



**Our Mission:**

**Cleveland High School offers opportunities that students find relevant, accessible, and challenging. We encourage active, responsible citizens and provide a community where everyone is included. All students find learning that inspires their passion.**

**CLEVELAND HIGH SCHOOL**

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Jo Ann Wadkins, Principal

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**DISCLAIMER**

The courses listed here are offered and listed in good faith with the intention of teaching them. However, circumstances may occur which are beyond the control of the administration and staff of Cleveland High School which may cause the limiting of courses, sections and/or course enrollment.

*Cleveland High School Administration and Staff*

## MESSAGE FROM THE PRINCIPAL

Dear Students and Parent(s)/Guardian(s),

This Cleveland High School Course Guide provides the information necessary for students to learn about the course options available for the 2022-23 school year. We urge students and parent(s)/guardian(s) to make these selections carefully. Courses offered at Cleveland are based upon student forecasts. Our goal is that all students will leave high school prepared for college and/or a career.

As an International Baccalaureate World School, we strive for CHS students to internalize the IB Mission Statement which calls for students to engage in work that is meaningful and for students to develop the skills to understand multiple perspectives. The skills a high school graduate needs to be successful in college are the same set of skills a young person needs to find success in a career path upon graduation. High school is a time of exploration and inquiry and we want all Cleveland High School students to challenge themselves with new learning experiences and opportunities.

High school is the space to learn a new skill through Career Technical Education (CTE) and/or an Art class. If you enjoy writing, there are outstanding elective courses in Social Studies and Language Arts. If you are interested in a possible career in the field of Science or Math, then challenge yourself to take additional classes in these subjects as an 11th or 12th grader. Taking more than two years of a World Language, or learning a new language, will serve you well in today's global village. Challenge yourself! Go for it!

The selections made by students directly affect course master scheduling for the entire student body. Please make selections carefully as we decide on our programming based not only on resources and graduation requirements, but also on the choices in courses that our students make. Please make sure that you forecast for eight courses and have alternate selections for electives. We, the school administrative team, consider the forecasting document a written agreement between families and the Cleveland staff regarding what a CHS student is committing to study/learn in the 2022-23 school year.

Planning for the next year in high school is always exciting. We are committed to a partnership with our students and families to ensure a successful high school career for our students.

Sincerely,

Jo Ann Wadkins

Cleveland High School Principal



Dear High School Students and Families,

Creating a schedule that optimizes opportunities for learning is critical to your student's success. Please take time to review the forecasting materials available from your school and work with your student to build a full schedule tailored to your student's needs and interests.

What are the goals of a carefully planned schedule?

- Preparation for college and/or career
- Exposure to rigorous academic material
- Opportunity to explore a great variety of electives
- A transcript that is competitive for college applications
- The option to secure extra support in academic areas that are challenging
- Opportunity to earn college credit, reducing the cost of college
- Preparation for college admission tests (SATs and ACTs)

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. All 9<sup>th</sup> through 11<sup>th</sup> graders will be enrolled in a full schedule. This opportunity will prepare students to earn a high school diploma, become prepared for college material, and help students to pursue career and extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood of your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

Additionally, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in January 2022. As you go through the registration process, consult with your school counselor about any questions you may have about course availability or the forecasting process. They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

Margaret Calvert  
Regional Superintendent



Estimados estudiantes y familias de preparatoria,

El establecimiento de una agenda de cursos que optimice las oportunidades de aprendizaje es fundamental para el éxito de su estudiante. Tómense un tiempo por favor para revisar los materiales de su escuela para la programación de las asignaturas a tomar y colaboren con su estudiante para armar un horario completo, que se ajuste a las necesidades e intereses de su estudiante.

¿Cuáles serían las metas de una agenda cuidadosamente planificada?

- Preparación para la universidad o para seguir una carrera
- Exponerse a materiales académicos rigurosos
- Oportunidad de explorar una gran variedad de electivos
- Un expediente académico que sea competitivo para postular a las universidades
- La opción de asegurar un apoyo extra en áreas académicas que se le dificulten
- Oportunidad de ganar créditos universitarios, reduciendo los costos de educación superior
- Preparación para los exámenes de ingreso universitario (SAT y ACT)

La regla administrativa Oregon Administrative Rules 581-022-1620 exige que la mayoría de estudiantes tomen el máximo de cursos. Todos los grados del 9<sup>no</sup> al 11<sup>no</sup> deberán estar inscritos en un horario completo. Esta oportunidad alistarán a los estudiantes para obtener el diploma de la preparatoria y los preparará para el contenido universitario, y, los ayudará a lograr intereses vocacionales y extra-curriculares. Es importante el tomarse el tiempo ahora para programar sus clases en una agenda u horario que refleje de la mejor manera sus intereses y aspiraciones. Es difícil enfatizar suficientemente que el aprovechamiento de estos años incrementan las posibilidades del éxito después de la preparatoria, ya sea que planeen ustedes ir a la universidad o el seguir otras opciones post secundaria después de la graduación de la High School.

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en enero de 2021. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o "forecasting". Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente,

Margaret Calvert  
Superintendente de Secundaria

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## **Special Thanks**

Faculty of Cleveland High School

## Portland Public Schools Diploma Requirements

English	4
Math	3
Science	3
Social Studies	3
Physical Education	1
Health Education	1
World Language	2
Career & Technical Education (CTE), The Arts, or the 3rd year of the same World Language	1

### Electives 6 **TOTAL CREDITS REQUIRED 24**

Meet district proficiency for Oregon's Essential Skill (ES) standards:	Reading Writing Math
Meet Personalized Learning Requirements (PLRs) as defined below:	
Participate and reflect upon 2 Career Related Learning Experiences (CRLEs)	✓
Resume (Junior English)	✓
My Plan Essay (Senior English)	✓

Personal Learning Requirement:	Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals; documentation embedded in transcript.
Career Related Learning Experiences (2):	Educational experiences that connect learning to the world beyond the classroom; documentation in Maia.
Complete a Resume:	Include contact information, objective, education and two of the following: work experience, volunteer service, skills, academic achievement, extracurricular activities, leadership, references awards, certificates, etc.; documentation in Maia.
Extended Application/My Plan Essay:	The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals; documentation in Maia.



## HIGH SCHOOL

# Grading, Course Change, and Credit/Transcript Guidelines

*Adopted July 1, 2005 Revised, September 8, 2017*

The following recommendation was approved and adopted on July 1, 2005 by the Portland Public School District Superintendent, Director of Secondary Education, the Office of High School Reform, and the Student Services Department. Revision to the Certification of Courses section was made and approved by the High School Director, High School Principals, and High School Counselors on March 1, 2012. An update on Pre-ninth grade credit was made July 31, 2012 to reflect changes in the Administrative Directive.

## PPS GRADING PRACTICES

It is a teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with district approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus and clearly communicated to families and students. To that end, Oregon Department of Education (ODE) regulations require all courses that award credit to have a syllabus available for families and students to view. PPS teachers are expected to abide by this ODE requirement and use the online syllabus program to write each required syllabi. After approval by the **school administrator**, the syllabus is posted on-line for students and parents to view.

### GRADING

All PPS high schools use an A-F or proficiency system for recording grades. The option of using a Pass/No Pass (P/NP) substitute for a letter grade may be available to students.

### GRADE NOTATIONS AND GUIDELINES

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D= 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move on to the next level. *See High School Course Guides for further information.*
- Even though PPS awards credit for a letter grade of D, the Oregon University System and the NCAA may determine that a student earning a D in any core class does not meet their requirements. • A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA. • **Three weeks prior to the end of the semester:** If a student withdraws from a class, an "F" is recorded on the transcript.

### INCOMPLETE

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade and current grade earned. An "I" grade requires prior building administrator approval.

- If there is agreement between the teacher, and the family, and the building administrator approves:
  - ***The student has up to nine weeks from the date a grade is issued to complete the work and obtain a new grade. Otherwise the “I” will revert to the initial grade earned.***
  - ***A detailed, written plan using a district form will be provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the “I” with a grade.***
  - ***If an Incomplete is given at the end of second semester in June, the nine-week time period to replace the “I” begins with the start of school the following academic year.***

## **PASS/NO PASS**

Core courses required for graduation are NOT subject to the Pass/No Pass Option. However, credits entered from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD • In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.

- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
  - ***Written in the course syllabus;***
  - ***Clearly communicated to students and families; and***
  - ***Chosen by a student as a grading option within the timeline mentioned above.***
- To receive a “Pass,” a student must meet minimum course requirements that would earn a credit in the course. A “No Pass” is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No/Pass grade is calculated in the student’s GPA.
- A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

## **NO GRADE (NG)**

When a student enrolls in the school more than halfway through a grading period, with no transfer grades, and there is insufficient time to assess the student prior to the end of the grading period, a “No Grade (NG)” may be given. This option requires prior administrator approval.

## **DROPPING A CLASS**

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.
- Students may withdraw from a class **within the first 15 school days of the semester (date set by district)** without penalty or notation on the transcript. Both the family and the teacher/counselor (or administrator) must approve the change and approval must be documented on the standard district form.
- After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of “WF” (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.



## GUIDELINES FOR USING NOTATIONS WF/WN/WX

After the 15-day period for dropping a class has passed, a student will receive one of the following notations on their transcript if the student drops a class:

- **Withdraw Fail (WF):** Student withdraws and is not passing the course at the time of withdrawal or the student withdraws from a course after the 15 day withdrawal period.
- A “WF” **is** factored into the student’s GPA.
- **Withdraw No Pass (WN):** Student withdraws in a Pass/No Pass system and is not passing the course at the time of withdrawal.
- A “WN” **is not** factored into the student’s GPA.
- **Withdraw with Extenuating Circumstances: (WX):** A WX notation is given only in rare and unusual circumstances, (i.e., those which are out of the control of the student such as extended illness, death of a family member, etc.) and must be approved by the building administrator. In each extenuating circumstance, written documentation such as grades, attendance, evidence of extenuating circumstances, and record of a parent/teacher/counselor/student/administrator meeting will be kept on file.
- A “WX” **is not** factored into the student’s GPA.

## REPEATED COURSES

- A student may receive credit for a course only once unless it is designated a multi-semester course. • Repeated courses taken to pass a course or improve a grade are recorded on the transcript with a notation of “R” **with the credit for the lower grade deleted**. The original course must remain **noted** on the transcript even though it will no longer be factored into the GPA.

## GRADE CHANGES

- A grade change may be made within a year of the entry of the original grade and must be accompanied by written documentation **including the building administrator’s signature**. The documentation will go directly to the data clerk for a grade change.
- Only an administrator/designee may enter a grade change into the Student Information System.
- For protection of counselors and teachers, no counselor or teacher should have access to Synergy to make grade changes on their own.

## CHALLENGING GRADES

The Portland Association of Teachers’ contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher’s grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade.

If a student receives an ‘NP’ or ‘F’ and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a ‘change of grade form’ to the data clerk indicating what class and grade is to be changed. In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May ‘F’ and a Senior Failure list ‘F’ (given two days after seniors’ last day) would be expected if a final ‘F’ is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

## TRANSCRIPT DETAILS

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may be forwarded to the District Registrar for verification and translation.
6. It is the counselor's responsibility to review transcripts for the following:
  - For meeting requirements for graduation and college Entrance
  - For accuracy including added state requirements
  - For accurate GPA calculation
  - For correct grade notations
7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#) Parents or students entering high school with credits already earned must request to have that credit and grade removed from their transcript prior to the end of the students' first semester of high school, if they decide to do so.
9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework. Students MAY be given credit for religion studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.
10. **Home school:** Unless a 'home school' program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.
11. **Proficiency:** It is possible to note a student's proficiency in a subject area without the student earning credit. The proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course *as* validated and recorded by a licensed instructor or other district designee.

### Certification of Courses

The school administration is annually responsible to verify and update the school's official approved course list for the NCAA.

# COUNSELING AND GUIDANCE

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

- Transition from 8th grade to high school
- Four-year high school planning
- Yearly forecasting/scheduling
- Grade-level classroom presentations
- Class scheduling
- Testing information – PSAT, SAT, ACT, credit by exam
- Post high school planning (vocational, college, financial aid, Maia)
- Credit recovery options
- Help with educational issues (achievement, attendance, classroom behavior)
- Help with personal concerns which affect school performance (relationships, decision making, conflict resolution, health, personal crises, alcohol and drugs, depression)
- Suicide intervention
- Referral to school and community support services (health, drug and alcohol assessment and treatment, family counseling, and other services)

## POST HIGH SCHOOL PLANNING

Numerous national studies indicate the most important decision a student can make to prepare for success after high school is to take rigorous courses for all four years of high school. College entrance requirements vary greatly and we encourage students to check requirements and recommendations on specific college websites. CHS has many resources available to help students with post high school research and planning. Counselors are always available to help guide the process. The College and Career Center (CCC) is staffed with our Career Coordinator and a team of many helpful trained parent volunteers and college materials. We also have information about community colleges, college transfer programs and apprenticeships.

## UNIVERSITY ENTRANCE REQUIREMENTS:

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

1. **Minimum of 15 credits in core college preparatory courses – see list below.** *Note: Students need to earn a C or higher in these courses for them to count toward this requirement.*
  - a. **English (4 credits)**
  - b. **Mathematics (3 credits)** - Shall include first year algebra and two additional years of college preparatory mathematics such as geometry, Algebra 3-4 or above.
  - c. **Science (3 credits)** - Shall include two years of core laboratory science such as biology, chemistry, or physics.
  - d. **Social Studies (3 credits)** - Shall include one year of U.S. History, one year of Modern World History, and one year of Government/Economics.
  - e. **Second Language (2 credits)** - Two years of the same second language: Mandarin Chinese, Spanish, French, and German are offered at Cleveland High School.

2. **Minimum High School GPA** – Requirements vary year to year based on applications. It is important to check with each school for all requirements when making applications. **Most colleges are looking for a minimum GPA of 3.0.**

## **CLASS STANDING**

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

## **FORECASTING AND DROP/ADD CLASSES**

Please choose classes carefully. The schedule is built and hiring decisions are made based on the forecasts that students submit in the spring. Classes may be eliminated if too few forecast for a particular class. Students may move to a different class only if originally placed in the wrong level of that course. We cannot move students based on requests for a specific teacher. Except for extenuating circumstances, **9th – 11th grade students will not be allowed to drop classes that result in a partial schedule (less than 8 classes).**

## **RANK ORDER AND GPA**

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

## **HONORS CLASSES**

Honors and IB classes are designed for students who desire rigorous academic study. Students should expect to do extensive additional work and research. Honors classes do not receive weighted GPA designation.

## **VALEDICTORIAN ELIGIBILITY**

Valedictorian qualification and eligibility is based on the highest academic standards through Portland Public Schools. Determination of Valedictorians will be based on non-weighted GPA and grades through the first seven semesters of attendance. After that time no changes will be accepted to prior posted grades. Sustained academic achievement and excellence is expected through the eighth semester. Failure to maintain qualifying grades during the 8th semester may impact Valedictorian Status.

## **STUDENT FEES**

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

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

registration in August provides more information about specific fees and contribution options for Cleveland High School.

## **9<sup>th</sup> GRADE ACADEMY**

The Academy concept was developed to enrich the first year in high school experience by designing small class communities for both students and teachers. All 9th grade students participate in the Academy program.

This structure benefits students in the following ways:

- The teacher team meets consistently with a team counselor and other education specialists to address individual student needs
- Interdisciplinary curriculum allows students to make connections across the subject areas •

Common organizational strategies prepare students for success in a more rigorous and varied high school environment

- Students develop a sense of community with each other by sharing common classes and teachers and an increased affiliation with their school community
- Data we have collected shows higher achievement and literacy and fewer drop-outs.

## **TAG (TALENTED & GIFTED)**

In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school TAG Plan addressing the needs of its TAG students and the State mandate. Identification of students, methods for providing appropriate instruction in the classroom, communicating with students, staff and parents, and professional development for teachers are all a part of a school's TAG Plan. School TAG plans and course selection (forecasting) serve as a student's individual TAG plan in high school. There are not separate "TAG" courses or TAG tracking in high school. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan.

## **ACCELERATED PROGRAMS**

Cleveland students have opportunities to participate in accelerated programs. These programs include: International Baccalaureate (IB), Reed College Scholars Program, Portland State University, and Cleveland's Honors classes. Students are encouraged to participate in these programs as appropriate. Honors contracts vary by department and instructor.

## **OFF-CAMPUS LEARNING GUIDELINES**

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

# 4 YEAR PLAN WORKSHEET

Use the worksheet below to plan or revise your academic graduation plan. Your counselor will also help you. Students will need 2 credits of the same World Language as a requirement for graduation.

<b><u>PPS Required Courses</u></b>	Year Completed			
	9	10	11	12
<b>English (4 credits)</b>				
1. English 1-2				
2. English 3-4				
3. IB Language & Literature HL 5-6 or IB Literature HL 5-6				
4. IB Language & Literature HL 7-8 or IB Literature HL 7-8				
<b>Math (3 credits) Algebra or higher</b>				
1. Algebra 1-2				
2. Geometry 1-2				
3. Advanced Algebra 3-4				
<b>Science (3 credits)</b>				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. Biology: NGSS				
<b>Social Sciences (3 credits)</b>				
1. Modern World History				
2. IB History of Americas HL 1-2				
3. Government/Economics				
<b>Health (1 credit)</b>				

<b>PE (1 credit)</b>				
<b>World Language (2 credits same language)</b>				
1.				
2.				
<b>Fine Arts/ Third Year World Language/Career &amp; Technical Education (1 credit)</b>				
1.				
<b>Electives (6 credits)</b>				
1. Ninth Grade Inquiry/Sophomore Inquiry				
2.				
3.				
4.				
5.				
6.				
<b>Essential Skills Reading</b>				
<b>Essential Skills Writing</b>				
<b>Essential Skills Mathematics</b>				
<b>Personalized Learning Requirements</b> <u>Career Related Learning Experience (2 required)</u> 1. 2.				
Resume				
My Plan Essay				

# CREDIT RECOVERY OPPORTUNITIES

Portland Public Schools offers students multiple pathways to credit recovery. For more information or enrollment details, speak to your school counselor.

Credit Recovery Option	Location	Schedule	Credits + Tuition
<b>School-Based Credit Recovery</b>	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school. Tuition-free.
<b>Portland Evening Scholars</b>	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Evenings.  Fall: Sept – Jan  Spring: Feb – May	During the 21-22 school year, this program is free for all students. We are hopeful that Evening Scholars will not need to resume charging a fee in the future.
<b>Summer Scholars</b>	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Three weeks over the summer; two sessions available.	During the 21-22 school year, this program is free for all students. We are hopeful that Summer Scholars will not need to resume charging a fee in the future.
<b>Virtual Scholars</b>	At your school and during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.






# FORECASTING GUIDE - HOW TO READ IT

This guide offers information about each course in the Cleveland High School curriculum so that students may make wise choices when they forecast for next year's classes.

The top two lines are brief descriptors: Title, Credit value, Grade level, Prerequisite for the course. The left column indicates what Graduation requirement the course meets and whether a class may be taken more than once for credit. The center box gives a description of the course.

Course Title	Code	Credit	Grade	Prerequisite
<b>THEATRE ARTS: INTRODUCTION</b>	1112TAS	1	9 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once <b>No</b>	Introduction to Theatre fosters a physically and emotionally safe environment for the creation of dramatic art. Students will experience the roles of Creator, Director, Designer, and Performer. Students will be introduced to rehearsal techniques and will prepare for auditions. Students will be provided opportunities to reach National Core Arts Standards proficiency.			

Icon	Description
	Indicates courses students can earn CTE credit.
	Indicates International Baccalaureate approved courses. These courses may count towards an IB Diploma.
	Indicates courses where students can earn PCC credit.



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



# INTERNATIONAL BACCALAUREATE (IB)

Cleveland High School became an IB World School in 2000, joining the International Baccalaureate Organization in their mission to "*develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*" IB courses are designed to promote international-mindedness and develop critical thinking skills as students prepare for life beyond high school. There are three ways to participate in IB at Cleveland: take IB classes without participating in formal assessment, work toward an IB certificate in one or more IB Courses by participating in the class and the formal assessment, or work toward an IB Diploma. Students complete prerequisite coursework in the freshman and sophomore years in preparation for IB coursework in the junior and senior years.

## IB Classes

IB classes are offered in six subject groups across the curriculum including Studies in Language and Literature (Language A), Language Acquisition (Language B), Societies and Individuals (social sciences), Sciences, Mathematics and the Arts. IB subject curriculums are designed around foundational learning objectives that prepare students for college and further experiences in a specific subject area. All Cleveland students will take IB courses in subjects that are required for graduation, including junior and senior English, the History of the Americas and Biology. Juniors and seniors may participate in additional IB classes as they choose.

## IB Certificates

Students who complete all of the required class work in an IB course of study, as well as complete all required IB assessments including internal assessments and exams, are awarded an IB Certificate of scores by the International Baccalaureate Organization in their Diploma Program (DP) Courses. Many universities award advanced placement and/or credit to students with a strong performance on IB assessments. Students wishing to earn credit and placement must register for IB assessment in the fall of the final year of study in their course. Most courses require two years of study. Fees are assessed for participation. Fee waivers and scholarships are available to assist students in need of financial assistance.

**IB Diploma** Earning an IB Diploma requires successful completion of four basic components:

### 1. Comprehensive Curriculum

Participation in courses and assessments for six IB content areas: Studies in Language and Literature (English), Language Acquisition (acquiring a second language), Societies and Individuals (social science), Science, Mathematics, and one IB *elective*. IB Elective options include Theatre and Visual Arts; or a 2nd course in language acquisition, social science, or science. At least three and no more than four of the six required courses must be studied at the Higher Level (HL) with the remaining courses studied at the Standard Level (SL).

### 2. Theory of Knowledge

Theory of Knowledge (ToK) is a required course for all IB Diploma candidates, the goal of which is to stimulate critical thinking about knowledge and encourage an appreciation of alternative perspectives. This two-year course also incorporates scaffolding and support for the C.A.S. and Extended Essay requirements.

### 3. C.A.S. – Creative, Active, Service

Students design a program of participation in creative, active, and community service pursuits, fostering awareness and appreciation of experiences outside the academic arena. Students participate in C.A.S. activities throughout the two years of their Diploma study and develop a portfolio of evidence and personal reflections based on their experiences. In addition, students collaborate on a C.A.S. project

#### 4. Extended Essay

Defined as “a study in depth of a limited topic,” the Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest and acquaints students with the independent research and writing skills expected at university. Students begin researching topics in the second semester of the junior year and complete the essay in the fall of senior year under the supervision of a CHS faculty advisor.


#### PLANNING FOR THE IB DIPLOMA

While the requirements for the IB Diploma Program are designed for completion in the final two years of high school, underclassmen prepare in their required courses and should keep the following in mind:

**Freshmen** planning to participate in the IB Diploma Program need to be taking English 1-2, Modern World History and NGSS Physics; a first or second year of a world language, the appropriate math level, PE, Health 1/Freshman Inquiry and their choice of one additional elective. Students planning to take IB Visual Arts as upperclassmen must take two years of prerequisite art courses in freshman and sophomore years; and students planning to take IB Theatre, should take at least one prerequisite theatre course. Students planning to earn an IB Diploma, who are not interested in IB arts programs, may freely choose an additional freshman elective.

**Sophomores** planning to participate in the IB Diploma Program need to take English 3-4, Government/Economics, NGSS Chemistry, a second or third year of a world language, the appropriate math level, Health 2/Sophomore Inquiry and their choice of two full year electives. All IB Diploma-bound sophomores are required to construct a 2-year plan prior to forecasting for junior year. The IB Coordinator offers planning sessions and individual appointments for sophomores beginning in December.

**Juniors and Seniors** anticipating an IB Diploma complete a total of 6 IB Courses over two years: 3-4 courses at a Higher Level (240 recommended classroom hours over 2 years), with the remainder studied at the Standard Level (150 recommended classroom hours over 1 or 2 years, depending on the course); as well as a seventh course in the Theory of Knowledge (ToK). Students should follow a 2-year plan, developed with the IB Diploma Coordinator, for forecasting and assessment registration. IB Diploma students may also take one or two additional non-IB electives each year, as their schedule allows.

Course Title	Code	Credit	Grade	Prerequisite
<b>IB THEORY OF KNOWLEDGE (ToK) 1-2</b>	<b>2211A1 2211A2</b>	<b>1</b>	<b>11</b>	<b>A willingness to self-reflect, a spirit of inquiry and wonder, and an openness to consider new perspectives</b>
<b>IB THEORY OF KNOWLEDGE (ToK) 3-4</b>	<b>2211B1 2211B2</b>	<b>1</b>	<b>12</b>	<b>IB Theory of Knowledge (ToK) 1-2</b>
GRADUATION Requirements in: <b>ELECTIVES</b>  May be repeated for credit more than once: <b>No</b>  	<p>How do we know what we know? This central question of ToK inspires the spirit of the class as well as the content. In the IB curriculum, Theory of Knowledge serves as the unifying course that ties together all the other subject areas. Using approaches to knowledge inspired by each, students are encouraged to explore and reflect on the nature of knowledge and the process of knowing in mathematics, natural sciences, history, human sciences, and the arts. Students also examine the intersection of knowledge and at least three of the following themes - self, technology, language, politics, religion and indigenous societies. Students will consider how the worldview we have inherited determines what information we trust and which ways of knowing we find reliable. Beyond reading about, writing about and discussing these ideas, students will also use exercises designed to allow us a fresh experience of our world, each other, and ourselves. In addition to the study of the Theory of Knowledge, this course supports the development of two additional Diploma requirements: The Extended Essay and the C.A.S. portfolio.</p> <p><b>IB Assessments</b>            Internal: The ToK Exhibition, C.A.S. Portfolio and Project. External: A ToK essay of approximately 1600 words, responding to one of six prescribed prompts, and an Extended Essay: An independent, academic research paper of approximately 4000 words;</p>			

# IB DIPLOMA: 4-Year Planning Options

Interested students will outline an individual IB Diploma plan in the sophomore year as part of the forecasting process.

IB Group	Grade 9	Grade 10	Grade 11	Grade 12
Studies in Language and Literature	English 1-2	English 3-4	IB Eng Literature HL 5-6 IB Eng Lang & Lit HL 5-6	IB Eng Literature HL 7-8 IB Eng Lang & Lit HL 7-8
Language Acquisition	French 1-2 German 1-2 Spanish 1-2 Spanish 3-4 Mandarin Imm.	French 3-4 German 3-4 Spanish 3-4 IB Spanish 5-6 Mandarin Imm.	IB French 5-6 IB German 5-6 IB Spanish 5-6 IB Spanish B SL 7-8 IB Mandarin Chinese SL	IB French B SL 7-8 IB German B SL 7-8 IB Spanish B SL 7-8 IB Spanish B HL 9-10 IB Mandarin Chinese HL
Societies and Individuals	Modern World History	Government & Economics  OR  Constitution Team & Economics	IB Hist Americas HL 1-2 IB Psychology SL† IB Social Anthropology SL† IB World Religions SL† IB Env Systems SL†	IB 20 <sup>th</sup> c. World History HL 3-4 IB Psychology HL IB Social Anthropology HL  † IB courses may be taken in junior or senior year.
Sciences	NGSS Physics	NGSS Chemistry IB Biology SL 1-2 IB Physics SL 1-2  (Sophomores who elect to take an additional science may choose to complete either IB Bio 1-2 SL or IB Physics 1-2 SL in junior year.)	IB Biology SL 1-2 IB Biology SL 3-4 IB Physics SL 3-4  IB Biology HL 1-2 IB Chemistry 1-2 IB Physics SL 1-2  IB Env Systems SL†	IB Biology SL 3-4  IB Biology HL 3-4 IB Chemistry 3-4 IB Physics SL 3-4  † IB courses may be taken in junior or senior year.
Math	Algebra 1-2  Geometry  Algebra Analysis 3-4	Geometry  Algebra 3-4 or Analysis 3-4  IB Math Analysis SL 1-2	Advanced Algebra 3-4  IB Math Analysis SL 1-2 or IB Math Studies SL 1-2  IB Math Analysis HL 1-2	IB Math Applications SL 3-4†  IB Math Analysis SL 3-4 or IB Math Applications SL 3-4  IB Math Analysis HL 3-4
Arts*	Art: Foundation Theatre Arts: Intro	Art: Intermediate Theatre: Intermediate	IB Visual Arts SL IB Theatre SL	IB Visual Arts HL IB Theater HL
Other	PE or SST  Health1 / Freshman Inquiry	Health 2/ Sophomore Inquiry	Theory of Knowledge 1-2	Theory of Knowledge 3-4

† denotes course is eligible for exam registration in first year of course; may be taken in either junior or senior year.


\* IB arts classes are options, not requirements, for the IB Diploma. See prerequisite requirements for specific programs in this Guide. The 6<sup>th</sup> subject IB elective for the IB Diploma may be chosen from the Arts or an additional course of study in Language Acquisition, Societies and Individuals, or Sciences.


# ARTS: PERFORMING & VISUAL ARTS

## THEATRE ARTS

Course Title	Code	Credit	Grade	Prerequisite
<b>THEATRE ARTS: INTRODUCTION</b>	1112TA1 1112TA2	1	9 - 12	NONE
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	Introduction to Theatre fosters a physically and emotionally safe environment for the creation of dramatic art. Students will experience the roles of Creator, Director, Designer, and Performer.  Students will be introduced to rehearsal techniques and will prepare for auditions. Students will be provided opportunities to reach National Core Arts Standards proficiency.			

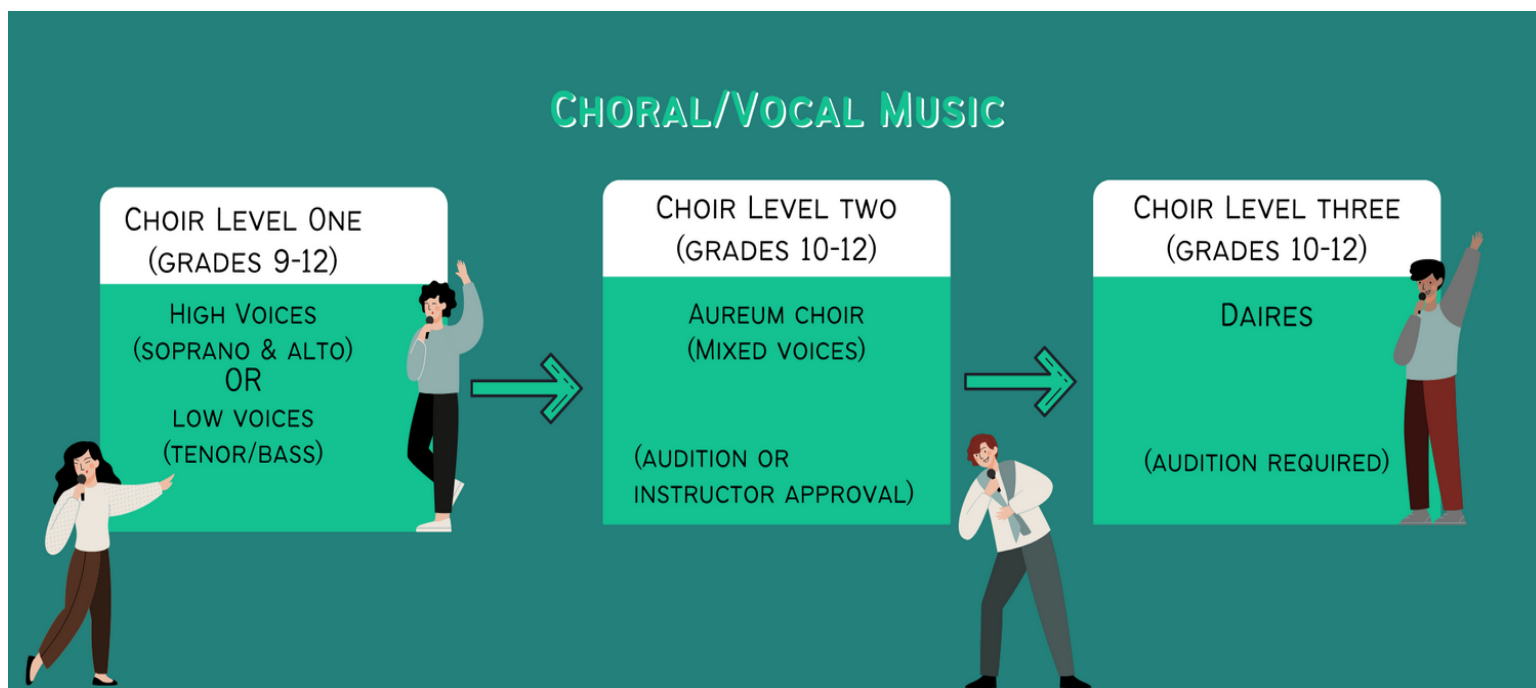
Course Title	Code	Credit	Grade	Prerequisite
<b>THEATRE: INTERMEDIATE</b>	1112B1 1112B2	1	9 - 12	<b>Theatre Arts: Introduction or Teacher Approval for incoming 9th grade or transfer students.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	Students explore modern acting techniques and styles including realism and movement for the theatre. In the second semester students work with alternative styles of performance, including Shakespeare, Commedia d'ell Arte and Epic Theatre. Students will explore scenes and monologues, design and composition elements, and devised theatre.  <b>Out of class time requirement:</b> Students will be required to attend, work or perform in an after school performance.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB THEATRE SL 1-2</b>	1117ASL1 1117ASL2	1	11 - 12	<b>One credit in Theatre Arts or Equivalent Experience (Teacher Approval)</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>  	IB Theatre Arts is an exciting and challenging two-year program in which students come into the program as Juniors and complete the fourth assessment* their Senior year. In their first year, students will have practical experiences that prepare them for the final four assessments*. IB HL Theatre Arts students will explore the theatre in the following modes: <ul style="list-style-type: none"> <li>• As a Director in the preparation of scripted theatre.</li> <li>• As a Creator producing an original piece of theatre.</li> <li>• As a Designer creating the atmosphere of a piece of theatre.</li> <li>• As a Performer presenting a story.</li> <li>• As a Spectator observing and critiquing pieces of theatre.</li> </ul> This class requires students to produce evidence in the areas of academic research, performance, technical theatre and writing. <b>Students will be required to attend professional performances and to rehearse outside of school hours.</b>  <b>IB Assessments:</b> Students register for IB Assessment in the <i>second</i> year of this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB THEATRE HL 3-4</b>	1117BHL1 1117BHL2	<b>1</b>	<b>11 - 12</b>	<b>One credit in IB Theatre SL 1-2</b>
<p>GRADUATION Requirements in: <b>FINE ARTS</b></p> <p>May be repeated for credit more than once: <b>Yes</b></p> 	<p>IB Theatre Arts is an exciting and challenging two-year program in which students come into the program as Juniors and complete the fourth assessment* their Senior year. In their first year, students will have practical experiences that prepare them for the final four assessments*. IB HL Theatre Arts students will explore the theatre in the following modes:</p> <ul style="list-style-type: none"> <li>• As a Director in the preparation of scripted theatre.</li> <li>• As a Creator producing an original piece of theatre.</li> <li>• As a Designer creating the atmosphere of a piece of theatre.</li> <li>• As a Performer presenting a story.</li> <li>• As a Spectator observing and critiquing pieces of theatre.</li> </ul> <p>This class requires students to produce evidence in the areas of academic research, performance, technical theatre and writing. <b>Students will be required to attend professional Performances and to rehearse outside of school hours.</b></p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course</p>			

## CHORAL/VOCAL MUSIC

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





Course Title	Code	Credit	Grade	Prerequisite
<b>Choir: Level 1 High Voices (Soprano/Alto) ANY SINGER</b>	1131A1 1131A2	1	9 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	Choir: Level 1 High Voices (soprano/alto) is an all-levels course that will provide students with the opportunity to build and improve their basic choral singing technique and musical knowledge through ensemble singing. Students will develop their understanding of music fundamentals through ear training, sight reading and music theory. This class uses music from various time periods, cultures, and genres to develop a healthy singing technique for the soprano/alto voice. This includes skills such as intonation, breath support, tone quality, and various vocal placements designed for tenor/bass (lower pitched) voices. Students are required to attend two concert assessments outside of the school day and need concert black attire (assistance is available).  <b>Out of class time requirement:</b> 5 concerts a year: all black concert outfit.			

Course Title	Code	Credit	Grade	Prerequisite
<b>Choir: Level 1 Low Voices (Tenor/Bass) ANY SINGER</b>	1131CD1 1131CD2	1	9 - 12	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	Choir: Level 1 Low Voices (Tenor/Bass) is an all-levels course that will provide students with the opportunity to build and improve their basic choral singing technique and musical knowledge through ensemble singing. Students will develop their understanding of music fundamentals through ear training, sight reading and music theory. This class uses music from various time periods, cultures, and genres to develop a healthy singing technique for the tenor/bass voice. This includes skills such as intonation, breath support, tone quality, and various vocal placements designed for tenor/bass (lower pitched) voices. Students are required to attend two concert assessments outside of the school day and need concert black attire (assistance is available).  <b>Out of class time requirement:</b> 5 concerts a year: all black concert outfit.			

Course Title	Code	Credit	Grade	Prerequisite
<b>INTRO TO SINGER/SONGWRITING</b>	1133SA1 1133SA2	.5 semester	9-12	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	This course requires no prior knowledge, just an interest in and desire to learn how to create, develop, and refine an original song. This class will focus on basic songwriting skills and techniques in various styles. Students will gain the skills necessary to compose well crafted lyrics and melodies, while being encouraged to develop their own personal musical identity. Students will work on their critical listening skills through song analysis and listening, their basic music theory knowledge, lyric writing, history of musical genres, song structure, and will learn the basics of playing one instrument of their choice. The class will do small workshops in class and open mic night at Artichoke Music at the student's choice. In class performance will be throughout the year.  <b>Out of class time requirement:</b> 1 required performance/showcase at the end of semester.			



Course Title	Code	Credit	Grade	Prerequisite
<b>AUREUM CHOIR (MIXED CHOIR)</b>	1131AC1 1131AC2	<b>1</b>	<b>10 - 12</b>	<b>BY AUDITION ONLY</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>Students work together in this advanced choral music class to create an ensemble dedicated to the highest level of choral excellence within its grasp. Daily rehearsals include sight singing, building of a choral tone and preparation of various pieces within the standard choral repertoire literature. Students in this ensemble are required to meet and maintain OSAA's academic standards and membership is tentative and re-assessed each semester.</p> <p><b>Out of class time requirement:</b> Numerous required performances: sectionals before school once a week.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>CLEVELAND DAIRIES</b>	1131C1 1131C2	<b>1</b>	<b>10- 12</b>	<b>BY AUDITION ONLY and Concurrent enrollment in another choir</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>A select 16 -20 member mixed vocal ensemble in which students work together to develop a small, cohesive choral ensemble capable of musical excellence in many areas, including pop, contemporary, jazz, and other choral music genres... An extensive performance schedule is an integral part of this course and a student must maintain academic standards and attendance to continue their membership in this ensemble.</p> <p><b>Out of class time requirement:</b> Numerous required performances; rehearsal once a week after school and must obtain a concert outfit (assistance available)</p>			

## INSTRUMENTAL MUSIC

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

# INSTRUMENTAL MUSIC



**CONCERT BAND**  
GRADE 9  
(ONLY)



**PERCUSSION\***  
GRADE 9-12



**SYMPHONIC BAND**  
GRADE 10-12  
(NO AUDITION REQUIRED)



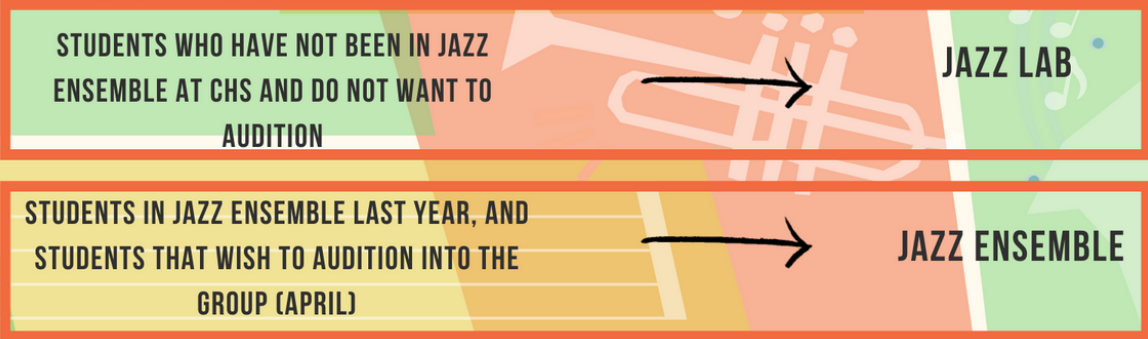
**WIND ENSEMBLE**  
GRADE 9-12  
(AUDITION ONLY)



**\*All percussionists will sign up for the percussion class, regardless of grade level or ability level.**

GRADES 9-12

# JAZZ BANDS



STUDENTS MUST BE ENROLLED CONCURRENTLY IN A CORE CLASS (CONCERT BAND, SYMPHONIC BAND, WIND ENSEMBLE, PROCUSSION) TO PARTICIPATE IN JAZZ BAND. EXCEPTIONS ARE MADE FOR GUITER, BASS, AND PIANO. (DIRECTOR DISCRETION)

Course Title	Code	Credit	Grade	Prerequisite
<b>CONCERT BAND</b>	1122CT1 1122CT2	1	9	<b>Minimum of 2 full years of experience on a band instrument or consent of the instructor.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>No</b>	Students will review fundamentals, study literature and techniques on woodwind & brass instruments. Emphasis will be on improving levels of performance and preparation for entry into Symphonic Band or Wind Symphony. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. This is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for incoming 9th graders).  <b>Out of class time requirement:</b> Will vary depending on musical experience and ability.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SYMPHONIC BAND</b>	1122SY1 1122SY2	1	10 - 12	<b>Minimum of 2 full years of experience on a band instrument or consent of instructor.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	Students will learn intermediate to advanced fundamentals and study literature and techniques on the woodwind & brass instruments. Emphasis will be on improving levels of performance and preparation for entry into Wind Symphony. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. This course is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for Concert Band members from the previous year and Wind Symphony members wishing to learn a second instrument)  <b>Out of class time requirement:</b> Will vary depending on musical experience and ability.			

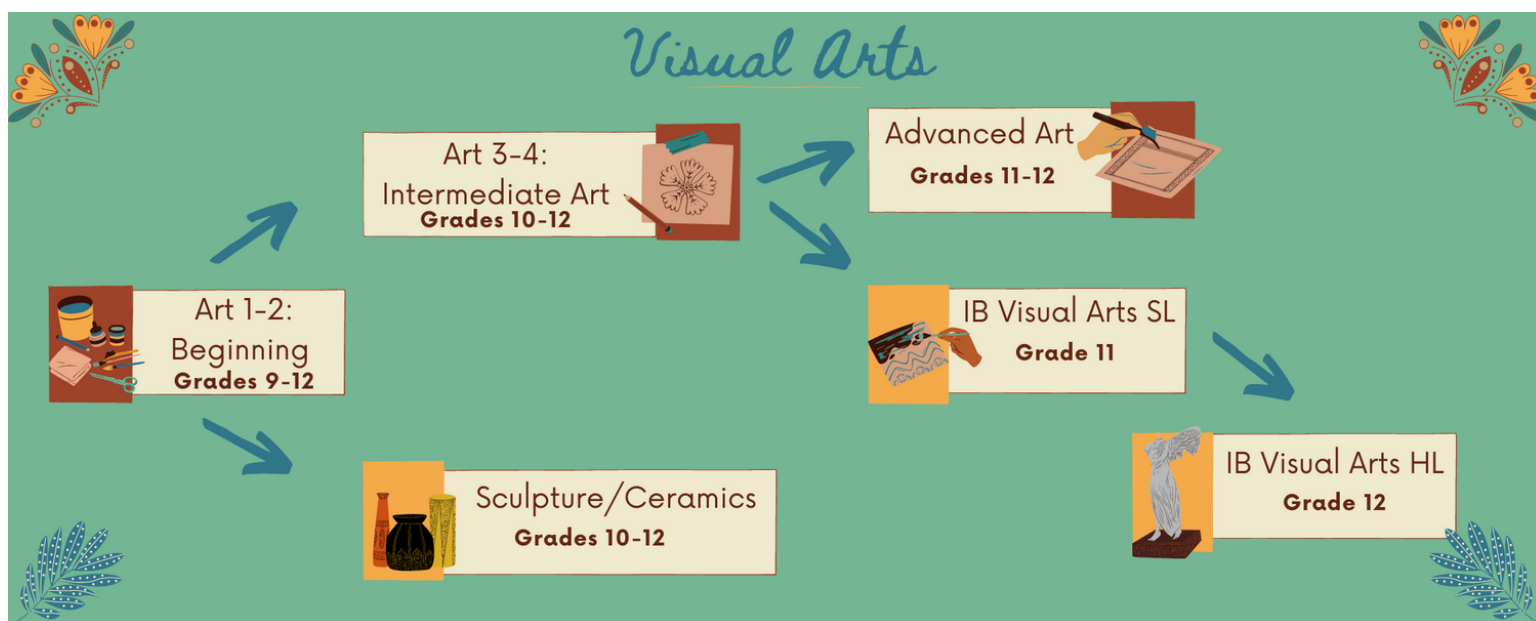
Course Title	Code	Credit	Grade	Prerequisite
<b>WIND ENSEMBLE (SYMPHONY)</b>	1126WE1 1126WE2	1	9 - 12	<b>BY AUDITION ONLY</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>Students will learn advanced techniques and study literature on the woodwind &amp; brass instruments. Emphasis will be on improving levels of solo performance and preparation for contests and festivals related to the State Solo and Ensemble Contest and the State Band Contest. In addition, these students will be provided opportunity for preparing auditions for honors groups and college music scholarships. Students will be expected to perform at major concerts, fall/winter Pep Band events, and marching events. <b>Students in this ensemble are required to meet and maintain OSAA's academic standards.</b> This course is a PERFORMANCE and PARTICIPATORY based class. (This class is intended for the most advanced musicians in the instrumental music program)</p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>PERCUSSION ENSEMBLE</b>	1122PE1 1122PE2	1	9 - 12	NONE
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>Percussion is a group participation class. Grading is based upon effort, in class participation, rehearsal etiquette, performance tests, extracurricular rehearsals and performances. Skills taught: rehearsal techniques, notation reading, stage presence and the ability to work together. All facets of percussion technique will be explored including mallets, snare, drum set, auxiliary percussion, drum-line and auxiliary percussion. Members may audition to participate in the Cleveland Marching Band/Drumline &amp; Wind Symphony. <b>Students who audition into the Wind Symphony section of the Percussion Ensemble class are required to meet and maintain OSAA's academic standards.</b> Remaining members will also be assigned to perform with the Symphonic Band or Concert Band.</p> <p><b>Supplies/fees:</b> Supply own sticks <b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>JAZZ LAB</b>	1125JL1 1125JL2	1	9 - 12	<b>Concurrent enrollment in a CORE band class (Concert/Symphonic/Wind Symphony) Exceptions will be made for Guitarists, Pianists, and Bassists</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>Students will explore a variety of Jazz styles (Swing, Latin, Funk, Fusion) in addition to developing their improvisational skills. Rhythm section members will focus on skills needed to provide rhythmic and harmonic structure and support to a jazz ensemble. Emphasis will be on improving levels of performance and preparation for entry into Jazz Ensemble. Students will be expected to perform at major concerts and one jazz festival. Highly motivated students will be encouraged to form Combos with members in the class. (This class is highly recommended for anyone interested in learning the American Art Form of Jazz)</p> <p><b>Out of class time requirement:</b> Will vary depending on musical experience and ability</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>JAZZ ENSEMBLE</b>	1125JE1 1125JE2	1	9 - 12	<b>BY AUDITION ONLY and Concurrent enrollment in a CORE band class (Concert/Symphonic/Wind Symphony)</b> <b>Exceptions will be made for Guitarists, Pianists, and Bassists.</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	Students will build on previous experience with a variety of jazz styles (Swing, Latin, Funk, Fusion) in addition to further developing their improvisational skills. Advanced skills in listening, comping, building bass lines, analyzing chord progressions will be addressed in this class. Highly motivated members of this group will be encouraged to form Combos. Students will be expected to perform at major concerts, festivals, and community events.  <b>Out of class time requirement:</b> Will vary depending on musical experience and ability			

## VISUAL ARTS




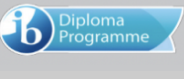
Course Title	Code	Credit	Grade	Prerequisite
<b>ART 1/2: Beginning</b>	1161A1 1161A2	1	9 - 12	
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	In this class students will explore the Elements and Principles of Art and Design and work on developing skills in a variety of formats and mediums, such as: illustration, painting, collage/mixed media, printmaking and sculpture. Class projects will be inspired by different sources (i.e. art history, culture studies, student experience) and focus specifically on the elements of shape, line, texture, value, space, and form and color theory. We will also focus on developing composition using the principles of balance, contrast/emphasis, repetition/pattern, movement and unity. Students will develop skills in observation, problem solving, creative thinking, and critical evaluation to create art works that visually reflect their own perspective and experiences. Sign up to begin, or continue, your creative practice. All ability levels encouraged.  <b>Suggested Donation: \$20-\$50</b>			

Course Title	Code	Credit	Grade	Prerequisite
<b>ART 3/4: Intermediate</b>	1161B1 1161B2	<b>1</b>	<b>10- 12</b>	<b>ART: BEGINNING 1/2</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>This is a second level, year-long art course that combines the former Illustration and Painting classes. Students will continue to focus on formal analysis (elements and principles), techniques and concepts as they pertain to art making. A variety of two dimensional media will be explored including but not limited to, pencil, charcoal, pen and ink, art markers, pastels, acrylics, watercolor, collage materials, printmaking, etc. Each unit of study will draw inspiration from a variety of sources, including: master artists, movements in art history, cultural studies, current events, as well as the student's own experience/perspective.</p> <p><b>Suggested Donation: \$20-\$50</b></p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>CERAMICS</b>	1164A1 1164A2	<b>1</b>	<b>10 - 12</b>	
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>Ceramics students will work with clay, various sculpture materials, and other interesting mediums such as charcoal. For the ceramics part of the class, students will learn hand building techniques (pinch, slab and coil construction), learn to throw on the pottery wheel, and be taught various glazing techniques. For the sculpture part, students will learn how to work with felt, wire, paper, soapstone and wood. Additionally, charcoal drawing, watercolor and collage are taught in the class with an emphasis on depth, perspective and/or form. This is a fun, laid back class where you can have control of your own artistic setting and endeavors. Sign up and give it a try.</p> <p><b>Suggested donation is \$30-\$75</b></p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>Art: ADVANCED</b>	1161C1 1161C2	<b>1</b>	<b>11-12</b>	<b>ART 1/2: BEGINNING &amp; ART 3/4: INTERMEDIATE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once: <b>Yes</b>	<p>This is a third level, year-long art course that builds upon skills learned in Beginning and Intermediate classes. During the first semester students will use culture studies, master artists/art movements as guided inspiration for independently designed and executed projects. Students will develop and explore 2-D and 3-D media.</p> <p>During second semester, students will independently create a thematic body of work for an end of school year gallery display. Students will use a sketchbook to show creative process as well as media practice, and work with the instructor to create a body of work that includes three styles/forms of art. Art styles/forms could include: painting/mixed media on canvas; collage; watercolor; printmaking; charcoal drawing; pastel; graphic novel/comic illustration; murals; sculpture; videography; photography; textile/fiber arts, etc.</p> <p><b>Suggested Donation: \$30 - \$50</b></p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB VISUAL ARTS SL</b>	1184A1 1184A2	<b>1</b>	<b>11 - 12</b>	<b>ART: BEGINNING &amp; ART: INTERMEDIATE or Instructor's approval</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once:  <b>No</b>  	<p><b>A two-year program</b>, IB Art allows the advanced art student the opportunity to do critical research and analysis into the history and appreciation of art and design. The focus will be on delving deep into the cultural and historical genesis of art throughout the world, and creating a visual and verbal record of this research in the form of a body of work that is an extension of well documented research in a Visual Arts Journal. Studio work inspired by the research is an integral part of this class so original sketches and ideas are encouraged. The research in the Visual Art Journals is to be done as homework, with class time as studio time; exploring different styles and media in creating studio projects. With guidance the student will choose what art topic to study. Museum and gallery visits are required twice per semester. Students interested in this class must possess a willingness to engage in academic reading and writing. The focus of this course is academic in nature, rather than focused on studio art.</p> <p><b>IB Assessments:</b> Students may register for IB Assessment in the <i>second</i> year of this course. <b>Suggested Donation: \$50-\$70</b></p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB VISUAL ARTS HL</b>	1184B1 1184B2	<b>1</b>	<b>12</b>	<b>SL IB Visual Arts Instructors approval</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once:  <b>No</b>  	<p><b>A two-year program</b>, IB Art allows the advanced art student the opportunity to do critical research and analysis into the history and appreciation of art and design. The focus will be on delving deep into the cultural and historical genesis of art throughout the world, and creating a visual and verbal record of this research in the form of a body of work that is an extension of well documented research in a Visual Arts Journal. Studio work inspired by the research is an integral part of this class so original sketches and ideas are encouraged. The research in the Visual Art Journals is to be done as homework, with class time as studio time; exploring different styles and media in creating studio projects. With guidance the student will choose what art topic to study. Museum and gallery visits are required twice per semester. Students interested in this class must possess a willingness to engage in academic reading and writing. Must have taken SL IB visual art as a Junior to take HL IB visual art as a senior.</p> <p>The focus of this course is academic in nature, rather than focused on studio art.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course. <b>Suggested Donation: \$50</b></p>			


# CAREER AND TECHNICAL EDUCATION


Career and Technical Education Programs of Study offer high school students cutting-edge, relevant, rigorous classes that prepare them for post-secondary opportunities and high-wage, high-skill and high-demand jobs.


## CONSTRUCTION

Students learn about career opportunities in the construction industries.

They will gain technical skills needed to succeed while gaining experience working with industrial tools.

Course Title	Code	Credit	Grade	Prerequisite
<b>INTRODUCTION TO CARPENTRY AND CONSTRUCTION</b>	0416CA1 0416CA2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No</b>  	Introduction to Carpentry and Construction is a course designed to help students develop basic skills and experience in the field of carpentry. The activities in this class will strengthen one's ability to use woodworking tools in a safe manner to complete projects. These skills are directly related to career training. This is a project-based class. Every day, students will be completing small tasks to complete a bigger project. Your instructor will most often choose a task/project for students, but students will also have the opportunity to create their own projects. To get the most out of this class, it is important for students to be safe, on task, and creative.  <b>Suggested Donation: \$30</b>			


Course Title	Code	Credit	Grade	Prerequisite
<b>INTERMEDIATE CARPENTRY AND CONSTRUCTION</b>	0416CB1 0416CB2	<b>1</b>	<b>10-12</b>	<b>Introduction to Carpentry and Construction</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No</b>  	Intermediate Carpentry and Construction is the second level course designed to help students develop basic skills and experience in the field of carpentry. The activities in this class will strengthen one's ability to use woodworking tools in a safe manner to complete projects. These skills are directly related to career training. This is a project-based class. Every day, students will be completing small tasks to complete a bigger project. Sometimes, your instructor will choose a task/project for students, but most often, students will be expected to create their own ideas for projects. To get the most out of this class, it is important for students to be safe, on task, and creative.  <b>Suggested Donation: \$30</b>			


Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED CARPENTRY AND CONSTRUCTION</b>	0416CC1 0416CC2	<b>1</b>	<b>10-12</b>	<b>Introduction to Carpentry &amp; Construction</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No</b>  	This is a project-based course designed to help students get a jump start in a career within the construction trades. Students will practice building structures and installing basic electrical, plumbing and heating systems. Students will visit job sites, meet industry specialists, and learn about career opportunities in a variety of trades.  <b>Suggested Donation: \$30</b>			




# DIGITAL MEDIA


*Students will develop the technical and communication skills needed in the digital media industry.*


Course Title	Code	Credit	Grade	Prerequisite
<b>PHOTOGRAPHY: FOUNDATIONS</b>	1171AS	<b>.5</b> semester	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>VIDEO: FOUNDATIONS</b>  	This is an introductory course for new and emerging photographers. Participants will learn basic vocabulary of photography and the concepts of composition, framing, light, angle, focus. Some (limited) history will be included. Students learn to see through the eyes of a photographer with emphasis placed on composition and originality. Students learn post production skills in photo editing using Adobe Lightroom and Photoshop. Students will design and manage a web-based portfolio of their work.  <b>Suggested Donation: \$30</b>			


Course Title	Code	Credit	Grade	Prerequisite
<b>VIDEO: FOUNDATIONS</b>	1172VP	<b>.5</b> semester	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>PHOTOGRAPHY: FOUNDATIONS</b>  	This is an introductory course in video production. We will study and discover the characteristics of storytelling as it relates to filmmaking. Students will learn the vocabulary of video and film as it relates to pre-production (storyboarding, writing), production (cinematography and sound), and post-production (editing and sound). Projects will be highly dependent on group work; success will depend on daily participation. Students will design and manage a web-based portfolio of their work.  <b>Suggested Donation: \$30</b>			


Course Title	Code	Credit	Grade	Prerequisite
<b>GRAPHIC TECH: BEGINNING</b>	1313GTA 1313GTA2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No</b>  	Graphic Design is the art of combining text and images to promote ideas, messages, and products. Students in Graphic Design will work with the elements of art and the principles of design to create original work in areas such as illustration, book covers, movie posters, Record jacket design, billboards, posters, logos, and more. Drawing, hand lettering and Adobe Photoshop are all explored as tools of the trade.  <b>Suggested Donation: \$30</b>			



Course Title	Code	Credit	Grade	Prerequisite
<b>DIGITAL MEDIA: SPECIAL EFFECTS 1- CARTOONING AND COMICS (INTERMEDIATE)</b>	0317SE1	<b>.5</b> semester	<b>10-12</b>	<b>Graphic Tech</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once: <b>No</b>  Paired with: <b>SCREEN PRINTING: INTERMEDIATE</b>  	Cartooning, which is paired with screen printing, explores the world of graphic narratives (“picture stories”) by approaching comics as the meeting of visual art and writing. Students will study some of the history and many of the "how-to's" of comics and cartooning (including scripting, penciling, inking, digitizing, lettering, and pitching ideas), and will learn to draw the human figure in a variety of poses (with a focus on anatomy, proportions, and facial features and expressions). Students will create individual as well as collaborative comics in genres including humor, superhero, editorial, autobiography, and illustration - all while cultivating their own interests and artistic voices and styles. Hand drawn comics and illustrations will be scanned and finished using a variety of tools and techniques in Adobe Photoshop and/or other programs, preparing students for a broad range of creative careers. The Portland metro area is home to some of the nation’s biggest and best comics publishers and animation studios - Cartooning students at CHS are uniquely positioned to get involved in this amazing industry. <b>Suggested Donation: \$30</b>			

Course Title	Code	Credit	Grade	Prerequisite
<b>SCREEN PRINTING: INTERMEDIATE</b>	1315SP	<b>.5</b> semester	<b>10-12</b>	<b>Graphic Tech</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once: <b>No</b>  Paired with: <b>DIGITAL MEDIA: SPECIAL EFFECTS 1- CARTOONING AND COMICS (INTERMEDIATE)</b>  	Want to put your own artistic creations on T-shirts, hoodies, posters, and more? Screen Printing, which is paired with cartooning and comics, offers the opportunity to use the skills learned in Graphic Design to create original prints on fabric, posters, and other flat surfaces. Students will learn the theory and practice of screen printing, as well as the basics of Adobe Photoshop, and will gain hands-on experience in this popular trade. Our class print shop will also occasionally produce T-shirts and garments for other departments, clubs, and CHS-related groups.  <b>Suggested Donation: \$30</b>			

Course Title	Code	Credit	Grade	Prerequisite
<b>DIGITAL MEDIA: INTERMEDIATE 3-4</b>	1925B1 1925B2	<b>1</b>	<b>10-12</b>	<b>Graphic Tech or Video or Photo Foundations</b>
GRADUATION Requirements in: <b>CTE</b> May be repeated for credit more than once: <b>No</b>  	Students must have taken a prerequisite digital design class and have a working knowledge of Photoshop, Premier and indesign technologies and strong understanding of media literacy. Functioning in a similar way to an inquiry course, students are expected to work independently with all of the self-management skills required to do so. In addition to class projects, students complete one ‘passion project’ each quarter in a medium of their choice and about a subject of their choosing. Students will participate in panel critiques with professionals working in Portland’s media production community. To facilitate this, students will be responsible for maintaining a web portfolio of their work.  <b>Suggested Donation: \$30</b>			


Course Title	Code	Credit	Grade	Prerequisite
<b>DIGITAL MEDIA: ADVANCED 5-6</b>	1925C1 1925C2	1	11-12	<b>Digital Media: Intermediate 3-4</b>
<p>GRADUATION Requirements in: CTE</p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p>This is a capstone year for the digital media student and must have the prerequisite Digital Media 3-4. Much like an independent study course, advanced students are exploring their medium, researching professionals who inspire their craft, and building skills in media production. The student should be proficient in project management. The instructor is acting as advisor and mentor, and with the help of the instructor Students will complete a 'passion project' each quarter, . Continuing their portfolio work from the previous two courses, the student will prepare for a media career or to meet entrance requirements for institutions of higher education focusing on media arts. Students should leave with a web or printed and mounted portfolio for industry interviews.</p> <p><b>Suggested Donation: \$25</b></p>			


## CULINARY ARTS HOSPITALITY AND TOURISM


*Students will gain the technical skills needed in a hospitality/culinary career.*

*Students learn food production along with inventory management and operations of a restaurant.*



Course Title	Code	Credit	Grade	Prerequisite
<b>CULINARY ARTS 1-2: INTRODUCTION</b>	2912CA1 2912CA2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
<p>GRADUATION Requirements in: <b>CTE</b></p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p>Besides learning nutritious recipes you can use for the rest of your life, you will also learn kitchen safety, how to read a recipe, how to measure ingredients, as well as the importance of a clean kitchen. Learn your way around a home kitchen (your family will enjoy your homework), then compare and contrast the requirements for a commercial kitchen. Lectures from food industry professionals and field trips to food carts, restaurants and farms offer students insight into the many aspects of the culinary world. An independent project will require you to apply your new knowledge and skills in a real world setting. Examples might include drafting a plan for your own food business, creating a cookbook, costing out and planning an event menu, writing a food blog, or preparing the menu and cooking for a major event. All students must learn kitchen safety and sanitation practices in order to obtain their Multnomah County Food Handler's Card.</p> <p><b>Suggested Donation: \$40</b></p>			


Course Title	Code	Credit	Grade	Prerequisite
<b>CULINARY ARTS 3-4: INTERMEDIATE</b>	2912CB1 2912CB2	<b>1</b>	<b>10-12</b>	<b>Culinary Arts 1-2: Introduction</b>
<p>GRADUATION Requirements in: <b>CTE</b></p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p><b>CULINARY ARTS AND WORLD CUISINE:</b> Students in Intermediate Culinary Arts will study and practice the cooking methods and techniques of various cultures. In this class, you will build on techniques learned in Intro to Culinary. Students will learn about ingredients, preparation techniques, flavor profiles and history behind a variety of foods typical of cultures found around the world. This course will involve the use of more advanced food preparation techniques, as well as expand upon lessons regarding menu planning, food-costs and recipe development, writing and modification. Regular in-class food lab opportunities will be included in this course. Also included is the aesthetic service of food, understanding the cultural significance of food, the impact of global food systems and food ethics. We will also learn to operate a small business as an individual project that focuses on marketing, costing and advertising, as well as time management in the kitchen.</p> <p><b>Suggested Donation: \$40</b></p>			


Course Title	Code	Credit	Grade	Prerequisite
<b>CULINARY ARTS: ADVANCED</b>	2913CFB1 2913CFB2	<b>1</b>	<b>11-12</b>	<b>Culinary Arts 3-4: Intermediate</b>
<p>GRADUATION Requirements in: <b>CTE</b></p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p><b>COMMERCIAL FOOD AND BAKING:</b> In this class, you will build on techniques learned in Intermediate Culinary along with exploring food from other cultures. This course also introduces the art of managing catered events, restaurant operations and other types of food service establishments. This course will involve the use of more advanced food preparation techniques, as well as expand upon lessons taught in the introductory courses regarding menu planning, food-costs and recipe development, writing and modification. We will build upon students' knowledge of safety and sanitation practices by teaching principles of food storage and handling in the context of restaurants, hotels and other large-volume venues. Advanced Culinary Arts will further prepare students for life after high school, careers in food production (found in hotels, healthcare facilities and restaurants) and other culinary careers.</p> <p><b>Suggested Donation: \$40</b></p>			

# MASS MEDIA AND COMMUNICATIONS



Course Title	Code	Credit	Grade	Prerequisite
<b>JOURNALISM</b>	19021 19022	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No</b>	Welcome to the world of journalism! In this introductory course, students will focus primarily on the art of telling stories through writing. You will learn and practice how to write news, features and commentaries among other genres, as well as learn how to become a better editor and interviewer. You will also learn about publishing and how to design and edit layouts using software from the Adobe Creative Suite in our lab. Students will also learn and practice storytelling via videography, photography and podcasting. Another point of emphasis is on discussing the media: the trends, new laws, and their impacts on culture and society. Finally, you will learn about your rights as a student journalist and the laws that govern them. Student work is compiled in an e-portfolio for future use. Successful students are encouraged to join the staff of the school's newspaper or yearbook. Even though you might not choose to join a school publication, the class will help you become a better writer, critical thinker, interviewer and storyteller.			


Course Title	Code	Credit	Grade	Prerequisite
<b>NEWSPAPER</b>	1903 NP1 1903 NP2	<b>1</b>	<b>10-12</b>	<b>Journalism or by recommendation</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No for CTE credit</b> <b>Yes for elective credit</b>  	This is a multimedia class designed for students to apply the skills learned in the introductory classe (Journalism). Students produce content as writers, editors, photographers, illustrators, graphic designers, video reporters, podcasters and layout designers for the <i>Clarion</i> , the printed version of the school newspaper, and for the daily online publication at <i>ClevelandClarion.com</i> . Both publications are student-run, and staff members are encouraged and supported as they pursue their interests as they work within a team framework. The goal of the class is to gain experience and develop skills to prepare students for the rigors of a college publication or for the workforce.			


Course Title	Code	Credit	Grade	Prerequisite
<b>NEWSPAPER-EDITOR</b>	1902H 1 1902H 2	<b>1</b>	<b>11-12</b>	<b>NEWSPAPER</b>
<p>GRADUATION Requirements in: <b>CTE</b></p> <p>May be repeated for credit more than once: <b>No for CTE credit</b> <b>Yes for elective credit</b></p> 	<p>This is the course students would take in their third year of the Mass Media and Communications Pathway. Students who have successfully completed two years in the pathway can become eligible to become editors in the class. They will lead teams who cover news, sports, commentary, arts, and features, as well as print and online formats, video, photography, podcasts and social media, and on the business side of the class, including fundraising and advertising.</p>			

## BUSINESS

*Students will survey phases of business organization, finance, personnel, production, marketing, managerial controls and government relations.*




Course Title	Code	Credit	Grade	Prerequisite
<b>Intro to Business 1-2</b>	18231 18232	<b>1</b>	<b>9-12</b>	<b>None</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No for CTE credit</b> <b>Yes for elective credit</b>  	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 an ever changing global society and the type of decisions which must be made within that environment. Areas of study will include: marketing, small business management and entrepreneurship, business organization and ethics, finance, foreign exchange, banking and investing, basic accounting, business communication, basic economics, the business legal environment and career exploration. Students will develop a business plan with emphasis on a marketing strategy for a product or service, research a multinational corporation and participate in an investment simulation. This course will prepare students for entry-level jobs and studies of advanced business.			

Course Title	Code	Credit	Grade	Prerequisite
<b>Business Management 1-2</b>	0224B M1 0224B M2	<b>1</b>	<b>10-12</b>	<b>Intro to Business 1-2</b>
GRADUATION Requirements in: <b>CTE</b>  May be repeated for credit more than once: <b>No for CTE credit</b> <b>Yes for elective credit</b>  	This course gives students an opportunity to broaden their business experience at Cleveland High School. Business Management will explore the history of management, management best-practices and management theories. Students will complete case studies and discussions surrounding topics such as management types, environment effects on business, ethics, and social responsibility. Business Management is one of the many courses offered in the CTE department and can be one option students take to complete the Business Program of Study.			


# ENGLISH LANGUAGE ARTS


Course Title	Code	Credit	Grade	Prerequisite
<b>ENGLISH 1-2</b>	10011 10012	<b>1</b>	<b>9</b>	<b>NONE</b>
<p>GRADUATION Requirements in: <b>English</b></p> <p>May be repeated for credit more than once: <b>No</b></p>	<p>Based on a small learning community model, freshman Language Arts students explore the major themes related to personal identity and heroism. Students make meaningful connections to thematic units and extend understanding beyond the text. Each student will work to become a confident and capable reader and writer. They read a balance of contemporary and classic works—short stories, essays, novels, poetry, drama, and nonfiction—that encourage them to make inferences and to look at the world through archetypal patterns. Students also choose and read in choice books, texts they choose to read. Students will write narrative and imaginative pieces, poetry, journal responses, letters, free-writes, and expository essays.</p>			


Course Title	Code	Credit	Grade	Prerequisite
<b>ENGLISH 3-4</b>	10021 10022	<b>1</b>	<b>10</b>	<b>ENGLISH 1-2</b>
<p>GRADUATION Requirements in: <b>English</b></p> <p>May be repeated for credit more than once: <b>No</b></p>	<p>Students will become part of a larger community by experiencing a wide variety of world texts, leading to a deeper understanding of oneself and others. Through the lens of cultural encounters, students read short stories, essays, novels, poetry, nonfiction, drama, and nonprint media that encourage examination of multiple points of view. Writing will include a variety of modes by use of the writing process, focusing on the development of argument and expository writing. Speaking and listening will also be features of this class, often done in collaborative small group settings.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB LANGUAGE &amp; LITERATURE HL 5-6</b>	1015CHL1 1015CHL2	<b>1</b>	<b>11</b>	<b>ENGLISH 3-4</b>
<p>GRADUATION Requirements in: <b>English</b></p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p>In this course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. We will explore the crucial role language plays in communication, reflecting experience and shaping the world. Our work will combine the critical study of both literature and language using a wide variety of text types including, but not limited to: advertisements, articles, editorials, films, letters, lyrics, speeches and electronic media. Writing will focus on continued evolution of organized analysis and showing how one's understanding develops as a result of the culture and context of the text. A Learner Portfolio and various writing and speaking tasks will help prepare students for the IB assessments. The central IB requirement is the Individual Oral (IO) assessment based on personal inquiry in connection with a Global Issue and involving one of the works studied; the IO will eventually be externally assessed if students decide to test for college credit at the end of the second year. Students completing this course will be eligible to forecast for IB Language &amp; Literature HL 7-8.</p> <p><b>IB Assessments:</b> Students register for IB Assessment in the <i>second</i> year of this course.</p>			



Course Title	Code	Credit	Grade	Prerequisite
<b>IB LITERATURE HL 5-6</b>	1014CHL1 1014CHL2	<b>1</b>	<b>11</b>	<b>ENGLISH 3-4</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once: <b>No</b>  	The vision of the IB curriculum is to move students past interaction with a story into the realm of textual analysis and critical engagement. Students will uncover literary meaning within a classic or contemporary work, as well as explore the historical and social context. In this course we analyze the literary work of 7 authors over the course of the year. Writing will focus on continued evolution of organized analysis and showing how one's understanding develops as a result of the culture and context of the novel. A Learner Portfolio and various writing and speaking tasks will help prepare students for the IB assessments. The central IB requirement is the Individual Oral (IO) assessment based on personal inquiry in connection with a Global Issue and involving one of the 3 novels in translation studied; the IO will eventually be externally assessed if students decide to test for college credit at the end of the second year.  <b>IB Assessments:</b> Students register for IB Assessment in the <i>second</i> year of this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB LANGUAGE &amp; LITERATURE HL 7-8</b>	1015DHL1 1015DHL2	<b>1</b>	<b>12</b>	<b>IB language &amp; Literature HL 5-6</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once: <b>No</b>  	Students will continue a critical engagement with non-literary and literary texts. Students will consider the changing historical, cultural, and social contexts in which particular texts are written and received. Students will closely examine how form, structure, and style can be seen to shape meaning but can also be influenced by content. The course will explore the attitudes and values expressed by texts and their impact on readers. Students will write in a variety of modes for a variety of purposes, including literary essay, creative nonfiction, and poetry. The central IB requirement is the externally assessed Higher Level Essay, which develops a student's particular line of inquiry into a literary text studied in class, and in connection with exploration carried out in the Learner Portfolio. For those who wish to test for college credit, two on-demand, externally set and externally assessed essays are required in the spring after completing the course of study and developing analysis and writing skills.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB LITERATURE HL 7-8</b>	1014DHL1 1014DHL2	<b>1</b>	<b>12</b>	<b>IB Literature HL 5-6</b>
GRADUATION Requirements in: <b>English</b>  May be repeated for credit more than once: <b>No</b>  	Students will continue to closely read texts, including poetry, drama, novels, and works of non fiction while considering the connections to Global Issues. Over the course of the year we will read the work of 6 authors, and practice written commentary using techniques of literary criticism, as well as write in a variety of modes and styles. The central IB requirement is the externally assessed Higher Level Essay, which develops a student's particular line of inquiry into a literary text studied in class, and in connection with exploration carried out in the Learner Portfolio. To test for college credit in the spring, students will complete an externally set and externally assessed guided literary analysis (Paper 1) and comparative essay (Paper 2) after completing the course of study and developing analysis and writing skills.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			



# ENGLISH LANGUAGE ARTS ELECTIVES

*Unless otherwise noted, these courses DO NOT fulfill the required English Credits for graduation.*

Course Title	Code	Credit	Grade	Prerequisite
<b>BEGINNING SPEECH AND DEBATE</b>	1082A1 1082A2	1	9-12	<b>NONE</b>
<p>GRADUATION Requirements in: <b>Elective or Arts</b> <b>Or</b> <b>ELA 1,2,3, or 4 Credit Recovery</b></p> <p>May be repeated for credit more than once: <b>No</b></p>	<p>This active, student-centered elective is open to all students who are looking to improve their public speaking and critical thinking skills. The year begins with voice exercises using Dr. Seuss and ends dissecting logical fallacies while debating international public policy issues. This is an interactive course where students work together in a safe community to encourage each speaker to grow. Students will complete all state standards in speaking and writing as well as many in reading through informative, persuasive and entertaining speeches. Students debate using both individual, partnered, and community formats. We also explore psychology, philosophy, stand-up comedy, and more. There is <b>no requirement</b> to compete on the team; however, team members will have time to work on tournament products.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED SPEECH AND DEBATE</b>	1082B1 1082B2	1	10-12	<b>Successful completion of Beginning Speech and Debate or instructor approval.</b>
<p>GRADUATION Requirements in: <b>Elective or Arts</b> <b>Or</b> <b>ELA 1,2,3, or 4 Credit Recovery</b></p> <p>May be repeated for credit more than once: <b>No</b></p>	<p>Where do Dr. Seuss, Eminem, Mark Twain, and Immanuel Kant meet for coffee? In this class. This is a wild ride of the brain from poetry to stand-up comedy to philosophy to marketing. Like Beginning Speech, this course covers a wide range of speech and debate with elements of student choice in each unit. The biggest difference is that each unit is deeper, more detailed. Students mentor emerging speakers through peer coaching and even run lessons on public speaking in other classes.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>COMPETITIVE FORENSICS: WINNING WITH WORDS</b>	1083CF1 1083CF2	1	10-12	<b>Beginning Speech and Advanced Speech and Debate. Students may also be interviewed to be directly admitted.</b>
<p>GRADUATION Requirements in: <b>Elective</b> <b>Or</b> <b>ELA 1,2,3, or 4 Credit Recovery</b></p> <p>May be repeated for credit more than once: <b>No</b></p>	<p>CF is similar to classes for the top level of choir, band and theater. Students prepare speeches and debate cases based on actual products that are performed outside the classroom. Students prepare through brainstorming, resolitional analysis, case building, and practice and then compete at an October tournament. Students are also required to push their comfort zones. Students may be comfortable competing in debate, they must also stretch themselves through an acting event. In addition to speech tournaments, we will identify other targets beyond the classroom: writing essays for college admission and for scholarship. Writing prose and poetry to become published. Writing editorials for local newspapers. They also write for local national contests such as Verselandia, Poetry Out Loud, Shakespeare Monologue, Lions Club, Rotary Club, Elks Club, VFW Voice of Democracy and more.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>BOOST: ENGLISH SUPPORT</b>	0836L AC1 0836L AC2	<b>1</b>	<b>11-12</b>	<b>Teacher Recommendation</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>	This small-group class provides direct support in the skills of critical reading, organization, and writing that are necessary for students to perform well in IB humanities courses. Students will have the opportunity to pre-read or re-read assigned texts for their IB HOTA/Language & Literature class, focusing on comprehension, vocabulary, and finding quality evidence for analysis. We will also do skills development activities and projects, but all work will be completed in class and no additional homework will be assigned. This class is for elective credit only.			

Course Title	Code	Credit	Grade	Prerequisite
<b>CREATIVE WRITING</b>	0899CW1 0899CW2	<b>1</b>	<b>10-12</b>	<b>English 1-2</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>	A writing-intensive course with a lot of student-driven direction. We will explore and experiment with different forms of creative writing: story, play/screenwriting, poetry, songwriting/lyrics, and more.			

Course Title	Code	Credit	Grade	Prerequisite
<b>FILM AND LITERATURE</b>	0899FL1 0899FL2	<b>1</b>	<b>10-12</b>	<b>None</b>
GRADUATION Requirements in: <b>Elective</b> <b>or</b> <b>ELA 1, 2, 3, or 4 Credit Recovery</b>  May be repeated for credit more than once: <b>No</b>	Watching films is a form of reading - we process story, setting, figurative language, musical influence, etc. at pace with the playing of the film. In this class students would have the opportunity to learn cinematic language in order to explore various film genres and to apply literary analysis skills to those films. We would also read works that have been adapted into films, in order to compare and contrast the versions of the story presented in writing with those of the visual medium of film. Students can recover a semester credit of English 1, 2, 3, or 4 through demonstration of skill in the learning targets of the course. Students can also take the class purely for Elective purposes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>YEARBOOK</b>	19051 19052	<b>1</b>	<b>10-12</b>	<b>English 1-2</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	Producing the Cleveland yearbook, <i>Legend</i> , will enhance students' skills in organization, promotion, computer graphic design, creative writing, photograph selection, merchandising and sales. Some experience with computers is highly encouraged for all applicants.			

# ENGLISH AS A SECOND LANGUAGE

*The program of studies for English Language Learners (ELL's)/Emergent Bilinguals (EB's) provides intensive instruction in reading, writing, listening and speaking English. The language instruction seeks to enable learners to successfully use language to communicate with others socially and academically. Students will participate in courses emphasizing reading, writing, and communication skills taught by an ESOL (English as a Second or Other Language) teacher. When forecasting, please consult your current counselor to help with your selection.*

Course Title	Code	Credit	Grade	Prerequisite
<b>EMERGING ELD 1</b>	1061AEL1 1061AEL2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	This course will develop speaking, listening, reading and writing skills at the beginning level of English. Basic grammatical structures and content-area vocabulary are presented in dialogues, conversations, games, chants and a variety of texts (including visuals). There is an emphasis on oral language development. Students acquire speaking, listening, reading and writing, as well as critical thinking skills in context through thematic units.			

Course Title	Code	Credit	Grade	Prerequisite
<b>EMERGING ELD 2</b>	1061BEL1 1061BEL2	<b>1</b>	<b>9-12</b>	<b>ELD 1 or assessment</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	This course is designed for the early intermediate student of English. Students are immersed daily in speaking, listening, reading and writing tasks developed around thematic units to develop social and academic language fluency, as well as critical thinking skills. Students review and master skills introduced in ELD 1, and more complex grammatical structures are introduced. Students practice reading strategies, practice supporting ideas and arguments with evidence, engage in journal, paragraph and essay writing, as well as make oral presentations in order to develop English language proficiency.			

Course Title	Code	Credit	Grade	Prerequisite
<b>PROGRESSING ELD 3</b>	1061CEL1 1061CEL2	<b>1</b>	<b>9-12</b>	<b>ELD 2 or assessment</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	This course is for the intermediate ELL student. Students will continue language acquisition and skill development in reading, writing, speaking, and listening/understanding English, as well as develop a solid foundation needed to fully engage in academic and real life situations. Students will construct meaning from oral presentations and literary and informational texts, participate in exchanges of information, speak and write about complex literary and informational texts/topics, and learn to construct oral and written claims and support them with evidence. Reading comprehension strategies, the writing process, academic vocabulary, and grammar instruction is embedded throughout. Language is taught in context exploring a variety of themes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>PROGRESSING ELD 4</b>	1061DEL1 1061DEL2	<b>1</b>	<b>9-12</b>	<b>ELD 3 or assessment</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	ELD 4 is a class for the early-advanced student, building off the skills developed in ELD 3. Students will continue advancing their language acquisition and skill development in reading, writing, speaking, and listening/understanding English, as well as develop a foundation needed to fully engage in academic and real life situations. Students will construct meaning from oral presentations and literary and informational texts, participate in oral and written exchanges of information, speak and write about complex literary and informational texts/topics, and learn to construct oral & written claims and support them with evidence. Students will engage in research, and evaluate and communicate results. Reading comprehension strategies, the writing process, academic vocabulary, and grammar instruction is embedded throughout. Language is taught in context exploring a variety of themes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ELD SUPPORT</b>	0803S1 0803S2	<b>1</b>	<b>9-12</b>	<b>Concurrent enrollment in ELD 1, ELD 2 or teacher recommendation.</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	This is a language support class for students currently enrolled in ELD. The course is designed to improve reading comprehension, academic vocabulary, writing, oral communication, listening, as well as organizational and study skills needed to participate in core content classes.			

## HEALTH

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

***For graduation, students are required to complete 1.0 Health credit: Health 1 (0.5 credit) and Health 2 (0.5 credit).***

Course Title	Code	Credit	Grade	Prerequisite
<b>HEALTH 1</b>	14011	<b>.5</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Health</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>9th Grade Inquiry</b>	Health 1: The academic success of America's youth is strongly linked with their health. Health literacy is essential for preparing students to be healthy and productive members of our society. To prepare our students we must promote a skill-based learning model in which students will be able to develop, practice, and personalize the following essential health skills: <ul style="list-style-type: none"> <li>a. Comprehends concepts related to health promotion and disease prevention to enhance health</li> <li>b. Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors</li> <li>c. Access valid information, products, and services to enhance health</li> <li>d. Use interpersonal communication skills to enhance health and avoid or reduce health risks</li> <li>e. Use decision making skills to enhance health</li> <li>f. Use goal-setting skills to enhance health</li> <li>g. Practice health enhancing behaviors and avoid or reduce health risks</li> <li>h. Advocate for personal, family, and community health</li> <li>i. Students in Health 1 will engage with all Health standards through the content areas of: Social, Emotional and Mental Health, Alcohol, Tobacco, and Other Drugs, Nutrition, and Comprehensive Sexuality Education.</li> </ul>			

Course Title	Code	Credit	Grade	Prerequisite
<b>HEALTH 2</b>	14012	.5	9 - 12	<b>HEALTH 1</b>
GRADUATION Requirements in: <b>Health</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>10th Grade Inquiry</b>	<p>Health 2: The academic success of America’s youth is strongly linked with their health. Health literacy is essential for preparing students to be healthy and productive members of our society. To prepare our students we must promote a skill-based learning model in which students will be able to develop, practice, and personalize the following essential health skills:</p> <ul style="list-style-type: none"> <li>a. Comprehends concepts related to health promotion and disease prevention to enhance health</li> <li>b. Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors</li> <li>c. Access valid information, products, and services to enhance health</li> <li>d. Use interpersonal communication skills to enhance health and avoid or reduce health risks</li> <li>e. Use decision making skills to enhance health</li> <li>f. Use goal-setting skills to enhance health</li> <li>g. Practice health enhancing behaviors and avoid or reduce health risks</li> <li>h. Advocate for personal, family, and community health</li> <li>i. Students in Health 2 will engage with all Health standards through the content areas of: Risk Taking and Safety, Comprehensive Sexuality Education and Violence Prevention, Alcohol, Tobacco, and Other Drugs, and Social, Emotional, and Mental Health.</li> </ul>			

## HEALTH ELECTIVE

Course Title	Code	Credit	Grade	Prerequisite
<b>BUILDING CONSENT CULTURE AT CHS</b>	1430BC C1 1430BC C2	<b>1</b>	<b>11-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>	<p>This course is an inclusive, student-centered course with the purpose of creating positive and intersectional advocacy that promotes sexual consent, respect for personal boundaries, self love, healthy communication, and equitable relationships. The advocacy work will help to create safer spaces at CHS for all students and empower our student body to create equitable and healthy relationships in all aspects of their lives.</p>			

# PHYSICAL EDUCATION

*For graduation, students are required to complete a 1.0 PE credit.*

Course Title	Code	Credit	Grade	Prerequisite
<b>PHYSICAL EDUCATION</b>	23011 23012	<b>1</b>	<b>9-11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>PE</b>  May be repeated for credit more than once: <b>No</b>	Offering a diverse curriculum, the physical education department has as one of its goals maximizing each student's personal fitness. Instruction aims to assist students in improving these components of physical fitness: muscular strength, muscular endurance, cardiorespiratory endurance, body composition, and flexibility.  <b>Course Contribution:</b> PE uniforms can be purchased or students need to supply and wear black shorts and non-logo grey T-shirt.			

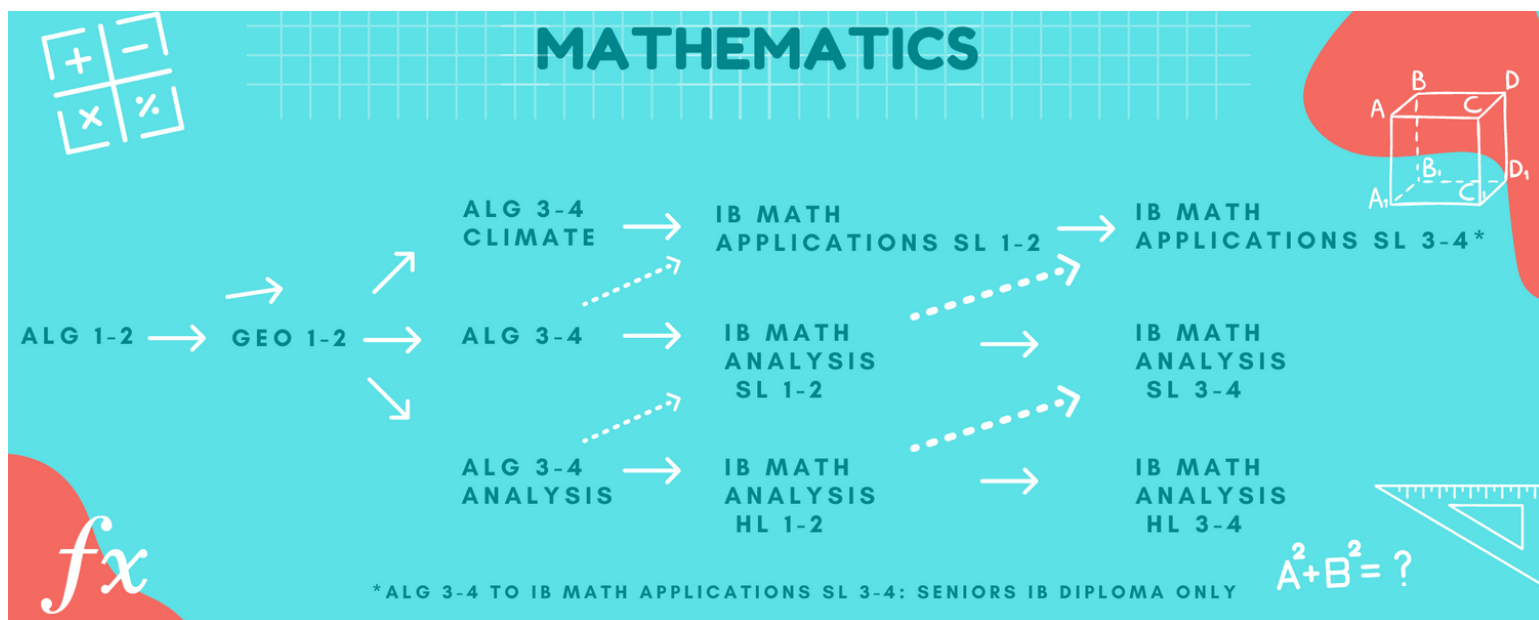
Course Title	Code	Credit	Grade	Prerequisite
<b>SPEED STRENGTH TRAINING (SST)</b>	2314SST1 2314SST2	<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>PE</b>  May be repeated for credit more than once: <b>No</b>	This class is an introduction to Weight Training and Conditioning. Learn Olympic lifting techniques and demonstrate safety practices in a fitness environment. The Conditioning model will be implemented to address all 10 components of fitness.  <b>Course Contribution:</b> PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.			

Course Title	Code	Credit	Grade	Prerequisite
<b>UNIFIED PE</b>	2311UP1 2311UP2	<b>1</b>	<b>10-12</b>	<b>Teacher Approval (application)</b>
GRADUATION Requirements in: <b>PE</b>  May be repeated for credit more than once: <b>Yes</b>	This course focuses on students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. All participants will gain responsible personal and social behavior that respects self and others through physical education. Students will work together to increase competence and confidence in a variety of physical activities, motor skills, and movement patterns. Students of all abilities will recognize the value of physical activity for enjoyment, challenge, health, self expression, and healthy relationships. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students, while also becoming a physically literate student.			

Course Title	Code	Credit	Grade	Prerequisite
<b>WEIGHT TRAINING</b>	23221 23222	<b>1</b>	<b>10-12</b>	<b>Completion of at least 0.5 PE Credit</b>
GRADUATION Requirements in: <b>PE</b>  May be repeated for credit more than once: <b>Yes</b>	A co-ed course in which students will learn Olympic lifting techniques and demonstrate safety practices in a fitness environment. The Conditioning model will be implemented to address all 10 components of fitness.  <b>Course Contribution:</b> PE uniforms can be purchased or students need to supply and wear black shorts and a non-logo grey T-shirt.			

Course Title	Code	Credit	Grade	Prerequisite
<b>Women's Weight Lifting</b>	2322W1 2322W2	<b>1</b>	<b>10-12</b>	<b>Completion of at least 0.5 PE Credit</b>
GRADUATION Requirements in: <b>PE</b>  May be repeated for credit more than once: <b>Yes</b>	A class for female identifying students. This class is for advanced lifters or athletes who are serious about strength gains. The focus of this class is on force production, power development, speed, agility and athletic development through the use of four core lifts, olympic lifts and numerous auxiliary exercises. Lifting is done on a regular schedule and grades (A-F) will be based on physical improvement of four core power lifts and active class participation. Students who want to improve their overall fitness level or train for competitive athletics are encouraged to sign up for this course.			

## MATHEMATICS



Course Title	Code	Credit	Grade	Prerequisite
<b>ALGEBRA 1-2</b>	2031CC1 2031CC2	<b>1</b>	<b>9-11</b>	<b>9th graders who have not previously taken an ALGEBRA 1-2 course in the 8th grade. Students enrolling in this course from a PPS middle school/K-8 would have previously taken Math 8: CCSS in the 8th grade.</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>	In this first year course, the representation of functions is used as the unifying theme. Students are introduced to linear, quadratic, exponential, and polynomial functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations, and quadratic equations. Sequences and 2 units of statistics are included. They deepen their understanding of basic algebraic concepts using hands-on activities, TI-84 calculator lessons, and problem solving and develop confidence in their ability to think mathematically as they work both individually and collaboratively.			



Course Title	Code	Credit	Grade	Prerequisite
<b>ALGEBRA INTENSIVE</b> (Algebra 1-2 Workshop)	20011 20012	<b>1</b>	<b>9</b>	<b>9th graders who have not previously taken an ALGEBRA 1-2 course in the 8th grade. Concurrent enrollment in ALGEBRA 1-2.</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>	This is an elective course which selected students will take concurrently with Algebra 1-2. Students will have the opportunity to receive extra and more individualized instruction, additional time to process and reflect on the concepts learned and increased applications of concepts. Students interested in enrolling in this course must be referred by their math teacher or high school counselor.			

Course Title	Code	Credit	Grade	Prerequisite
<b>GEOMETRY 1-2</b>	2034CC1 2034CC2	<b>1</b>	<b>9-11</b>	<b>Successful completion of ALGEBRA 1-2. Incoming 9th graders must have successfully completed Math: Compacted Year 2 in a PPS middle/K-8 school.</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>	Students study 2 and 3 dimensional shapes and their relationships in plane and space. It is a visual as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. A unit on probability is included. Algebra 1-2 is reviewed with geometric applications.			

Course Title	Code	Credit	Grade	Prerequisite
<b>GEOMETRY WORKSHOP</b> (Geometry 1-2 Support)	0832G1 0832G2	<b>1</b>	<b>9-12</b>	<b>Concurrent enrollment in GEOMETRY 1-2 and the recommendation of the previous math teacher.</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>	This is an elective course which selected students will take concurrently with Geometry. Students will thus have the opportunity to receive math instruction every day. Students interested in enrolling in this course must be referred by their Algebra 1/2 teacher, Geometry teacher, or high school counselor. The workshop teacher will review material before assessments, preview material for upcoming lessons, and provide individual and small group support for students. Students may move in and out of workshop depending on their need and the size of the class.			

Course Title	Code	Credit	Grade	Prerequisite
<b>CLIMATE ALGEBRA 3-4</b>	2041CRJ1 2041CRJ2	<b>1</b>	<b>11-12</b>	<b>ALGEBRA 1-2, GEOMETRY 1-2.</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>	This class emphasizes advanced algebra topics including modeling data and problem situations with functions, specifically: linear, quadratic, polynomial, exponential, radical functions. It also introduces applied problems in statistics and trigonometry. Students will approach these topics via various energy applications through a Climate Justice lens as they work both individually and in groups to solve problems, to apply mathematics, and to communicate their reasoning. Students will show understanding through various assessment formats: exams; projects; and written reflections.			



**The following courses require a graphing calculator. Although Cleveland has a limited supply of calculators available for checkout, it is strongly recommended that students purchase their own. A TI-83 Plus or TI-84 Plus CE are recommended. TI-89 is not allowed on IB exams or on most college admission**


Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED ALGEBRA 3-4</b>	20411 20412	<b>1</b>	<b>9-12</b>	<b>Algebra 1-2 (or Math: Compacted Year 2) and Geometry 1-2</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>	This course emphasizes modeling data and problem situations with functions, specifically linear quadratic, polynomial, exponential, radical and logarithmic functions. It also introduces students to solving systems, complex numbers, and problems in trigonometry. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, apply the mathematics and communicate their reasoning. Students will use the TI-84 graphing calculator to study these topics.			

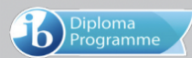
Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED ALGEBRA WORKSHOP</b>	0832AA1 0832AA2	<b>1</b>	<b>9-12</b>	<b>Concurrent enrollment in ADVANCED ALGEBRA 3-4.</b>
GRADUATION Requirements in: <b>Electives</b>  May be repeated for credit more than once: <b>No</b>	This is an elective course which selected students will take concurrently with Advanced Algebra 3-4. Students will thus have the opportunity to receive math instruction every day. Students interested in enrolling in this course must be referred by their Geometry teacher, Advanced Algebra teacher or high school counselor. The workshop teacher will review material before assessments, preview material for upcoming lessons, and provide individual and small group support for students. Students may move in and out of workshop depending on their need and the size of the class.			


Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED ALGEBRA 3-4 ANALYSIS</b>	2041A1 2041A2	<b>1</b>	<b>9-12</b>	<b>Algebra 1-2 (or Math: Compacted Year 2) and Geometry 1-2 with recommendation from the previous math teacher</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>	This is an advanced and accelerated version of Advanced Algebra 3-4, designed to prepare students for success in IB Mathematics Analysis and Approaches. This course emphasizes modeling data and problem situations with functions, specifically linear quadratic, polynomial, exponential, radical and logarithmic functions. It also introduces students to solving systems, complex numbers, and problems in trigonometry. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply mathematics and to communicate their reasoning. Students will use the TI-84 graphing calculator to study these topics. This course will include additional topics to prepare students for the IB Analysis track.			


## IB Math Pathways

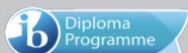
Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH APPLICATIONS SL 1-2</b>	2082AS LA1 2082AS LA2	<b>1</b>	<b>9-12</b>	<b>Successful completion of ADVANCED ALGEBRA 3-4.</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>	<p><b>Math Studies SL 1-2</b> focuses on functions and modeling. Linear, quadratic, exponential, logarithmic, and trigonometric functions are studied in detail and applied to real-world situations, including applications in science, social science, and finance. The course also includes the trigonometry of triangles and solids. The use of a TI-84 calculator is required (and students are highly encouraged to purchase one of their own to use).</p> <p>Students do NOT register for the IB exam in this course. They register in Math Applications SL 3-4</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH APPLICATIONS SL 3-4</b>	2082AS LB1 2082AS LB2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB MATH STUDIES SL 1-2, (or ADVANCED ALGEBRA if student is a senior)</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>  	<p><b>Math Apps 3-4 SL</b> primarily focuses on probability, statistics, and the basic concepts of calculus. Again, this course makes extensive use of the TI-84 calculator and there is an emphasis on applications of mathematics to real world situations. This year also includes the internal assessment, which consists of a personal project in mathematics where students apply the mathematics learned to an area of study they are interested in. At the end of the school year, students are encouraged to take the IB exams where many students are able to earn college credit.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p> <p>Juniors currently taking Algebra 3-4 who are interested in the full IB diploma may take Math Apps 3-4 SL without taking Math Apps 1-2 SL. This is not recommended for those who are not planning to take the IB exam as students would need to do additional preparation for the exam outside of class time.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH ANALYSIS SL 1-2</b>	2051ASL A1 2051ASL A2	<b>1</b>	<b>9-12</b>	<b>Highly successful completion of ADVANCED ALGEBRA or ADVANCED MATH FOR COLLEGE</b>
GRADUATION Requirements in: <b>Math</b> May be repeated for credit more than once: <b>No</b>  	<p>This is a rigorous course designed to continue to develop student interest in mathematics, and to prepare them for further study. Mathematical ideas will be studied in depth through application and practical problems. Topics include advanced algebra, functions, geometry, and trigonometry.</p> <p><b>IB Assessments:</b> Students register for IB Assessment in the <i>second</i> year of this course, called IB Math Analysis SL 3-4.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH ANALYSIS SL 3-4</b>	2051AS LB1 2051AS LB2	<b>1</b>	<b>10-12</b>	<b>Successful completion of IB MATH ANALYSIS SL 1-2.</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>  	Students will study a traditional Calculus curriculum including derivatives and integrals and their applications. In preparation for the IB SL Mathematics exam students will review the required IB Math SL syllabus topics of algebra, trigonometry and probability and statistics. Students will prepare for the IB SL mathematics exam in the spring.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

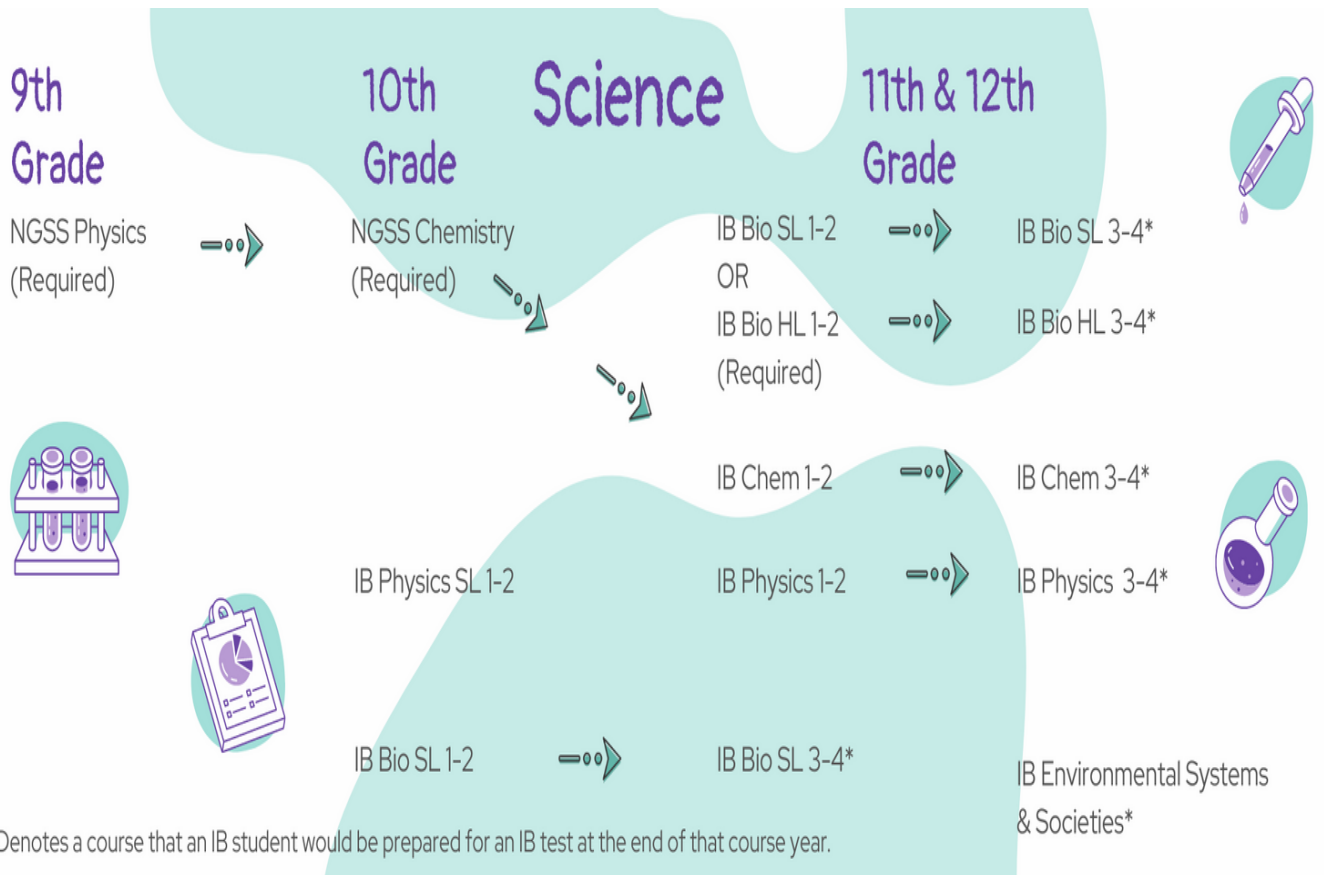
Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH ANALYSIS HL 1-2</b>	2051AH LA1 2051AH LA2	<b>1</b>	<b>11-12</b>	<b>Successful completion of ADVANCED ALGEBRA</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>  	This course is a rigorous and challenging introduction to the topics of the IB Mathematics Analysis and Approaches curriculum. Students will study sequences and series, functions, trigonometry, methods of proof, differentiation, and other related mathematical concepts. The rate and level of the content will be challenging.  The course is designed to prepare students for IB MATH ANALYSIS HL 3-4, where students are eligible to take the IB Math assessment and potentially earn college credit. Students will also have the option to take IB MATH ANALYSIS SL 3-4 after this course, if they decide not to pursue the higher level IB assessment.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MATH ANALYSIS HL 3-4</b>	2051AH LB1 2051AH LB2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB MATH ANALYSIS HL 1-2 or IB MATH ANALYSIS SL 3-4</b>
GRADUATION Requirements in: <b>Math</b>  May be repeated for credit more than once: <b>No</b>  	This course will build on the IB Mathematics SL course and will prepare students for the HigherLevel Mathematics exam. Mathematical ideas will be studied in depth through application and practical problems. Topics include advanced and circular functions, vector geometry, statistics and probability, advanced calculus, sequences and series, differential equations, and complex numbers.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ACAD SUPP: IB MATH 1-2</b> (IB MATH WORKSHOP)	0833IB M1 0833IB M2	<b>1</b>	<b>10-12</b>	<b>Enrollment in IB MATH ANALYSIS SL 1-2 or IB MATH ANALYSIS SL 3-4.</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>	This elective course gives students the opportunity to access math every day. Students should be enrolled concurrently with IB Math Analysis SL 1-2 or IB Math Analysis SL 3-4. The class is structured to support students in a variety of ways to include individual consultation with a math teacher, peer collaboration and structured time to complete math assignments. Students interested in enrolling in this course should talk to their math teacher or counselor to get a referral.			


## SCIENCE


*Science classes are laboratory and activity-centered. All students are required to complete a core sequence: starting with Next Generation Science Standards (NGSS) based 9th grade Physics and progressing through NGSS Chemistry and IB Biology SL 1-2. The 9th grade physics class introduces students to experimental design, data analysis techniques, equipment and modeling that will support them in all other science course pathways at Cleveland. Beyond the core sequence, Cleveland offers a wide-range of elective options while encouraging students into pathways that will provide them opportunities to earn college credit.*





Course Title	Code	Credit	Grade	Prerequisite
<b>NGSS PHYSICS</b>	1730A1 1730A2	<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>	<p>This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible.</p> <p><b>This class is the first science class of the three-year science sequence.</b></p>			


Course Title	Code	Credit	Grade	Prerequisite
<b>NGSS CHEMISTRY</b>	1720A1 1720A2	<b>1</b>	<b>10</b>	<b>Successful completion of NGSS PHYSICS. Successful completion or concurrent enrollment in ALGEBRA 1-2.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>	<p>This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized.</p>			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY SL 1-2</b>	1716A SL1 1716A SL2	<b>1</b>	<b>11-12</b>	<b>NGSS CHEMISTRY (10th grade can take concurrent with NGSS CHEMISTRY).</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>  	<p>This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context. Critical thinking, data analysis, and argumentation from evidence are also emphasized. In order to take the standard level (SL) IB exam, students must take IB Biology 3-4 SL in their junior or senior year.</p> <p><b>Students may take this class OR IB Biology HL 1-2 to satisfy the Biology component of the three-year required core science sequence. Students may take this course concurrently with chemistry.</b></p> <p><b>IB Assessments:</b> Students register for IB Assessment in the second year of this course.</p>			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY SL 3-4</b>	1716B SL1 1716B SL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB BIOLOGY SL 1-2 and NGSS CHEMISTRY.</b>
GRADUATION Requirements in: <b>Science</b> May be repeated for credit more than once: <b>No</b> 	This course builds on topics learned during IB Biology SL 1-2 and will explore in more depth topics in cellular biology, biochemistry, genetics, ecology, evolution and human health and physiology. Laboratory investigations, computer simulations, data reviewing, literature research and lectures will be used to explore the topics. This course requires completion of a summer assignment.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY HL 1-2</b>	1716A HL1 1716A HL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of NGSS PHYSICS and NGSS CHEMISTRY.</b>
GRADUATION Requirements in: <b>Science</b> May be repeated for credit more than once: <b>No</b> 	This course is designed to be an enriched encounter with biology as the student enters a two year IB Biology program in preparation for the higher level IB Biology examination. A sophisticated examination of biochemistry, cell biology, cell metabolism, classical genetics, genetic engineering, and plants will occur in this course. Emphasis will be placed on critical thinking and understanding of scientific theories.  <b>Students may take this class OR IB Biology SL 1-2 to satisfy the Biology component of the three-year required core science sequence.</b>  <b>IB Assessments:</b> Students register for IB Assessment in the <i>second</i> year of this course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB BIOLOGY HL 3-4</b>	1716B HL1 1716B HL2	<b>1</b>	<b>12</b>	<b>Successful completion of NGSS PHYSICS, NGSS CHEMISTRY and IB BIOLOGY HL 1-2.</b>
GRADUATION Requirements in: <b>Science</b> May be repeated for credit more than once: <b>No</b> 	This course explores in more detail topics covered in IB Biology HL 1-2. Emphasis is on nucleic acid, proteins, cell respiration, photosynthesis, plant science, genetics, and human health and physiology. Laboratory investigations, computer simulations, data mining, literature research, and lectures will be used.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB CHEMISTRY SL 1-2</b>	1726A SL1 1726A SL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of NGSS CHEMISTRY, ALGEBRA 1-2 and prior credit or concurrent enrollment in IB BIOLOGY SL 1-2 OR IB BIOLOGY HL 1-2.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>  	This is an advanced laboratory-oriented course designed to provide a good background for students who are going into medicine, engineering, or science fields. Topics include organic chemistry, electrochemistry, energetics, kinetics, biochemistry, qualitative analysis and advanced inorganic chemistry. This course requires discipline, study skills outside of class and completion of a summer assignment. IB assessments can lead to college credit in the Oregon University System.  <b>IB Assessments:</b> Students register for IB Assessment in the <i>second</i> year of this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB CHEMISTRY HL 3-4</b>	1726B HL1 1726B HL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of NGSS CHEMISTRY, IB CHEMISTRY SL 1-2, ADVANCED ALGEBRA 3-4 and prior credit or concurrent enrollment in IB BIOLOGY SL 1-2 OR IB BIOLOGY HL 1-2.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>  	This is an advanced laboratory-oriented course designed to provide a good background for students who are going into medicine, engineering, or science fields. Topics include atomic structure, periodicity, bonding, organic chemistry, electrochemistry, energetics, kinetics, biochemistry, qualitative analysis and advanced inorganic chemistry. This college level course requires discipline, study skills outside of class and completion of a summer assignment. IB assessments can lead to college credit in the Oregon University System.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB PHYSICS SL 1-2</b>	1737SL1 1737SL2	<b>1</b>	<b>10-12</b>	<b>Successful completion of GEOMETRY and NGSS PHYSICS. Prior credit or concurrent enrollment in NGSS CHEMISTRY.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>  	A laboratory-oriented class featuring in-depth study of Physics topics including kinematics, forces, energy, momentum, circular motion/gravitation, momentum, torque & rotational motion, and simple harmonic motion. Hands-on experiences, practical, real world applications, and applied math skills are emphasized. This course will follow the IB Physics curriculum. Students interested in IB assessment as part of an IB Diploma or Certificate in Physics must also complete the IB Physics 3-4 course before being able to test.  NOTE: IB Physics SL 1-2 is aligned with AP Physics 1 test requirements and students may elect to sit for that exam late in the second semester if they so desire.  <b>IB Assessments:</b> Students register for the SL IB Assessment in the <i>second</i> year of this course.			



Course Title	Code	Credit	Grade	Prerequisite
<b>IB PHYSICS 3-4</b>	1737BHL1 1737BHL2	<b>1</b>	<b>11-12</b>	<b>IB PHYSICS SL 1-2; GEOMETRY, NGSS PHYSICS, NGSS CHEMISTRY. Prior credit or concurrent enrollment in IB BIOLOGY SL 1-2.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>  	IB Physics SL 3-4 is a continuation of the curriculum presented in IB Physics SL 1-2. Topics will include thermal physics, electric fields, electricity and magnetism, wave behavior, nuclear physics, particle physics, energy production and transfer, and astrophysics. A significant emphasis of this course is to prepare students to design, conduct, and analyze an experiment of their choosing. This is known as an Internal Assessment and is an integral part of the IB curriculum. As with the previous course, hands-on experiences, practical, real world applications, and applied math skills are emphasized. At the conclusion of this course, students will be prepared to take the IB Standard Level physics exams.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB ENVIRONMENTAL SYSTEMS AND SOCIETIES SL</b>	1751SL1 1751SL2	<b>1</b>	<b>11-12</b>	<b>Two years of laboratory science and prior credit or concurrent enrollment in IB BIOLOGY 1-2.</b>
GRADUATION Requirements in: <b>Science</b>  May be repeated for credit more than once: <b>No</b>  	This course provides students with a coherent perspective on the interrelationships between ecosystems and societies; one that enables them to adopt an informed personal response to the wide range of pressing global environmental issues that they will inevitably come to face. It is intended that students develop a sound understanding of the interrelationships between ecosystems and societies, rather than a purely journalistic appreciation of environmental issues. This course will involve hands-on science inquiry both in the field as well as in the lab. Topics will include Human Population and Carrying Capacity, Resource Use, Resource Conservation, Pollution, Pollution management, the issue of Global Warming and Environmental Value Systems. Field-based investigations are a component of the course.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

## SOCIAL SCIENCES

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

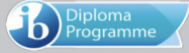
Course Title	Code	Credit	Grade	Prerequisite
<b>MODERN WORLD HISTORY</b>	27071 27072	<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Global Studies</b>  May be repeated for credit more than once: <b>No</b>	Based on a small learning community model, this class is taken in conjunction with Freshman English 1-2 and Academy Patterns Physics. This required course introduces and explores contemporary world cultures, their histories, individual and global societies, geographic concepts, the effects of geography on human development, and the effects of globalization on societies, and economics. Students will also learn about themes that are characteristic of all cultures: constant change, diversity, the movement of people, technology and ideas, and commerce. Students will explore different regions of the world using a variety of sources.			



Course Title	Code	Credit	Grade	Prerequisite
<b>GOVERNMENT</b>	2730	.5 semester	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Government</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>Economics</b>	Government is a one-semester course, paired with economics, focusing on forms of government, philosophies, principles, and the foundation and function of U.S. government. Students will also learn about the formation of U.S. government. Students will explore the organization, duties, and powers of government and learn the rights and responsibilities of active civic engagement.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ECONOMICS</b>	2741	.5 semester	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Economics</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>Government</b>	This course, which is paired with government, is based on the principles and foundations of different economic theories including macro and microeconomics. Students will explore personal economics including consumerism, credit, investment, and labor. Students will study the dynamics of globalization, including monetary institutions, governments, and corporations.			

Course Title	Code	Credit	Grade	Prerequisite
<b>GOVERNMENT: CONSTITUTION TEAM</b>	2730CTG 2741CTE	<b>1</b>	<b>10 -12</b>	<b>Application, interview and teacher approval 10<sup>th</sup> Full Year 11th- 12th (1st Semester Elective Only).</b>
GRADUATION Requirements in: <b>Government &amp; Economics</b>  May be repeated for credit more than once: <b>Yes</b>	Students learn about the U.S. Constitution and apply this knowledge to historical and contemporary questions. Students will learn to present their ideas and opinions in verbal and written formats in a Socratic method. This course is very demanding and requires efficient time management skills. Students on the Constitution Team will have the opportunity to participate in competitions sponsored by the Center for Civics Education. Sophomores will continue second semester, earning Honors Economics credit. Sophomores in this class will receive honors credit for both Government and Economics. Juniors and seniors will receive elective Honors credit.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB HISTORY OF AMERICAS HL 1-2</b>	2729IBHA1 2729IBHA2	<b>1</b>	<b>11</b>	<b>Government and Economics, Modern World History</b>
GRADUATION Requirements in: <b>U.S. History</b> May be repeated for credit more than once: <b>No</b> 	History of the Americas focuses on U.S. and Latin American history from indigenous societies and civilizations to the present. This course will cover 5-6 units of study within this history. Units may include Indigenous Societies; European Conquest; Slavery; Development of Modern Nations, and Civil Rights Movements. The course includes an examination of historiography, multiple perspectives, document analysis, persuasive writing, and critical thinking. In this course, students are challenged to connect the past to the present and future.  <b>IB Assessments:</b> Students register for IB Assessment in the <i>second</i> year of this course (IB 20 <sup>th</sup> Century World History HL 3-4).			


## SOCIAL SCIENCES ELECTIVES


*These courses DO NOT fulfill the required Social Sciences credits for graduation*


Course Title	Code	Credit	Grade	Prerequisite
<b>ETHNIC STUDIES</b>	2727ES1 2727ES2	<b>1</b>	<b>10-12</b>	<b>MODERN WORLD HISTORY</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>	Topics explored in Ethnic Studies include immigration and immigrant exclusion; sex and gender across the color line; miscegenation laws; racism in popular culture; post-war creation of urban “ghettos” and suburbanization; and contributions of disenfranchised peoples. Students will discover and celebrate the contributions of said groups to American history and culture by using film, music, art, primary source documents, and current events. Ethnic Studies introduces students to the concepts of race and ethnicity in the United States through deconstructing ways that race and ethnicity have driven politics and policies, culture, and society. Students will examine how race and ethnicity have been defined and how those definitions have changed or remained the same over time; their internal logic & contradictions; and their political, economic, and cultural impact in the United States.			


Course Title	Code	Credit	Grade	Prerequisite
<b>U.S.: WOMEN IN AMERICAN HISTORY</b>	2727W1 2727W2	<b>1</b>	<b>10-12</b>	<b>MODERN WORLD HISTORY</b>
GRADUATION Requirements in: <b>Elective</b> <b>Credit Recovery</b>  May be repeated for credit more than once: <b>No</b>	This class is an introduction to the interdisciplinary field of women and gender studies with an emphasis on understanding gender as a socially constructed binary. We will learn how both women and the LGBTQ community have struggled for their rights in history and how gender has been represented in myths, ads, and popular culture. We will also examine the cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality. Throughout the course, students will link history to current issues around gender in America, including politics and economics. Students will analyze primary documents and secondary sources and gain a historical perspective that enables them to analyze contemporary issues of all Americans.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB 20th CENTURY WORLD HISTORY HL 3-4</b>	2708 HB1 2708 HB2	<b>1</b>	<b>12</b>	<b>Social Science credits must be completed</b>
<p>GRADUATION Requirements in: <b>Elective</b></p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p>This course is the continuing IB history course, following History of the Americas. The course includes an examination of historiography, multiple perspectives, document analysis, persuasive writing, and critical thinking. 20th Century World History examines three topics in depth:</p> <p>Authoritarian States (e.g. Joseph Stalin, Mao Zedong, Fidel Castro, Adolf Hitler); Conflict and Intervention (Units of Study: The Rwandan Genocide, War in the Balkans) Cold War (e.g. Congo, outbreak of Angolan Civil War, Cuban Missile Crisis, U.S. intervention in Chile, Contra War, North Korean invasion of South Korea, Soviet invasion of Afghanistan, Berlin blockade, Berlin Wall, Hungary).</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SOCIAL ANTHROPOLOGY SL</b>	2779SL1 2779SL2	<b>1</b>	<b>11-12</b>	<b>NONE</b>
<p>GRADUATION Requirements in: <b>Elective</b></p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p>Social and cultural anthropology is a comparative and holistic approach to the study of human experiences. The anthropological perspective provides a broad understanding of human origins as well as multiple meanings of cultural diversity in the world. To better understand human experiences, this class learns about family and kinship, gender and sexuality, belief systems, knowledge systems, political and economic structures, commodification, assimilation and resistance, and the power relations between societies and cultures in contact. As a social science, students experience and learn about anthropological methods such as fieldwork and various forms of data collection.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SOCIAL ANTHROPOLOGY HL</b>	2779HL1 2779HL2	<b>1</b>	<b>12</b>	<b>IB SOCIAL ANTHROPOLOGY SL</b>
<p>GRADUATION Requirements in: <b>Elective</b></p> <p>May be repeated for credit more than once: <b>No</b></p> 	<p>Second-year social and cultural anthropology students study alongside first-year students to apply and advance their understanding of human experiences through new texts and contexts. HL Anthropology students focus on application of ethnographic and theoretical skills through content that further develops anthropological methods and communicative skills. This course also offers a special field trip to the University of Oregon's anthropology department.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB WORLD RELIGIONS SL</b>	2605SL1 2605SL2	<b>1</b>	<b>11-12</b>	<b>MODERN WORLD HISTORY</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>  	The World Religions course is a study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.  <b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB PSYCHOLOGY SL</b>	2774SL1 2774SL2	<b>1</b>	<b>11-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>  	Standard Level IB Psychology takes a scientific and holistic approach to understanding human behavior and the mind. Students will study three approaches to understanding behavior: Biological (the brain, hormones, and genetics); Cognitive (cognitions and emotions); and Sociocultural (the individual and the group, culture and identity). These approaches are later used in a unit on Psychopathology (abnormal psychology). The bookends of the core units involve students beginning the course looking at research methods, design, and ethics in preparation to undertake a simple experiment of their own, and conclude the class year looking at dreams, theories and analysis.  <b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB PSYCHOLOGY HL</b>	2774HL1 2774HL2	<b>1</b>	<b>12</b>	<b>IB PSYCHOLOGY SL</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>  	Higher Level IB Psychology is a continuation of the skills and content learned in SL Psychology. Students dive deeper into the core approaches to understanding behavior: Biological, Cognitive, and Sociocultural, by looking at cognitive processing in the digital world and the influence of globalization on behavior. Students will be introduced to two new areas: Developmental Psychology focusing on developing identity, developing as a learner, and influences on social and cognitive development, and the area of the Psychology of Human Relationships, which focuses on personal relationships, group dynamics, and social responsibility. Students will also study research methods including experiments, interviews, observations, and case studies, to prepare for the critical analysis portion of the IB external assessment.  <b>IB Assessments:</b> Students are eligible for IB Assessment registration in this course.			

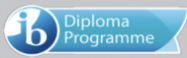
# WORLD LANGUAGES


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

## FRENCH LANGUAGE COURSES

Course Title	Code	Credit	Grade	Prerequisite
<b>FRENCH 1-2</b>	1205A1 1205A2	<b>1</b>	<b>9-11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<b>ACTFL Level: Novice High</b> This course offers students an opportunity to acquire communicative skills while developing linguistic proficiency. Use of French in class is emphasized. The learner is expected to interact with the teacher during every lesson with gestures, short and long answers. The instruction incorporates cultural perspectives with storytelling. Topics include: introducing oneself, describing people and school objects, asking and answering yes/no and who/what/where/when questions, family members, activities and sports, and expressing likes and dislikes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>FRENCH 3-4</b>	1205B1 1205B2	<b>1</b>	<b>9-12</b>	<b>Passing grade in French 1-2 or equivalent</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<b>ACTFL Level: Intermediate Low</b> Students will continue to develop their ability to listen, speak, and write in French along with learning about French-speaking countries. Students will learn about occupational and leisure time activities in the francophone world. Course themes: travel, home, directions, places, restaurants, foods, daily routine, health, technology, and friendships. Students are highly encouraged to use French in class. Second semester instruction is predominately in French.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB FRENCH 5-6</b>	1265C1 1265C2	<b>1</b>	<b>10-12</b>	<b>Successful completion of French 3-4</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<b>ACTFL Level: Intermediate Mid</b> Students will continue to fine-tune their French listening, speaking, reading, and writing skills, and understanding and appreciation of French culture. Emphasis is placed on developing interpersonal skills in French. Topics will include: food, travel, public transportation, holidays and traditions, professions, body, illness. The class is taught in French and students are required to speak in French.  <b>IB Assessments:</b> Students can register for IB assessments in the SL and HL levels.			


Course Title	Code	Credit	Grade	Prerequisite
<b>IB FRENCH B SL 7-8</b>	1265D SL1 1265D SL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB French 5-6 and teacher recommendation</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b> 	<b>ACTFL Level: Intermediate High</b> Students will further develop their skills in reading, writing, and speaking French. They will learn to initiate conversations and discussions in French, as well as write essays in French. Topics may include but are not limited to: communication and the media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. This course also contains a major review of verb moods and tenses. This course is taught entirely in French and students are required to speak in French. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			

## GERMAN LANGUAGE COURSES

Course Title	Code	Credit	Grade	Prerequisite
<b>GERMAN 1-2</b>	1210A1 1210A2	<b>1</b>	<b>9-11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<b>ACTFL Level: Novice High</b> Students will learn the basics of the German language, including grammar, conversation, reading, listening and writing skills. Emphasis is on speaking and using German in authentic situations. Topics will include: school, sports and hobbies, family, food and grocery shopping, restaurants, clothing and shopping, geography, and items around the house.			

Course Title	Code	Credit	Grade	Prerequisite
<b>GERMAN 3-4</b>	1210B1 1210B1	<b>1</b>	<b>9-12</b>	<b>German 1-2 or equivalent</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<b>ACTFL Level: Intermediate Low</b> Students will further develop their skills in reading, writing, and speaking German. Students will begin to initiate and sustain conversations and discussions in German. Students will also begin to write simple, short essays in German. All reading materials and discussions will be in German. Topics will include home, shopping, vacations, World War II, food and restaurants and traveling.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB GERMAN 5-6</b>	1266C1 1266C2	<b>1</b>	<b>10-12</b>	<b>German 3-4 or equivalent</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<b>ACTFL Level: Intermediate Mid</b> Students will further develop their skills in reading, writing, and speaking German. Students will further learn to initiate and sustain conversations and discussions in German. Students will also write simple, short essays in German. All reading materials and discussions will be in German. Topics will include health, home, the Holocaust, food and restaurants, traveling, and relationships.  <b>IB Assessments:</b> Students can register for IB assessments in the SL and HL levels.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB GERMAN B SL 7-8</b>	1266D SL1 1266D SL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB German 5-6 and a teacher recommendation</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<b>ACTFL Level: Intermediate High</b> Students will further their skills in reading, writing, and speaking German. They will learn to sustain conversations and discussions in German, as well as write essays in German. Topics may include, but are not limited to: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. This course also contains a major review of verb moods and tenses. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.  <b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.			


## CHINESE LANGUAGE AND CULTURAL STUDIES


基础课程 *Ji Chu (Foundation)* The Chinese Language and Cultural Studies *JICHU COURSES* offer students the opportunity to develop Intermediate Level language and cultural skills laying the foundation for Advanced Level study of Chinese.

Course Title	Code	Credit	Grade	Prerequisite
<b>MANDARIN/CHINESE IMMERSION 1-2</b>	1221M A1 1221M A2	<b>1</b>	<b>9</b>	<b>Completed Mandarin immersion program (MIP) K-8 or expected to be at a minimum proficiency level of intermediate low in Mandarin.</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<b>Mandarin immersion 1-2:</b> This course is a full-year course designed for the 9th grade of Mandarin immersion students. Students will utilize their acquired skills and knowledge of Chinese language and culture to further explore varied content and issues about China and its people through reach-out communication and teacher-guided learning. The course emphasizes an integrated approach to exercising listening, speaking, reading, and writing activities with self-managed learning strategies. Students at this level dig deeper into popular topics while learning to provide details of events, feelings, and people. Reading and writing are formal requirements throughout the year. Students are expected to be able to read texts of various genres and topics at an intermediate level of Chinese, while responding through speaking and writing with developing judgment and accurate language.			



Course Title	Code	Credit	Grade	Prerequisite
<b>MANDARIN /CHINESE IMMERSION 3-4</b>	1221M B1 1221M B2	<b>1</b>	<b>10</b>	<b>Intermediate Mid</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<p><b>Mandarin immersion 3-4:</b> This is a full-year course designed for the 10th grade of Mandarin immersion students. This course engages students in an exploration of culture in both contemporary and historical contexts with the goal of reaching intermediate high proficiency level. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course is based on six recommended course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges. Mandarin immersion 3-4 is aligned with AP test requirements and standards with additional test practices in the second semester.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MANDARIN B SL</b>	1261MSL1 1261MSL2	<b>1</b>	<b>11</b>	<b>A minimum proficiency level of Intermediate Mid in Mandarin.</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<p>This course focuses on preparing students for the IB Mandarin (Language B) test. Students will communicate orally and in writing purposely, effectively, and accurately. This course will expose students to a range of topics: global issues, communication and media, social relationship, health, science and technology. Students' language proficiency will be enhanced through receptive, productive and interactive assessments. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB MANDARIN B HL</b>	1261MHL1 1261MHL2	<b>1</b>	<b>12</b>	<b>A minimum proficiency level of Intermediate Mid in Mandarin.</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<p>This course focuses on preparing students for the IB Mandarin (Language B) test. Students will communicate orally and in writing purposely, effectively, and accurately. This course will expose students to a range of topics: global issues, communication and media, social relationship, health, science and technology. Students' language proficiency will be enhanced through receptive, productive and interactive assessments. Students complete an internal assessment in the form of two in-class oral activities and an individual oral interview with the instructor.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			








## SPANISH LANGUAGE COURSES

Course Title	Code	Credit	Grade	Prerequisite
<b>SPANISH 1-2</b>	1201A1 1201A2	<b>1</b>	<b>9-11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<b>ACTFL Level: Novice High</b> This course offers students an opportunity to acquire communicative skills while developing linguistic proficiency. Use of the Spanish language in class is emphasized. The learner is expected to interact with the teacher during every lesson with gestures, short and long answers. The instruction incorporates cultural perspectives with storytelling. Topics include introducing oneself, describing people and school objects, asking and answering yes/no and who/what/where/when questions, family members, school subjects and schedules and expressing likes and dislikes.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SPANISH 3-4</b>	1201B1 1201B2	<b>1</b>	<b>9-12</b>	<b>Spanish 1-2 or 2 full years of middle school Spanish</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>	<b>ACTFL Level: Intermediate Low</b> This course offers students an opportunity to acquire communicative skills while developing linguistic proficiency. Use of Spanish language in class is emphasized. It provides instruction in speaking, listening, reading and writing skills, and incorporates cultural practices. Topics include: describing self, discussing past events, asking and giving directions, clothing, asking and giving opinions, expressing feelings, making future plans, talking about daily routines, and staying fit and healthy.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SPANISH 5-6</b>	1264C1 1264C2	<b>1</b>	<b>10-12</b>	<b>Spanish 3-4</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<b>ACTFL Level: Intermediate Mid</b> Students will further develop their skills in reading, writing, speaking and listening. The course is designed to strengthen understanding and skills of sentence and grammatical structures. There will be a focus on following units: family, friends and communities, internet & technology, global citizenship, travel & free time activities. Authentic reading materials will be used for making comparisons and engaging in discussion. Class is conducted in Spanish language and begins to prepare students for coursework in IB Spanish 7-8 and 9-10.  <b>IB Assessments:</b> Students can register for IB assessments in the SL and HL levels.			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SPANISH B SL 7-8</b>	1264DSL1 1264DSL2	<b>1</b>	<b>10-12</b>	<b>IB Spanish 5-6</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<p><b>ACTFL Level: Intermediate High</b>            Students will gain greater oral proficiency, while at the same time reviewing grammar and studying the subjunctive in greater depth. Students are required to use the target language in class at all times. Journal writing, oral presentations, and discussions of current events will help build fluency. Short stories from Spanish and Latin American literature are read. Students will be assessed by the teacher on both listening and speaking skills. This class is the first part of the IB curriculum. Topics covered: the internet, immigration, influence of indigenous languages, political systems, celebrations and gastronomy.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>IB SPANISH B HL 9-10</b>	1264EHL1 1264EHL2	<b>1</b>	<b>11-12</b>	<b>Successful completion of IB Spanish 7-8 IB and teacher recommendation</b>
GRADUATION Requirements in: <b>World Language</b>  May be repeated for credit more than once: <b>No</b>  	<p><b>ACTFL Level: Advanced Low</b>            The goal is to prepare the students for the IB Language B examinations while offering the opportunity to learn more about the 5 IB themes of Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. Students also dedicate a majority of their time to reading and analyzing great Latin American and Spanish literature. Considerable work is done on reading and writing skills. Students will create writing pieces in different modes or genres. Emphasis is placed on increasing vocabulary and solidifying the grammatical skills. Students will also give speeches on different topics. They will engage in study and debate on issues of importance to the Spanish-speaking world such as, what social values transcend political borders and what is the appropriate balance between economic development and the protection of natural resources.</p> <p><b>IB Assessments:</b> Students are eligible for IB Assessment Registration in this course.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>SPANISH FOR HERITAGE SPEAKERS</b>	1271HSA1 1271HSA2	<b>1</b>	<b>9 - 12</b>	<b>Assessment (Oral, written)</b>
GRADUATION Requirements in: <b>World Language or Elective</b>  May be repeated for credit more than once: <b>No</b>	<p>¿Ya hablas y entiendes el español con la familia? ¿Quieres mejorar tus habilidades de lector y escritor? El curso de Español para Hispanohablantes es un curso que se avoca en trabajar en las partes que tal vez te faltan, por ejemplo un vocabulario diverso, mejorar tus destrezas escritas. Al terminar el curso se te puede ubicar en un curso apropiado para tus habilidades. Este curso busca potenciar el lenguaje que ya posees, así como trabajar en las destrezas que verdaderamente te hagan bilingüe.</p> <p>Do you already speak or understand Spanish at home? Do you want to become a strong reader and writer? Spanish for Heritage Speakers is a course that focuses on working on those areas you may be missing, such as using a more diverse vocabulary, improving your writing skills. Upon completion of this course, students will be placed in a course appropriate for their abilities. Spanish for Heritage Speaker is meant to strengthen the language ability you already have and work on those skills that will make you truly bilingual.</p>			



## GENERAL ELECTIVES

Course Title	Code	Credit	Grade	Prerequisite
<b>Ninth Grade Inquiry</b>	0811FQ1	.5 semester	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>Health 1</b>	Because the transition to high school is such a crucial one -- research shows that success in the ninth grade year leads to increased levels of high school and college graduation -- Portland Public Schools believes that all ninth graders should be provided with <b>a semester of support</b> to make a student's first year in high school their best one. This course focuses on building students' academic, social, and emotional skills in a supportive learning environment that they will draw on for the rest of their high school careers. Students will explore future college and career options, learn to read challenging texts critically, improve their organization skills, learn to write effectively, conduct high school-level research, and participate actively in academic conversations. These are the skills that will build the foundation they need to participate fully in their schools' IB, or dual-credit courses in the future, as well as in the site's various Career and Technical Education pathways. Additionally, students will have opportunities to develop their abilities to persevere through the social, academic, and emotional challenges they will face in school and in life.			

Course Title	Code	Credit	Grade	Prerequisite
<b>Sophomore Inquiry</b>	0811SQ1	.5 semester	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>Health 2</b>	This semester-long course will prepare students for the reading, writing, speaking, and critical thinking skills necessary for success in the IB courses that students will take the following year. The main focus will be on effective academic research and writing about a relevant, contemporary issue, with an emphasis on locating, analyzing, and utilizing credible sources. Students will also have the opportunity to participate in a community-service project and to engage in productive academic discussions.			

Course Title	Code	Credit	Grade	Prerequisite
<b>MINDFUL STUDIES</b>	0898MS	.5 semester	<b>10-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>YOGA</b>	What does it mean to be the master of your own mind? In this class you'll explore that question and learn tools you'll use the rest of your life. We will learn mindfulness skills to work with stress and strong emotions like anger and anxiety. We will learn to focus and recharge with meditation. We will explore the limitations caused by societal norms and conditioning. We will increase flexibility with mindful movement. We will create a strong community of people who support each other. Research shows that mindfulness improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness, and compassion. It strengthens relationships. It empowers us to begin the process of knowing who we really are.			

Course Title	Code	Credit	Grade	Prerequisite
<b>YOGA</b>	2399YS	.5 semester	<b>10-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective or PE</b>  May be repeated for credit more than once: <b>No</b>  Paired with: <b>MINDFUL STUDIES</b>	Yoga is a physical mindfulness practice that develops a healthy combination of balance, strength and flexibility, while connecting one's breath with movement. In this class, students will learn a variety of yoga styles, physical postures, breathing techniques, as well as mindfulness practices to direct the attention to the breath, the body, and the present moment. In our fast-paced world, this course will provide an opportunity for students to connect with themselves, to go inward, as well as build community through journaling, team building activities, class discussions and mindfulness practices, in addition to yoga and breathing practices.			

Course Title	Code	Credit	Grade	Prerequisite
<b>BEGINNING LEADERSHIP</b>	0841LA1 0841LA2	<b>1</b>	<b>9-11</b>	<b>NONE (Teacher Recommendation is appreciated)</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	This course is designed to introduce students to leadership by practicing and applying the qualities of effective leaders through lessons and projects. Projects will include, but not be limited to, school and extracurricular activities, assemblies and service projects. Students will learn the various methods and techniques for planning, implementing and evaluating projects related to school activities. Students will explore leadership qualities of self-awareness, goal setting, organization, time management, project planning, communication, public relations, meeting skills, group dynamics, responsible citizenship, evaluation and problem solving. Students often work beyond school hours.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ADVANCED LEADERSHIP</b>	0841LB1 0841LB2	<b>1</b>	<b>10-12</b>	<b>Application, Beginning Leadership and/or Teacher Approval</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	Students will explore leadership styles, practice goal-setting and time management, work on public relations through project planning, decision making and problem solving. These students are responsible for planning and implementing all school activities, including assemblies, dances, school-wide fundraisers and community service efforts. This course is required of elected student body officers as well as students who have been appointed to office. Students are required to work beyond school hours on school and class organized events.			

Course Title	Code	Credit	Grade	Prerequisite
<b>AVID 10-12 - ADVANCEMENT VIA INDIVIDUAL DETERMINATION</b>	0862AV B1 0862AV C1 0862AVD1	<b>1</b>	<b>10-12</b>	<b>Application and interview</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	AVID prepares students for success in a four-year college or university. This course expands on the use of writing, inquiry, collaboration, organization and reading strategies across the content areas, but also includes a focus on college and career research and college application. AVID 10-12 supports students in navigating both the college and financial aid application process. AVID students are expected to maintain a minimum of a 3.0 GPA, demonstrate exceptional classroom behavior and leadership, and participate actively in student-led tutorials and other AVID activities.			

Course Title	Code	Credit	Grade	Prerequisite
<b>CLEVELAND ALLIANCE FOR RACIAL EQUITY (C.A.R.E.) LEADERSHIP</b>	0845L1 0845L2	<b>1</b>	<b>10-12</b>	<b>Students of Color highly encouraged to apply; Application &amp; Interview Only; Ethnic Studies highly recommended</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	C.A.R.E. is an inclusive, STUDENT-CENTERED leadership course with the purpose to promote practices of racial equity at Cleveland. Race is something that impacts all of our lives and is deeply entrenched in not only the history of the United States, but also its present and future. This course aims to discuss issues surrounding race that affects students personally and address issues that impact our school community as well as the world today. The goal of C.A.R.E. is to understand the effects of white supremacy and institutionalized racism and work actively to dismantle systems of oppression in our community.			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDENT MENTOR</b>	08241 08242	<b>1</b>	<b>10-12</b>	<b>Teacher Approval</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	Mentors will provide academic support and tutoring in either Math or Academy Classes, or to support English Language Learners from around the world in an English Language Development class or any of their core content classes (i.e., Government/Economics, English Language Arts, HOTA, Science). Mentors foster communication and relationships with younger students and/or with students from diverse backgrounds, encourage organization and academic skills applicable to their learning, collaborate on targeted learning with teacher/student(s), as well as develop valuable work skills in leadership, teaching and mentoring. As part of an IB school, students will have an opportunity to develop cross-cultural relationships, supporting students from a variety of linguistic backgrounds. <b>Students serving as Mentors need to have strong literacy and/or math skills, organizational and interpersonal skills, be hard working and responsible, as well as possess a desire to help other students.</b> This is a graded (A-F) mentorship based on daily attendance, individual and group tutoring, monitoring students' progress, initiative and actions reflecting student academic scholarship.			

Course Title	Code	Credit	Grade	Prerequisite
<b>TEACHER ASSISTANTS (TA)</b>	08231 08232	<b>.5</b> semest er	<b>11-12</b>	<b>Teacher Approval</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	Students may be assigned as a TA for a teacher with that teacher's permission on form found in the Student Services Center. Elective credit is awarded on a pass/no pass basis.			

Course Title	Code	Credit	Grade	Prerequisite
<b>OFFICE ASSISTANT</b>	08221 08222	<b>.5</b> semest er	<b>11-12</b>	<b>Consent of Office Staff</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	Students may be assigned as a TA for an office after receiving a signature of approval from staff member in any school office. Options: Main office, Attendance office and Student Services Center. Elective credit is awarded on a pass/no pass basis.			

Course Title	Code	Credit	Grade	Prerequisite
<b>LIBRARY ASSISTANT</b>	08251 08252	<b>1</b>	<b>11-12</b>	<b>Consent of Media Specialist</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	Library assistants receive “on the job” training in the use of library resources. Students learn and practice good work habits while performing a variety of library support tasks such as shelving books and periodicals, preparing new materials for circulation, dealing with the public, and using a computer to check in and out materials. Elective credit is awarded on a pass/no pass basis.			

Course Title	Code	Credit	Grade	Prerequisite
<b>LATE ARRIVAL, EARLY RELEASE (OPEN PERIOD)</b>	0899HS	<b>NONE</b>	<b>12</b>	<b>Release form/agreement signed by both parent and student</b>
GRADUATION Requirements in: <b>None</b>  May be repeated for credit more than once: <b>No</b>	<b>Semester or Full Year</b> Allows students to arrive to school late or leave early. The expectation is that students will vacate the building when not in class. It is not acceptable to roam or hang out in the halls or by the lockers. Students with late arrival should arrive approximately ten minutes before the first scheduled class. There may be limited space available in the library to study during release time.  <b>*Because of limited class offerings, it may not be possible to grant students late arrival or early release depending on other course selections.</b>			

Course Title	Code	Credit	Grade	Prerequisite
<b>STUDY HALL</b>	08331 08332	<b>NONE</b>	<b>11-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>None</b>  May be repeated for credit more than once: <b>Yes</b>	This is a non-credit supervised study opportunity. Students who enroll in study hall are expected to use time effectively to do homework and projects, study for classes, or read.			

Course Title	Code	Credit	Grade	Prerequisite
<b>ACADEMIC CENTER</b>	0833AC1 0833AC2	<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	This 1 credit class offers students the opportunity to enhance their academic skills. Students will be provided an academic environment to study, including time to complete their homework. Students will also work on developing high leverage skills associated with academic success such as organizational, time management and note-taking skills.			

# LEARNING RESOURCE CENTER

*While we value inclusive learning experiences for all students, the following courses provide additional support for students who are eligible for Special Education Services through their Individualized Educational plans.*

Course Title	Code	Credit	Grade	Prerequisite
<b>ACADEMIC SKILLS</b>	2802ATF1 2802ATF2	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once: <b>Yes</b>	Students served in the Learning Center have special needs that impact their ability to make academic progress. Students receive specially designed instruction in study skills and areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes as outlined in their IEP. The topics covered are study skills, problem solving skills, organization skills, self-empowerment and communication with others.			

Course Title	Code	Credit	Grade	Prerequisite
<b>SOCIAL SKILLS</b>	2806B1 2806CB1	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once: <b>Yes</b>	Students served in the Communication and Behavior Center have special needs that impact their ability to make academic progress, or who require specialized instruction in independent living and vocational skills. Students receive specially designed instruction in social skills and areas designated in their Individualized Education Plan (IEP) as well as support with their mainstream classes as outlined in their IEP. Topics covered are the hidden curriculum of social expectations, problem solving skills, self-management, executive function support, self advocacy and communication with others.			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC LANGUAGE ARTS 1-4</b>	SL50BLC1 SL50BLC2	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once: <b>Yes</b>	<p><b>Credit:</b> <i>Meets the English requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. English class.</i></p> <p>Language is a researched-based comprehensive curriculum whose core concept is "From Oral Fluency to Sound to Text". Language is a direct instruction program that includes baseline and ongoing assessments for each of its units to measure individual progress. Students will improve their writing, reading, listening, observation and critical thinking skills.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC LANGUAGE ARTS 5-8</b>	SL50CLC1 SL50CLC2	<b>1</b>	<b>10-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b> May be repeated for credit more than once: <b>Yes</b>	<p><b>Credit:</b> <i>Meets the English requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. English class.</i></p> <p>Students will continue to develop their reading and writing skills. They will learn about young adult literature leading to a deeper understanding of oneself and others. Students will use the writing process and create writing pieces in different genres of writing. Writing will focus on narrative, persuasive and expository.</p>			



Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC MATH</b>	SL511 SL512	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	<p><b>Credit:</b> <i>Meets the Math requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. Math class.</i></p> <p>A math class designed for students with current Individual Education Plans (IEP) in the area of math who need specially designed instruction at their level and rate. Students will analyze and solve increasingly complex problems, using ratios and proportions, tables, graphs, calculators and other techniques. They will work with fractions, decimals, measurement, geometry and functions, and factorization.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC PRE-ALGEBRA</b>	SL831 SL832	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	<p><b>Credit:</b> <i>Meets the Math requirement for the Modified Diploma or is an elective credit for the Standard Diploma when co-enrolled in general ed. Math class.</i></p> <p>This course will cover and review the basic math essentials needed to enter high school Algebra. Instruction will be for problem solving Pre-Algebra, Algebraic equations, interpreting graphs, plotting graphs, identifying necessary vocabulary, using and applying order of operation, working with linear equations, simplifying expressions and combining like terms, solving equations and testing solutions. Homework is generally not required for this class.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>BASIC SCIENCE</b>	SL53LS1-2 SL53LSF1-2	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	<p><b>Credit:</b> <i>Meets the science requirement for the Modified Diploma.</i></p> <p>This course will emphasize the development of basic scientific skills and concepts in chemistry, physics, earth science and biology. In addition, scientific vocabulary and reading comprehension will be addressed to assist students in furthering their science education.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>TRANSITION SKILLS</b>	2807TS1-2 2807TSB1-2	<b>1</b>	<b>11-12</b>	<b>Current IEP &amp; consent of instructor</b>
GRADUATION Requirements in: <b>Elective</b>  May be repeated for credit more than once: <b>Yes</b>	<p><b>Credit:</b> <i>Meets the career education requirement for the Modified Diploma and or is an elective credit for the Standard Diploma.</i></p> <p>A class focused on Career/Education Options for post-high school living. Post high school planning is done as part of the classroom experience including but not limited to exploring student interests, careers and educational options, preparing students to understand their rights, responsibilities and opportunities as young adults in today's world.</p>			

Course Title	Code	Credit	Grade	Prerequisite
<b>WORK EXPERIENCE</b>	16061 16062	<b>1</b>	<b>9-12</b>	<b>Current IEP &amp; consent of instructor</b>
<p>GRADUATION Requirements in: <b>Elective</b></p> <p>May be repeated for credit more than once: <b>Yes</b></p>	<p><b>Credit:</b> <i>Meets the career education requirement for the Modified Diploma and or is an elective credit for the Standard Diploma.</i></p> <p>This is an in-school work experience in which students will develop work skills in job related tasks in the follow areas; Personal Management/Work Ethic, Decision Making, Communication, Teamwork. Students will manage and participate on a rotating basis in running a student business during the school lunchtime.</p>			