. Because of this, students in this course are expected to meet college-level expectations. Reading selections include Joseph Conrad's *Heart of Darkness*, Isabel Allende's *The House of the Spirits*, Henry James' *Daisy Miller* and *The Turn of the Screw*, James Joyce's *Dubliners*, William Shakespeare's *Hamlet*, Toni Morrison's

*Beloved*, Edward Albee's *Zoo Story* and *American Dream*, and other novels and plays, as well as essays by George Orwell and poetry by William Shakespeare, John Donne, Emily Dickinson, T.S. Eliot, Robert Frost, and a variety of others, both classic and contemporary.

**ELECTIVES - NO LANGUAGE ARTS CREDIT**

**SPEECH 1** **L301**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: \$75 District activity** **.5 EL credit**

This course is designed for students to develop their speaking skills in accordance to the state standards. Students will use organization, writing, researching and performance skills to formulate various types of speeches and/or debates. These speeches will fall into the unrehearsed, informative and persuasive categories. Students will be required to participate in at least 3 tournaments each semester outside of class time. Students will have a choice of tournaments, which will usually be on Saturdays, all day and into the evening. There are several competitions that will occur over several days and many that take place after school. Students may become eligible to compete in District, State and National competitions.

**SPEECH 2** **L302**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: \$75 District activity** **.5 EL credit**  
**and teacher approval**

This course is designed for students to improve upon their speaking and debating skills at a competitive level. More emphasis will be given to interpretation of written work and debate concepts. Students will be required to participate in at least 4 tournaments each semester outside of class time. Students will have a choice of tournaments, which will usually be on Saturdays, all day and into the evening. There are several competitions that will occur over several days and many that take place after school. Students may become eligible to compete in District, State and National competitions.

**JOURNALISM** **L350**  
**One year** **Grades 9, 10, 11**  
**Prerequisite: .** **1 EL credit**  
**Application and consent of instructor for 9th grade students**

This is a reading and writing course focused on print journalism. It prepares interested students to apply for positions on *The Hummer*, the school newspaper. It also analyzes the role of the media in various forms and how it influences society. Students will learn about how the First Amendment and code of ethics affect the rights and responsibilities of journalists. They will practice writing news stories, features, and editorials, as well as developing interviewing, note taking, and copy editing skills. Students will be expected to read and analyze news stories and editorials from various newspapers and magazines. The culmination of these activities will result in a published edition of *The Hummer*.

**LITERARY SEMINAR 1** **L830**  
**One semester** **Grades 9, 10**  
**Prerequisite: None** **.5 EL credit**  
**Recommended for students in IB or AP coursework**

This course is designed for 9th and 10th grade students who want a challenging and accelerated approach to a variety of literature based on the Great Books program to supplement their Honors work in Lit/Comp 9 and 10. The class will emphasize a

Humanities-based approach to the role of the individual within the system. The format of the class will have a significant class discussion component that will also address contemporary issues connected to the readings, and will have various written assignments to assess students' learning. Authors such as Anton Chekhov, Flannery O'Connor, Isabel Allende, and Thucydides will be featured. Elective credit, not Language Arts credit.

**LITERARY SEMINAR 2** **L832**  
**One semester** **Grades 9, 10**  
**Prerequisite: None** **.5 EL credit**  
**Recommended for students who plan to participate in IB or AP coursework**

This course is designed for 9th and 10th grade students who want to continue with the accelerated skills formed in Seminar 1, want to supplement their honors work in Lit/Comp 9 and 10, and want increasing challenges in preparation for junior- and senior-level electives. The class will emphasize the system that the individual creates within himself through the use of philosophy, such as Existentialism. The format of the class will have a significant class discussion component that will also address contemporary issues connected to the readings, and will have various written assignments to assess students' learning. Authors such as Jean-Paul Sartre, Albert Camus, and Stephen Donaldson will be featured. Elective credit, not Language Arts credit.

**SAT & ACT VERBAL TEST PREP** **E541**  
**One semester** **Grades 10, 11, 12**  
**Prerequisite: None** **.5 EL credit**

This course focuses on building vocabulary and improving verbal skills often measured on standardized tests such as the SAT and ACT. Through creating and playing games, memory work, instruction, and practice, students will learn vocabulary roots and affixes, grammar, usage, reading comprehension, analogies, and test-taking strategies. Students will research colleges and write an essay for college applications. This class carries only elective, not Language Arts credit.

**NEWSPAPER** **L355**  
**One year** **Grades 10, 11, 12**  
**Prerequisites: Journalism or** **1 EL credit**  
**prior experience as a member of the newspaper staff, plus permission of the instructor. Computer skills and coursework in photography also helpful.**

Students gain working experience as writers, editors, page designers, photographers, graphic artists and business managers by producing *The Hummer*, the school newspaper. Ability to meet deadlines and work as part of a team are crucial to success in this class. All students will be expected to master the rules of style and conventions. They also will be expected to read and comment regularly on news articles, features, and editorials in major newspapers. **NO LANGUAGE ARTS CREDIT.**

**YEARBOOK** **L360**  
**One year** **Grades 10, 11, 12**  
**Prerequisite: Application** **1 EL credit**  
**and consent of instructor**

This publication class (The Beaver staff) is designated to provide students with practical learning experience in designing and publishing the Yearbook. **NO LANGUAGE ARTS CREDIT.**

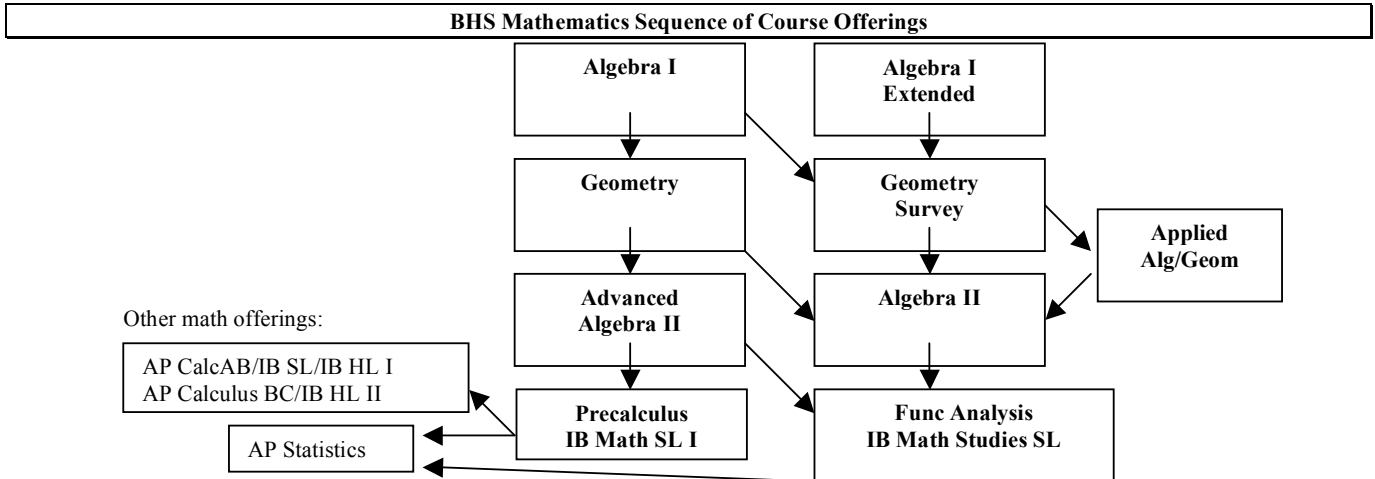
# Mathematics

The mathematics program at Beaverton High School is built on the belief that all students should have the opportunity to successfully learn mathematics. We wish to develop mathematically literate students who are able to explore, conjecture, reason logically and communicate their mathematics knowledge.

Beaverton High School offers a sequential Algebra I, Geometry, Algebra II, Precalculus program. It is designed to meet college requirements, and address different ways to learn mathematics.

The sequential program is a sequence of classes that takes a linear approach to the study of mathematics. Our courses are continually reviewed and redesigned to reflect current national, state and district standards. This approach to mathematics is the most familiar to the general public.

Beaverton School District requires three credits in mathematics for graduation. Most colleges require at least three years of mathematics (Algebra I, Geometry, and Algebra II). It is strongly recommended that students planning on attending a four-year college or university take an advanced math course their senior year.



**ALGEBRA I** **M310**  
**One year** **Grades 9, 10, 11, 12**  
**Prerequisite: Teacher recom.** **1 MA credit**

Algebra I is a one year course that implements the shift from concrete basic skills to abstract algebraic representations. This course offers students the chance to explore the language of algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications encourage students to model patterns and relationships with variables and functions. The use of calculators, graphing calculators, and/or computers to solve and verify problems is incorporated into the course content. Students are expected to have a scientific calculator.

**EXTENDED ALGEBRA I** **M310E**  
**One year** **Grades 9, 10, 11, 12**  
**Prerequisite: Teacher Recommendation** **1 MA and 1 EL credit**  
**Note: This class meets every day for 90 minutes.**  
**DOES NOT MEET NCAA ELIGIBILITY REQUIREMENTS**

This course covers the same content as Algebra I. The term “extended” refers to the different strategies used to provide students who are not ready for Algebra I concepts. Students in this course will receive extensive review of Prealgebra skills to make the Algebra I content understandable.

**APPLIED ALGEBRA/GEOMETRY CONCEPTS** **M370**  
**One year** **Grades 10, 11, 12**  
**Prerequisite: Geometry or Geometry/Survey ( C or better )** **1 MA credit**

This class is intended to reinforce and develop mathematical concepts and skills learned in Algebra I and Geometry by relating those concepts to real world applications. The class will help answer the question “Why do we need to know this?!” Populations of students targeted may be: those following the standard math curriculum who may need more reinforcement of Algebra and Geometry skills before enrolling in Algebra II; those students whose visual and/or kinesthetic learning styles would be better served through this project based course. The purpose of this class is to have students make connections between math and society. The math will be taught through hands on activities, speakers, and experiences along with lessons on the content. This course complies with the ODE “Personalization of the Diploma” in the areas of “Career-Related Learning Experiences” by having “students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.” The skills taught can be applied to their post high school education and/or careers.

**GEOMETRY SURVEY** **M350**  
**One year** **Grades 10, 11, 12**  
**Prerequisite: Algebra I, Extended Algebra I with “C” or better** **1 MA credit**

This course is designed to give the student a more integrated approach to the study of algebra and informal geometry. The intent is to strengthen the student’s algebra skills, and have the student use these skills in the study of informal geometry. The major areas of study will be review and extension of Algebra I topics, informal and coordinate geometry, and right triangle trigonometry. The student should have a ruler, protractor, and scientific calculator to use during the year.

**GEOMETRY** **M360**  
**One year** **Grades 9, 10, 11, 12**  
**Prerequisite: Algebra I with a “B”** **1 MA credit**  
**or better or teacher recommendation.**

This course will give the student a look at two- and three-dimensional relationships through Euclidian, transformational, and coordinate techniques. Following introductory vocabulary development, inductive reasoning, and geometric constructions, first semester topics include parallel and perpendicular lines, triangles, polygons, and circles. Proof is developed from three formats: paragraph, flow-chart, and two-column. Second semester topics include similar polygons, right triangles, special right triangles, trigonometry, perimeter and areas of polygons, surface area and volume of three-dimensional figures, and coordinate geometry. The student should have a compass, protractor, and a scientific calculator to use during the year.

**ALGEBRA II** **M505**  
**One year** **Grades 10, 11, 12**  
**Prerequisite:** **1 MA credit**  
**Geometry Survey or Geometry**

This course is the third year of a sequential college preparatory program. It will provide students with the minimum math required for entrance into most four-year colleges or universities. This course includes review topics from Algebra I and new topics from Algebra II. Topics include: problem solving strategies, sequences, linear equations, solving systems of equations and inequalities, linear programming, matrices, transformations, statistics: mean, median, mode, range, quartiles, standard deviation, exponential and logarithmic functions, polynomial functions, conic sections, and right triangle trigonometry. Scientific calculators are required; graphing calculators are recommended.

**ADVANCED ALGEBRA II** **M510**  
**One year** **Grades 10, 11, 12**  
**Prerequisite:** **1 MA credit**  
**Alg I and Geometry with minimum B grade, or teacher rec.**

Advanced Algebra II provides a functional approach to intermediate and advanced algebra. Mathematical applications are handled by creating mathematical models of phenomena in the real world. The problems require the student to use many mathematical concepts in the same problem. Topics covered are real number fields; graphing and mathematical models; linear, quadratic, higher degree, exponential, logarithmic, rational, irrational, trigonometric and circular functions; systems of equations and inequalities; probability. This course is rigorous, fast-paced, and requires a strong knowledge of algebra and geometry. The student needs a scientific calculator for this course; a graphing calculator is recommended.

**FUNCTIONAL ANALYSIS TRIG.** **M520**  
**IB MATH STUDIES SL** **M620**  
**One year** **Grades 11, 12**  
**Prerequisite: Algebra II,** **1 MA credit**  
**Advanced Algebra II or IMP III**

This course is designed for those students who wish to further their mathematical study beyond second year algebra. Students pursuing an IB diploma should take the IB Math Studies exam at the end of the year. Students who want IB designation on their transcript must complete the assigned IB project. Topics covered are: logic, counting principles, probability, statistics: measures of central tendency and dispersions, chi square, regression, and z scores, functions, logic, logarithms, sequences, series, right triangle and circular trigonometry, introduction limits and

derivatives, and financial math. The student needs a scientific calculator for this course; a graphing calculator is highly recommended.

**PRECALCULUS** **M600**  
**IB MATH SL I\*** **M605**  
**One year** **Grades 11, 12**  
**Prerequisite: Advanced Algebra II,** **1 MA credit**  
**IMP IV or Functional Analysis Trigonometry with B or better.**  
**\*only juniors intending to take SL II**

IB Math SLI/Precalculus is designed for students who have completed one year of Advanced Algebra II, Functional Analysis, or IMP IV with a minimum grade of A or B in that course. It is designed to prepare students for calculus the following year. (Juniors pursuing an IB diploma will continue to IB Math SL II (Calculus) and take the Math SL exam in their senior year.) It is a rigorous, proof-based, mathematical analysis course. Topics covered include the following: logic, algebraic systems, functions, logarithms, trigonometry, matrices, analytic geometry, sequences, series, statistics and probability. Students who want IB designation on their transcript must be in 11<sup>th</sup> or 12<sup>th</sup> grade and complete at least two assigned IB internal assessments. A graphing calculator is required.

**AP STATISTICS** **M775**  
**One year** **Grades 11, 12**  
**Prerequisite: Functional Analysis,** **1 MA credit**  
**Advanced Algebra II, IMP III, or Precalculus**  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School web site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data (observing patterns and departures from patterns), Planning a Study (deciding what and how to measure), Anticipating Patterns (producing models using probability theory and simulation), and Statistical Inference (confirming models). Students will have the option of taking the College Board Advanced Placement Examination.

**AP CALCULUS AB** **M750**  
**IB MATH SL II\*** **M730**  
**IB MATH HL I\*\*** **M740**  
**One year** **Grades 11, 12**  
**Prerequisite: Precalculus/Math SLI** **1 MA credit**  
**\*if taking Math SL exam**  
**\*\*only for juniors intending to take HL II**  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School web site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

This course is a thorough coverage of differential and integral calculus. Topics covered in the course are limits, derivatives, rate problems, maxima and minima problems, anti-derivatives, techniques of integration, area and volume problems. The course is recommended only for those students with good mathematical ability. The course will cover all exam topics included on the Calculus AB Advanced Placement Examination. Students will have the option of taking the College Board Advanced Placement Examination in the spring and/or the IB Math SL exam. Students who plan to pursue Higher Level must complete a second year of IB Higher Level math to be able to take the Higher Level exam. Graphing calculator is required for this class. Juniors enrolled in

the class may take the IB Math SL exam or continue to IB HL II and take the Higher Level exam their senior year. Students who successfully pass the Advanced Placement exam or the IB Math SL exam may earn college mathematics credits.

**AP CALCULUS BC** **M755**  
**IB MATH HL II** **M760**  
**One year** **Grade 12**  
**Prerequisite: IB Math HL I** **1 MA credit**  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School web site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link.**

This is the second year of the two year IB Higher Level/AP Calculus sequence. The first semester of this course is Discrete Math and Calculus-based probability and statistics. The Discrete Math topics include: Set Theory, Congruence Relations, Recurrence Relations and Generating Functions, Combinatorics, Symbolic Logic and Proof, Transformational Geometry and Matrix Theory. AP Calculus BC is covered during the second semester. The topics covered are: Epsilon-Delta definition of limit, Indeterminate Forms and L'Hôpital's Rule, Improper Integrals, Differential Equations, Infinite Series: Convergent and Divergent Series, Taylor Series, Maclaurin Series, Parametric Functions, Polar Coordinates: Area and Arc length and Vectors in a plane and space. Students will have the option of taking the College Board Advanced Placement Examination and/or IB Higher Level exam in the spring. Students may earn college calculus credits for the BC and HL exams.

### Other/Support Courses

**ACCESS TUTORIAL (Full Year)** **675**  
**One Year** **Grades 9, 10**  
**Prerequisite: None** **No credit**  
**Freshmen are highly encouraged to take Access Tutorial**  
 Students may choose to enroll in Access Tutorial in order to have additional time and assistance in completing assignments.  
**No credit is received for this course.**

**TEACHER/OFFICE ASSISTANTS\***  
**One semester** **Grades 11, 12**  
**Prerequisite: Consent of Instructor;** **.5 EL credit**  
**\*approved/signed app must be returned with forecasting form**

Students will receive credit for no more than two (2) semesters and will be graded on a P/F basis. Assistants serve in positions of trust and responsibility. Their assignments are dependent upon regular attendance and normal progress toward graduation. Assistants work with individual teachers or in the main office, the attendance office, the library, the counseling office, or the Independent Skills Center.

**STUDENT LEADERSHIP**  
**One Semester** **Grades 9, 10, 11, 12**  
**Prerequisite: Consent of instructor** **.5 EL credit**

This course is required for all elected student body and class officers, appointed representatives to the school board, site council, and appointed offices of diversity awareness and historian. This class is not open for general enrollment. This class is responsible for student activities such as dances, assemblies, and school wide community service projects. This class also addresses school wide issues and works to improve the BHS community as a whole. The grade is based upon participation in activity committees, community service projects,

and leadership training assignments. Student officers are expected to abide by district activity participation policies as well as general school rules.

**PEER TUTOR (One Semester)** **E300**  
**PEER TUTOR (Full Year)** **E300A**  
**One Semester/One year** **Grades 11, 12**  
**Prerequisite: Application** **.5/1.0 EL credit**

Students in the class will tutor and mentor other students throughout BHS. Student tutors will be assigned students to work with identified through a coordinator. Student tutors will also assist Access Tutorial classes. Tutors are responsible to: report to the coordinator at the beginning and end of every period, keep records of contact and discuss progress with teachers of tutees. Must be comfortable approaching new students and knowledgeable of all 9th and 10th core classes. You must fill out an application.

**COMMUNITY WORK EXPERIENCE** **E611**  
**One Semester** **Grades 11, 12**  
**.5 EL credit in addition to related class** **.5 EL credit**  
**180 total work hours per semester to be arranged with the instructor.**

Community Work Experience provides Career Pathway students the opportunity to gain relevant and applicable career-related learning experiences by incorporating their current jobs with supplemental units of study. By linking the local business community with educational opportunities, multiple benefits are provided to the school, students, and employers. To earn 0.5 EL credit, the student must work a total of 180 hours per semester, be enrolled in a Career Pathway course, and complete weekly career-related activities and work reflections. Please contact your counselor for more information.

### Physical Education

All students must complete 1 credit of physical education. Freshmen are required to take *Physical Education 1* during one semester of their freshman year. If *PE1* is not passed during the freshman year, it must be taken during sophomore year.

**PHYSICAL EDUCATION 1** **P430**  
**One semester** **Grade 9**  
**Prerequisite: None** **.5 PE1 credit**

This class will cover skills, rules, strategies and training techniques for a variety of individual, team and movement activities both competitive and recreational in nature. Activities could include tennis, badminton, hip-hop dance, taeko, football and basketball. Activities will vary due to weather conditions and facility availability. Students will learn to make responsible life-long fitness choices through practical applications of fitness and wellness concepts. Students will set goals and implement their own personalized fitness program utilizing fitness and skill related components. Injury prevention and sportsmanship will be stressed. Community resources and related careers will be introduced. Fitness assessments will be administered throughout the course.

**WEIGHT TRAINING** **P401**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: None** **.5 PE2 credit**

The weight training class is designed for students who are serious about working out and physical improvement and/or athletic development. This class emphasizes total body development including upper and lower body, core training and flexibility. Class is structured so all levels of students benefit from beginner to elite. Physical development is monitored and evaluated, but assessment is based on participation and effort.

**FLEXIBILITY AND STRENGTH TECHNIQUES** **P415**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: None** **.5 PE2 credit**

The goal of this class is to calm the body and mind through a variety of standing and seated postures. Students will have the opportunity to develop strength, flexibility, coordination and balance, as well as improve body alignment. These techniques encourage greater flexibility and suppleness in the joints and muscles while providing a total-body workout. Assessment in this class is based on participation and effort.

**RACQUET SPORTS** **P525**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: None** **.5 PE2 credit**

This class will focus on four sports that involve the use of a racquet: tennis, table tennis, pickle ball, and badminton. The class will teach proper technique, strategies and both individual/dual play. This class is recommended for the student looking to improve individual aspects of court movement, swing technique and the strategy involved in these activities. The class will also focus on the continuation of the fitness skills and concepts introduced in the Total Fitness classes.

**TEAM SPORTS** **P505**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: None** **.5 PE2 credit**

This class will focus on five sports that involve the use of a ball in the play of the game: football, soccer, basketball, volleyball and softball. This class is recommended for students looking to improve in the team aspects of these sports. The class will teach proper technique, rules, and strategies for both individual skills and team play. The class will also focus on the continuation of the fitness skills and concepts introduced in the Total Fitness classes.

**FITNESS** **P420**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: None** **.5 PE2 credit**

This class will have a cross training focus and is designed for the individual who wants to improve their overall fitness level. The class will revolve around the increase of the individual fitness level in the areas of muscular endurance, aerobic conditioning, flexibility and whole body fitness. The class will instruct in fitness testing, goal setting, nutrition, proper training technique to specific fitness activities and personal fitness program design. The class will also focus on the continuation of the fitness concepts introduced in the Total Fitness classes. Physical conditioning will be an everyday part of this class.

**ULTIMATE PE** **P211**  
**One year** **Grades 10, 11, 12**  
**Prerequisite:** **1 PE2 credit**  
**A 'C' or higher in Wt Trng & teacher consent**

This class is designed for students who want to participate in an intensive in/out of season workout program covering the various

aspects of sports conditioning. The curriculum will be focused on speed enhancement, power and strength production and increasing overall athletic ability. Targets presented in Weight Training will be built upon, using more intensive training routines and advanced techniques. Training concepts will be explored in greater depth. This course is recommended for the student who participates in a school-sponsored sport.

**Science**

The science teachers at Beaverton High School believe that a fundamental and vital function of education is to enhance students' ability to make responsible decisions about their role in society. Scientific literacy in the disciplines of Physical Science, Earth and Space Science, Biology, Chemistry, and Physics is an important foundation to being a citizen in the 21st century when many local and global issues are based on science and technology.

Students attending Beaverton High School have a variety of opportunities, beginning in the Science Inquiry curriculum and continuing through higher level course offerings, to participate in a rigorous and challenging science program that helps them develop the skills needed to be successful citizens. An additional goal of the science program is to foster a life-long interest and appreciation for science learning.

The vast majority of 9th and 10th graders enroll in the Science Inquiry and Bio/Chem/Phys courses. Exceptionally capable and skilled students may obtain a waiver from Science Inquiry, enroll in BCP as 9th graders, and take Chemistry II as sophomores. Requirements for this include: current science teacher recommendation, EXPLORE science score of 20 or higher, and math placement of geometry or higher.

The freshman and sophomore curricula are organized around a series of real world problems and are designed to prepare students to achieve state content standards. The upper level course offerings include discipline specific courses in Biology, Chemistry, and Physics, Advanced Placement (AP), International Baccalaureate (IB) and Science Research courses. The Science Research course allows students to design and conduct research projects on topics of personal interest under the supervision of a professional mentor. We are excited to be offering IB Biology, Environmental Systems, and Physics courses for our juniors and seniors. Our existing 9th and 10th grade program prepares students well for the IB Experimental Sciences curricula and our focus on scientific inquiry is consistent with the IB philosophy.

Currently, two years of science in high school are required for graduation. Three years of science will be required to earn a diploma beginning with the class of 2012. This "shall include a year each in two fields of college preparatory science such as Biology, Physics, (one recommended as a laboratory science)." Students who take both Science Inquiry and BCP will meet these requirements and study the equivalent of one year of Biology. Note: For college preparation it is recommended that students take four years of science.

**SCIENCE INQUIRY** **C200**  
**One year** **Grade 9**  
**Prerequisite: None** **1 SC credit**

This is a required course for 9th graders. Students will be introduced to biology, chemistry, physics, and earth and space science concepts through problem based, lab oriented, real life applications. The focus will be on how science applies to our lives and the world around us. Emphasis will be placed on

developing thinking skills and the use of scientific equipment and technologies. Students will learn how to gather and analyze data, develop and test hypotheses, and interpret the results. This course is the first year of a two year integrated science sequence. Honors Options available\*.

**BCP** **C320**  
**One year** **Grade 10**  
**Prerequisite: None** **1 SC credit**

This is a required course for 10th graders. Students will expand on the biology, chemistry, physics, and earth and space science concepts, processes, and skills introduced in Science Inquiry. The focus will continue to be on how science relates to our lives and the world around us. Successful completion of this course will prepare the student to take advanced science courses. Honors Options available\*. This course will prepare students to take the Oregon Assessment of Knowledge & Skills (OAKS) test their sophomore year.

\*Honors Options are available for students wishing to challenge themselves at a higher level. Honors Designation credit will be granted to students who successfully complete the Honors contract for this class. Additional challenges in each unit will be offered. A portfolio of the student's best work will be reviewed by science teachers at the end of each semester. Successful completion of the activities and expectations for the program will result in an Honors Designation on the student's transcript.

**BIOTECHNOLOGY** **C855**  
**One semester** **Grades 11, 12**  
**Prerequisite: BCP or** **.5 SC credit**  
**consent of instructor**

This course will explore the field of biotechnology research. Students will learn about the theory and implications of biotechnology by participating in its practice and discussing relevant bioethical issues. Students will splice and clone genes, do electrophoresis fingerprinting and amplify their own DNA and run it on a gel. This course is available to all students.

**HUMAN ANATOMY AND PHYSIOLOGY** **C425**  
**One year** **Grade 11, 12**  
**Prerequisite: None** **1 SC credit**  
**PCC Credit Options:**  
**BI 055 Human Biology (4 PCC Credits)**

This year-long class specializes in the study of the human body. Exercises include the identification of the body systems (skin, skeletal, muscular, nervous, endocrine, cardiovascular, digestive and respiratory) as well as investigations in how those systems function. Lecture/discussions are complemented by labs involving microscopic studies, hands on discovery and some dissections. This class is for any junior or senior interested in the science of the human body; it also fulfills the science prerequisite to be accepted into Advanced Health Careers.

**BIOLOGY II** **C420**  
**One year** **Grades 11, 12**  
**Prerequisite: BCP** **1 SC credit**

Students will have the opportunity to study and learn about the diversity and classification of all living things, the structure and function of the cell, genetics, environmental issues, invertebrates, and vertebrates. The study of vertebrates will focus on human biology as an example of mammals. In this course, students will have the opportunity to better understand themselves and their relationship with other living things.

**MARINE SYSTEMS** **C460**  
**One Semester** **Grades 11, 12**  
**Prerequisite: BCP** **.5 SC Credit**

Marine Systems is designed for students interested in ocean life and the marine environment. Students will explore the forces, such as geology and oceanography, that shape the marine environment as well as investigate the diversity of sea life and the different marine ecosystems. A focus will be placed on current marine events and dissection of marine organisms.

**PLANETARY SCIENCES** **C842**  
**One Semester** **Grades 11, 12**  
**Prerequisite: BCP** **.5 SC credit**

This course will provide an in-depth study of geology, meteorology, and astronomy. Emphasis will be placed on the formation of the universe and our place within it, as well as the intricate balance of systems that keep our planet functioning as we know it. The objective of this class is to understand how the Earth functions by studying the processes and interactions (cycles) among the atmosphere, hydrosphere, biosphere, and geosphere. This course requires the use of physical and chemical laws with mathematics to describe the physical, chemical and biological processes both on the earth and beyond.

**IB BIOLOGY HL I** **C480**  
**One year** **Grade 11**  
**Prerequisite: Chemistry II or Biology II** **1 SC credit**

The Higher Level Biology curriculum involves two years of study. The first year of the curriculum covers content in the area of cellular organization and biochemistry, genetics and biotechnology, human reproduction, evolution and natural selection. Secondary objectives include developing proficiency in group and individual research, biological statistics, and scientific writing that are important for success in college science research programs.

**IB BIOLOGY HL II** **C485**  
**One year** **Grade 12**  
**Prerequisites: Higher Level Year 1** **1 SC credit**

The second year of the Higher Level Biology course builds on the content and processes learned in the first year. The second year course includes study of human biology, plant science, and ecology and conservation. Dissection of a medium-sized, adult mammal is performed to aid in understanding human cell, tissue, organ and system organization. Students continue to practice biological research skills. Students will be encouraged to take the IB Biology HL exam and may also take the AP Biology exam upon completion of this course.

**IB ENVIRONMENTAL SYSTEMS SL** **C775**  
**One year** **Grades 11, 12**  
**Prerequisite: BCP** **1 SC credit**

IB Environmental Systems is a one year advanced science course that studies the environment viewed through an interdisciplinary lens. Students will use scientific principles to analyze a variety of environmental issues and examine possible solutions. In this examination students will explore the political, social, and moral implications of human activities with respect to the environment. Topics range from human population growth to global warming. This course is open to all students who are interested in learning more about the natural world. Skills and concepts learned in this course can be applied to careers that involve natural resources, ecotourism, environmental law, wildlife management and a number of other related fields. Note: This class may be combined

with AP Environmental Science but students enrolled in IB will be assessed using IB standards, which include extensive internal assessments (laboratory work).

**AP ENVIRONMENTAL SCIENCE** C790  
**One year** Grades 11, 12  
**Prerequisite: BCP** 1 SC credit

AP Environmental Science is a one year advanced science course that studies the environment viewed through an interdisciplinary lens. Students will use scientific principles to analyze a variety of environmental issues and examine possible solutions. In this examination students will explore the political, social, and moral implications of human activities with respect to the environment. Topics range from human population growth to global warming. This course is open to all students who are interested in learning more about the natural world. Skills and concepts learned in this course can be applied to careers that involve natural resources, ecotourism, environmental law, wildlife management and a number of other related fields. This class may be combined with IB Environmental Systems students but AP students will be assessed using AP standards. Even though there are no prescribed AP Environmental labs, significant class time will be spent doing laboratory activities. Upon successful completion of the AP Environmental Science exam students may earn college credit.

**AP BIOLOGY** C490  
**One year** Grades 11, 12  
**Prerequisite: Biology II or Chemistry II,**  
**application and consent of instructor** 1 SC credit

This course is for students who wish to study higher level biology and take the AP Biology exam. The rigorous curriculum is similar to that of a first year college level biology course. Topics studied include cell biology, biochemistry, genetics, molecular biology, evolution, plant and animal systems, and ecology. College level credit is often granted to students who pass the AP exam and in many cases these students are able to register for upper level courses, where biology is a prerequisite.

**GENERAL CHEMISTRY** C510  
**One year** Grades 11, 12  
**Prerequisite: BCP or**  
**consent of instructor** 1 SC credit

General Chemistry is a laboratory centered introduction to the study of chemistry. Topics in chemistry include characteristic properties, chemical reactions, density, formula writing, equation balancing, atomic structure, and nuclear chemistry. Laboratory techniques and lab safety are emphasized. The student will see how chemistry is taking place all around us and will understand the many chemical products s/he uses each day

**CHEMISTRY II** C520  
**One year** Grades 10, 11, 12  
**Prerequisite: Geometry or IMP III** 1 SC credit  
Chemistry involves the study of matter, how it changes, and its interaction with energy. There are many connections between the study of chemistry and other disciplines, including energy from transformations, the study of environmental issues, physiological and biochemical processes, and nuclear energy. The course stresses a laboratory approach to aid in the understanding of these concepts. This course is designed for the college-bound student. Those students considering careers in medicine, engineering, or basic sciences should enroll in this course. It is also appropriate for those wishing a rigorous college preparatory science course.

**AP CHEMISTRY** C590  
**One year** Grades 11, 12  
**Prerequisite: Application**  
**and consent of instructor** 1 SC credit  
**This course has summer reading/assignment requirements.**  
**Please go to the Beaverton High School web site at**  
**www.beaverton.k12.or.us/beaverton, to the Curriculum link**

This course is for students who wish to complete just one year of chemistry study and take the AP Chemistry exam. This is a rigorous college level course with high expectations. The curriculum covers content in the areas of matter and energy, atomic theory, periodic table, chemical reactions, thermochemistry, the gas laws, acids and bases, bonding, equilibrium and oxidation-reduction.

**PHYSICS II** C620  
**One year** Grades 11, 12  
**Prerequisite: Geometry** 1 SC credit

Physics II is concerned with time, space, matter and energy. Emphasis is on investigation and discovery of relationships. The course is concerned with topics such as motion (kinematics), wave studies, energy, electricity, magnetism, and selected topics in modern physics. The student who enrolls in this class will be interested in careers related to science and/or which require a college degree. S/he will have previously demonstrated an aptitude for science and math. S/he should have good study habits and excellent attendance.

**IB PHYSICS SL** C675  
**One year** Grades 11, 12  
**Prerequisite: Algebra II** 1 SC credit

The Standard Level Physics course is an IB Physics offering more rigorous than Physics II. Topics include Newton's Laws, thermal physics, electricity and magnetism, quantum, nuclear physics, and lasers. Students will be able to take the Standard Level IB Physics exam after completion of this course. Note: Standard Level students may be combined with Advanced Placement or Physics II students if enrollment is not sufficient to support separate courses.

**IB PHYSICS HL II** C685  
**One year** Grade 12  
**Prerequisite:** 1 SC credit  
**HL I and consent of instructor ( not offered after 2011-12)**

This is the final offering of IB Physics HL. This course builds on the content and processes learned in the first year. Greater depth is provided to the topics begun in the earlier course. Students who wish to take the Higher Level IB Physics test must take this class during their senior year. Students may also take the AP Physics exam upon completion of this course.

**AP PHYSICS** C690  
**One year** Grades 11, 12  
**Prerequisite: Background in trigonometry,**  
**application and consent of instructor** 1 SC credit

This course is for students who wish to complete just one year of physics study and take the AP Physics exam. This is a rigorous college level course with high expectations. The curriculum covers measurement, mechanics, thermal physics, waves and optics, electricity and magnetism, quantum physics, and relativity. Note: Students may be combined with HL I students if enrollment is not sufficient to support separate classes. In this case, students will be prepared to take the AP exam with the completion of additional optional work done outside of class.

## Social Studies

Graduation requirements include three (3) credits of social studies.

- 1 credit 9th Grade Social Studies (ninth grade)
- 1 credit 10th Grade Social Studies (tenth grade)
- 1 additional credit Social Studies (eleventh or twelfth grade)

Any student who fails one or both semesters of 9th Grade Social Studies will need to take equivalent courses later in order to meet the graduation requirements:

- World Geography and Cultures
- World History Topics 1
- World History Topics 2

The student will enroll in 10th Grade Social Studies as a sophomore, and can make up the credits for 9th Grade at any time. Any student who fails one or both semesters of 10th Grade Social Studies will need to take equivalent courses later in order to meet the graduation requirements:

- Economics
- U.S. History Topics

### NOTE FOR STUDENTS CONSIDERING A COLLEGE-PREP PROGRAM

The social studies department offers many courses designed to aid the college bound student. See the course descriptions for specific information. Students planning to attend college after graduation and/or enroll in the IB program as juniors should sign up for the 9th and 10th grade Honors designation.

### HONORS DESIGNATION

Honors credit will be granted to 9th and 10th grade students who complete the “Honors” course of study for the 9th Grade Social Studies and 10th Grade Social Studies courses. The course of study will consist of honors seminars, in-depth readings, and independent research projects. Successful completion of the activities and expectations will result in an Honors designation on the student’s transcript.

**SOCIAL STUDIES 9** **S225**  
**One year** **Grade 9**  
**Prerequisite: None** **1 SS credit**

All 9th grade students will be enrolled in this course. They will receive a year’s credit in Social Studies. The course work integrates social science skills around four themes in the 20th Century: Role of Government, Imperialism, International Relations, and Revolutions. There will be an emphasis on skill building, research, and problem solving.

**SOCIAL STUDIES 10** **S230**  
**One year** **Grade 10**  
**Prerequisite: None** **1 SS credit**

All 10th grade students will be enrolled in this course. They will receive a year’s credit in Social Studies. The course will emphasize: written and oral communication skills, citizenship, critical thinking, research skills, and knowledge of U.S. history (based on the themes of Economic Change, Reform, and Age of Disillusionment).

### SOCIAL STUDIES ELECTIVES

To complete the remaining one credit requirement for graduation, students may select courses from the list below:

- .5 credit History In Film
- .5 credit Economics

- .5 credit Government
- .5 credit U.S. History Topics
- .5 credit Introduction to Psychology
- .5 credit World Geography and Cultures
- .5 credit World History Topics 1 & 2
- .5 credit Law
- 1 credit IB History SL
- 1 credit IB Psychology SL/HL
- 1 credit IB Social Anthropology SL
- 1 credit AP European History
- 1 credit IB History Euro HL
- 1 credit AP U.S. History

*When students have completed the 3 units of social studies required for graduation, additional courses from the list above may be taken for elective credit. Each course may be taken only once for Social Studies credit.*

**GOVERNMENT** **S505**  
**One semester** **Grades 10,11,12**  
**Prerequisite: None** **.5 SS credit**

Students will pursue an issue-driven curriculum which will look at democratic & US systems, including political parties, voting, and the political process. Units included will vary based on election cycles or world “hot spots.” Standard components of each course will include elements of world political relations and opportunities for participation in a Model Congress and a research paper. Students will participate in a community service project. Students are strongly encouraged to take this course and then Law.

**ECONOMICS** **S605**  
**One semester** **Grades 10, 11, 12**  
**Prerequisite: None** **.5 SS credit**

Students will apply and develop basic Microeconomics and Macroeconomics concepts to local and global issues in Economics. Topics will include: market types, the stock market, consumerism, Federal Reserve, International Monetary Fund, world trade, and economic development in developing countries. Skill development will range from real-world budgeting to analyzing and creating solutions for current economic problems.

**INTRODUCTION TO PSYCH** **S705**  
**One semester** **Grades 10\*,11,12**  
**Prerequisite: None** **.5 SS credit**  
**\*if grade 10, teacher signature required on forecasting form.**

Psychology is the study of human behavior. This course is designed to provide a survey of a variety of psychology topics. Topics discussed in this course include psychological development, learning, memory, psychological disorders, social psychology and personality. Students will also develop problem solving and communication skills.

**HISTORY IN FILM** **S485**  
**One semester** **Grades 10, 11, 12**  
**Prerequisite: None** **.5 SS credit**

In this course, students will view historical films with the goal of critiquing and assessing each film in question. This may include how various themes and/or issues are treated throughout time and how they are impacted by historical events. The West, War and Conflict, and Cultures are examples of possible themes. Students will view approximately one film per week during the semester, including both US and World History subjects. Written assignments will be of short and medium length. Small and large group discussion will be held before and after each film. The

curriculum for this course includes R-rated movies. Parent will be asked to sign a waiver form.

**U.S. HISTORY TOPICS** S405  
**One semester** Grades 10, 11, 12  
**Prerequisite: None** .5 SS credit

This course covers units of study in U.S. history that are not directly covered in the ninth and tenth grade social studies curriculum. Possible topics could include: Early America; Land Acquisition and Westward Expansion; Immigration; Domestic Conflict and Diversity; Sports and American Culture. Reading skills will be emphasized.

**WORLD GEOG AND CULTURES** S315  
**One semester** Grades 10, 11, 12  
**Prerequisite: None** .5 SS credit

A cultural investigation of countries and regions around the world. Emphasis will be on how geography affects lifestyles, occupations, civilizations and culture. It will include a study of the history, culture, religion and evolution of regions/countries of the world. Also includes investigations into current events, cultural activities and topics chosen by the students.

**WORLD HISTORY TOPICS 1** S442  
**(ASIAN STUDIES)**  
**One semester** Grades 10, 11, 12  
**Prerequisite: None** .5 SS credit

This course is designed for students who have an interest in Asian history. The class will focus on the history of Eastern Asia, with a particular emphasis on Japan. Through research, film, readings, presentations, speakers and discussions, the students will gain a historical perspective of political, economic, cultural and social history. Both ancient and current historical topics could be discussed.

**WORLD HISTORY TOPICS 2** S443  
**(LATIN AMERICAN STUDIES)**  
**One semester** Grades 10, 11, 12  
**Prerequisite: None** .5 SS credit

The course is designed for students that have an interest in Latin American history. Through research, film, readings, presentations, speakers and discussions, the students will gain a historical perspective of political, economic, cultural and social history. Ancient and current historical topics could be discussed.

**LAW** S530  
**One semester** Grades 10, 11, 12  
**Prerequisite: None** .5 SS credit

This semester course is designed for students who are interested in the functioning of the legal system and those who might seek a career in law or law enforcement. The course will include a study of the US federal and state court systems, criminal law, civil law, and the US constitution as interpreted by the US Supreme Court. It will explore landmark cases that have had an impact on society. Activities will include Supreme Court simulations, mock trials, and a research paper. Students will gain experience in public speaking, forming legal arguments, and persuasive writing.

**IB PSYCHOLOGY SL** S720  
**One year** Grades 11, 12  
**Prerequisite: None** 1 SS credit  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School web**

**site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

IB Psychology takes an integrative approach in examining the biological, cognitive and sociocultural influences on human behavior. Examples of human behaviors studied include child development, memory, identity, gender roles, and emotions. Students will explore how the field of psychology generates and applies knowledge by studying and practicing psychology research methods. This will include a replication of an actual psychological experiment with a scientific report. Students taking this course will complete all assignments and required content for the Standard Level IB Psychology Exam. Writing skills will be emphasized. Any college bound student is encouraged to enroll.

**IB PSYCHOLOGY HL** S723  
**One year** Grade 12  
**Prerequisite: IB Psychology SL** 1 SS credit  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School web site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

This course is an extension of the curriculum taught in IB Psychology SL, with the addition of advanced statistical analysis of research, qualitative research methods, and the study of dysfunctional behavior. Students completing this course will be eligible to take the IB Psychology HL exam.

**IB SOCIAL ANTHROPOLOGY SL** S735  
**One year** Grades 11, 12  
**Prerequisite: None** 1 SS credit  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School web site at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

In this course, students will study several societies and cultures, comparing such variables as family structure, physical environment, religious beliefs, education and political systems. Students use their own experiences and knowledge of their own culture as basis for comparison. This course is also designed to prepare students to take the International Baccalaureate (IB) Standard Level (SL) exam in Social Anthropology. Strong reading and writing skills are essential. Any college bound student is encouraged to enroll.

**IB HISTORY SL** S450  
**One year** Grades 11, 12  
**Prerequisite: None** 1 SS credit  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School website at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

This course will focus on some of the major issues that have faced the world in the 20th Century. Topics will include: the rise and rule of single party states, the Cold War, and independence movements in Africa and South Asia. Course materials will include many primary sources. Topics will be explored in depth, giving students an appreciation of a variety of perspectives. This course is also designed to prepare students to take the International Baccalaureate (IB) exam in History. Writing skills will be emphasized. Any college bound student is encouraged to enroll. When taken in sequence with IB History Euro HL, 20th Century Issues students will be prepared for the IB Higher Level History exam. Alone, the IB History SL course prepares students to take the IB Standard Level (SL) History exam.

**IB HISTORY EURO HL** **S470**  
**One year** **Grade 12**  
**Prerequisite: IB History SL** **1 SS credit**  
**(for HL credit)**  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School website at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

Higher Level European History is a full-year, college level course that considers accumulative European history from c. 1789 to the present. This class looks at the connections between political, social, economic, cultural and intellectual history. Students will study history through themes and concepts. Students will present their understanding of the subject through analyzing primary and secondary documents, oral presentations and a variety of assessment tools. This course is designed for the student to take the IB exam in History. Any college bound student is encouraged to enroll. If students have taken the IB History SL (20<sup>th</sup> Century Issues) course, European History students will be prepared for the IB Higher Level History exam.

**AP EUROPEAN HISTORY** **S465**  
**One year** **Grade 12**  
**Prerequisite:** **1 SS credit**  
**Consent of instructor**  
**This course may have summer reading/assignment requirements. Please go to the Beaverton High School website at [www.beaverton.k12.or.us/beaverton](http://www.beaverton.k12.or.us/beaverton), to the Curriculum link**

Advanced Placement European History is a full year, college level course, that considers accumulative European history from c. 1450 to modern times. This class will show connections between political, diplomatic, social, economic, intellectual and cultural history. Students will study European history through themes and concepts. Students will present their understanding of the subject through analyzing primary and secondary

documents; through oral presentations and discussion; and on a variety of assessment tools. College credit may be available to students who score a 3 or higher on the College Board Advanced Placement European History Exam. Students in this course are expected to read and write at an advanced level.

**AP U.S. HISTORY** **S410**  
**One year** **Grades 10, 11, 12**  
**Prerequisite:** **1 SS credit**  
**Consent of instructor**

This course is an in-depth study of the history of the United States, with particular emphasis on political, economic, and foreign policy aspects of history. AP U.S. History is designed as the equivalent of a college-level course; the workload is heavy and strong reading and writing skills are essential. A major goal of the course is to develop the skills students will need to succeed in college courses. College credit may be available to students who score well on the College Board Advanced Placement U.S. History Exam.

**GLOBAL SEMINAR** **S895**  
**One semester** **Grade 12**  
**Prerequisite: None** **.5 SS credit**

In this course, students will be asked to synthesize and apply their knowledge and skills in social studies. It is a senior seminar which will require students to use their background knowledge to examine global issues, current events, ethics & citizenship. There will be a focus on extended application of students' learning. Students will be required to participate in service learning and complete a related research project. This course is open to any student with an interest in international issues. It is required for students who wish to complete the Global Community Pathway. To earn the Pathway designation, students will present transcript evidence and an exit assessment to the instructor of the course, who will determine their eligibility.

**Global Community Pathway**

<p><b>Social Studies Courses:</b>          Complete 4.0 credits of SS (with an average grade of C or above) from the following choices:</p> <ul style="list-style-type: none"> <li>9<sup>th</sup> Grade SS (standard or sheltered course)</li> <li>10<sup>th</sup> Grade SS (standard or sheltered course)</li> <li>World History Topics A – Japan / Asia (.5)</li> <li>World History Topics B – Latin Amer. (.5)</li> <li>World Geography (.5)</li> <li>Economics (.5)</li> <li>Government (.5)</li> <li>Law (.5)</li> <li>IB Social Anthropology (1.0)</li> <li>IB History SL (1.0)</li> <li>IB History HL Europe (1.0)</li> <li>AP European History (1.0)</li> <li>AP US History (1.0)</li> <li>IB Psychology SL (1.0)</li> <li>IB Psychology HL (1.0)</li> </ul>	<p><b>Highly Recommended Courses:</b>          Students will be asked to demonstrate skills and learning from their courses in other content areas which can be applied to global citizenship. Students should complete at least 1.5 credits from the following courses:</p> <ul style="list-style-type: none"> <li>IB or AP Environmental Systems (1.0)</li> <li>Biotechnology (.5)</li> <li>Leadership (Student Council) (.5 – 1.0)</li> <li>AP English Literature (1.0)</li> <li>World Literature (1.0)</li> <li>IB English (1.0)</li> <li>IB Theory of Knowledge (1.0)</li> <li>IB Theatre (1.0)</li> <li>IB Art (1.0)</li> <li>Video Journalism and/or TV/News Documentary (.5-1.0)</li> </ul>
<p><b>Required:</b> Global Seminar course (.5)</p>	<p><b>World Languages:</b> Complete 3.0 credits of the same world language. Students whose native language is not English or those who study a language outside of BHS may demonstrate equivalent proficiency in that language to meet this requirement.</p>

*Students wishing to complete the Global Community Pathway are asked to submit a Pathway Plan during forecasting in spring of their 10<sup>th</sup> grade year. Verification of pathway requirements will take place in the Global Seminar course. Students must submit a portfolio including the senior project and documentation of course & language requirements.*

## Student Support Program (SPED)

Beaverton High School is committed to promoting life-long learning in all students. By providing small classroom size and tailored instruction, the Student Support Program addresses the specific needs of students who have met the requirements under Federal Law IDEA for an Individualized Education Program (IEP). Classes offered in the Student Support Program are in the areas of Language Arts and Composition, Mathematics, Communications, Study Skills, and Self-Enhancement.

**Placement Requirements:** Recommendation by teacher, counselor, or parent along with

1. A referral for testing or current IEP
2. Team decision for placement
3. Case coordinator's approval

**ACADEMIC SEMINAR R415**  
**One year Grades 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**1 EL credit**

This course will provide organizational support along with content strengthening in the core areas of social studies, science, English and mathematics through lecture review, practice of learning strategies and tutorial time.

**COMMUNICATIONS II R210**  
**One Year Grades 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**1 EL credit**

This course is designed to facilitate the understanding and use of effective language skills. Activities encourage receptive and expressive language development in the areas of vocabulary, abstract concepts/reasoning, and social/pragmatic communication skills. It is also designed to teach strategies for organizing thoughts, ideas and information into cohesive oral and written expression.

**MATH FUNDAMENTALS I-IV R307-309 & R312**  
**One year Grades 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**1 EL credit ea.**

These courses are designed for students whose IEP's reflect a need for basic calculation, money skills, time, measurement, analyzing graphs, and other functional math skills.

**LITERACY FOUNDATIONS I-IV R246-R249**  
**One year Grades 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**1 EL credit ea.**

These courses are designed for students whose IEP's reflect a need for decoding skills, word building, word meanings, and comprehension skills. Using a variety of texts, students will have the opportunity to read and write in real life situations.

**LITERATURE AND COMP I L601R**  
**One year Grades 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**1 LA credit**

This course is designed for the student whose IEP reflects a need to work on literal and figurative comprehension skills as well as the writing process: brainstorming, drafting, editing, and rewriting; including sentence and paragraph structures. Elements of literature, such as identifying basic plot, theme, and setting will also be instructed in this curriculum. Students are given work sample opportunities in order to meet state content standards.

**LITERATURE AND COMP II L602R**  
**One year Grades: 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**1 LA credit**

This course is designed for the student whose IEP reflects a need to extend basic comprehension and writing skills. Included in this curriculum will be instruction in the use of a variety of writing modes (persuasive, narrative, imaginative, expository). This course will also cover literary concepts such as symbolism, elements of plot, theme, point of view, and conflict to prepare students for more advanced levels of understanding, such as inferential and evaluative comprehension. This class is designed to transition students to general education Language Arts classes. Students are given work sample opportunities in order to meet state content standards.

**LIFE SKILLS I-IV (2 periods) R506-R509**  
**One year Grades 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**2 EL credits ea.**

These courses are designed for students whose IEP's reflect a need for independent living skills training, community awareness and social skills training.

**SCIENCE FOUNDATIONS I-IV R351-354**  
**One year Grades 9, 10, 11, 12**  
**Prerequisite: IEP and case coordinator approval**  
**1 EL credit ea.**

These courses are designed for students in a specialized program. The focus will be on how science applies to our lives and the world around us.

**HISTORY BASICS 1 & 2 R550, R551**  
**One semester Grades 9,10,11,12**  
**Prerequisite: IEP and case coordinator approval**  
**.5 EL credit each**

These classes are designed for students in a specialized program. They will expose students to important events and people in World History.

**GOVERNMENT BASICS 1 & 2 R560, R561**  
**One semester Grades 9,10,11,12**  
**Prerequisite: IEP and case coordinator approval**  
**.5 EL credit each**

These classes are designed for students in a specialized program. Study includes the composition and function of local, state, and national governments in the United States and in other countries throughout the world, as well as rights and responsibilities of citizenship.

**HEALTH BASICS 1 & 2 R510, R511**  
**One semester Grades 9,10,11,12**  
**Prerequisite: IEP and case coordinator approval**  
**.5 EL credit each**

These classes are designed for students in a specialized program. They provide knowledge for life-long health and well-being.

**WORK EXPERIENCE I-IV R650, R655, R660, R665**  
**One year (students advance to each level) Grades 9,10,11,12**  
**Prerequisite: IEP and case coordinator approval**  
**1 EL credit ea.**

The work experience program assists students in entering the world of work. Students begin acquiring competitive work skills while working at "in building" placements at BHS.

Most students follow a natural progression from their “in building” BHS placement, to a monitored job slot in the community; some students advance to hold an employer paid position. Students complete an interest inventory, participate in job shadowing, and receive 1:1 job coaching. These pre-employment training opportunities help students to develop the skills necessary to find and keep future employment and explore career interests.

**LIFE CHOICES (BLC)** **R605**  
**One year** **Grades 9,10,11,12**  
**Prerequisite: IEP** **1 EL credit**  
**and case coordinator approval**

Life Choices is a course that focuses on positive decision making. Anger management and communication techniques are explored.

**Independent Skills Center (ISC)**

The ISC program is designed to meet the needs of students with intellectual delays and multiple handicaps. Students are placed in this program by the District’s Assistance Center Review Team Process. It provides training in basic life skills, communication, literacy, social interaction, and job skills when appropriate. Students are identified for this program by formal testing and observation by a Multidisciplinary Team. An Individual Education Plan is also developed with each student and her/his family to facilitate a smooth movement from the public schools to the adult service system. ISC students graduate from BHS at age 21 with an alternate certificate.

**ADAPTIVE PHYSICAL ED** **P300**  
**One Year** **Grades 9, 10, 11, 12**  
**1 PE credit**

This class provides an opportunity for ISC students to interact in a P.E. class.

**COMMUNITY LIVING** **R725**  
**One Year** **Grades 9, 10, 11, 12**

Areas of instruction include money handling skills, shopping, eating out, appropriate community behaviors, safety, and use of public transportation.

**HOUSEHOLD SKILLS** **R735**  
**One Year** **Grades 9, 10, 11, 12**

Areas of instruction include cooking, cleaning, laundry, and simple home maintenance.

**LITERACY** **R705**  
**One Year** **Grades 9, 10, 11, 12**

Reading, writing, numbers, money, and time are presented in an environmentally integrated, meaning-based program.

**COMMUNICATION** **R710**  
**One Year** **Grades 9, 10, 11, 12**

This course covers all areas of communication. Included are receptive and expressive language, articulation, pragmatic development, simple reading and writing, and alternative language systems, i.e., signing, language boards, symbol systems, etc.

**LEISURE SKILLS** **R740**  
**One Year** **Grades 9, 10, 11, 12**

Areas covered include interpersonal relationships, personal safety, arts and crafts, and community recreation,

**MATH** **R715**  
**One Year** **Grades 9, 10, 11, 12**  
 Students use real life situations and manipulatives to understand concepts such as time, numbers and money in a meaning-based program.

**SOCIAL SKILLS** **R720**  
**One Year** **Grades 9, 10, 11, 12**  
 Areas covered include manners, interpersonal relationships and personal safety.

**WORK EXPERIENCE** **R760**  
**One Year** **Grades 9, 10, 11, 12**  
 The work experience program assists students in entering the world of work. Opportunities exist for students to be involved in pre-employment training to gain skills necessary for finding, getting, and keeping jobs.

**Structured Resource Center (SRC)**

The SRSC is designed to meet the needs of students on the autism spectrum regarding routines and structure. Students are placed in this program by the District’s Assistance Center Review Team Process. It provides opportunities to develop social skills through activities that require verbal interactions. Academics are taught individually or in small groups. Students are identified for this program by formal testing and observation by a Multidisciplinary Team. An Individual Education Plan is also developed with each student and her/his family to facilitate a smooth movement from the public schools to the adult service system.

**ADAPTIVE PHYSICAL ED** **P300**  
**One Year** **Grades 9, 10, 11, 12**  
**1 PE credit**

This class provides an opportunity for SRSC students to interact in a P.E. class.

**COMMUNITY SKILLS** **R725S**  
**One Year** **Grades 9, 10, 11, 12**

Areas of instruction include money handling skills, shopping, eating out, appropriate community behaviors, safety, use of public transportation, as well as trips to the library, post office, and community center. The focus of the class will be on developing social skills in a public setting.

**HOUSEHOLD SKILLS** **R735S**  
**One Year** **Grades 9, 10, 11, 12**

Areas of instruction include cooking, cleaning, laundry, and simple home maintenance.

**LITERACY** **R705S**  
**One Year** **Grades 9, 10, 11, 12**

Areas of instruction include: reading and comprehension, writing, functional vocabulary, and reading for information.

**COMMUNICATION** **R710S**  
**One Year** **Grades 9, 10, 11, 12**

This course covers all areas of communication. Included are receptive and expressive language, articulation, pragmatic development, multi-step directions, and alternative language systems, i.e., signing, language boards, symbol systems, etc.

**LEISURE SKILLS** **R740S**  
**One Year** **Grades 9, 10, 11, 12**

Areas covered include interpersonal relationships, personal safety, arts and crafts, and community recreation,

**MATH** **R715S**  
**One Year** **Grades 9, 10, 11, 12**  
 Students use real life situations and manipulatives to understand functional concepts such as time, numbers, money, schedules, story problems, fractions, and budgets.

**SOCIAL SKILLS** **R720S**  
**One Year** **Grades 9, 10, 11, 12**  
 Areas covered include manners, interpersonal relationships, personal safety, and conversation topics.

**WORK EXPERIENCE** **R760S**  
**One Year** **Grades 9, 10, 11, 12**  
 The work experience program assists students in entering the world of work. Opportunities exist for students to be involved in pre-employment training to gain skills necessary for finding, getting, and keeping jobs. Campus improvement, recycling, and assembly type skills are also practiced.

**Visual & Performing Arts**

Some out-of-state colleges and universities require credits in fine and/or performing arts for entrance. Students should work closely with their counselor in planning courses to compliment future career and education goals. These courses may be used to meet the Applied Arts requirement.

**Choral Music**

**WOMEN'S TREBLE CHOIR** **F615**  
**One year** **Grades 9, 10, 11, 12**  
**Prerequisite: Ability to match** **1 AA credit**  
**pitch and permission of instructor**  
**Fee: \$85 District activity**

Treble Choir is designed for female students who are able to match pitch and sing in the treble clef range. This group explores good vocal technique and studies music literature from all historical periods. Members in Treble Choir will be able to develop the voice and gain confidence in their singing. Students must be able to match pitch. For incoming 9th graders: Instructor will be available at Highland Park and Whitford Middle Schools several times in the Winter and Spring to listen to interested students and help them match pitch. BHS students who wish to sign up for this class need to see the instructor at BHS for the same purpose. Students will be required to participate in four evening concerts at BHS and some additional performances outside of school. Students will be required to participate or their grade will be impacted. A student may be excused from a performance only under special circumstances and with prior approval of the instructor.

**MEN'S CHOIR** **F622**  
**One year** **Grades 9, 10, 11, 12**  
**Prerequisite: Admission by** **1 AA credit**  
**audition and permission of instructor.**  
**Fee: \$85 District activity**

Men's Choir is an intermediate-level choir for tenor, baritone and bass singing voices. Beginning singers are also welcome with approval of the instructor. Students must be able to match pitch. For incoming 9th graders: Instructor will be available at Highland Park and Whitford Middle Schools several times in the Winter and Spring to listen to interested students and help them match pitch. BHS students who wish to sign up for this class need to see the instructor at BHS for

the same purpose. Students will sing a wide range of music. Students will learn healthy vocal technique, expand their vocal ranges, and learn to read music. Students will participate in four evening concerts at school and in additional performances outside of school.

**WOMEN'S JAZZ ENSEMBLE** **F625**  
**One year** **Grades 10, 11, 12**  
**Prerequisite: Permission of** **1 AA credit**  
**instructor and admission by audition.**  
**Fee: \$85 District activity**

Women's Jazz Ensemble is open to 10-12 grade students by audition only. Students in this class perform repertoire written for women's chorus. Much of the repertoire is jazz, but several styles of music are studied as well. Broadway show tunes, madrigals, and concert festival music are included in the repertoire. Movement, general knowledge of the stage and showmanship will be explored. Students in this group must also purchase their performance attire. Performances are outside of class time and students are expected to participate or their grade will be impacted. A student may be excused from a performance only under special circumstances and with prior approval from the instructor.

**ADV VOCAL ENSEMBLE** **F670**  
**One year** **Grades 10, 11, 12**  
**Prerequisite: Current enrollment** **1 AA credit**  
**in another BHS choir and audition.**  
**Fee: \$85 District activity**

This choir is for experienced singers with strong vocal training, sight singing and ear training. Repertoire explores the full spectrum of choral music, including vocal jazz, concert and folk music from the Renaissance, Baroque, Classical, Romantic and 20th Century eras. Members will explore other cultures and languages through the singing of world music. Members are required to perform regularly at school concerts, area and regional festivals and competitions, and take a tour each year. Students will be required to participate or their grade will be impacted. A student may be excused from a performance only under special circumstances and with prior approval of the instructor. Members must also purchase their performance attire.

**Instrumental Music**

**CONCERT BAND** **F705**  
**One Year** **Grades 9, 10, 11, 12**  
**Prerequisite: Previous participation**  
**in middle school band.** **1 AA credit**  
**Fee: \$85 District Activity Participation Fee**  
**Marching is not required, but is strongly recommended.**

Concert Band is a performance class open primarily to freshmen and sophomores. The class will stress playing fundamentals, major, minor, and chromatic scales. Home practice is expected and private lessons encouraged. Concert Band members are eligible to participate in the solo/ensemble festival and may audition for All-State and All-Northwest performing groups. Members perform at school concerts and have the option of participating in the Marching Ensemble, which is highly recommended. As part of the band commitment, students will also participate in the Football and Basketball Band. Along with attendance and class assignments, students will be responsible for performances at 3 evening concerts, 4-5 home football games, 5-6 home

basketball games, and one parade as part of their grade. Failure to meet these expectations will result in a lower grade. Members must also purchase their performance attire for evening concerts.

**SYMPHONIC BAND** **F710**  
**One year** **Grades 9, 10, 11, 12**  
**Prerequisite: Admission for freshmen and transfer students by permission of instructor** **1 AA credit**  
**Fee: \$85 District Activity Participation Fee**  
**Marching not required, but strongly recommended**

Symphonic Band is a performance class open to qualified instrumentalists with permission from the instructor. The class will stress playing fundamentals, major, minor, and chromatic scales and rudiments of music theory. Home practice is expected and private lessons are encouraged. Members are eligible to participate in the solo/ensemble festival and may audition for All-State and All-Northwest performing groups. Symphonic Band members perform at school concerts and have the option of participating in the Marching Ensemble, which is highly recommended. As part of the band commitment, students will also participate in the Football and Basketball Band. Along with attendance and class assignments, students will be responsible for performances at 3 evening concerts, 4-5 home football games, 5-6 home basketball games, and one parade as part of their grade. Failure to meet these expectations will result in a lower grade. Members must also purchase their performance attire for evening concerts.

**WIND ENSEMBLE** **F715**  
**One year** **Grades 10, 11, 12**  
**Prerequisite:** **1 AA credit**  
**Admission by consent of instructor.**  
**Fee: \$85 District activity participation fee**  
**Marching is not required, but is strongly recommended.**

Wind Ensemble is a performance class open to the highest level instrumentalists with permission from the instructor. The class will stress rudiments of music theory, ear training, and advanced playing techniques. Some evening and after school rehearsals will be required along with 2-3 festivals outside or during the school day. Home practice is expected and private lessons are encouraged. Wind Ensemble members are eligible to participate in the solo/ensemble festival and may audition for All-State and All-Northwest performing groups. Members perform at school concerts and have the option of participating in the Marching Ensemble. As part of the band commitment, students will also participate in the Football Band, Basketball Band, and one parade. Along with attendance and class assignments, students will be responsible for performances at 3 evening concerts, 4-5 home football games and 5-6 home basketball games as part of their grade. Failure to meet these expectations will result in a lower grade. Members must also purchase their performance attire for evening concerts and festivals.

**JAZZ ENSEMBLE** **F720**  
**One year** **Grades 10, 11, 12**  
**Prerequisite:** **1 AA credit**  
**Admission by audition and permission of instructor.**  
**Fee: \$85 District activity participation fee, if not enrolled in another ensemble.**

Open to band members of advanced ability. Emphasis is placed upon the study of jazz materials and techniques with

the inclusion of some study of music theory. The Jazz Ensemble will perform at concerts, festivals, civic events and special activities as part of the class work. Along with attendance and class assignments, students will be responsible for performances at 3 evening concerts as part of their grade. Participation in 2-3 festival events outside or during the school day is also expected. Members must also purchase their performance attire for evening concerts and festivals.

**Theater Arts**

**THEATER 1** **F521**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: Previous experience in drama preferred** **.5 AA credit**

Theater I introduces the first time or inexperienced student to the theatrical process. This class includes improvisation, theater terms, scene work, and monologues. Students in this class will also learn basic acting skills, team work, and individual and group communication. This is the first class that any student interested in theater at BHS needs to take.

**THEATER DESIGN 1** **F501**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: Previous experience in drama preferred** **.5 AA credit**  
**\$10 lab fee**

Theater Design 1 is a study in the practical process of designing for the theater. This course focuses on the various design elements of a production including, but not limited to, sets, costumes, props, lighting, and sound. Students will be asked to take an active role in set, costume, and prop construction, painting, and maintaining the theater facility for the current production. Students will also be asked to complete various individual design projects throughout the course. (Warning! People with allergies should be aware of the use of latex paints and wood dust).

**ACTING I** **F531**  
**One year** **Grades 10, 11, 12**  
**Prerequisite:** **1 AA credit**  
**Proficient in Theater I or teacher's permission**

This class focuses on building a character. It is designed to help students learn to create a complete character and includes, but is not limited to, building characters from multiple types of inspirations, from paintings to animals, analyzing scripts, and scene work. Scenes will focus on plot and dialogue as means of conveying character information. Students in this class will also learn critique skills, team work skills, journal skills, and more advanced acting skills.

**ACTING II** **F532**  
**One year** **Grades 11, 12**  
**Prerequisite:** **1 AA credit**  
**Proficient in Acting I or teacher's permission**

This class will focus on improving skills related to performance in theater. The course begins to work more in-depth with scripts and introduces the student to various acting theorists through in-class exercises. Students will work on building character through text analysis, rehearsal, performance, and acting exercises. This class is a studio format with rehearsal, full memorization, character development, performance, and participation as the main criteria for grading. Students will work independently on projects.

**IB THEATER** **F565**  
**One year (2<sup>nd</sup> yr may be taken)** **Grades**  
**11,12**  
**Prerequisite:** **1 AA credit**  
**Proficient in Acting II or teacher's permission**

Students taking IB Theater have two options: to take a yearlong course for students that have completed Acting II or to take a two-year program for IB certification. Students may choose either of these options, but all students taking the class for two years must complete the assessments for IB Theater certification. The curriculum for IB Theater is a world perspective of theater, as well as how, from an international perspective, it may be produced. Students will explore theatrical traditions through many lenses, including, but not limited to, director, script writer, and actor. IB Theater looks to understand, through intensive study, artistic and cultural diversity as experienced through the theatrical process.

### Visual Arts

For most visual arts classes, the lab fee covers the cost of the supplies. Students need to provide pencils and erasers. Art fees are used to purchase the bulk of supplies and equipment used in the art studio. Some examples are canvas, printing inks, art papers, and ceramic tools and glazes.

**ART 1** **F211**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: None** **.5 AA credit**  
**Fee: \$20**

This is an introductory course in the visual arts, designed for students who have not previously taken a high school art class. The class is organized around the elements and principles of art, which students will apply using a variety of two dimensional art media and processes. Students will explore drawing, painting, collage and printmaking and study major artists, styles and art movements which relate to the studio experiences. Students work to develop proficiency in fundamental art concepts and skills, and begin to develop critical and evaluative skills.

**ART 2** **F212**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite:** **.5 AA credit**  
**Proficiency in Art 1** **Fee: \$20**

Art 2 continues to build on the skills and concepts developed in Art 1. Students will explore drawing, painting, mixed media, printmaking and three-dimensional media in more depth and complexity. Students will work in the three theories of art: imitationalism, emotionalism, and formalism. Historical and cultural influences of works of art are integrated with studio assignments. Students will be encouraged to work at their own level and to begin developing a portfolio.

**ART 3** **F213**  
**One semester** **Grades 10, 11, 12**  
**Prerequisite:** **.5 AA credit**  
**Proficiency in Art 2** **Fee: \$20**

Art 3 is a relatively advanced class in the visual arts. Emphasis is on portfolio development and personal expression, resulting in projects of greater complexity and increasing technical skill. Studio work includes drawing, painting, mixed media, book arts, 3D work and printmaking.

Students will also read and write about art to develop their critical skills. A sketchbook is required. This class is preparation for IB Art.

**GRAPHIC DESIGN 1** **F261**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: Art 1** **.5 AA credit**  
**Fee: \$20**

This class is designed to provide students experience in and an understanding of the creative/design process. The student will also understand the relevance of design and its place as a part of the artistic, cultural, and commercial development of our society. Students will study illustration and typography while exploring a wide variety of media and techniques. Emphasis will be on visual presentations, meeting deadlines and concepts as related to the market, as well as personal expression of ideas.

**GRAPHIC DESIGN 2** **F262**  
**One semester** **Grades 10, 11, 12**  
**Prerequisite: Graphic Design 1** **.5 AA credit**  
**Fee: \$20**

This course will provide students with the opportunity to further develop their skills in the areas of layout and design with regards to communications graphics and graphic design. This class follows Graphic Design 1, which laid the foundation for this communicative form of visual arts. Students will become familiar with and utilize Adobe Photoshop CS3, while working with assignments that relate to commercial art and communications graphics. Initial exercises will familiarize students with the digital software used in this class. Assignments that follow will increase in design complexity.

**CERAMICS 1** **F321**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: None** **.5 AA credit**  
**Fee: \$20**

Students will learn basic handbuilding techniques to create both functional and non-functional works. The basics of wheel thrown ceramics, including glazing and firing methods, will be taught. Historical and cultural aspects of three-dimensional art will be integrated in the curriculum. Building skills necessary to understand three-dimensional concepts will be stressed, as well as using the media for personal expression. Critical analysis (both spoken and written) of three dimensional works, as well as students' own works, will be part of the curriculum.

**CERAMICS 2** **F322**  
**One semester** **Grades 9, 10, 11, 12**  
**Prerequisite: B or higher** **.5 AA credit**  
**in Ceramics 1** **Fee: \$20**

The Ceramics 2 Course provides an advanced studio experience for the student who desires a continuation in the media. Students participate in the entire process including the design, construction, decoration, and firing of assigned projects. The Ceramics 2 class covers the construction of complex forms including fitted lids and components, the construction of modular projects, sculptural ceramics, and larger forms. Areas of focus include Pottery of the Southwest, Japanese and Chinese ceramics, and contemporary ceramics.

**SCULPTURE**  
**One semester**  
**Prerequisite: None**  
**Fee: \$20**

**F340**  
**Grades 9, 10, 11, 12**  
**.5 AA credit**

The sculpture class is an introduction to 3-dimensional sculpture made from clay, wood, stone, plaster and paper. Students will explore history, aesthetics, art criticism and production. Sculpture projects will emphasize the required knowledge and skills in the media as well as the exploration of conceptually driven projects.

**IB ART**  
**One year**  
**12**

**F370**  
**Grades 11,**

**Prerequisite: Successful completion of Art 3, OR Art 2 plus 1 credit of visual art electives, and consent of instructor.**

**1 AA credit**

In the IB Art course(s), students demonstrate the ability to deal with the fundamental concerns of the visual arts while developing a personally relevant cohesive body of work. The curriculum will encompass a variety of experiences in formal, technical, and expressive means, which will include working in a wide range of art forms such as drawing, painting, three-dimensional work, color, design, printmaking and more. The opportunity to develop an in-depth, personal artistic study will allow a focused process of investigation, growth and discovery. **The IB student must demonstrate a high degree of motivation and commitment.** The visual language of art encompasses art in historical and cultural context while developing a sense of aesthetics, critical analysis, and self

evaluation. As purposeful exploration, critical analysis, and reflection are essential to the IB curriculum, these will be reflected in a student-driven investigation workbook. Each year of study culminates in a show. Students will prepare for and have the opportunity to take the IB exam.

**PHOTOGRAPHY 1**  
**One semester**  
**Prerequisite: None**  
**Fee: \$20**

**F410**  
**Grades 11, 12**  
**.5 AA credit**

In this course students will have an opportunity to develop knowledge and skills necessary to operate a single lens reflex camera and explore the art-related concepts of good photographic composition. Students will learn the chemistry and physics associated with film development and the darkroom techniques of black and white photography. Each student must provide a 35 mm SLR camera that can be manually set. In addition, students will need to purchase film and photographic paper.

**PHOTOGRAPHY 2**  
**One semester**  
**Prerequisite:**  
**C or higher in Photography 1**  
**Fee: \$20**

**F420**  
**Grades 11, 12**  
**.5 AA credit**

This course advances the study of photography in the lab. Taking the basic skills learned in Photography 1, students begin to work on individualized interests, portrait work, and photo assignments. This course will help students create a personal portfolio for display.

### Visual & Performing Arts Career Pathways

Visual Arts	Theater	
Art 1 .5 Graphic Design .5 Photo 1 .5	Theater 1 .5 Acting I 1.0 Thtr Des .5 Acting II 1.0 IB Theater 1.0	<b>←- CORE CLASSES</b>
1 credit in a focused area: Ceramics 1 & 2 1.0 OR Photo 2 & Photo Studio 1.0 OR Art 2 & 3 (or IB Art) 1.0	2 credits of Performing Arts electives: Men's Choir 1.0 Jazz Choir 1.0 Treble Choir 1.0	<b>+ ←- ENDORSEMENT CLASSES</b>
At least 4.5 credits of additional endorsement classes or the following: Marketing 1.0 Graph Desn 2 .5 Newspaper 1.0 Web Design .5 Yearbook 1.0 Sculpture .5 Theater Design .5 Comp Anim. .5 Video Journalism .5 Photo Studio .5 TV/News Doc .5 Ceramics Stud .5 Photo Studio .5 Adv. Art .5	At least 1 credit of visual arts electives: Art 1 .5 Art 2 .5 Graphic Design 1 .5 Graphic Design 2 .5 Sculpture .5 Photography .5 Marketing 1.0	<b>+ ←- ELECTIVES</b>
1) Murals, portfolio day, stage/scenery crew, OAEA conference, hanging shows. 2) Documented gallery or art museum visits.	1) At least 2 high school productions per year, backstage & on stage. 2) Attend 2 professional productions per year. (1 touring/1 local regional theater)	<b>+ ←----- EXTRACURRICULAR ACTIVITIES 60 hours documented (internships, mentorships, job shadows, related community projects &amp; service)</b>
1) At least 2 senior show entries (incl Herzog Meier), 2) Portfolio of at least 20 quality work samples from HS & extracurr experiences (incl self-portraits), 3) 1 page artist's statement	1) Audition videotape 2) Resume including performance history & headshot	<b>+ ←----- COLLECTION OF EVIDENCE</b>

## World Languages

Learning to use a second language effectively in real life situations and developing an understanding and appreciation for other cultures are focuses for all world language classes. World language students build proficiency in speaking, listening, reading, and writing in a second language as they become acquainted with the cultures where the language is spoken. At least two years of the same language is required to meet college admission requirements in most universities, including Oregon's public four-year colleges and universities. AP/IB classes are available in Spanish and French for students in fourth year courses and beyond. An IB course is available in Japanese and German for students in the fourth year and beyond.

### FIRST-YEAR COURSES

<b>SPANISH I</b>	<b>W201</b>
<b>FRENCH I</b>	<b>W301</b>
<b>JAPANESE I</b>	<b>W501</b>
<b>One year</b>	<b>Grades 9, 10, 11, 12</b>
<b>Prerequisite: None</b>	<b>1 AA credit</b>

Students in first-year language courses will develop the skills needed to communicate at a basic level in their second language. Students build reading, writing, speaking, and listening skills through role plays, individual and small group practice, and activities based on tapes and videos. Students learn about the culture of countries where the language is spoken through films, readings, guest speakers, and a variety of authentic materials.

### SECOND-YEAR COURSES

<b>SPANISH II</b>	<b>W202</b>
<b>FRENCH II</b>	<b>W302</b>
<b>JAPANESE II</b>	<b>W502</b>
<b>One year</b>	<b>Grades 9, 10, 11, 12</b>
<b>Prerequisite: Yr I, C or better</b>	<b>1 AA credit</b>

Second-year language students continue to build their speaking, reading, writing, and listening skills in their second language. Students increase proficiency through role plays, individual and small group practice, and activities based on tapes and videos. Students learn about other cultures through films, readings, guest speakers, and a variety of authentic materials. Note that most colleges require two years or more of second language study for admission and some require students to demonstrate a certain level of proficiency in the language. Successful completion of the course will prepare students for the rigorous expectations and rewarding experiences of subsequent course work in the second language.

### THIRD-YEAR COURSES

<b>SPANISH III</b>	<b>W203</b>
<b>FRENCH III</b>	<b>W303</b>
<b>JAPANESE III</b>	<b>W503</b>
<b>One year</b>	<b>Grades 9, 10, 11, 12</b>
<b>Prerequisite:</b>	<b>1 AA credit</b>
<b>2 years of language or permission of instructor</b>	

Third-year language students build on skills covered in the first two years. The course helps students converse in the second language about topics from their own lives, handle simple real life situations, understand greater detail in the spoken language, write guided compositions, and read and comprehend poetry, short stories, and short articles. Students learn about culture through readings, films, discussion, and guest speakers. Classes are conducted primarily in the second language.

### FOURTH-YEAR COURSES

<b>SPANISH IV</b>	<b>W204</b>
<b>FRENCH IV</b>	<b>W304</b>
<b>JAPANESE IV</b>	<b>W504</b>
<b>One year</b>	<b>Grades 10, 11, 12</b>
<b>Prerequisite:</b>	<b>1 AA credit</b>
<b>3 years of language or permission of instructor</b>	

Students in fourth-year courses continue to develop their ability to converse in the language and to handle more complex real life situations. They increase their listening skills through a variety of media and classroom activities and read more complex excerpts from articles, literary works, and other authentic texts. Students continue to develop composition skills through guided compositions and peer editing. Students learn about culture through readings, films, discussions, guest speakers, and relevant web sites. Fourth-year courses are conducted in the language being studied, and students are expected to communicate in that language.

<b>AP FRENCH LANGUAGE</b>	<b>W306</b>
<b>IB FRENCH SL</b>	<b>W307</b>
<b>One Year</b>	<b>Grades 11, 12</b>
<b>Prerequisite: 3 years French including French III or equivalent. App and consent of instructor.</b>	<b>1 AA credit</b>
<b>If a student intends to take an AP or IB exam, they will need to see their world language teacher for the summer reading/assignment requirement(s).</b>	

This advanced course is especially designed for students who want to continue French after high school or who want to prepare for the Advanced Placement Examination or comprehension of French literature and materials students are likely to encounter in a French-speaking culture. The examinations are not mandatory. Seniors taking French who have a GPA of 3.0 or better may receive 12 units of college credit through the Challenge Program at Portland State University.

<b>IB JAPANESE SL</b>	<b>W507</b>
<b>One Year</b>	<b>Grades 11, 12</b>
<b>Prerequisite: 3 years Japanese including Japanese III or equivalent. Application and consent of instructor</b>	<b>1 AA credit</b>

**If a student intends to take an AP or IB exam, they will need to see their world language teacher for the summer reading/assignment requirement(s).**

This advanced course is designed for students who wish to continue Japanese after high school or who want to prepare for the International Baccalaureate Examination. Emphasis will be placed on the spoken language, the development of composition skills, and on the comprehension of Japanese written materials. Students will prepare for the IB examination, although taking the exam is not mandatory.

<b>AP SPANISH LANGUAGE</b>	<b>W206</b>
<b>IB SPANISH SL</b>	<b>W207</b>
<b>One year</b>	<b>Grades 11, 12</b>
<b>Prerequisite: 3 years Spanish including Spanish III or equivalent. Application and consent of instructor</b>	<b>1 AA credit</b>

**If a student intends to take an AP or IB exam, they will need to see their world language teacher for the summer reading/assignment requirement(s).**

This is a college-level course for students wanting to excel in Spanish. Discussions in Spanish revolve around current events, culture, and history of Spanish-speaking countries as well as aspects of students' own lives. Students write in detail and focus on reading literary works, articles, and many other authentic texts. Students prepare for the Advanced Placement and/or

International Baccalaureate Examinations. Students with a high level of preparation and an interest in literature may opt to prepare for the AP Spanish Literature examination. The examinations are not mandatory. Students in their fourth year of Spanish and beyond may be able to receive college credit.

## District Options

The Beaverton School District is nationally recognized for high student achievement and innovative programs. BSD high school students have the opportunity to investigate learning options that best fit their individual academic needs. Students can choose their neighborhood high school or one of a number of learning options. District transportation is provided to all District learning options. For more information, visit:

[www.beaverton.k12.or.us/home/schools/option-schools-and-programs/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/).

**Neighborhood High Schools** - Aloha, Beaverton, Southridge, Sunset and Westview High Schools.

Beaverton School District has five neighborhood high schools that provide challenging, meaningful educational options and extracurricular opportunities for each student. Strong academic offerings include World Languages, International Baccalaureate (IB), Advanced Placement (AP) classes and honors options. Students can participate in athletics, drama, band, choir, art, leadership and club activities, as well as community service. College/Career Centers support students in post-high school planning and the student bodies represent the richness of the culture and diversity in our community. Students are automatically enrolled in their neighborhood school. *No application is required* to attend your neighborhood school. For more information about your neighborhood school, visit:

[www.beaverton.k12.or.us/home/schools/high-schools/](http://www.beaverton.k12.or.us/home/schools/high-schools/).

**Learning Option High Schools** - Common Application Programs

The following interest-based schools require application through the BSD Learning Options Common Application. Applications and information about the application process and timeline are available at: [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/).

**Arts & Communication Magnet Academy (ACMA)** - 11375 SW Center Street, Beaverton, OR 97005

ACMA serves students in grades 6-12. Students are attracted to ACMA because they possess a skill, are proficient, or show strong potential in one of the arts. At ACMA students receive a rigorous academic program combined with rich pre-professional experiences in an array of artistic disciplines. The combination of high expectations and an art-focused curriculum produces graduates who are well prepared for post-secondary study in a wide range of pursuits, both within and outside of the arts. For more information, visit [www.beaverton.k12.or.us/acma](http://www.beaverton.k12.or.us/acma). Contact: ACMA 503.672.3700.

**Health & Science School (HS2)** - 18640 NW Walker Road, Beaverton, OR 97006

With a focus on its mission of college success for all students, HS2 serves students in grades 6-12. HS2 is open to all students with an interest in engineering and medicine. It is a powerful learning community in a small school setting for students from all social, cultural and economic backgrounds. As a part of this college prep program, students learn in small, teacher-led investigative teams that foster communication, engagement, research skills, critical thinking and problem solving. Students have the opportunity to earn college credit in grades 11 and 12 and are prepared to pursue a career in the engineering and the health professions. In addition, there are

opportunities for health career certification courses after school and during the evening for seniors at HS2. HS2 seniors will also participate in internship rotations at local hospitals, medical facilities and research labs.

Visit [www.beaverton.k12.or.us/health\\_and\\_sciences/](http://www.beaverton.k12.or.us/health_and_sciences/)

Contact: HS2 503.533.1853.

**International School of Beaverton (ISB)** - 17770 SW Blanton, Beaverton, OR 97006

ISB is an options program for students in grades 6 -12 offering the International Baccalaureate Middle Years Program and the Diploma Program. The International Baccalaureate Program is a rigorous, standardized curriculum framework taught worldwide. At ISB, all students study World Languages including Chinese, Japanese, and Spanish. Students also experience regular intercultural sessions focused on international topics presented by international visitors and faculty/community members. International perspectives and critical thinking skills are emphasized and promoted throughout the rigorous curriculum. In addition, students are required to conduct individual research, engage in inquiry into the theory and nature of knowledge, and to participate in community service and action projects. The Middle Years Program at ISB will prepare students for the Diploma Program, which is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students. For more information, visit [www.beaverton.k12.or.us/isb/](http://www.beaverton.k12.or.us/isb/) Contact: ISB 503.259.3800

**School of Science and Technology (SST)** - Merlo Campus - 1841 SW Merlo Drive, Beaverton OR, 97006

SST is a science magnet school for students in grades 9-12 who enjoy learning and want an educational focus on science, math and technology. Course offerings include life, physical and earth sciences, math and computers, as well as a rich variety of language arts and social studies classes. Spanish is also offered. Writing, thinking and discussion skills are developed in all classes.

High expectations, regular homework and challenging projects help students develop their minds, while fieldwork and 12th grade internships expand learning beyond the school walls. The small school setting fosters a strong community between teachers and students. SST students enjoy extra-curricular activities such as Drama, Mock Trial, Science Fair, Ultimate Frisbee, and dances. Most SST students go on to college. While SST attracts many TAG students, many students without the TAG designation have talents and gifts that enrich SST. For more information, visit [www.beaverton.k12.or.us/merlo\\_station/sst/](http://www.beaverton.k12.or.us/merlo_station/sst/) Contact: Merlo Campus 503.259.5575

**Terra Nova High School** - 10351 NW Thompson Road, Portland, OR 97229

Terra Nova is a Big Picture inspired school with 60 - 80 students in grades 9-12. Terra Nova students take an active role in designing an individualized learning plan tailored to their learning styles, academic goals and passions. Students do extensive, independent project-based work and are awarded credits based on proficiency in state and district content standards. Students spend two days per week working in real-world internships with the guidance of certified teachers and community mentors. Much of the students' project work is centered on their internships. For more

information, contact: TNHS at 503.297.1566 or Merlo Station High School at 503.259.5575

**How to Apply to a Learning Option High School  
Common Application Program**

- Complete the BSD Learning Options Common Application available in English and Spanish from your school counseling office and at [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/).
- Mail your application to the Learning Options Placement Office, Beaverton School District, 16550 SW Merlo Road, Beaverton, Oregon 97006 by 4:00pm on February 2, 2011. A lottery will be conducted for programs where the number of applicants exceeds space available. Applications received after the deadline will be considered on a space available basis.
- Want to know more? Ask your counselor, teacher or principal about your learning options. Visit a school site. Open Houses are scheduled for January and February. Visit [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/) for a schedule of Open Houses.

**ADDITIONAL HIGH SCHOOL LEARNING OPTIONS**

**Partial Day Option Programs:** The BSD offers three partial day option programs for high school students. The programs are: Automotive Technology, located on the campus of Aloha HS, Health Careers, located at Beaverton HS, and Horticulture, located at Merlo Station HS. Students register for these classes as part of their regular high school forecasting process. The applications for Automotive Technology, Health Careers and Horticulture are available at [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/) and in the counseling office at your school. The application should be returned, with your completed high school forecasting form, to your high school by the forecasting deadlines at your school.

**AUTOMOTIVE TECHNOLOGY 1**

Length/Credit(s): 1 Year/3.0 Elective credits  
Grade(s): 11 and 12  
Prerequisite(s): Application and pre-test  
College Credit(s): 8 credits from PCC  
Lab Fee: \$20 per year

Automotive Technology 1 is designed for students who intend to pursue training after high school in automotive technology or related fields. The program is based on National Automotive Technicians Education Foundation (NATEF) industry standards. The curriculum includes brakes, electrical, steering, suspension and engine performance. Students are invited to participate in the following competitions: Ford AAA, Skills USA and the Portland Metro New Car Dealer Association Contest with opportunities to win scholarships and tools. The Auto Tech program models the demands of the industry with 50% hands-on experience and 50% academic content. Students have opportunities to participate in site visits and industry activities including job shadows and summer internships. Classes are held at the Aloha High School Auto Lab. The required application is available in the counseling office at your school and at [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/).

**AUTOMOTIVE TECHNOLOGY 2**

Length/Credit(s): 1 Year/3.0 Elective credits  
Grade(s): 12

Prerequisite(s): C (or higher) in Auto Tech 1  
College Credit(s): 8 credits from PCC  
Lab Fee: \$20 per year

Students receive advanced theory and hands-on experience in the following NATEF areas of study: electrical, brakes, suspension, steering and engine performance. Students develop leadership skills as well as mechanical skills needed in the automotive industry. Students complete task-based activities demonstrating competency in common diagnostic formats. Course activities include visits to industry sites and college programs, job shadows and summer internships. These activities allow students to become familiar with industry standards that will prepare them for postsecondary training and gainful employment. Students have the opportunity to compete in the Ford AAA, Skills USA and the Portland Metro New Car Dealer Association contests. Classes are held at Aloha High School. The required application is available at [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/) and in the counseling office at your school.

**HEALTH CAREERS**

Length/Credit(s): 1 Year/1.0 Elective credit  
Grade(s): 11 and 12  
Prerequisite(s): Completion of, or concurrent enrollment in, Human Anatomy & Physiology; application required.  
Fee: \$30 per year for program T-shirt, certification, and professional conference costs.

This full-year introductory course is designed for a student who has an interest in exploring or pursuing a career in health services. Students learn core knowledge and skills common to major health careers. Areas of emphasis are medical terminology, medical ethics, safety in health care, career exploration, self-assessment portfolios and some basic health care skills. Students are involved in community health projects such as elementary school health screenings, blood drives and other related community experience. These students have the opportunity to be involved with Health Occupations Students of America (HOSA), a pre-professional organization of potential health care workers. The Red Cross course, *Responding to Emergencies*, is part of the curriculum. Students explore and demonstrate basic first aid, first aid in remote settings, CPR for adult, child and infant and educational training in Automated External Defibrillation (AED). Health Careers 1 meets every other day at either Beaverton or Westview High School. Transportation is provided.

**Note:** Health Careers 1 applicants must attend one of the following mandatory meetings for their application to be considered for the lottery: Tuesday, March 15, 2011, 7:00pm at Westview HS, or Wednesday, March 16, 2011, 7:00pm at Beaverton HS. The required application is available in the counseling office at your school and at [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/).

**ADVANCED HEALTH CAREERS**

Length/Credit(s): 1 Year/2.0 Elective credits  
Grade(s): 12  
Prerequisite(s): Health Careers 1 and Human Anatomy & Physiology, application required.  
Fee: Program/Uniform costs are approximately \$75-\$100/year.

Advanced Health Careers is designed for senior students who have successfully completed Human Anatomy and

Physiology at their home high school and Health Careers 1. First semester curriculum includes mastery of basic patient care skills, introductory pathophysiology of common diseases, patient rights, professional skills and medical terminology. The curriculum also includes guest lecturers from diverse health care fields who explain their career pathways, share their expertise and provide updates on current practices. During second semester, students are placed in the community to explore career options with health care professionals. Among the clinical sites offered to students are: hospital, medical, dental, veterinary medicine, physical and occupational therapy, speech and rehabilitation, fitness, sports medicine and medical social service. Students are encouraged to continue their membership in Health Occupations Students of America (HOSA). Advanced Health Careers provides students with a realistic view of career options. Clinical experiences allow students to collect valuable information facilitating educated decisions regarding their future in college or the workplace. Advanced Health Careers meets every day at Beaverton High School. Transportation is provided. The required application is available in the school counseling office at your school or at [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/application-information/).

### HORTICULTURE

Length/Credit(s): 1 trimester / .5 credit  
Grade(s): 9-12

Horticulture is a daily 65-minute course offered on the campus of Merlo Station High School. Curriculum is focused on career exploration in the horticulture field, propagation techniques, floral design, basic botany concepts, pruning, soils, pest and disease control, plant identification, etc. During winter trimester, the work is less hands-on and more in-class learning. Transportation is provided and students may earn .5 science or elective credit. For more information contact your high school counselor, visit [www.beaverton.k12.or.us/merlo\\_station/hort/index.html](http://www.beaverton.k12.or.us/merlo_station/hort/index.html) or contact Daphne Green at 503.259.5575.

### HIGH SCHOOL REVOLVING APPLICATION PROGRAMS

The following high school programs accept applicants throughout the year, generally at the beginning of a quarter or trimester. For more information, see your high school counselor, contact the school or visit [www.beaverton.k12.or.us/home/schools/option-schools-and-programs/](http://www.beaverton.k12.or.us/home/schools/option-schools-and-programs/)

**Community School - Merlo Campus - 1841 SW Merlo Drive, Beaverton, OR 97006**

Community School is a full-day program for students in grades 9-12 who need more support in school. It is a small, nurturing school community with close ties between teachers and students. Students build self-confidence that culminates in a senior exhibition. Students in grades 9-10 focus on developing academic and social skills necessary for successful progress toward earning a high school diploma. In grades 11-12, they continue building academic skills, work on credit completion and add an emphasis on community service, career exploration, internships, and Merlo Station College Track. Senior exhibitions are a required part of the curriculum in order to graduate from Community School. Community School also includes the Continuing Education Program for Young Parents (CEYP) and students who qualify can earn college credit through PCC coursework while obtaining a

high school diploma. Applications are accepted at the beginning of each trimester or quarter, and students may earn 7.5 credits per year. See your high school counselor for application information. Contact: Merlo Campus 503.259.5575.

**Night School - Merlo Campus - 1841 SW Merlo Drive, Beaverton, OR 97006**

Night School is designed for students ages 16-21 who have a minimum of ten high school credits. Classes meet between noon and 8 PM in four 9-week sessions per school year. It is designed for students who 1) wish to pursue increased skills in reading, writing and math; 2) enjoy community-based, project learning; and 3) are looking for a learning environment that accommodates all learning styles. Contact: Merlo Campus 503.259.5575.

**Early College High School (ECHS) - Located at two campuses: Rock Creek and Sylvania**

• PCC Rock Creek Campus – 17705 NW Springville Road, Portland, OR 97229 • PCC Sylvania Campus - 12000 SW 49th Ave, Portland, OR 97219

ECHS is a unique opportunity for students to blend high school and college in a personalized and rigorous education program at Portland Community College. ECHS is available at both the Rock Creek and the Sylvania campuses. Students must be willing to make a two-year commitment to the program and attend PCC full-time. Students manage their own schedules and take regular, college courses with other PCC students. ECHS staff provides a system of support and career guidance. Every student takes orientation classes and career development coursework. Eligible students are in the 11th or 12th grade or are 16 years of age. Students may be referred by their high school counselor or teacher. Students may be admitted fall, winter, and spring terms, depending on the availability of open slots. In ECHS, it is possible for students to earn a high school diploma, an Associate's Degree or up to two years of college credit. Students also have the option of pursuing their interest in a Career Technical Pathway that supports their individualized learning plan and be applied to a diploma or GED program. Applications are accepted at the beginning of each college quarter. See your high school counselor for application information. Contact: ECHS at PCC Rock Creek: 503.614.7473 . For more information, visit [www.pcc.edu/prepare/head-start/beaverton.html](http://www.pcc.edu/prepare/head-start/beaverton.html) .

### ALTERNATIVE HIGH SCHOOL LEARNING OPTIONS

**Deer Park Academy – 16550 SW Merlo Road, Beaverton, OR 97006**

The Deer Park Academy Program is an interim placement for students in the Beaverton School District. The Program includes both regular education and special education students. Students are placed in the program by their home school, because of an expulsion or by the Special Education Team, generally while the student awaits a Program Review. The students are in classes together and attend a half day program. The classes include: language arts, math, social studies, Success Seminar and Health. High school students attend from 7:30-11:10am. High school students are also able to participate in several counseling groups including: goal setting, anger management, career guidance, and art therapy. Middle school students attend from 12:10-3:30pm. Transportation is provided for the students. A third component of the program is the Home Teacher program for students who have a documented medical condition that

prevents them from attending school. Requests for the Home Teacher program must be made through the home school principal. For more information about Deer Park Academy, contact Ruth White at 503.591.4182.

**Continuing Education for Young Parents (CEYP) Merlo Campus - 1841 SW Merlo Drive, Beaverton, OR 97006**

CEYP provides a supportive environment for teen mothers and fathers completing their education while meeting the responsibilities of pregnancy and parenthood. In addition to regular coursework, students learn about community organizations and social service agencies that provide personal and family counseling, medical assistance, job counseling and other services. A childcare center is available on site and serves as a laboratory for child development and parenting classes. Volunteers and trained staff provide childcare for the infants and toddlers while students attend classes. For information, or to enroll, see your counselor or contact Rhea Medina at 503.259.5575.

**Evening Academy Merlo Campus - 1841 SW Merlo Road, Beaverton, OR 97006**

Evening Academy is an individualized credit recovery program for 12th grade students on a graduation plan who need two or fewer additional credits to graduate. Students apply through their home school counselor and attend a minimum of 4 hours per week from 1-8 pm, Monday through Thursday. Students are required to make steady progress toward completion of individualized contracts. To apply contact your counselor. The application is available at [www.beaverton.k12.or.us/merlo\\_station/evening/index.html](http://www.beaverton.k12.or.us/merlo_station/evening/index.html). Contact: Merlo Campus 503.259.5575.

**GED at Merlo Campus - 1841 SW Merlo Road, Beaverton, OR 97006**

GED Preparation is a program designed for students who are at least 16 years of age and at least 6 credits behind in graduation requirements. Students are admitted through an application and interview when openings exist. They are expected to attend a two hour class at least 4 times per week to prepare for the GED exams. The exam consists of five subjects: reading, writing, math, social studies and science. Students pay a \$100 fee to the State Testing Center to take the GED exam. To apply, see your high school counselor. The application is available at [www.beaverton.k12.or.us/merlo\\_station/ged/index.html](http://www.beaverton.k12.or.us/merlo_station/ged/index.html). Contact: Merlo Campus 503.259.5575.

**Jumpstart Merlo Campus - 1841 SW Merlo Road, Beaverton, OR 97006**

Jumpstart is a transitional programs for students, ages 16-17 in the Beaverton School District who are returning from dropout status and/or need additional structured support. Courses include language arts, social studies and math.

Students may transition back to their home high school or to another educational option program. To apply, see your counselor. The application is available at: [www.beaverton.k12.or.us/merlo\\_station/jump/index.html](http://www.beaverton.k12.or.us/merlo_station/jump/index.html). Contact: Merlo Campus 503.259.5575.

**Portland Community College Prep PCC Rock Creek – 17705 NW Springville Road, Portland, OR 97229**

The PCC Prep programs listed below provide an accessible route to college, increasing access for second language students, GED prep students and students who have not been successful in the traditional high school environment. Three programs support and develop students' reading, writing, math, study habits and personal skills so they can meet the rigor of college-level classes. For more information visit [www.pcc.edu/prepare/head-start/prep/](http://www.pcc.edu/prepare/head-start/prep/).

**1. Multicultural Academic Program (MAP)** serves students who are 16-20 years old, are non-native English speakers and have left high school before graduation. Students must have a minimum of third grade reading level in English. MAP students build their English literacy skills and academic habits, preparing them to succeed in college. Students can prepare for the GED test and gain language proficiency to enter PCC's YES! program or PCC's Gateway to College program. To Apply: See your counselor or contact: Jana Daugherty (PCC) 503.788.6213.

**2. Youth Empowered to Succeed Program (YES!)** serves dropouts who are working towards their GED. YES! students attend GED prep classes 2-4 times per week and explore future academic opportunities through career development and college classes held once a week. Students are encouraged to continue their college education and may be able to transition to Gateway to College. After completing their GED program, students may be able to apply to Early College HS. To apply, see your counselor or contact: Jana Daugherty (PCC) 503.788.6213.

**3. The Gateway to College Program** serves 16-20 year old at-risk students who have either dropped out of high school or are on the verge of dropping out. Students simultaneously accumulate high school and college credits, earning a high school diploma while progressing towards an Associate's Degree or Certificate. In their first term, students learn in a team, building academic and personal skills that prepare them for college courses with the general student population. In addition to reading, writing and math, students, working together, take a college survival and success class to learn how to take effective notes, study for tests and juggle school, work and family life. To apply, see your counselor or contact: Jana Daugherty (PCC) 503.788.6213.



**For Counseling only**

Crs#	Opt#	Gr	Title	Cr
<b>English Language Development (Cr cat)</b>				
N205	950	(09-12)	Beg ELD (EL)	2.0
N208	1471	(09-12)	Early Int (EL)	2.0
N210	1435	(09-12)	Int ELD (EL)	1.0
N215	1476	(09-12)	Early Adv ELD (EL)	1.0
N220	960	(09-12)	Adv ELD (EL)	1.0
N505	975	(09-12)	Acad Cont Eng (EL)	1.0
L601N	2173	(09-12)	Lit & Comp I (LA)	1.0
L602N	2174	(09-12)	Lit & Comp II (LA)	1.0
L605N	936	(09-12)	Lit/Comp9 shelt(LA)	1.0
L610N	939	(09-12)	Lit/Comp10 shelt(LA)	1.0
M210	1581	(09-12)	Math Skills (MA)	1.0
C200N	1195	(09-12)	Sci. Inq shelt (SC)	1.0
C320N	1460	(09-12)	BCP shelt (SC)	1.0
S225N	942	(09-12)	SS 9 sheltered (SS)	1.0
S230N	945	(09-12)	SS 10 shelt (SS)	1.0
S210N	2175	(09-12)	Soc Stud I (SS)	1.0
H390	1518	(10-12)	Intro Hlth Car (EL)	1.0
675N	2176	(09-12)	Acc Tutor ESL	0.0

**Student Support Program**

R415	2288	(09-12)	Academic Sem (EL)	1.0
L601R	2171	(09-12)	Lit & Comp I (LA)	1.0
L602R	2172	(09-12)	Lit & Comp II (LA)	1.0
R210	2152	(09-12)	Comm. II (EL)	1.0
R307	2376	(09-12)	Math Fund. I (EL)	1.0
R308	2379	(09-12)	Math Fund. II (EL)	1.0
R309	2382	(09-12)	Math Fund. III (EL)	1.0
R312	2385	(09-12)	Math Fund. IV (EL)	1.0
R246	2388	(09-12)	Lit Found I (EL)	1.0
R247	2391	(09-12)	Lit Found II (EL)	1.0
R248	2394	(09-12)	Lit Found III (EL)	1.0
R249	2397	(09-12)	Lit Found IV (EL)	1.0
R351	2364	(09-12)	Sci Found I (EL)	1.0
R352	2367	(09-12)	Sci Found II (EL)	1.0
R353	2370	(09-12)	Sci Found III (EL)	1.0
R354	2373	(09-12)	Sci Found IV (EL)	1.0

Crs#	Opt#	Gr	Title	Cr
R506	2400	(09-12)	Life Skills I (EL)	2.0
R507	2403	(09-12)	Life Skills II (EL)	2.0
R508	2406	(09-12)	Life Skills III(EL)	2.0
R509	2409	(09-12)	Life Skills IV (EL)	2.0
R550	2360	(09-12)	Hist Basics 1 (EL)	0.5
R551	2361	(09-12)	Hist Basics 2 (EL)	0.5
R560	2362	(09-12)	Gov't Basics 1 (EL)	0.5
R561	2363	(09-12)	Gov't Basics 2 (EL)	0.5
R510	2358	(09-12)	Health Basics1 (EL)	0.5
R511	2359	(09-12)	Health Basics2 (EL)	0.5
R650	1159	(09-12)	Work Exp I (EL)	1.0
R655	1488	(09-12)	Work Exp II (EL)	1.0
R660	1506	(09-12)	Work Exp III (EL)	1.0
R665	2355	(09-12)	Work Exp IV (EL)	1.0
R605	1414	(09-12)	Life Choices (EL)	1.0
P300	980	(09-12)	ISC Adap PE (PE)	1.0
R725	981	(09-12)	ISC Community Livng	1.0
R735	982	(09-12)	ISC Household Skls	1.0
R705	983	(09-12)	ISC Literacy	1.0
R710	984	(09-12)	ISC Communication	1.0
R715	1526	(09-12)	ISC Math	1.0
R740	985	(09-12)	ISC Leisure Sk	1.0
R720	986	(09-12)	ISC Social Sk	1.0
R760	987	(09-12)	ISC Work Exp	1.0
R725S	2209	(09-12)	SRSC Community Skls	1.0
R735S	2236	(09-12)	SRSC Household Skls	1.0
R705S	2206	(09-12)	SRSC Literacy	1.0
R710S	2218	(09-12)	SRSC Communication	1.0
R715S	2212	(09-12)	SRSC Math	1.0
R740S	2239	(09-12)	SRSC Leisure Sk	1.0
R720S	2215	(09-12)	SRSC Social Sk	1.0
R760S	2221	(09-12)	SRSC Work Exp	1.0
<b>Other:</b>				
L605S	1305	(09)	Lit/Comp 9 Success	1.0
S225S	1306	(09)	Soc Stud 9 Success	1.0
L206	2327	(10-12)	Reading Workshop	0.5
L207	2328	(10-12)	Writing Workshop	0.5
L617	1584	(12)	Lit/Comp 12	0.5



**Beaverton High School  
13000 SW 2<sup>nd</sup> St.  
Beaverton, OR 97005  
503-259-5000  
503-259-4990 (fax)  
[www.beaverton.k12.or.us/beaverton/](http://www.beaverton.k12.or.us/beaverton/)**