



**Newport  
High School  
Course Descriptions  
2022-2023**

## Language Arts

### Language Arts 9

**Grade:** 9

**Prerequisite:** Freshman Standing

**Length:** One year/one credit

This course is designed to: teach students principles of Literary Study through a Multicultural perspective, teach students basic principle of academic writing, teach students how to construct and deliver presentations, and to work together with peers while demonstrating acquisition of skills necessary to proceed to the next level of Language Arts

### Language Arts 10

**Grade:** 10

**Prerequisite:** Sophomore Standing

**Length:** One year/one credit

This course is designed to: teach students the important ideas and traditions in World Literature, teach students principles of academic writing and research, teach students how to construct and deliver presentations, and to work together with peers while demonstrating acquisition of skills necessary to proceed to the next level of Language Arts.

### Language Arts 11

**Grade:** 11

**Prerequisite:** Junior Standing

**Length:** One year/one credit

This course focuses on three main elements of the English Language: **READING**—Students will be reading a significant number of books either at or slightly above their current Lexile reading level as determined by previous state testing. Books are primarily student-selected from a variety of resources—school library, classroom library, books from home, etc—and is supplemented by in-class reading of short stories, poems, novels, non-fiction articles, essays, and memoirs. **WRITING**—The primary method of instruction is PERSUASIVE response essays to topics of in-class readings/discussions and thematic issues derived from personal choice reading. This is supplemented by quick-writes and reading journal entries. Students will be self-evaluating using the *Official Writing Scoring Guide* prior to turning in major writing assignments. Students will have mini-assignments in the form of journal prompts asking them to identify literary elements and their effects as discovered in their personal choice reading. **DISCUSSION SKILLS**—The primary method of instruction is the SOCRATIC SEMINAR. Students will read and annotate texts (fiction and non-fiction) in preparation for discussion and writing. Students will then generate authentic higher-level questions for use in the seminar. As students grow more comfortable with the format, students will begin to take more and more responsibility for moderating the discussion. Socratic Seminars will be supplemented with think-pair-share questioning and small-group literature circles.

### Language Arts 12

**Grade:** 12

**Prerequisite:** Senior Standing

**Length:** One year/one credit

Language Arts 12 is a year-long course that provides students with an opportunity to engage in reading, discussion, writing, revision, research, presentation, listening, collaboration, and leadership activities. Assigned texts provide platforms for

discussion of topics and concerns of local, national and international interests.

### Advanced Language Arts 9

**Grade:** 9

**Prerequisite:** Take a placement exam at Newport High School in the spring before freshman year and be admitted by teacher.

**Length:** One year/one credit

Students will read a variety of novels with a focus on expanding comprehension, critical thinking, and reading stamina. Through these works, students will develop proficiency in basic argumentative writing, speaking, listening, and reading. Students should expect to spend time outside of class each evening reading or writing.

### Advanced Language Arts 10

**Grade:** 10

**Prerequisite:** A or B in Advanced Language Arts 9 or A in Language Arts 9 with teacher recommendation

**Length:** One year/one credit

Advanced Language Arts 10 is a yearlong course designed to strengthen students' skills in reading, writing, and grammar, while also deepening their knowledge of American, classic, and British literatures. The class will study and examine a multitude of texts—both literary and informational as well as media. **Students who are seeking to enter Advanced Language Arts 10 will need to read a book over the summer from a selected list they will receive after forecasting. Students will also need to write an essay in response to book they read and turn it in the first day of school.**

### IB JR English HL

**Grade:** 11

**Prerequisite:** A or B in Advanced Language Arts 10 or an A in Language Arts 10 with teacher recommendation.

**Length:** One year/one credit

This two-year course consists of four parts: Part I (Language in Cultural Context), Part II (Language and Mass Communication), Part III (Literature - texts and contexts), and Part IV (Literature - critical study). Parts I and II are covered in the first year; Parts III and IV are covered in the second year. The course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. **Summer reading and writing assignments are required prior to both years in this two-year course.**

### IB SR English HL

**Grade:** 12

**Prerequisite:** A or B in IB Jr English or teacher recommendation

**Length:** One year/one credit

This two-year course consists of four parts: Part I (Language in Cultural Context), Part II (Language and Mass Communication), Part III (Literature - texts and contexts), and Part IV (Literature - critical study). Parts I and II are covered in the first year; Parts III and IV are covered in the second year. The course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. **Summer reading and writing assignments are required prior to both years in this two-year course.**

### **Honors English**

**Grade:** 12

**Prerequisite:** Earned an "A" in English 3/IB English and Seeking College Credit for WR 121/WR 122 or recommendation by English 3 teacher

**Length:** One year/one credit

Senior English aligned with OCCC's WR 121 and 122 Courses. This course provides the opportunity to earn college credits as a Senior in high school.

### **Language Arts**

**Grade:** 9, 10, 11, 12

**Prerequisites:** Concurrent enrollment in ELD

**Length:** One year/one credit

This class develops skills in Reading Comprehension/ Analysis of literary & expository texts, academic writing, grammar & usage, listening and speaking in a dual language format. The course standards align with those of English Language Common Core Standards.

## **ESOL**

### **ESOL 1 (Beginning)**

**Grade:** 9,10,11,12

**Prerequisites:** Score 1s on the ELPA Cumulative or Screener test

**Length:** One year/one credit and until student work and test scores show readiness for the intermediate level

Required class for newcomers to the English language, as well as for those at a beginning level of ESOL. Class will provide instruction in basic vocabulary and English language structures. Requirement status will be determined by ESOL teacher recommendation and English language proficiency test scores. Emphasis will be on reading, writing, listening, and speaking in English, study skills, content vocabulary, and cultural literacy. Instruction will be in English with native language support as needed, if available. Elective credit will be given.

### **ESOL2 (Emerging)**

**Grade:** 9, 10, 11, 12

**Prerequisites:** Score at least one 2 on the ELPA Cumulative or Screener test

**Length:** One year/one credit and until student work and

test scores show readiness for the intermediate level

Required class for intermediate level ESOL students. Class will address vocabulary and English language structures that are "beyond the basics". Requirement status will be determined by ESOL teacher and English language proficiency test scores. Emphasis will be on reading, writing, listening, and speaking in English, study skills, content vocabulary, and cultural literacy. Instruction will be in English with native language support as needed, if available. Elective credit will be given.

### **ESOL 3 (Intermediate)**

**Grade:** 9, 10, 11, 12

**Prerequisites:** Score at least one 3 on the ELPA Cumulative or Screener test.

**Length:** One year/one credit and until student work and test scores show readiness for the advanced level.

Required for intermediate level ESOL students. Class will address vocabulary and English language structures that are more advanced. Requirement status will be determined by ESOL teacher and English language proficiency test scores. Emphasis will be on reading, writing, listening, and speaking in English, study skills, content vocabulary, and cultural literacy. Instruction will be in English with native language support as needed, if available. Elective credit will be given.

### **ESOL 4 (Advanced)**

**Grade:** 9, 10, 11, 12

**Prerequisites:** Score at least one 4 on the ELPA Cumulative or Screener test or be a Long Term English Learner

**Length:** one year/one credit

Required for advanced level ESOL students. Class will address reading, writing, listening, and speaking in English, with special emphasis on writing and reading comprehension. Requirement status will be determined by ESOL teacher and English language proficiency test scores. Study skills, content vocabulary, and cultural literacy will be reinforced. Instruction will be in English. Elective credit will be given.

### **ESOL Study Skills**

**Grade:** 9, 10, 11, 12

**Prerequisites:** Current or previous ESOL student

**Length:** one year/one credit

ESOL Study Skills is designed to help ESOL students succeed in their classwork by learning good study habits. Organization and planning will be emphasized, as well as allowing time for tutoring and classwork. Other topics such as note taking, study groups, goal setting, college planning, memory, procrastination, communicating with teachers, body language, managing stress and anxiety, and study techniques will be addressed.

## **Mathematics**

### **Integrated Math 1A**

**Grade:** 9, 10, 11, 12

**Prerequisite:** None

**Length:** One year/half credit of Math and half credit of elective

This is the 1 year course that is a precursor to Integrated Math 1. Students earn .5 math credit and .5 elective credit upon completion. There will be focus on basic algebra skills with

an emphasis on solving multi-step equations and inequalities and graphing equations and inequalities. Students who complete this course will be able to transition into Integrated Math 1 the following year with a solidified mathematical foundation. Exit skill: students will be able to reliably solve and graph single variable equations and inequalities.

### **Integrated Math 1**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Completion with a passing grade in Math 8 or equivalent, or teacher recommendation

**Length:** One year/one credit

Integrated Math 1 is the first course of a three year college preparatory integrated math sequence. This course is a college prep course that meets the minimum graduation requirement for the state of Oregon, and follows the Integrated Math Pathway in the Common Core State Standards. The primary functions of the course are to develop deeper understanding, strengthen reasoning and analytical skills and support conceptual and mathematical foundations to accelerate and develop academic language and content in mathematics.

### **Integrated Math 2**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Passing grades in Integrated Math 1

**Length:** One year/one credit

Integrated Math 2 follows Integrated Math 1 in a college preparatory math sequence. This course covers the concepts of analyzing functions, polynomials, quadratics, geometric proofs, similarity and trigonometry in right triangles, properties of circles, volume, and understanding probability.

### **Integrated Math 3**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Passing grades in Integrated Math 1 and 2

**Length:** one year/one credit

Students pull together and apply the accumulation of learning that they have from their previous courses. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

### **Financial Algebra**

**Grade:** 11, 12

**Prerequisite:** Pass Integrated Math 1 or equivalent or teacher recommendation

**Length:** One year/one credit

Students will explore financial concepts that are right around the corner of graduation. In this class you will discover how to determine value, interworking banking institutions, credit scores, credit cards, stock market, how to buy a car, and how to move out of your house. This class focuses on real world situations that students will experience in life. This class is between Integrated Math 1 and Integrated Math 2 in challenge level.

### **IB Math Applications and Interpretations SL**

**Grade:** 11, 12

**Prerequisite:** Completion of Integrated Math 3 with a B

or better

**Length:** One year/one credit

International Baccalaureate Mathematics: Applications and Interpretation SL is designed for IB students whose future careers may not include a focus on mathematics, but who will need practical problem solving, logical thinking and application this class provides. This course is designed to provide a realistic mathematics course for students with varied backgrounds and abilities. The skills needed to cope with the mathematical demands of a technological society are developed, and emphasis is placed on the application of mathematics to real-life situations. A substantial piece of personal research, in the form of an investigative project, is a requirement of this program. Students who successfully complete this course will sit for the IB exam in May. **Summer assignments may be required.**

### **IB Math Analysis and Approaches SL: Year 1**

**Grade:** 11, 12

**Prerequisite:** Completion of Integrated Math 3 with B or better

**Length:** One year/one credit

International Baccalaureate Mathematics: Analysis and Approaches SL Year 1 covers pre-calculus and is an upper level, college prep course for serious math students. This course is a prerequisite for IB Mathematics: Analysis and Approaches SL Year 2. The course is divided into two sections: college algebra and trigonometry.

### **IB Math Analysis and Approaches SL: Year 2**

**Grade:** 11, 12

**Prerequisite:** IB Mathematics: Analysis and Approaches SL Year 1

**Length:** One year/one credit

IB Mathematics: Analysis and Approaches SL Year 2 is a one year course for juniors and seniors who already possess a commanding knowledge of basic and intermediate mathematical concepts, and who are equipped with the skills needed to apply simple and more sophisticated mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. A substantial piece of personal research, in the form of an investigative project, is a requirement of this program. Students who successfully complete this course will sit for the IB Mathematics exam in May.

## **Physical Education**

**PE**

**Grade:** 9

**Prerequisite:** None

**Length:** One year/one credit

During this year long class, students will be able to learn, practice, and play a variety of sports and games. Students will also be challenged to work towards greater cardiovascular health. By the end of the year, students will have participated in a wide variety of indoor and outdoor sports. They will also have achieved a higher level of fitness after engaging in planned workouts on a weekly basis. This course is a graduation requirement. This is the only Physical Education course that may not be repeated.

**Strength Training****Grade:** 9, 10, 11, 12**Prerequisite:** None**Length:** One year/one credit

This class is designed to increase strength and endurance through the use of weights, plyometrics, medicine balls, speed and agility equipment. Different exercise programs will be introduced along with various dynamic warm-ups and activities that touch on the metabolic component, which consists of training all 3 energy systems simultaneously. In addition, there will be core training activities everyday to help increase strength in the abdominals and low back.

**Strength Training****Grade:** 9, 10, 11, 12**Prerequisite:** Completed a strength training class**Length:** One year/one credit**Zero Period**

This class is designed to increase strength and endurance through the use of weights, plyometrics, medicine balls, speed and agility equipment. Different exercise programs will be introduced along with various dynamic warm-ups and activities that touch on the metabolic component, which consists of training all 3 energy systems simultaneously. In addition, there will be core training activities everyday to help increase strength in the abdominals and low back.

## Health

**Health****Grade:** 9**Prerequisite:** None**Length:** One year/One credit

Health is a required course for all freshman. Health Education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional, and social health. It motivated students to improve and maintain their health, prevent disease, and reduce risky behaviors. The class has many discussions and activities. There will also be a component on public health that addresses social media use, bullying, and healthy relationships.

**Health and Fitness for Life (HPE295)****Grade:** 11, 12**Prerequisite:** Junior or Senior Standing or teacher approval**Length:** one semester/half credit

Develop an understanding of the interacting influences of physical fitness, nutrition, stress management, and health. Course covers many wellness topics including weight control, eating disorders, diet analysis, methods for behavior change, avoiding destructive habits, cardiovascular health, and maintaining a healthy back. Dual credit available through OCCC.

## Science

**Science Investigation****Grade:** 9**Prerequisite:** None**Length:** One year/one credit

This freshman science class explores the Earth, its seas, and its place in the universe. Additionally, what matter is made of (chemistry) and how it behaves (physics) will be investigated. Designed for the student who may struggle with reading and writing, this class incorporates hands-on experiences and active involvement with the majority of work being done in class. Engineering and design is one of the major focuses. It fulfills the requirements for one of three science credits needed for graduation. This is not a college approved course.

**Physical Science****Grade:** 9**Prerequisite:** Integrated Math 1, may be taken concurrently with Integrated Math 1**Length:** One year/one credit

This freshman science class explores the Earth's layers from its core to its atmosphere and beyond into space. Additionally, what matter is made of (chemistry) along with how matter behaves (physics) are other major topics. Engineering and design is one of its major focuses as solutions to identified problems are discovered. The goal of physical science is to build the student's foundation for all further science courses taken. It also fulfills the requirements for one of three science credits needed for graduation. Successful completion also meets college entrance requirements.

**Life Science****Grade:** 10**Prerequisite:** Physical Science or Science Investigations**Length:** One year/one credit

This is a highly motivating, activity based practical science class, which emphasizes science processes and concepts. Students will also investigate science topics, which are related to their lives such as heredity, anatomy, physiology, forestry, fisheries, oceanography, and technology. The course can serve as an alternative to the biology class during the second year of high school. This is not a college approved course, but does give the student a chance to get the second year of science, which is needed to graduate. Needs counselor approval.

**Biology****Grade:** 9, 10, 11, 12**Prerequisite:** Physical Science or Integrated Math 2, may be taken concurrently with Integrated Math 2**Length:** One year/one credit

This is an introductory biology course, which provides a perspective on the sphere of life, its organisms, and the role of humans within it. The course develops the spirit and procedures of scientific inquiry while setting forth the functional and organizational principles of life. Emphasis is placed on the interrelationship of all life forms. This is a laboratory science approved by colleges and is generally a prerequisite for IB Biology HL or Chemistry.

**Environmental Science****Grade:** 11, 12**Prerequisite:** Biology or Life Science**Length:** One year/one credit

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental prob-

lems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course incorporates hands-on projects, field work, laboratory experiments, lecture, and other classroom activities.

### **Chemistry**

**Grade:** 10, 11, 12

**Prerequisite:** Biology and Integrated 2 with a B or better

**Length:** One year/one credit

Chemistry is the study of matter and the changes matter undergoes. In this lab-based course, students learn chemistry, concepts, including atomic and molecular structure, nomenclature, bonding and reactions, phase changes, gas behavior, solutions, and acid and bases. The course is rigorous, and is recommended for students planning to continue in academics beyond high school, or students with an interest in science.

### **Anatomy & Physiology**

**Grade:** 11, 12

**Prerequisite:** Chemistry or Earth Science.

**Length:** One year/one credit

Anatomy & Physiology is a class designed to cover the basic principles of A&P. It will scratch the surface of a number of other disciplines including: sports medicine, nutrition, exercise physiology, massage, and other related information.

### **Physics**

**Grade:** 11, 12

**Prerequisite:** "C" or better in Integrated Math 3

**Length:** One year/one credit

Physics is a college-prep course designed for students who will need to take physics again in college, particularly those intending to enter a science related field. The course is a lab-based class providing opportunities to experience the topics covered. Students will study Newtonian-mechanics including statics and dynamics, wave dynamics, acoustics, electricity and magnetism, and some modern physics.

### **IB Environmental Systems and Societies SL**

**Grade:** 11, 12

**Prerequisite:** B or better in Biology and a B or better in Integrated Math 3 or teacher approval

**Length:** One year/one credit

The IB ESS course investigates the complex systems of nature and humans' impact on the earth. The course will focus on the scientific principles, concepts and methodologies required for students to understand the systems of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; the course includes a wide variety of topics from different areas of study, including geology, biology, oceanography, environmental studies, environmental science, chemistry, geography, and sociology. IB ESS fulfills either the Group 4 or the Group 3 for full IB diploma students. IB-ESS is equivalent to a semester-long college-level course. Students who earn a high score (5, 6 or 7) on the IB Environmental Systems exam earn 4 credits of Geography 202 when they attend Oregon State.

### **IB Biology HL**

**Grade:** 11, 12

**Prerequisite:** Chemistry

**Length:** One year/one credit

Higher level IB Biology is a two-year course of study which emphasizes basic biochemistry, cell structure and function, genetic patterns of inheritance, plant form and function, evolution, ecology, human anatomy & physiology including neuroscience and the nature of science. An interdisciplinary group project helps students realize that one discipline is not isolated from another and that scientists work together on problems to discover solutions to a common goal. This course has structured labs and experimental design projects emphasizing laboratory work. Instruction is student-centered with cooperative learning as well as teacher directed, thus offering the student a college level biology experience. Students will sit for the higher level International Baccalaureate Biology exam in the spring of their senior year.

### **IB Sports Exercise and Health Science SL**

**Grade:** 11, 12

**Prerequisite:** B or better in Biology

**Length:** One year/one credit

This course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students earning IB credit will typically earn college kinesiology credit.

## **Social Studies**

### **US History**

**Grade:** 10, 11

**Prerequisite:** Junior Standing or Sophomore students pursuing the IB History class with Teacher Recommendation including an assessment

**Length:** One year/one credit

Traditionally a class taken as a junior, students in U.S. History will begin the year by studying the settlement of the American Continent and finish the year by looking at late 20<sup>th</sup> Century topics. The focus of the course will be based upon topics such as politics, culture, war, economics, minorities, progress, and many other issues related to history. Early topics covered in the class will revolve around the U.S. Revolutionary War, formation of the Constitution, and cultural trends in the United States. From this point the class will progress in chronological order looking at important events, trends, and ideas in U.S. History. Students in U.S. History can expect to be required to read, write, analyze, research, take notes, and participate in discussion. Students will be assessed through in class assignments, written papers, projects, and participation. The goal of the class will be for students to have a greater understanding of U.S. History at the end of the year. Students will also be encouraged to find avenues of U.S. History that particularly interest them for further research. Creating this relevancy for the students is extremely important for the students to become an active participant in their own education.

\*Freshman hoping to enroll in US History as a sophomore will be given an application that includes teacher recommendations. The Social Studies department will review student application and recommendations and base enrollment on the student's ability to demonstrate skills which will promote their success. Only freshmen interested in the IB history track should register for this class as a sophomore.

## **Global Studies**

**Grade:** 12

**Prerequisite:** Senior Standing

**Length:** One year/one credit

In this course students will learn about world history, current events and global connections. Students study Africa, the Middle East, Australia, Asia, Europe, Latin America and the historical events that tie to current issues. For instance, students will learn about and discuss Rwandan Genocide, women's rights in the Middle East, and the forced removal of Aborigines in Australia, etc. In addition, students will learn about the Nobel Peace Prize process, the United Nations and Weapons of Mass Destruction. The class is based on an equal amount of discussion, group projects, reading and lecture.

## **Government/Economics**

**Grade:** 12

**Prerequisite:** Senior Standing

**Length:** One year/one credit

One semester this course will cover a variety of topics in American Government. This course will study the foundations and functions of American government, the Constitution, mass media and political parties, elections, and state and local government.

One semester this course will cover a variety of topics in Economics. This course will study how choices and incentives determine behavior. Concepts such as supply and demand, trade, economic systems, and taxes will also be covered. A unit on personal finance is also included in this course.

## **IB History of Asia and Oceania HL**

**Grade:** 11

**Prerequisite:** Teacher Recommendation which may include an assessment.

**Length:** One year/one credit

Higher Level History of Asia and Oceania is a one-year college level curriculum. This is a comparative study that integrates the histories of the 20th Century China, Japan, and Korea. It is designed to promote an awareness and understanding of the countries in the Eastern Hemisphere through a sequence where students are introduced to the common experiences in East Asia through analysis of cultural, political, social and economic issues. The junior year will study the 20<sup>th</sup> Century. At the end of the second year students can earn college credit by earning a high score on the IB exam. \*Sophomores hoping to enroll in IB History of the Asia and Oceania HL as a junior will be given a writing task during an intervention period. The task will allow computer use and is aimed at measuring student readiness for the expectations of the class. The Social Studies department will review student work and base enrollment on the student's ability to demonstrate skills which will promote their success. Only sophomores interested in the IB history track should register for this class.

## **IB 20th Century World History HL**

**Grade:** 12

**Prerequisite:** Teacher Recommendation from IB History of the Americas HL

**Length:** One year/one credit

The senior year will center on an analysis of the Western Hemisphere in the 20th century. Incorporated into this study will be topics related to the International Baccalaureate's 20th Century World history categories. The course will pull from the eighteen regional study topics for History of the Americas and use two of the 20th Century World History topics. The topics may be used as stand alone units or may be integrated within the framework of other topics. At the end of the second year students can earn college credit by earning a high score on the IB exam.

## **IB Theory of Knowledge**

**Grade:** 11

**Prerequisite:** Advanced Language Arts 10 or Teacher Recommendation

**Length:** One year/one credit

This is a required course for students pursuing the IB diploma. Students in TOK will enjoy a combined opportunity for reflection and investigation. The course will take them deeply into minute topics and high into grand perspectives, where students will learn that knowledge often lies in the subtleties, and that all areas of human knowledge are inevitably and intricately connected. Students will be encouraged to draw on their current and previous academic and personal experiences, to examine their pools of learning, and to discover not specific truths or answers, but ways of knowing. Our focus will begin and remain on inquiry rather than on achieving a unified body of right answers. All of this will be achieved through discussions, projects, readings, and writing.

# **Special Education**

## **Student Service Center (SSC)**

**Grade:** 9, 10, 11, 12

**Prerequisite:** None

**Length:** One Year/One Credit

Special Education provides Individual Education Plans to be implemented with students who have qualified for special services under the guidelines of federal and state laws. Students must complete planned, prescribed courses of study, under the guidance, direction, and assistance of learning specialists and teaching assistants. To earn credit and make progress towards graduation, students must complete the requirements for the classes they wish to complete using checklists outlining the work they are required to do. Yearly, and often, more frequently, meetings are held with parents and students to make certain the students are making satisfactory progress.

## **Structured Learning Center (SLC) - Transition**

**Grade:** Ages 18-21

**Prerequisite:** Graduated with or working towards a Modified, Extended or Alternative Certificate

**Length:** One year/one credit (once students received their HS Diploma, no credit given)

The SLC best meets the needs of a student with autism, as well as, meeting the needs of the student with an intellectual disability. For students who have received their diploma, they are in the transition program 100% of the time. Students who have received a Modified Diploma, Extended Diploma or Alternative Certificate, are eligible for Transition (Special Education Services through the school year they turn 21 in. Special Education provides Individual Education Plans to be implemented with students who have qualified for special

services under the guidelines of federal and state laws. Students Individual Education Plans are written based on the students transition goal determined by transition assessments and informal interviews.

Transition focus is on Independent Daily living skills, Community Based Instruction, Training, Education and Employment. Yearly, and often, more frequently, meetings are held with parents and students to make certain the students are making satisfactory progress.

## World Languages

### Spanish 1

**Grade:** 9, 10, 11, 12

**Prerequisite:** None

**Length:** One year/one credit

The main emphasis is working toward oral production and establishing a comfort zone. Students may not always be able to speak perfectly, but they will be able to communicate at a low level on certain subjects including gustar and present indicative tense. All three communication methods (Interpretive mode: listening and reading, Interpersonal mode: speaking and writing, and Presentational Mode: speaking and writing) will be covered.

Students will hear a lot of Spanish in class and be able to understand and be able to react to many commands and situations. Students will write and perform short dialogs and situations using both textbook vocabulary and supplemental information. Students will need to be starting in the Novice Low level, with the goal of achieving the Novice Mid level by the end of the year.

### Spanish 2

**Grade:** 9, 10, 11, 12

**Prerequisite:** C or better in Spanish 1

**Length:** One year/one credit

In Spanish 2 the present progressive, the preterit, and the imperfect will be introduced and their basic use understood. Students will be able to understand basic conversation on these topics using all tenses and vocabulary that they have learned from Spanish 1. Students will have conversations with the teacher and other classmates, some for practice and others for assessment. During the Spring Semester, the class will be conducted in Spanish both from the teacher and the student. Presentations for the presentational standard will be completed at the end of every unit. Students will need to pass Novice Mid level of the standards, while working towards Intermediate Low by the end of the school year. Some will be able to achieve Intermediate Mid, but not all.

### Spanish 3

**Grade:** 10, 11, 12

**Prerequisite:** C or better in Spanish 2

**Length:** One year/one credit

There is concentration on written and oral output. There will be more correction of errors in writing concerning the basics. Presentations will be given on various topics. They will research topics relating to the Hispanic world, and write about them. The class is conducted completely in Spanish and Spanish is expected from the students. Students will also be doing a lot of projects that will be helpful for the IB Spanish exam. Students will need to complete Intermediate Low and working on the Intermediate Mid level in order to move on to

IB Spanish SL. Some will already be working on Intermediate High with the goal to do well in IB Spanish SL or HL.

### IB Spanish SL/HL

**Grade:** 11, 12

**Prerequisite:** B or better in Spanish 3

**Length:** One year/one credit

IB Spanish prepares students to fulfill their IB Language B standards. This course will also prepare students for Spanish placement exams in the university that they will be attending in the future. Students will employ Interpretive Mode: listening and reading, Interpersonal Mode: speaking and writing, and Presentational Mode: speaking and writing in an appropriate variety of grammar, tenses, and idiomatic expressions learned throughout their Spanish studies. Students will be preparing for oral, written, listening, and textual analysis exams in March and May. Juniors and seniors in this course may take the SL exam in the spring. Only seniors may take the HL exam. Students in this course are working at the Intermediate Mid to High levels. HL students are demonstrating proficiency at the Intermediate High to Advanced levels.

### IB Spanish ab initio

**Grade:** 11,12

**Prerequisite:** IB Coordinator Approval

**Length:** One year/one credit

International Baccalaureate Spanish ab initio prepares students to fulfill their IB Language B standards. Students will employ their skills of listening, speaking, reading, and writing in an appropriate variety of grammar, tenses, and idiomatic expressions learned throughout their Spanish studies. Students must maintain a portfolio of written work and presentations throughout the course. IB monitoring of student work continues at this level of study using portfolio and various other samples. This course is only for Seniors sitting for the standard level International Baccalaureate Language B exam in the spring, who are working toward the IB Diploma and cannot take the standard Spanish SL/HL course.

## Fine or Applied Arts and Career and Technical Education

### Creative Writing

**Grade:** 9, 10, 11, 12

**Prerequisite:** none

**Length:** One year/one credit

In this year course, students will learn how to write in a variety of fiction and non-fiction forms, including memoir, short story, poetry, reportage, essay, and scripts. Students are also expected to read fiction and memoir, keep a journal, share their work aloud with peers, submit pieces to online and print media, and edit other student writers.

The second half of this course is designed to strengthen students' skills and breadth of knowledge in writing creative works in nonfiction, fiction, poetry, and dramatic forms. Students will also gain experience presenting their works in front of an audience on a regular basis. Students will discover their own literary voice and learn to appreciate the voice of others while learning how to give and take constructive criticism and make appropriate revisions to each of their works. This course can be repeated.



**Choir****Grade:** 9, 10, 11, 12**Prerequisite:** None**Length:** One year/one credit

Concert Choir is a performance ensemble that specializes in accompanied and 'a cappella' vocal music. Members will study, rehearse and perform a variety of vocal literature on a daily basis. Students will be taught proper posture and breath control, and are expected to use those abilities to improve their singing technique. Sight-singing, counting rhythm, voice blending, and professional conduct will also be taught and assessed. The Concert Choir will frequently meet outside of school hours, and willful attendance is required and expected of all members.

**Concert Band****Grade:** 9, 10, 11, 12**Prerequisite:** Prior Instrumental Music Experience or successful audition with Director**Length:** One year/one credit

Description of course: Concert Band is a performance based class which switches focus throughout the year to perform concerts, pep band, and marching band. This course is appropriate for 3rd year band students entering high school, and those who want to perform but not at a competitive level. High School aged beginners could be accepted on a case by case basis. Includes Pep Band and Marching Band performances.

**Symphonic Band****Grade:** 9, 10, 11, 12**Prerequisite:** Director Approval, Auditioned group**Length:** One year/one credit

Description of course: Symphonic Band is an advanced level performance ensemble that will challenge experienced band students to become better musicians together. This ensemble will focus on music of a more advanced difficulty level, and should be taken only by students who are serious about the the importance of their role in a performance group. The Symphonic Band will combine with the Concert Band for Pep Band and Marching Band performances, in addition to performing at adjudicated band festivals for competitive scores.

**Jazz Band****Grade:** 9, 10, 11, 12**Prerequisite:** Membership in Concert Band and/or Successful Audition with Director**Length:** One year/one credit**Zero Period**

Jazz Band is a performance ensemble that specializes in jazz, rock, funk, fusion, swing, and big-band music. Members will study, rehearse and perform a variety of jazz literature on a daily basis. Students will be challenged to expand their soloing technique and learn how to improvise. Sight-reading, rhythm counting, tuning, tone quality and professional conduct will also be taught and assessed. The Jazz Band will frequently meet outside of school hours, and willful attendance is required and expected of all members

**Commercial Art 1 A/B****Grade:** 9, 10, 11, 12**Prerequisite:** none**Length:** One year/one credit

This class will focusing on the principals and elements of art and how they pertain to two dimensional, three-dimensional and industrial projects including drawing, painting, graphic design, woodworking, Hydro dipping, CNC plasma cutting, and screen printing. While developing these skills, we will connect various industry and career pathway opportunities.

**Commercial Art 2 A/B****Grade:** 10, 11, 12**Prerequisite:** Commercial Art 1**Length:** One year/one credit

This class will focus on introduction of career pathways related to students individual careers and interests with the idea of portfolio development and skill building. In this class student will receive individualized assignment decided by the instructor along with free choice projects furthering individual goals and potential career options.

**Commercial Art 3 A/B and 4 A/B****Grade:** 11, 12**Prerequisite:** Commercial Art 2 and 3**Length:** One year/one credit

3) This class will focus on a selected pathway and connect students with local businesses to create understanding and of creative demands of local commercial and residential clients.

4) This class will focus on the continuation of community involvement in the creative occupational field students will complete a portfolio and resume to pursue and target specific visual communication careers depending on students interest. This class will be student driven and most projects will be free choice of the student based on targeted careers.

**Woodshop A/B****Grade:** 9, 10, 11, 12**Prerequisite:** None**Length:** One year/one credit

Woodworking courses introduce students to the various kinds of woods used in industry and offer experience in using selected woodworking tools. Students design and construct one or more projects and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance, they focus on learning the terminology necessary to use power tools successfully, developing skills to safely use these tools in the workshop and 9 becoming familiar with various kinds of wood-finishing materials. Advanced students typically design a project, prepare bills of materials, construct, and finish proposed projects.

**Intro to Welding A/B****Grade:** 9, 10, 11, 12**Prerequisite:** None**Length:** One year/one credit

Welding courses enable students to gain knowledge of the physical and chemical properties, uses, and applications of various metals. Students gain skills in various processes used to join and cut metals (such as oxyacetylene, shielded metal, metal inert gas, and tungsten arc processes) and experience in identifying, selecting, and rating appropriate techniques. Students read and interpret blueprints in order to identify, select,

and rate appropriate techniques. These courses may prepare students to pass relevant industry certifications.

### **Photography 1**

**Grade:** 10, 11, 12

**Prerequisite:** Commercial Art 1

**Length:** One semester/one half credit

This course is designed to introduce students to the basics of digital photography and digital imaging with an emphasis on the aesthetic, technical and critical thinking skills necessary throughout the process. Student work will be project-oriented and outcome-based. Required work will include the use of digital technology, hardware, and software necessary to do the required projects. The historical and cultural impact of photography will be studied and the ethics of digital photography in today's world.

### **Photography 2**

**Grade:** 10, 11, 12

**Prerequisite:** Photography 1

**Length:** One semester/one half credit

This course is the second part of Photography. This course is designed to further study digital photography and digital imaging with an emphasis on the aesthetic, technical and critical thinking skills necessary throughout the process. Student work will be project-oriented and outcome-based. Required work will include the use of digital technology, hardware, and software necessary to do the required projects. The historical and cultural impact of photography will be studied and the ethics of digital photography in today's world.

### **Psychology**

**Grade:** 10, 11, 12

**Prerequisite:** None

**Length:** One semester/half credit

Psychology is the study of the mind and behavior. An understanding in this field can be applied to a broad range of careers. In this course you will learn to explain thought, emotion, and behavior. We will explore the forces that influence human behavior and it will provide valuable insight into yourself and others. Topics include: motivation, sleep and dreams, individual development, personality theory, problem behaviors, coping resources, group dynamics and communication styles. This course can be repeated.

### **Theatre**

**Grade:** 9, 10, 11, 12

**Prerequisite:** none

**Length:** One year/one credit

This performance based class is designed to develop acting skills and provide hands-on experience with multiple elements of performing arts, including set design, lighting, script writing, and directing. The nucleus of all school productions will come from this class.

### **Advanced Theatre**

**Grade:** 10, 11, 12

**Prerequisite:** Completion of Theatre with a "B" or better.

**Length:** One year/one credit

This advanced class allows students the opportunity to become well-rounded theatre students with an international perspective. The class will focus on three parts: context, pro-

cess, and presentation. The class will also include journaling and many other independent projects.

### **IB Theatre SL/HL**

**Grade:** 11, 12

**Prerequisite:** Completion of Theatre with a "B" or better. IB course only for students on track for IB Diploma or Certificate

**Length:** One year/one credit

This International Baccalaureate class allows students the opportunity to become well-rounded theatre students with an international perspective. The course includes explorations in set design, lighting, script writing, performing, directing, and devising theatre. Instead of exams at the end of the course, this class focuses on independent and group projects centering on three elements: context, process, and presentation.

### **Journalism**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Previous experience on an annual or newspaper staff or Instructor's approval

**Length:** One year/one credit

Students will produce Newport High School's news magazine, The Harbor Light. Duties include interviewing, writing, photography, selling ads, editing and page design.

### **Yearbook**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Interview with Yearbook Advisor

**Length:** One year/one credit

Yearbook Publications is a course where students produce the Newport High School Anchor Yearbook. **Before, during, and after school time is required to sell business ads, take pictures at after school events, attend pre-deadline work parties, and other required functions.** This class is highly deadline driven and is operated much like a real-world business rather than a traditional class. First-year students should expect to fulfill designated roles as needed but can rise to leadership positions specializing in design, photography, writing, and business management during subsequent years.

### **Advanced Yearbook**

**Grade:** 10, 11, 12

**Prerequisite:** Successful completion of one year of Yearbook and approval from teacher

**Length:** One year/one credit

Advanced Yearbook is a course where students edit and design the Newport High School Anchor Yearbook. **Before, during, and after school time is required to sell business ads, take pictures at after-school events, attend pre-deadline work parties, and other required functions.** This class is highly deadline driven and is operated much like a real-world business rather than a traditional class.

## **Child Development Series**

### **Family Relations**

**Grade:** 9, 10, 11, 12

**Prerequisite:** None

**Length:** One semester/half credit

This course examines the role of the family in relation to patterns of communication, culture, heritage and individual growth and development. Emphasis is placed on the relation-

ship of the parent-child, immediate family, extended family members and blended families. Topics of peer relations, character and personality development from 0-adulthood are also discussed. College credit through our Dual Credit/College Now program with Chemeketa is available upon successful completion of the class. (HDF 222- 3 credits)

### **Prenatal, Infant, Toddler Development**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Family Relations

**Length:** One semester/half credit

This course examines the basic principles of nutrition, health, issues with teen pregnancy, pregnancy and prenatal development. Special emphasis is on intellectual, physical, social, emotional and language development for children developing typically and atypically. The importance of the early caregiver is also studied. College credit through our Dual Credit/College Now program with Chemeketa is available upon successful completion of the class. (HDF 225- 3 credits)

### **Preschool Early Childhood Development A/B**

**Grade:** 9, 10, 11, 12

**Prerequisite:** None

**Length:** One year/one credit

This course examines the unique characteristics of children ages three to five who are typical and atypical in the following areas of development: intellectual, social, emotional, physical and language. Beginning teaching strategies are examined, along with the valuable roles of family and community in the developing child. College credit through our Dual Credit/College Now program with Chemeketa is available upon successful completion of the class. (HDF 247- 3 credits)

### **Intro to Education/Teaching**

**Grade:** 10, 11, 12

**Prerequisite:** None

**Length:** One semester/half credit

“Only the brave should teach...Teaching is a vocation.” Pearl S. Buck. This course will cover basic teaching principles, methodologies and philosophies in education. Students will examine historical perspectives, current issues and trends in education. Career exploration of the teaching profession will be examined through research projects, lecture, guest speakers and field trips. Students will have opportunities to explore this great profession and decide if they are brave enough to teach.

### **Cadet Teaching**

**Grade:** 10, 11, 12

**Prerequisite:** Intro to Education or Teacher Approval

**Length:** One semester/half credit

This course will allow students an opportunity to participate in a classroom environment that will assist them in making informed decisions regarding careers in education. Students will have opportunities to observe, explore and practice effective teaching practices, recognize aspects of human growth and development in a variety of settings while working with a cooperating teacher to understand the operations, structure and policies in the school. Students will create a portfolio of their work to be used for career related learning documentation.

## **Electives**

### **Counseling Aide**

**Grade:** 10, 11, 12

**Prerequisite:** Office staff approval

**Length:** One year/ one credit

Students may elect to serve as an office assistant in the main office, athletic department, or counseling center. This course will provide the student experience in assisting with office typing, filing, telephone answering, message delivery and other general office tasks under the supervision of a staff member. Students must have a good attendance record, be able to work effectively with a minimum of supervision, follow directions and be able to handle confidentiality of office practice. Students may enroll in no more than one assistant class per year. This class is graded pass/no pass

### **ASPIRE Aide:**

**Grade:** 10, 11, 12

**Prerequisite:** Office staff approval

**Length:** One year/ one credit

Students will work in the ASPIRE center as an assistant. This course will support the ASPIRE center in planning and delivery of post-secondary support for student.

### **Athletic Aide:**

**Grade:** 10, 11, 12

**Prerequisite:** Office staff approval

**Length:** One year/ one credit

Students may elect to serve as an office assistant in the main office, athletic department, or counseling center. This course will provide the student experience in assisting with office typing, filing, telephone answering, message delivery and other general office tasks under the supervision of a staff member. Athletic aids will also assist with setup, takedown, and management of athletic facilities. Students must have a good attendance record, be able to work effectively with a minimum of supervision, follow directions and be able to handle confidentiality of office practice. Students may enroll in no more than one assistant class per year. This class is graded pass/no pass.

### **Office Aide**

**Grade:** 10, 11, 12

**Prerequisite:** Office staff approval

**Length:** One year/one credit

Students may elect to serve as an office assistant in the main office, athletic department, or counseling center. This course will provide the student experience in assisting with office typing, filing, telephone answering, message delivery and other general office tasks under the supervision of a staff member. Athletic aids will also assist with setup, takedown, and management of athletic facilities. Students must have a good attendance record, be able to work effectively with a minimum of supervision, follow directions and be able to handle confidentiality of office practice. Students may enroll in no more than one assistant class per year. This class is graded pass/no pass.

### **Library Aide**

**Grade:** 10, 11, 12

**Prerequisite:** Media Specialist approval

**Length:** One year/one credit

Library Media Assistants should possess skills in reading, alphabetizing, filing, following directions, and working well with people. Students will need to be able to work independently as they assist the library staff in maintaining a quality learning environment. The student will also gain experience working in the production room. Students may enroll in no more than one assistant class per year. This class is graded pass/no pass.

#### **Student Aide**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Teacher approval

**Length:** One semester/half credit

Students interested in assisting a teacher with clerical duties, lab set-up, equipment set-up, physical education demonstrations and similar duties. Students need to contact teachers directly for permission to serve as a Student Aide by using the permission form available in the Counseling center. Students will need to be able to work independently as they assist teachers in preparing for classroom related activities. This class is graded pass/no pass.

#### **Tech Support**

**Grade:** 10, 11, 12

**Prerequisite:** Teacher approval

**Length:** One year/one credit

Students will assist staff and peers with computer and device issues. Will also help setup and takedown of school events.

#### **Child Care Internship**

**Grade:** 9, 10, 11, 12

**Prerequisite:** none

**Length:** One year, one credit

Child Care Intern provides students with the opportunity to learn about the physical, mental, emotional, and social growth and development of children from birth through childhood. Main topics include the fundamentals of working with infants and toddlers; providing healthy environments; evaluating child care settings; and the practices, regulations, and opportunities in the child care industry. Pass/ no pass grading system.

#### **AVID**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Application and Administration Approval

**Length:** One year/one credit

This course is designed to improve student academic performance and achievement via college prep skills. Students will receive two hours/week of instruction in college entry level skills, two hours/week in tutor led study groups, one hour/week in motivational activities and academic survival skills. The focus of the course will be the connection between reading and writing skills across the curriculum. **This class is a four year commitment.**

#### **AVID Tutor**

**Grade:** 11, 12

**Prerequisite:** Teacher approval

**Length:** One year/one credit

Students will oversee small groups within the AVID classroom twice a week. AVID tutors will lead group discussions

and guide AVID students while they tutor their peers.

#### **Character Leadership**

**Grade:** 9, 10, 11, 12

**Prerequisite:** none

**Length:** One year/one credit

The attitudes of successful leaders can be identified and taught. The old saying that “leaders are born and not made” does not necessarily hold true. You’re born with personality, your gifts and talents. However, you must build your character each day of your life. This course is designed to give students the opportunity to learn the ways in which they can become successful leaders in their school and community. This course will instruct students in the various methods and techniques for planning, implementing and evaluating projects related to school activities as well as challenge them to build their character and strive to be the best possible version of themselves. This is the beginning level leadership course at Newport High School, and it is a pre-requisite for Advanced Leadership.

#### **Leadership**

**Grade:** 10, 11, 12

**Prerequisite:** Character Leadership/Teacher Approval

**Length:** One year/one credit

This is a year-long course which will require you to challenge yourself in a variety of ways. The work you are undertaking is extremely important to the culture of our school. If done correctly, your ideas, effort and implementation will positively shape our school.

#### **History of Rock and Roll**

**Grade:** 9, 10, 11, 12

**Prerequisite:** None

**Length:** One semester/half credit

This is an elective course that will examine the rise and development of rock and roll music as a powerful, driving, and creative force in American culture. The course will encourage students to examine all the major forms of rock music and how early artists have influenced the current music and cultural landscape.

1. The origins of American Popular Music in the Blues
2. American Pioneers: Little Richard, Elvis, Jerry Lee Lewis, Buddy Holly, etc.
3. Gospel meets Blues in the Birth of Soul Music and Motown
4. The 1960’s: Beatniks, Psychedelia, Folk Music, Bob Dylan, The Hippie Movement, and Festivals
5. The British Invasion, Waves 1 and 2, The Beatles and The Rolling Stones
6. The 1970s: Funk, Arena Rock, Punk, New Wave, and Disco
7. The 1980s: The influence of Music Video
8. The 1990s: Rock and Roll returns to its Roots: Grunge, Alternative

Course Highlights: Students will extensively write and speak about areas of interest within the course content, critically examine lyrical content and cultural influence of music, and

explore the history of a uniquely American artistic medium. We will watch video of performance and interviews of the major artists and discuss their influence, ideas, and contributions.

### **Exploring Computer Science**

**Grade:** 9, 10, 11, 12

**Prerequisite:** none

**Length:** One year/one credit

Over the course of the year, students will be introduced to computer programming, electrical wiring, and webpage development. After students have learned the basics, teams will build a drone and program it to compete in a 3-D obstacle course. This class is open to any experience level and will start with the question “what is code?”

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science. The course allows students to work independently in text-based Python. The course also includes a career focus, where at the end of unit, students meet (via videos) individuals from different industries who work in coding (medical, music, etc.)

### **Computer Science**

**Grade:** 9, 10, 11, 12

**Prerequisite:** none

**Length:** One semester/half credit

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems. This course covers the basic building blocks of programming along with other central elements of computer science. It gives a foundation in the tools used in computer science and prepares students for further study in computer science. The course allows students to work independently in text-based Python. The course also includes a career focus, where at the end of unit, students meet (via videos) individuals from different industries who work in coding (medical, music, etc.)

### **CS/Tech**

**Grade:** 9, 10, 11, 12

**Prerequisite:** none

**Length:** One semester/half credit

Over the course of one semester, students will be introduced to computer programming, electrical wiring, and webpage development. After students have learned the basics, teams will build a drone and program it to compete in a 3-D obstacle course. This class is open to any experience level and will start with the question “what is code?”

### **Oregon Outdoors**

**Grade:** 10, 11, 12

**Prerequisite:** 2.0 GPA; 90% or higher attendance

**Length:** One year/one credit

You are guaranteed to have the time of your life and experience activities from teachers that are passionate about their outdoor pursuits. Students will be exposed to surfing, hunting, fishing, fly fishing & tying, animal identification, scuba diving, snorkeling, and archery (NASP). While engulfed in class curriculum students will be given the opportunity to learn about each topic mentioned and get hands on experience. A major aspect of the course will emphasize safety, etiquette and dangers for each aforementioned topic. Students will be taught to respect the natural world and its elements while keeping safety prevalent in the curriculum. During lessons based on hunting and archery, students will be engaged in the hunter’s education/safety program created by the Oregon Department of Fish and Wildlife. In addition, students will have an opportunity to get their Oregon Boater Education Card by learning the curriculum outlined by the Oregon State Marine Board. One emphasis of the course will be based upon learning about the natural environment while encouraging students to take part in the many various hobbies popular here in Oregon. Students may earn their Physical Education credit through this class.

### **Business 101**

**Grade:** 10, 11, 12

**Prerequisite:** None

**Length:** one semester/half credit

Survey course in the field of business including topics such as management, finance accounting, marketing, production, computers, international business, small business, investments and other areas of general business interest. Introduction to Business is designed to expose the interested student to many functions of modern business. The course shows the student how these functions exist in a changing society and the type of decisions which must be made within that environment. The course is also designed to expose the student to the multitude of career fields in the areas of business. The importance of business in the modern society is also stressed throughout the course. Topics such as business environment, management, organization, marketing, finance, accounting, and data processing are discussed in an introductory manner. Credits will be acceptable as required and/or elective for Business Administration and Business Technology Certificate or Degree Programs. This course is not designed to provide for entry level employment or job upgrading except to provide background knowledge of business. This is a dual credit class offered through OCCC and will be an online self paced class with live instruction one day a week.

### **Principles of Marketing**

**Grade:** 10, 11, 12

**Prerequisite:** None

**Length:** one semester/half credit

Provides a general knowledge of marketing emphasizing marketing mix elements and target markets for consumer and industrial products, marketing strategies, customer behavior, market planning and promotion. This is a dual credit class offered through OCCC and will be an online self paced class with live instruction one day a week.

### **CERT Certified Emergency Response Team**

**Grade:** 10, 11, 12

**Prerequisite:** None

**Length:** one semester/half credit

CERT (Community Emergency Response Team) Teen Training is a hands on community preparedness course. It teaches students to prepare for and respond to anticipated disruptions and potential hazards following a disaster. Students will learn skills for Disaster Preparedness, Fire Safety, Medical Operations, Light Search and Rescue, Team Organization in case of a disaster, and Team Organization. Students will learn how to make their communities safer, to be more prepared, and to be more resilient when incidents occur. Students will be prepared and empowered to help save lives and assist others in the event of a natural disaster or incident.

**Study Hall**

**Grade:** 9, 10, 11, 12

**Prerequisite:** Counselor approval

**Length:** One semester/NO CREDIT

Study Hall is a non-graded, non-credit period. Students should use time to their academic advantage by bringing homework or other intellectually stimulating material to work on. Students are held to the same attendance standards and consequences as though they were in a graded class. Study Hall is not a "free period".

**E-Learning**

**Grade:** 9, 10, 11, 12

**Prerequisite:** varies per course, however some proof of ability to work independently may be required.

**Length:** self-paced independent credit

Courses are offered primarily on a credit recovery basis. Students may choose from a variety of courses ranging between core curriculum requirement to electives. The courses are entirely independent study and computer based. Students who are ready to work at their own pace in a self-guided academic atmosphere will be most successful in this course.

**Off Campus**

**Grade:** 11, 12

**Prerequisite:** Counselor Approval

**Length:** One year, no credit

Must be Off Campus during the assigned period. Administrator approval is required for Off Campus mid day requests.

# **List of Classes**

## **Language Arts**

- Language Arts 9
- Language Arts 10
- Language Arts 11
- Language Arts 12
- Advanced Language Arts 9
- Advanced Language Arts 10
- IB English HL (Jr/Sr)
- Honors English
- Language Arts

## **Math**

- Integrated Math 1A
- Integrated Math 1
- Integrated Math 2
- Financial Algebra
- Integrated Math 3
- IB Math Applications and Interpretations SL
- IB Math Analysis and Approaches SL: Year 1
- IB Math Analysis and Approaches SL: Year 2

## **Science**

- Science Investigation
- Physical Science
- Life Science
- Biology
- Environmental Science
- Chemistry
- Anatomy & Physiology
- Physics
- IB Environmental Systems & Societies SL
- IB Sports Exercise and Health Science SL
- IB Biology HL

## **Social Studies**

- US History
- Global Studies
- Economy
- Government
- IB History Asia and Oceania HL
- IB 20th Century History HL

- IB Theory of Knowledge

## **ESOL**

- ESOL 1
- ESOL 2
- ESOL 3
- ESOL 4
- Study Skills

## **Health**

- Health
- Health and Fitness for Life (HPE 295)

## **Physical Education**

- PE
- Strength Training

## **Fine/Applied Arts and CTE**

### **World Language**

- Spanish 1
- Spanish 2
- Spanish 3
- IB Spanish SL/HL/ab initio

### **Music**

- Symphonic Band
- Concert Band
- Jazz Band
- Choir

### **Art**

- Commercial Art 1
- Commercial Art 2
- Commercial Art 3 & 4
- Woodshop
- Into to Welding

### **Child Development Series**

- Family Relations
- Prenatal, Infant, Toddler Development
- Preschool, Early Childhood Development
- Introduction to Education/Teaching
- Cadet Teaching

- **Advanced Theater**
- **IB Theatre SL/HL**
- **Psychology**
- **Photography 1**
- **Photography 2**

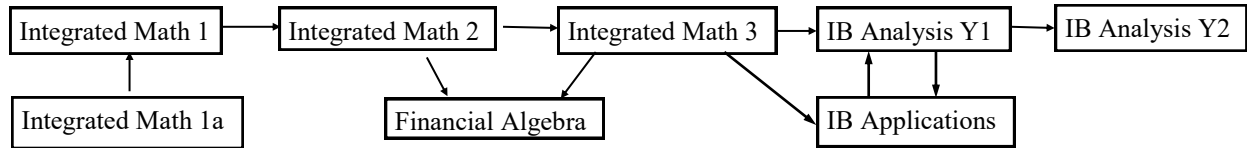
### **Electives**

- **Office Aide (Main/Counseling)**
- **Student Aide (Classroom/Library/ASPIRE/Athletic)**
- **Community Emergency Response Team (CERT)**
- **Tech Support**
- **AVID**
- **AVID Tutor**
- **Child Care Intern**
- **Character Leadership**
- **Leadership**
- **Exploring Computer Science**
- **Computer Science**
- **CS/Tech**
- **Oregon Outdoors**
- **Business 101**
- **Principles of Marketing**
- **History of Rock and Roll**
- **E-Learning**
- **Study Hall**
- **High School Success**
- **College Survival and Success**
- **Off Campus**



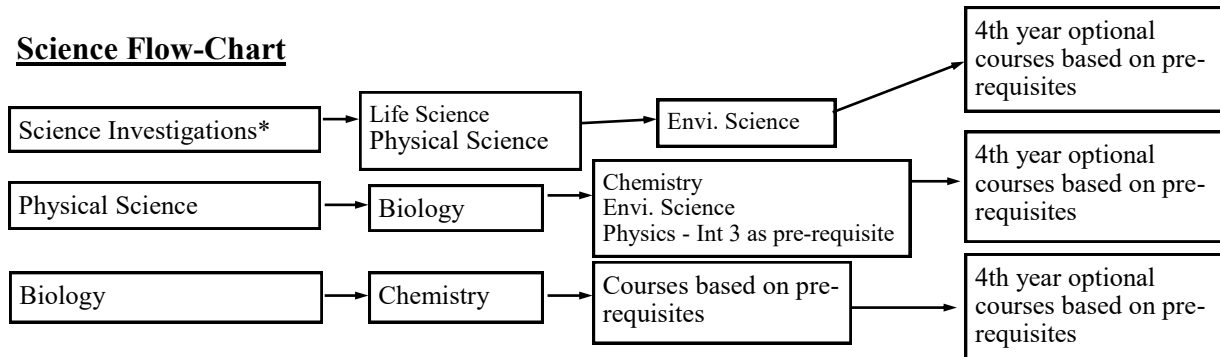
## Core Class Forecasting Flow-Chart

### Mathematics Flow-Chart



\* 3rd University Bound math class must be Integrated Math 3 or higher

### Science Flow-Chart



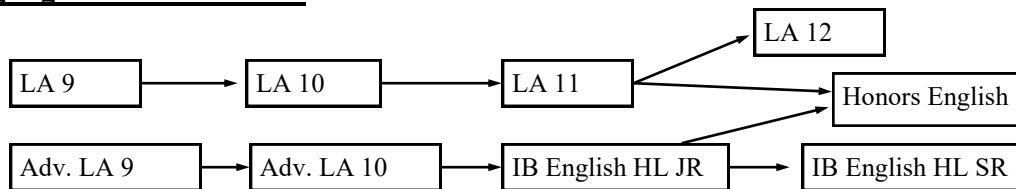
\* These classes DO NOT fulfill pre-college core requirements!

### Social Studies Flow-Chart

Standard Track: (11th) US History. (12th) Global Studies and Government / Economics (substitutes available)

IB Track: (10th) US History. (11th) IB History of Asia and Oceania HL. (12th) IB 20th Century World History HL

### Language Arts Flow-Chart



\* students can switch from the Language Arts track to the Adv. Language Arts track ONLY with teacher recommendation.

## Graduation Requirements

	Regular Diploma	Honors Diploma	University Bound
<b>EN English</b>	<b>4</b>	<b>4</b>	<b>4</b>
<b>MA Math</b>	<b>3 (Integrated 1 and above)</b>	<b>3 (above Integrated 1)</b>	<b>3 (above Integrated 1)</b>
<b>SC Science</b>	<b>3 (two lab sciences)</b>	<b>3</b>	<b>3 college approved courses</b>
<b>PE</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>HL Health</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>SS Social Studies</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Fine/Applied Arts/ CTE (see below)</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>World Languages</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>Electives</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Additional Requirements</b>	<b>See Below *</b>	<b>See Below * Additional Requirements **</b>	<b>See Below * 2.5+ GPA in Core</b>
<b>Total Credits</b>	<b>24 Credits</b>	<b>27 Credits **See Below</b>	<b>24 Credits</b>

### \*\* Additional Honors Diploma Requirements

Complete high school with an accumulative G.P.A. of 3.5 or above through seven semesters.

One additional credit in a core class or CTE/Fine and Applied Arts.

Four units of AP, IB, or other approved honors courses (see below).

**Approved Courses for Honors Diploma:** All IB and Honors Courses, Theory of Knowledge, and approved courses at Oregon Coast Community College.

### Fine and Applied Arts/Professional Technical Education

Fine and Applied Arts credits can be met with any courses in Applied/Fine Arts , World Languages, and CTE courses taken through a Community College (Example: CNA Level 1).

### Valedictorian/Salutatorian—Newport High School

Valedictorian: the student(s) in the graduating class with the highest cumulative grade point average. Salutatorian: the student(s) in the graduating class with the second highest cumulative grade point average. Students must meet all the requirements for an honors diploma in order to be eligible for this honor, as well as completing six units of approved honors courses. For students completing more than 3 years of World Languages, credits beyond the first two will count towards general Fine/Applied Arts. Determination is made at the end of 7th semester.

## How to Forecast for Classes

Students will request their classes for next year online. The website is: StudentVUE. You will select "Course Selection".

### Overview

Each student will need to select the equivalent of 7 total credits to enroll in. That could mean selecting as few as 2 additional classes or as many as 8. Each class has a credit value and will be visible during the forecasting process. The class, Off-Campus, replaces 1 total credit out of the 7 you need to request. Student's courses are subject to review and rejection by the School Counselor if they do not align with the students graduation plan, they do not meet the prerequisites, or they do not have teacher approval (when required).

### Sports

Students who will be participating in any sport during the school year will need to request a minimum of 5 credits. This is an OSAA requirement and failure to do so will result in athletic ineligibility. Non-seniors should have no problem meeting this requirement. **It is encouraged that all athletes have a minimum of six (6) classes to avoid ineligibility in the event a course falls below passing.**

### Incoming Freshman

Your English, Math, Science, PE, and Health classes will be pre-requested. Changes will be made based upon teacher recommendations over the month of March. This leaves room for 2 periods of choice courses in your schedule. It is strongly encouraged that one of those classes is a Fine/Applied Art.

### Incoming Sophomores

You have the most freedom in your schedule this year. Your English class has been pre-requested. Changes will be made based upon teacher recommendations over the month of March. You will need to start the forecasting process by following the flow-charts and selecting your next Math and Science class. After that you will have room to take 4 additional credits. It is imperative that one of those classes be a Fine/Applied Art.

### Incoming Juniors

You will begin to take Social Studies courses as a Junior. Your English and Social Studies classes were pre-requested for you. Changes will be made based upon teacher recommendations over the month of March. You will need to use the provided flow-charts to select your next Math and Science class. You should have 3 remaining credits in your schedule for electives. If you have failed a class either your Freshman or Sophomore year, you could choose to sign up to retake that class or take E-Learning to retake multiple classes.

### Incoming Seniors

You have one year of school left. Your English class and two credits of Social Studies were selected for you. Changes will be made based upon teacher recommendations over the month of March. If you have completed your Science and Math requirements, it is strongly encouraged that you elect to take either a Math or a Science as an elective this year. Take both if you want! Universities expect to see a rigorous course load your senior year! If you have not recovered all failed classes, you will need to take E-Learning as a senior to meet graduation requirements. **Seniors are strongly encouraged to take at least five (5) classes.**