

**SISTERS HIGH SCHOOL  
2023 - 2024  
COURSE DESCRIPTION  
HANDBOOK**



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## GRADUATION REQUIREMENTS AND HONORS

To receive a Sisters High School diploma a student must meet the following requirements based on OAR 581-022-1130 and OAR 581-022-1134. This table shows the required credits for each area of the curriculum. Students should work closely with their guidance counselor to ensure that from year to year they are staying on track for graduation.

Curriculum Area	Credits
Language Arts	4
Mathematics (Algebra I and above)	3
Science	3
Social Science (.5 credits of government/civics required for graduation)	3
Physical Education	1.5
Health	1
Applied and Fine Arts and/or Foreign Language	3
Electives	7.5
<b>Total</b>	<b>26</b>

### Honors Diploma

In addition to the requirements for the SHS 26 credit diploma, a student earning an Honors Diploma will be required to complete the following:

- Four years of math and three years of science, or three years of math and four years of science.
- Two years of the same foreign language.
- 28 total credits
- Have a cumulative, weighted GPA of 3.5
- A capstone course in three of the following content areas:
  - Science – (one or more of the following) – Chemistry, Physics, AP Biology
  - Math – (one or more of the following) Math 111/112 or AP Calculus
  - English – AP Literature, Writing 121
  - Social Studies – AP US History, AP Government
  - World Language/Music – Level 3 of a world language and/or one full year of Jazz Band or Choir
  - Art – AP Art
  - CTE – Woods II, Manufacturing, Private Pilot, Health Occupations, Advanced Sports Medicine, Culinary III
  - IEE – Senior year internship

## **Valedictorian and Salutatorian Requirements**

Valedictorian:

- Valedictorians must earn the honors diploma, earn A's in four AP classes (both terms of the class) offered by Sisters High School, A or B in any additional AP classes, and an A in all other classes taken during high school.

Salutatorians:

- Salutatorians must earn the honors diploma, earn A's in three AP classes (both terms of the class) offered by Sisters High School, A or B in any additional AP classes, and an A in all other classes taken during high school.

**Essential Skills** requirements formerly associated with state graduation have been temporarily withdrawn, though students at Sisters High School will still complete assessment in their classes, as well as state assessments that align with the essential skills.

## **Early Graduation**

A student who, for educational and vocational reasons, wishes to graduate from high school in less time than the ordinary 9-12 grade level sequence, may request permission to complete graduation requirements on an altered schedule. Students and their parents or guardians will consult with their counselor to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the superintendent by February 1st of the academic year the student wishes to graduate. Students who have met the requirements and have requested to graduate early may participate in honors and ceremonies that are scheduled during the graduation year in which the student has met graduation requirements.

## **Additional Educational Options**

### **School to Career / School to Work / Internship**

During a student's attendance at Sisters High School, a maximum of two (2) school to career credits may be earned towards graduation at SHS. In addition, students will only be able to earn one (1) credit during any individual semester--including summer term. Students will be accountable for weekly attendance, have a written evaluation by the supervisor, and submit a written final to the STC coordinator. This must be set up with the STC coordinator before the term/summer begins. Exceptions can be made if it is specified in an IEP or a graduation plan has been put in place by the school counselor.

## LANGUAGE ARTS

### **English 9: Literature, Self, and Society**

**Credits: 1      Grade: 9**

**NCAA Approved**

In this class students will think about who we have been, who we are, and who we could become. Students will read and analyze literature from a wide range of genres and historical contexts to gain an understanding of coming of age themes, issues of power in society, and the value and role of the individual in the world. Students will build on past instruction in grammar and language usage to engage in careful reading, critical literary analysis and thoughtful personal reflection and application. Students will write in narrative, imaginative and expository forms. We will also focus on speaking and listening well in informal and formal settings.

### **Honors English 9: Literature, Self, and Society**

**Credits: 1      Grade: 9**

**NCAA Approved**

In this class students will think about who we have been, who we are, and who we could become. Students will read and analyze literature from a wide range of genres and historical contexts to gain an understanding of coming of age themes, issues of power in society, and the value and role of the individual in the world. Students will build on past instruction in grammar and language usage to engage in careful reading, critical literary analysis and thoughtful personal reflection and application. Students will write in narrative, imaginative and expository forms. We will also focus on speaking and listening well in informal and formal settings. For this Honors class, the course work expectations will be more rigorous, There will also be additional readings and projects, and the pace will be quicker.

### **English 10: Finding Light in the Darkness**

**Credits: 1      Grade: 10**

**NCAA Approved**

Throughout this course, we will consider what literature can teach us about where America has come from as a nation, as well as how we as global citizens can confront current global issues, as well as consider how we can make our world better for everyone. As we explore these ideas and reflect on our lives we will continue to build and grow our thinking, reading, writing, speaking, listening and collaboration skills. We will explore and discuss several global concepts, such as culture, identity, and community; beliefs, values, and education; politics, power, and justice; art, creativity, and imagination; science, technology, and environment. This course is designed to learn more about our country's history, perspectives that differ from our own, and how an extraordinarily diverse group of people can coexist on Earth.

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make our world better for everyone. As we explore these ideas and reflect on our lives we will continue to build and grow our thinking, reading, writing, speaking, listening and collaboration skills. We will explore and discuss several global concepts, such as culture, identity, and community; beliefs, values, and education; politics, power, and justice; art, creativity, and imagination; science, technology, and environment. This course is designed to learn more about our country's history, perspectives that differ from our own, and how an extraordinarily diverse group of people can coexist on Earth. This course will have more breadth and depth than a regular English class. We will read more literature and supplemental texts, and we will complete more written pieces. We will also discuss more complex concepts and practice advanced composition techniques.

### **Interdisciplinary Environmental Education (I.E.E.) - English**

**Credits:** 1      **Grade:** 11

**NCAA Approved**

**Prerequisites/Requirements:** Submittal/acceptance of program application

This integrated studies course is composed of a community of learners working together to gain a balanced, in depth understanding of the natural environment. Using an integrated course model, students will be provided with the educational experience and opportunity to study and learn about the natural environment through a hands-on format. Students will learn experientially by applying knowledge and skills to their immediate environment. Students will be given the opportunity and the necessary tools to create positive change within the school and surrounding environs. This course is committed to developing community partnerships that result in a shared vision of stewardship and a sense of appreciation and responsibility to the world around us. Readings will be American literature, focusing on the American Experience and the American Dream across cultures. Students will write in expository and/or persuasive modes, using primary and secondary sources to support assertions. Literary analysis, research skills, MLA format and documentation will prepare students to write a research paper that will become a formal speech to a community audience. Students will give either a persuasive or informative speech, following a speech-writing process. In addition, advanced techniques in oral and written communication will be taught. There is an additional cost for the fall expedition and for the spring expedition.

### **Writing 121: Academic Composition**

**Credits:** .5      **Grade:** 11-12      **College Credit:** Yes - COCC

**NCAA Approved**

This course emphasizes text-based academic writing and develops skills in expository and persuasive writing incorporating analytical reading, critical thinking, and credible sources. Students compose several essays using a variety of strategies to support a thesis, to address both known and unknown audiences, to seek and incorporate credible support, and to write in a formal academic style. Successful completion of the course may result in 3.0 college credits through Central Oregon Community College that are transferable to all Oregon public community colleges and universities.

### **AP Literature and Composition**

**Credits:** 1      **Grade:** 12      **College Credit:** Yes, through AP Exam

**NCAA Approved**

AP Literature and Composition is designed to teach discussion, writing, and literary (representing World literature) exploration skills to that of a college freshman student. Students will use texts from various genres to hone their close reading, critical thinking, analytical writing and literary analysis skills through timed writings, essays, and extended papers. Students will consider a work's structure, style, and theme as well as such

smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes active, intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Careful attention to both textual detail and historical context will provide a foundation for critical interpretation. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Some writing assignments encourage students to write effectively under the time constraints they will encounter on the AP exam and on essay examinations in college courses in many disciplines, including English. The AP exam is within the first two weeks of May. There is no cost for the class, but there is a cost to take the AP exam. The AP exam is not required if taking the class. Many colleges and universities award credit based on exam scores.

## **Creative Writing**

**Credits:** .5

**Grade:** 11-12

**NCAA Approved**

Creative writing is designed to aid students in their creative expression, as well as in delivery of one's writing. Students will explore their own creativity and experiment with various modes and genres of writing. They will also read and evaluate the effectiveness of writing. In a workshop model, students will read and respond to student work. They will learn literary vocabulary and interpret writing of varying styles. Students will complete a final portfolio of original works at the end of the term. The overall goal is to help students become more confident with their creative writing skills, as well as to create a positive environment where they feel comfortable and well-supported.

## **Effective Communication**

**Credits:** .5

**Grade:** 11-12

This course is designed to introduce the student to the fundamentals of effective human communication in its verbal and nonverbal forms. Class topics will include interpersonal communication skills such as listening, handling conflict and negotiating group dynamics and public speaking skills, such as informative and persuasive speech giving, professional interviewing and messaging. Good communication skills are central to success in all areas of life. This course will give students a chance to practice and grow these skills in a well supported and comfortable environment.

## **Film as Literature: Classics**

**Credits:** .5

**Grade:** 11-12

This course offers students an opportunity to learn about film as an art form and form of literature. The course is designed to address the Common Core standards in English, and therefore can be taken for either English or Elective credit. The curriculum is designed to provide students with a working understanding of basic film techniques and how they impact the message of a movie. Some concepts to be covered are historical significance, cultural significance, and aesthetic significance of film. These concepts will be studied in the larger context of film as a medium of communication, in which social values and the questions of ethical/unethical behaviors are explored.

## **Film as Literature: Cultural Perspectives**

**Credits:** .5      **Grade:** 11-12

**NCAA Approved**

This course offers students an opportunity to learn about film as an art form and form of literature. The course is designed to address the Common Core standards in English, and therefore can be taken for either English or Elective credit. The course is designed to provide students with a working understanding of basic film techniques and how they impact the message of a movie. Some concepts to be covered are historical significance, cultural significance, and aesthetic significance of film. These concepts will be studied in the larger context of film as a medium of communication, in which social values and the questions of ethical/unethical behaviors are explored.

## **Film as Literature: Sports**

**Credits:** .5      **Grade:** 11-12

This course offers students an opportunity to learn about film as an art form and as a form of literature. The course is designed to address the Common Core standards in English, and therefore can be taken for either English or Elective credit. The curriculum is designed to provide students with a working understanding of basic film techniques and how they impact the message of a movie. These concepts will be studied in the larger context of the ways in which films both reflect the society in which we live, and also have the power to help shape that society. Sports films, in particular, often deal with social issues and the struggle of the marginalized to achieve equality. As such, the study of sports films affords students the opportunity to examine the past, understand the present and consider the future.

## **Film as Literature: Disney**

**Credits:** .5      **Grade:** 11-12

This course will look at Disney/Pixar films as a way in which to understand our personal journey as well as the power of story as it impacts society as a whole. The course will develop on two different levels. One aspect will be looking at humans as "storytelling animals" who have a basic need to tell our own stories and connect to the stories of others. We will examine scientific research on the "storytelling gene" and the implications that story has for the human race. We will delve into the concept of the hero's journey and the three-act story, in which we address the fact that in order to make it to the third act--the act that signifies the achievement of our goals--we must go through the second act--the act that challenges us and requires us to face conflict and setbacks. The other aspect of the class will be to apply this information to the study of films produced by Disney/Pixar. We will learn basic film terms and techniques, and look at the history of animated film--how it has evolved from its earliest iteration to the genre it is today. Our analyses will address the narrative components discussed above, as well as the special way in which Disney/Pixar has become a cultural force. We will look at the impact these films have had on not only transmitting our cultural values, but in many ways shaping them.

## **Fortitude, Life and, Literature**

**Credits:** .5      **Grade:** 11-12

Throughout this course, students explore several essential questions: What can we learn from the fortitude of others? How can we foster fortitude in ourselves? And how can we create more fortitude in our culture? As students strive to answer these questions, they immerse themselves in inspiring stories of strength about diverse



groups of people. They also weave these stories together through daily discussions, formal presentations, personal narratives, informative essays, and academic arguments. In the end, this course hopefully helps students see that thinking, reading, writing, and conversing are all vital sources of fortitude—the sort of fortitude that makes the good times better and the tough times transformative.

### **Graphic Novels: Heroes and Villains**

**Credits:** .5      **Grade:** 11-12

Students will explore how and why stories about heroes and villains have evolved in Western culture over thousands of years. More specifically, students who take this course read graphic novels, analyze complex images, and interpret the written word. They tell stories, write essays, craft arguments, and they explore how comics can help humans better understand their lives, their world, and themselves.

### **Harry Potter: Instructions for Living**

**Credits:** .5      **Grade:** 11-12

In this course we will read the first four books of the Harry Potter series, asking the question: how does Harry Potter help us live in the world? Throughout this course we will read the texts through different perspectives, have deep discussions about what the texts call people to do. Course Essential Questions: How does Harry Potter help us live in the world? How can we apply the practice of Lectio Divina to the text to better understand its function in the world and in our lives? How does reading HP through a specific lens create deeper meaning for us?

### **World Literature**

**Credits:** .5      **Grade:** 11-12

**NCAA Approved**

World Literature at Sisters High School is designed to teach multi-level discussion, writing, and literary exploration skills. Students will read texts from a variety of genres from around the world and explore different cultures. Students will then use these texts to practice their critical thinking, analytical writing and literary analysis skills through different modes of discussion, and multiple modes of writing. Overall, the goal is that students will leave this class more competent, confident, and capable. Students will find this course to be challenging, but will feel well-supported. A student does not need to take World Literature A before taking World Literature B.

# MATHEMATICS

## Algebraic Arithmetic

**Credits:** 1      **Grade:** 9

This course begins with a thorough review of basic math skills, then introduces the essential skills required for success in Algebra. Students will review procedures for hand calculation including addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Students will demonstrate understanding of rational values expressed as fractions, decimals, or percents, and be able to convert values from one form to another. Students will be able to use fractions, decimals, and percents to solve problems. Students will evaluate expressions correctly using the rules for order of operations. Students will demonstrate understanding of prime and composite numbers. Students will be able to perform calculations with positive and negative numbers, including operations on integers, decimals, and fractions. Students will study commutative, associative, distributive, and identity properties.

## Algebra I

**Credits:** 1      **Grade:** 9-10

**NCAA Approved**

**Prerequisites/Requirements:** Teacher placement, proficiency exam

This course covers basic algebra skills. It emphasizes the process of solving equations, as well as the relationships among tables, graphs, and equations of linear functions. Students will evaluate and simplify expressions following rules for order of operations. Students will evaluate and simplify expressions involving positive and negative numbers, and absolute value. Students will interpret graphs of data. Students will solve simple linear equations and inequalities and graph solutions on a number correctly and use the commutative, associative, distributive and identity properties. Students will learn about linear functions and how to interpret and create tables, graphs, and equations of linear relationships. Students will solve simple systems of equations and inequalities and be able to simplify monomials using exponent rules. Students will learn to add, subtract and factor polynomials, solve quadratic equations using zero product product (ZPP), as well as simplify radical expressions.

## Geometry

**Credits:** 1      **Grade:** 9-11

**NCAA Approved**

**Prerequisites/Requirements:** Algebra I

This course begins with a review of basic algebra skills, then covers essential concepts of plane Geometry. Problem solving using the tools of geometry will be emphasized. Students will define geometrical objects using correct notation and use algebra and computation to indirectly find measures of complementary, supplementary, vertical, exterior and remote interior angles. They understand relationships of angles created by a transversal crossing parallel lines and learn methods of proving triangle congruence and similarity. Students will complete simple proofs involving triangles, quadrilaterals, and other polygons and be able to calculate the angle measures, area and perimeter of various polygons. They will use right triangle trigonometry and the Pythagorean Theorem to find missing sides and angles. Students will understand circle geometry including circumference, radius, and area and be able to calculate surface area and volume of spheres, prisms, pyramids, cylinders, and cones.

## **Statistics and Data Science**

**Credits:** 1      **Grade:** 10-12

**Prerequisites/Requirements:** Algebra, Geometry

Students will explore patterns in data collection, descriptive statistics, different measures of center, and learn the characteristics of a statistically sound experiment. In this course students will design experiments to test the probability of certain claims. Upon completion of this course, students will be literate in informational statistics and use this skill to understand how statistics can inform or mislead us. This course is founded in application and conducting experiments! Students will build skills that will serve them in everyday life and future college math/science courses.

## **Applications of Algebra II**

**Credits:** 1      **Grade:** 11

**Prerequisites/Requirements:** Algebra I or Algebra II (C or better)

The focus of this course is on advanced algebra topics and is designed to help students gain confidence and skills to think mathematically in their lives, gain math and student skills that will prepare the student for success in the traditional algebra 2 course at SHS, develop the students' positive perspective of themselves in math classrooms, and help the student to learn strategies to deal with math anxiety in a productive and calming way. Students will understand patterns, relations, and functions and represent relations and functions as graphs, tables, formulas. Students will understand and use graphical, table of values and equation representations of functions as well as solve, factor, find roots and graph higher order polynomials. Students will apply linear, quadratic, rational, exponential, and logarithmic functions in real world settings.

## **Algebra II**

**Credits:** 1      **Grade:** 9-12

**NCAA Approved**

**Prerequisites/Requirements:** Algebra I and/or Geometry (C or better)

The focus of this course is on advanced algebra topics. Students will understand patterns, relations, and functions as well as transformations of polynomial, rational, and radical functions. Students will represent relations and functions as graphs, tables, formulas and understand how to use number systems to include; natural numbers, whole numbers, integers, rational numbers, real numbers, complex numbers. They will develop and use the quadratic formula, and they will understand and use graphical, table of values and equation representations of functions. Students will solve, factor, find roots and graph higher order polynomials.

## **Math 111**

**Credits:** .5      **Grade:** 10-12      **College Credit:** Yes (4 COCC credits)

**NCAA Approved**

**Prerequisites/Requirements:** Algebra II or college placement exam

This course is the study of functions including linear, quadratic, polynomial, rational, exponential and logarithmic. It presents a study of the complex number system along with the algebra and application of functions while solving applied and real world problems. There will be group activities, writing assignments and laboratory activities. A graphing calculator will be used and is required. Students will determine the domain and range of functions, read and write functional notation, determine increasing, decreasing, determine relative minimums and maximums, and determine even, odd or neither functions graphically and algebraically. Students will be able to shift, reflect, stretch and transform graphs and arithmetically combine and composition functions. They will find the inverse of a function algebraically and graphically. They will write quadratic functions in standard form, and they will use graphing, leading coefficient test, long division, synthetic division, the rational zero test to factor and find the zeros of higher order polynomials. They will understand the Fundamental Theorem of Algebra.

## **Math 112**

**Credits:** .5      **Grade:** 10-12      **College Credit:** Yes (4 COCC credits)

**NCAA Approved**

**Prerequisites/Requirements:** Math 111

A pre-calculus course covering circular and trigonometric functions. Applications and the use of a graphing calculator will be emphasized throughout the course. Group activities, writing assignments and laboratory activities may be required. A graphing calculator is required. Students will use degree and radian measures of angles and convert from one to another. They will find coterminal, complementary and supplementary angles in both degrees and radians and understand and use the unit circle. Students will know the six trigonometric functions and evaluate the six trigonometric functions using the unit circle, a calculator, reference angles and identities. Students will apply trigonometric identities, solve applications involving right triangles, graph the six trigonometric functions, and solve problems involving the inverse trigonometric functions. Students will solve problems involving bearing and harmonic motion. They will verify trigonometric identities, solve trigonometric equations, use trigonometric formulas, use the law of sines to solve problems, and determine ambiguous cases of SSA.

## **AP Calculus (A/B)**

**Credits:** 1      **Grade:** 11-12      **College Credit:** Yes, AP Exam

**NCAA Approved**

**Prerequisites/Requirements:** Math 112

AP Calculus is a course that develops the students' understanding of the concepts of calculus and provides experience with its methods and applications. The course will work under the premise that students will take the AP exam in May. Students will work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal, and they should understand the connections among these representations. Students will understand the meaning of the derivative in terms of a rate of change and local linear approximation and will use derivatives to solve a variety of problems. They will also understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and will use integrals to solve a variety of problems. Students will understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Students will be able to communicate mathematics both orally

and in well-written sentences and should be able to explain solutions to problems and to model a written description of a physical situation with a function, a differential equation, or an integral. They will also be able to use technology to help solve problems, experiment, interpret results, and verify solutions and be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Students will develop an appreciation of calculus as a coherent body of knowledge. College credit is based on exams scores and varies based on the specific requirements of particular universities.

## SCIENCE

### Biology

**Credits:** 1      **Grade:** 9

**NCAA Approved**

In Biology, students learn about ecology and the native environment, cells, DNA, genetics, basic internal anatomy, and evolution. The course involves field and lab inquiry, microscope work, dissections, research, hands-on projects and tests. Biology is a prerequisite for all other science courses at SHS.

### Chemistry

**Credits:** 1      **Grade:** 10-12      **College Credit:** Yes, AP Exam

**NCAA Approved**

**Prerequisites/Requirements:** Biology, Algebra

In Chemistry, students learn about safe handling of chemicals and laboratory equipment, atoms and molecules, molecular bonding, chemical reactions and equations, compounds and mixtures, gasses, and the periodic table of the elements. This class is highly recommended for college bound students. Good algebra skills are necessary for an understanding of this class. Students will learn through chemical laboratory inquiry, book work, projects, problem solving and tests.

### Physical World

**Credits:** 1      **Grade:** 10

**NCAA Approved**

Physical World emphasizes introductory concepts and processes for science topics including chemistry and earth science. The course will focus on scientific inquiry, labs, and experiential learning. The properties of matter will be investigated, with an emphasis on the interactions of matter. Other topics include learning about the geology of our area and beyond, natural resources, natural hazards and how changes in climate have influenced human activity. This course is designed for sophomores who have successfully passed Biology.

### Physics

**Credits:** 1      **Grade:** 11-12

**NCAA Approved**

**Prerequisites/Requirements:** Algebra, Biology, Geometry

In Physics students learn mechanics, including Newtonian motion, forces, vectors, momentum, energy, work, rotational kinematics and gravitation, wave motion as applied to sound and light, electricity, magnetism, and /or special relativity (as time allows). Students will learn through experimentation, explorations, and applying knowledge of physical concepts to solving problems mathematically. This course will help students develop the fundamental skills and concepts necessary for careers in engineering and related sciences.

## **Forensics**

**Credits:** .5      **Grade:** 11-12

**Prerequisites/Requirements:** Biology and Physical World or Chemistry

In order for each individual to be given a fair trial it is important for all of the jury members to be familiar with the methods of the police and forensic analysts. The course allows students to study how crimes are solved using the scientific method. Topics covered include, identifying illegal drugs using drug analysis, fingerprinting, hair analysis, DNA evidence, bullet comparisons, carbon dating, looking at skeletons of determined age, race, gender, and how he/she dies, and many more exciting topics.

## **AP Biology**

**Credits:** 1      **Grade:** 11-12      **College Credit:** Yes (AP Exam)      **NCAA Approved**

**Prerequisites/Requirements:** Biology, Chemistry

AP Biology offers students the opportunity to participate in an internationally recognized program of study. This program has high standards that are widely known and regarded. The AP Biology course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The course will unite the major content areas of molecules and cells, heredity and evolution, and organisms and populations. It will cover laboratory activities, book work, and tests. College credit is based on exams scores and varies based on the specific requirements of particular universities.

## **Interdisciplinary Environmental Education (I.E.E.) - Science**

**Credits:** 1      **Grade:** 11      **NCAA Approved**

**Prerequisites/Requirements:** Submittal/acceptance of program application

This integrated studies course is composed of a community of learners working together to gain a balanced, in depth understanding of the natural environment. Using an integrated course model, students will be provided with the educational experience and opportunity to study and learn about the natural environment through a hands-on format. Students will learn experientially by applying knowledge and skills to their immediate environment. Students will be given the opportunity and the necessary tools to create positive change within the school and surrounding environs. The science aspect of this course links knowledge, concepts, and skills learned in biology and chemistry and applies them to an exploration of the local flora, fauna, and ecosystems that students encounter in Central Oregon.

## **Anatomy and Physiology**

**Credits:** .5      **Grade:** 10-12

**CTE Program of Study:** Health Sciences

This course will cover topics in biology in more detail than in general biology and also some topics that were not covered. The focus will be on the organ systems of the human body along with some review of biochemistry, cells, DNA and protein synthesis. Laboratory activities, especially dissections, are a major component of this course.

## **Astronomy**

**Credits:** .5      **Grade:** 10-12

In Astronomy, students will gain basic knowledge of astronomy and the universe as we currently understand it. Students will build a greater appreciation of the stars, sun, solar system, and moon, and in turn become more cognizant of the world around them. Students will learn the concepts of spectroscopy and how to use a telescope to identify different celestial bodies. They will become fluent in the fundamental vocabulary. Through addressing the history of astronomy and the findings of famous astronomers, students will learn how we have reached the knowledge we now have of the universe. The class will be projected-based and will include required star-gazing sessions.

## **Food Science**

**Credits:** .5      **Grade:** 10-12

Food Science is what it sounds like: an exploration of the science that goes into food preparation. This includes elements that relate to chemistry and physics and biology associated with the processes that make food fit for consumption. This also includes how the consumption of different types of foods impacts the human body as well as how the composition of food impacts the senses, and, as a result, food preferences. Part of the curriculum includes experiments that demonstrate the science involved.

## **Meteorology**

**Credits:** .5      **Grade:** 10-12      **College Credit:** Yes, COCC

**NCAA Approved**

A survey course in atmospheric science that is offered through COCC as AV 108. This course covers weather basics and atmospheric circulations. Included is a systematic development of the following: the atmosphere, energy and temperature, wind, atmospheric moisture, horizontal and vertical pressure patterns, clouds, atmospheric circulation, stability, air masses, fronts, fog, icing, thunderstorms, jet streams and turbulence. Students will study surface weather observations, routine weather reports and forecasts, surface maps and constant pressure maps.

## **Organic Farming (Greenhouse)**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** Biology

This course will look at the history of agriculture and its importance to our environment, economy and health. It will introduce students to basic plant physiological processes and help them develop the decision making skills needed to design, supervise and maintain a greenhouse. This greenhouse will eventually provide food for our schools and businesses in our Sister's community.

# **SOCIAL STUDIES**

## **Global Studies**

**Credits:** 1      **Grade:** 9

**NCAA Approved**

This is a global history course aimed at ninth-grade students that provides a cohesive approach to learning and understanding the history of the world. In this course, you will explore the transformations that created our modern world, beginning in the long nineteenth century and ending in our present moment. This course will help students learn how to use stories about our connected human past to orient themselves to their present moment and prepare for the future. This course uses a set of overarching inquiry problems and narrative frames, situated at a variety of scales, to organize and facilitate teaching and learning. We divide this course into two sections. In the first five units, we cover the global transformations of the long nineteenth century, while the last four units take us through the dramatic events of the twentieth century and into the current century. Students will explore the nineteenth century thematically, tackling topics including revolutions, industrialization, and imperialism in each unit. This means there will be significant overlap between units, both thematically and chronologically.

## **U.S. History**

**Credits:** 1      **Grade:** 10

**NCAA Approved**

In this course we will be studying U.S. History from BCE to today. We will proceed chronologically, dividing the time into nine different periods. Along with learning about the historical events that transpired in North America during each of these time periods, we will be viewing our shared history through the lens of a variety of different disciplines. To do this, we will be posing inquiry questions and then conducting research to find answers to those questions. Through this process we will come to a shared understanding of what it means to be a part of this country.

## **AP U.S. History/History 202-203**

**Credits:** 1      **Grade:** 10-12      **College Credit:** AP & COCC

**NCAA Approved**

The first part of this course in the U.S. history sequence provides an overview of United States history from approximately 1820-1920, covering the antebellum, civil war, reconstruction, gilded age, and progressive periods. Topics include the Jacksonian era, territorial expansion, slavery and the Old South, the causes and consequences



of the Civil War, successes and failures of Reconstruction, 19th-century society and culture, economic transformations, U.S. imperialism, progressivism and the United States entrance into World War I. This second part of this course in the U.S. history sequence provides an overview of United States history from the early 20th century to the present, covering the modern period. Topics include the end of World War I and its consequences, modernity, the Great Depression, World War II, the Cold War, foreign policy determinants and conflicts since WWII, Civil Rights, 1960s-70s social and cultural changes, shifting economic and social role of government, feminism and changing status of women since WWII, immigration, 20th century society and culture, late 20th century politics, terrorism and other recent developments. College credit is based on AP exams scores and varies based on the specific requirements of particular universities as well as dual credit options with COCC

## **Government/Civics**

**Credits:** .5      **Grade:** 11-12

**NCAA Approved**

Since the advent of civilization, humans have had an impulse to form governments. It is an experiment thousands of years in the making. This course looks at modern government with a particular focus on the United States government. Students will consider a lot of fundamental questions about the nature of government and society. Among them: What is the purpose of government? What types of governments are there? What is a democracy? Where is the center of governmental power? Is it national or local? Is America's government too big? Too small? Constantly shifting with the times? What are the rights and responsibilities of each American citizen? The course will also integrate the standards associated with the State of Oregon's civics requirements.

## **AP Government: The Constitution**

**Credits:** .5      **Grade:** 11-12      **College Credit:** Yes, AP Exam

**NCAA Approved**

**Prerequisites/Requirements:** AP U.S. History or teacher recommendation/approval

AP Government: The Constitution, begins with the curriculum developed by Classroom Law Project, for the We the People program. The course begins by examining the Constitution of the United States in detail. The Constitution's position as the cornerstone of our democracy is established firmly in the lives of the select students participating in this course. Our society is not defined by religion, race, ethnicity, language or national origin, but instead by a common commitment to the ideals contained in the Constitution, the Declaration of Independence, and the Bill of Rights. Students will come to understand how America is a unique adventure in ideas, and one in which they can and must participate. College credit is based on AP exams scores and varies based on the specific requirements of particular universities.

## **AP Government: Politics and Policies**

**Credits:** .5      **Grade:** 11-12      **College Credit:** Yes, AP Exam

**NCAA Approved**

**Prerequisites/Requirements:** AP U.S. History or teacher recommendation/approval

Advanced Placement Government: Politics and Policies is a class in which the political institutions and policies of the United States are examined in detail. The overall goal is to create a course in which students come to understand how our government works, as well as what our past and current policies—both domestic and foreign—are. Our society is not defined by religion, race, ethnicity, language or national origin ... but instead, by a common commitment to the democratic ideals contained in the Constitution, the Declaration of Independence, and the Bill of Rights. These ideals

are borne out in all levels of our government. To sustain our democratic society requires an ongoing commitment to invest in that democracy by being politically aware and by engaging in civil discourse aimed at achieving a society that promotes the common good. This course is designed to help students understand that our democratic government requires effort, and is a system in which they can and must participate. College credit is based on AP exams scores and varies based on the specific requirements of particular universities.

## **Consumer Economics**

**Credits:** .5      **Grade:** 11-12

This course covers all of the essential topics necessary for students to become financially capable. Topics include banking, credit, budgeting, investing, and career planning, and planning for how to pay for college. By the end of this course, students will have a thorough understanding of these topics and be prepared to handle the financial responsibilities that exist after graduation.

## **Ask Big Questions - Productive Civil Discourse**

**Credits:** .5      **Grade:** 11-12

Can we change the world through better conversation? We believe we can. That is the premise of this course. Based on the “Ask Big Questions” curriculum, we will dive into a number of Big Questions to learn how to really talk and listen to each other. When we shift from debate to conversation, we learn to connect. No matter our background or views, we need opportunities to see and hear each other more deeply. When we share our stories and listen to others, we find connections and discover new perspectives about ourselves, each other, and the world. The course will be structured around a variety of Big Questions. For each question, we will follow a 4-step process: ASK: We frame conversations by asking Big Questions that matter to everyone, and that everyone can answer. SHARE: Big Questions lead to conversations where participants share personal stories to build trust and understanding. LEARN: Participants discuss and reflect on a text, image, or video to broaden and deepen the conversation. DO: Participants connect the conversation to their lives and communities.

# **HEALTH & PHYSICAL EDUCATION**

## **Health I**

**Credits:** .5      **Grade:** 9

This required class is fast paced, hands-on and exciting. Discover why and how being healthy physically, mentally, socially and emotionally will benefit everything you are and will do in life. The topics that will be covered include: communication, social behavior, media influence, drugs and alcohol, adolescent sexuality, abstinence, nutrition, CPR and first aid, disease and illness, and body systems. This class will prepare students to be health literate (to obtain, interpret, and understand basic health information and services) and to use such information in health-enhancing ways.

## **Health II**

**Credits:** .5      **Grade:** 11

**Prerequisites/Requirements:** Health I

Students will develop a “sense of person” and a “sense of action” for life-long healthy decision making. Topics of study include: personality awareness; disease and illness; media influence; body image; substance use; suicide; cycles of victimization; adolescent sexuality; mental health; and death and grief. Students will be prepared with the necessary tools to identify, prevent and take action on the many debilitating issues that plague our society.

## **Fitness that Fits**

**Credits:** .5      **Grade:** 9-12

It is time for Body and Soul Fitness! Fitness that Fits YOU, your lifestyle and health goals. This class is all about overall wellness (Mind – Body – Soul). Our class will introduce to you modern exercise programs, phone apps and techniques of today that are designed to give you variety and fit your overall fitness goals. Yoga, pilates, martial arts, nature walks/jogs, meditation, deep breathing, visual relaxation, and others. We will work on ways to boost your metabolism, fine-tune your diet, bring balance to your life and reduce stress. Any level of fitness is welcome – this is an individual program in a friendly, safe, supportive atmosphere.

## **Personal Fitness**

**Credits:** .5      **Grade:** 9-12

Sports conditioning will utilize a Functional Training approach to maximize students' speed, agility, core power & strength, cardiovascular endurance, coordination, muscular balance and injury prevention strategies. Your body is designed to move, but under the premise that it has all the tools needed to move correctly and efficiently. This class is designed to create an environment that forces the athlete to learn how to use all aspects of muscular movement with increased athletic reaction. This class will combine core power and strength in the weight room, with functional and plyometric movements in the gym, sand pit and surrounding facilities. We will work at an intensity level that is uncomfortable to most, but necessary to achieve maximum gains over the next 12 weeks.

## **Sports Fitness**

**Credits:** .5      **Grade:** 9-12

This PE class focuses on developing physical fitness by playing a variety of team sports such as soccer, basketball, volleyball, badminton, floor hockey, and others. Each day students complete a warm-up designed to prevent injury, increase strength, and develop coordination. Warm-ups are followed by a combination of instruction that focuses both on the rules of the targeted team sport as well as the skills necessary to compete in the sport. Evaluations include tracking individual effort as well as skill development throughout the term.

## **Interdisciplinary Environmental Education (I.E.E.) - Physical Education**

**Credits:** 1      **Grade:** 11

**Prerequisites/Requirements:** Submittal/acceptance of program application

This integrated studies course is composed of a community of learners working together to gain a balanced, in depth understanding of the natural environment. Using an integrated course model, students will be provided with the educational experience and opportunity to study and learn about the natural environment through a hands-on format. Students will learn experientially by applying knowledge and skills to their immediate environment. Students will be given the opportunity and the necessary tools to create positive change within the school and surrounding environs. This course is committed to developing community partnerships that result in a shared vision of stewardship and a sense of appreciation and responsibility to the world around us. The physical education aspect of this course deals with the evaluation, development, and refinement of the physical skills abilities needed to safely navigate expeditions in the wild. This includes very specific fitness training that aligns with the activities pursued, such as hiking, climbing, and rafting as well as the direct teaching of skills needed to safely take part in such activities.

### **Project Unify**

**Credits:** .5      **Grade:** 9-12

Project UNIFY creates programs and teams that include regular education and special education students together on a team to prepare, practice, and compete with other schools in our area. Project UNIFY works to promote programs and systems of accountability that include these students and facilitate improvement in their social, emotional, and academic outcomes. Project Unify has two primary goals: First, we aim to advance the social, emotional, and academic outcomes of students with and without disabilities. To facilitate these improvements we will link the targeted students to teams and programs that create systems of accountability. Second, we hope to promote tolerance, understanding, compassion, physical health, and outreach between all our students. We accomplish this by engaging our students in our school community, and encouraging them to become part of a team / family which holds each other accountable.

## **WORLD LANGUAGES**

### **Spanish I**

**Credits:** 1      **Grade:** 9-12

**NCAA Approved**

This dynamic and engaging introduction to Spanish will have students conversing in Spanish from day one. An active, communicative teaching style helps students learn concepts through music, films, games, and opportunities for daily conversation practice. Students also learn important facets of Spanish culture - first semester, they study Día de los Muertos through a film study of El libro de la vida, and in the spring, students learn the important history of La República Dominicana through a film unit on In the Time of the Butterflies.

## **Spanish II**

**Credits:** 1      **Grade:** 9-12

**NCAA Approved**

**Prerequisites/Requirements:** Spanish I

Spanish II continues to build on the concepts and language proficiencies students developed in Spanish I. Students will learn to narrate in the past, make comparisons, discuss their daily routines, and talk about preferences and interests. First semester, students learn about immigration and what leads other people around the world to seek new places to call home. A film study in the spring, *Al otro lado*, gives students a unique perspective on three children from Cuba, México, & Morocco whose lives are deeply affected by immigration.

## **Spanish III**

**Credits:** 1      **Grade:** 10-12

**NCAA Approved**

**Prerequisites/Requirements:** Spanish II

The proficiencies learned in Spanish I & II are the building blocks that lead students into confidently communicating about more abstract things in Spanish III. Through engaging units on the environment, health & wellbeing, home life, and city life, students learn how to talk about the future and hypothetical situations. Students start to use more complex verb structures to discuss habits, goals, and plans. First semester, a unit on México and a film study on *Hecho en México* presents the rich history and culture of México. Second semester, students study Spain and watch *La lengua de las mariposas* about the Spanish Civil War of 1936-1939.

## **Spanish IV**

**Credits:** 1      **Grade:** 11-12

**NCAA Approved**

**Prerequisites/Requirements:** Spanish III

Spanish I, II, & III have prepared students to deepen their language study. Spanish IV focuses on sustaining longer conversations, having debates, and reading, watching and analyzing authentic language sources. Students have the opportunity to study and discuss themes such as modern technology, democracy and government, traveling and tourism, careers, philosophies, and diversity. Students read portions of *Caja de carton*, a collection of short autobiographical stories, and create a "Relato de la vida" project. Students learn about the drug trade in Colombia through a film study on *María llena de gracia*

## **Chinese (Mandarin) I**

**Credits:** 1      **Grade:** 9-12

**NCAA Approved**

This course will develop a working knowledge of the Mandarin sound system, basic sentence structure, and fundamental grammatical concepts with related terminology. The basic language skills of reading, listening, speaking and writing will be targeted. Students will also be introduced to the cultural and geographic environment of China.

## **Chinese (Mandarin) II**

**Credits:** 1      **Grade:** 9-12

**NCAA Approved**

**Prerequisites/Requirements:** Chinese I

This course continues from Chinese (Mandarin) 1A & B in continued development of a working knowledge of the Mandarin sound system, basic sentence structure, and grammatical concepts with related terminology. The basic language skills of reading, listening, speaking and writing will continue to be targeted. Students will also study the cultural and geographic environment of China in greater depth.

## **Chinese (Mandarin) III**

**Credits:** 1      **Grade:** 10-12

**NCAA Approved**

**Prerequisites/Requirements:** Chinese II

This course continues Chinese (Mandarin) 2A & B in continued development of a working knowledge of the Mandarin sound system, basic sentence structure, and grammatical concepts with related terminology. The basic language skills of reading, listening, speaking and writing will continue to be targeted. Students will also study the cultural and geographic environment of China in greater depth.

## **Chinese (Mandarin) IV/AP**

**Credits:** 1      **Grade:** 10-12      **College Credit:** AP Exam

**NCAA Approved**

**Prerequisites/Requirements:** Chinese III

AP Chinese is a four trimester, two year program that covers the equivalent of a second year college Chinese course. Classes are taught in Chinese, meeting 3~4 times per week, in one hour ten minute sessions for eighteen weeks per semester. To qualify for AP Chinese, students must complete six semesters or three years of Mandarin, or the equivalent of a first year college Chinese course. The course is designed to provide students with varied opportunities to further develop their proficiencies across the three communicative modes.

## **ART & DESIGN**

### **Drawing I**

**Credits:** .5      **Grade:** 9-12

This art course is designed to introduce students to the basics of drawing by addressing observation, line quality, light and shade, rendering form, composition, surface manipulation, illusion of depth, mark-making, and pattern. Students will also be introduced to the following drawing media: ebony pencil, charcoal, conte crayon, pen and ink, ink and brush, colored pencil, and Copic marker illustration. Emphasis will be placed on the following:

Observation from life (Realism); Creative themes and compositions; Critique and aesthetics & judgment and analysis.

## **Painting I**

**Credits:** .5      **Grade:** 9-12

This art course is designed to introduce students to the basics of painting by addressing color mixing, color theory and schemes, creative composition, observation from life, value and light, scale, and painting techniques and mark making. Students will also be introduced to the following media and materials: acrylic paint and acrylic mediums, watercolor, paper, canvas, and board. Emphasis will be placed on the following: Influence of historical and contemporary painters and their styles; Painting style and creativity of subject matter (Expressionism, Realism, Surrealism, Plein Air, Fluid Paint, and Collaborative projects); Critique and aesthetics & judgment.

## **2D/3D Design**

**Credits:** .5      **Grade:** 9-12

This art course is designed to introduce students to different ways they can engage and compose 2D and 3D space through a variety of art making techniques. Students will learn to understand and use the elements and principles of design to describe, judge, and analyze artwork. Emphasis will be placed on the following: Design in the areas of Positive + Negative Space, Relief Printmaking, Jewelry Metalworking, Ceramic sculpture, and Graphic Design; Research of sculpture history; Product Design; Critique and aesthetics; judgment and analysis

## **Intermediate/Advanced Drawing and Painting (II-IV)**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** Drawing and/or Painting I

This course is designed to introduce students to the basics of painting by addressing color mixing, color theory and schemes, creative composition, observation from life, value and light, scale, and painting techniques and mark making. Students will be introduced to the following media and materials: acrylic paint and acrylic mediums, watercolor, paper, canvas, and board. Emphasis will be placed on the following: Influence of historical and contemporary painters and their styles; Painting style and creativity of subject matter (Expressionism, Realism, Surrealism, Plein Air, Fluid Paint, and Collaborative projects); Critique and aesthetics & judgment and analysis.

## **Intermediate/Advanced Design (II-IV)**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** 2D/3D Design I

This is a combined course for the more serious art student who is ready to take their basic design skills and build upon them. Students will delve more deeply into advanced techniques that build upon the skills learned in 2D and 3D Design. Each term project curriculum balances between 2D and 3D, and between technical skill and

process/conceptual art. Emphasis will be placed on: Design and Creativity in Production; Appreciation and Critique; Art History; Career Awareness; Responsibility and Independent work skills in a project-based setting.

## **Ceramics (I-IV)**

**Credits:** .5

**Grade:** 9-12

**Prerequisites/Requirements:** 2D/3D Design I

This course is designed to give students an overview of terms, techniques and processes, tools, and materials of ceramics (both hand-building and wheel). Projects become more complex as you continue into advanced levels. There are multiple levels of Ceramics within each course, each with their own skills and requirements. Emphasis on: Production and quality; design/creativity; function; history/culture; appreciation/aesthetics; career awareness; responsibility and safety in a project-based setting.

## **Jewelry (I-IV)**

**Credits:** .5

**Grade:** 9-12

**Prerequisites/Requirements:** 2D/3D Design I

This course is designed to give students an overview of terms, techniques and processes, tools and materials for casting and fabrication in metal. Projects will become more complex as you progress into advanced levels. There are multiple levels of Jewelry within each course, each with their own skills and requirements. Emphasis will be placed on: Art/craft production and quality; design/creativity; function and wearability; history/culture; appreciation/aesthetics; responsibility and safety in a project-based setting.

## **AP Art and Design**

**Credits:** .5

**Grade:** 9-12

**College Credit:** AP Criteria

**Prerequisites/Requirements:** At least 2 terms of offered art disciplines

This is a yearlong independent capstone course for the serious art student who is ready to design their own study by following a Sustained Investigation Inquiry Question. The AP Portfolio includes 15 images of work to be submitted in May. Students are encouraged to connect with a mentor artist to critique their work throughout the year. Emphasis will be placed on: Design and Creativity in Production; quality; artist voice/expression; documentation of portfolio; career awareness; submission of Portfolio to AP; writing artist statement; responsibility and independent work skills in a project-based setting.



## MUSIC & PERFORMING ARTS

### Concert Band

**Credits:** 1.5    **Grade:** 9-12

**Prerequisites/Requirements:** Middle school band or teacher approval

The Sisters High School Wind Ensemble is committed to musical excellence through performance of quality and varied musical literature. Students of the Wind Ensemble are required to perform three concerts (Fall, Winter and Spring), in some school assemblies, and for various festivals and competitions around the Northwest. They are also asked to march in multiple parades in the Fall and Spring, as well as participate in pep band for football season and basketball season as schedules allow. Students who are proficient on string instruments (violin, viola, cello and double bass) are also encouraged to participate. This course is intended to be year-long with .5 credits per term.

### Jazz Band

**Credits:** 1.5    **Grade:** 9-12

**Prerequisites/Requirements:** Audition and teacher approval

The Sisters Outlaw Jazz Band is the premier instrumental ensemble in the district, and is available only upon a successful audition and instructor approval. The Jazz Band performs a variety of musical styles, including; swing, latin, funk, rock, and fusion, among others. Students will develop extended musical techniques, gain enhanced theory knowledge, and receive training in arranging and improvising. Each year this ensemble travels to festivals and competitions around the Northwest and beyond. The Jazz Band is also expected to participate in additional performances such as; football and basketball games, Holiday Showcase, My Own Two Hands, and other miscellaneous events throughout the year. Eligible instruments include; Saxophone (alto, tenor, bari), Trombone, Trumpet, Drum Set, Bass, Piano, and Guitar. Auditions are held in the Spring. This course is intended to be year-long with .5 credits per term.

### Concert Choir/Musical Theater

**Credits:** 1.5    **Grade:** 9-12

The Sisters High School Concert Choir is committed to musical excellence through the performance of quality vocal literature. It is open to any interested students. Singing experience is helpful but not as important as a desire to learn. During the 2nd semester, excellence will be achieved through the study of music theory and the performance of music from a variety of periods and styles. Participation in festivals and concerts is required.

During the 1st semester of Concert Choir class, students will learn the art of musical theater staging, dancing, vocal stylings and acting. Most rehearsals will take place during the school day. After school rehearsals and performances are sometimes required. Students will learn a full-scale musical or musical medley and perform it at the end of the semester. Open auditions for lead roles occur at the end of the previous school year. All students are welcome to join the chorus without audition. This course is intended to be year-long with .5 credits per term.

## **Jazz Band**

**Credits:** 1.5     **Grade:** 9-12

**Prerequisites/Requirements:** Audition and teacher approval

The Sisters High School Jazz Choir performs a variety of vocal jazz styles. Singing experience is necessary as well as a willingness to try dance and movement when appropriate to the literature. Members will develop special performance techniques required by the many different styles of jazz. Emphasis will be on swing, blues, ballad, pop and vocal jazz. Students will be encouraged to perform both written and improvised solos. Participation in festivals, performances and fundraising activities is required. Every year the Jazz Choir takes an educational performing trip in the Spring. Auditions are held in the spring. This course is intended to be year-long with .5 credits per term.

## **Americana Project (Songwriting)**

**Credits:** .5     **Grade:** 9-12

**Prerequisites/Requirements:** Basic familiarity w/guitar or other folk instrument

This class is a study of the roots of folk music in our culture. The students are provided the opportunity to learn the basics of playing the guitar and songwriting, while they gain an understanding of how music has formed and shaped historical, cultural, and social events in America. Students will perform their songs in class, as well as have many opportunities to perform outside of school. World-Class professional musicians often visit the class and give workshops on songwriting and performing. Students also learn to engineer sound and recording equipment. At the end of every year, selected Americana Project students produce a full-length, professional CD of their original music.

## **Americana Project (Music Technology)**

**Credits:** .5     **Grade:** 9-12

This class is designed to cover the basics of auditorium sound and lighting, studio recording techniques, music theory, music composition and arranging, creating podcasts, video editing, and the history of recording technology. Included is a 6 week individual or group project, during which students can choose their area of focus and submit a final project relating to that field. AV club students are encouraged to participate. Students in this class are also expected to assist with events in the auditorium (both during and after school), and help with various projects throughout the year for other school programs.

## **Beginning Guitar**

**Credits:** .5     **Grade:** 9-12

The Beginning Guitar class will teach students the basics of playing a guitar. The class will focus on playing chords, melody lines, and scales in fun songs – from Folk, Rock, Country, and Pop styles. If a student wants to continue his/her guitar education, this class will prepare students with the skills they need to succeed in the Americana Project. Singing and performing in front of large crowds are not a required part of this class.

## **Popular Music**

**Credits:** .5      **Grade:** 9-12

Students will learn to identify, compare and contrast cultural, financial, historical, and societal influences on popular music within the United States. Students will become familiar with and complete projects about trending genres and artists throughout the decades as well as their chart-topping and/or culturally relevant songs. Students will connect popular music throughout the decades to technology, civil rights, government, film, and popular culture. This class is lecture/listening and discussion-based with weekly projects including writing, art, debate, and audio recording.

## **CAREER & TECHNICAL EDUCATION (CTE) PROGRAMS OF STUDY**

Students are encouraged to explore all of our CTE program of study. If a student develops an interest in a particular program of study, we encourage them to complete the program of study by taking 3 credits in the field which can be a combination of in-person classes, courses offered by local colleges or universities, and internship/work experiences. When a student completes a program of study they have a special designation at graduation and the school receives valuable funding to support the courses offered at SHS.

## **CULINARY ARTS**

### **Introduction to Culinary Arts**

**Credits:** .5      **Grade:** 9-12

Intro to Culinary Arts is a hands-on course to introduce and study food and basic nutrition. Students will learn; how to prepare a variety of foods, read and understand standardized recipes, the proper use of knives and kitchen equipment, how to keep food safe by practicing sanitation and how to prevent kitchen accidents. Skills required for the class include reading and basic math. Throughout the course, students will develop skills such as working as a team, critical thinking, planning and organizing work and decision making. Students will be able to cook for themselves, make healthy choices and be able to plan and prepare meals. Lab activities will be planned as a cook and eat experience. Students will have the opportunity to earn a Deschutes County Food Handlers Card.

### **Culinary Arts II**

**Credits:** .5      **Grade:** 9-12

**Prerequisites/Requirements:** Culinary I

Culinary Arts 2 takes off where Intro to Culinary Arts leaves off, exploring food and cooking techniques, safety & sanitation as well as nutrition. Students explore professional cooking, practice cooking techniques, and master knife skills. College credit can be earned in these courses through articulation with COCC.

## **International Foods**

**Credits: .5    Grade: 9-12**

International Foods is a hands-on course to introduce and study food and basic nutrition. Students will learn: how to prepare a variety of foods from around the world, read and understand standardized recipes, the proper use of knives and kitchen equipment, how to keep food safe by practicing sanitation and how to prevent kitchen accidents. Skills required for the class include reading and basic math. Throughout the course, students will develop skills such as working as a team, critical thinking, planning and organizing work and decision making.

## **Food Science**

**Credits: .5    Grade: 10-12    (counts toward science credits)**

Food Science is what it sounds like: an exploration of the science that goes into food preparation. This includes elements that relate to chemistry and physics and biology associated with the processes that make food fit for consumption. This also includes how the consumption of different types of foods impacts the human body as well as how the composition of food impacts the senses, and, as a result, food preferences. Part of the curriculum includes experiments that demonstrate the science involved.

## **Culinary Arts III**

**Credits: .5    Grade: 11,12**

**Prerequisites/Requirements:** Culinary I, II

Students work hands on with the Nutrition Staff in the production kitchen preparing meals, checking in supplies, and taking inventory, ordering supplies, and helping with catered events. Skills required for this course include reading and basic math, willingness to work as a team, being able to work under time restraints and demonstrate proper sanitation and kitchen safety. Students are must follow the dress code set be the Sisters School District Nutrition Services Department Students experience the actual food preparation and all aspects involved in the business of Quantity Food Services in the institutional food service world. Students will have the opportunity to earn a Deschutes County Food Handler's Card.

## **FLIGHT SCIENCE**

### **Launching into Aviation**

**Credits: .5    Grade: 9-12**

In this one semester class, students will gain a foundational understanding of all aspects of flight. Students will explore career paths and opportunities in aviation, history of aviation, basic aerodynamics, meteorology, physics, airplane instruments, aviation charts, navigation, weight and balance, and the prediction of airplane performance. In addition, students will have the opportunity to participate in an introductory flight provided by local pilots.

## **Meteorology**

**Credits:** .5      **Grade:** 10-12      **College Credit:** Yes, COCC

A survey course in atmospheric science that is offered through COCC as AV 108. This course covers weather basics and atmospheric circulations. Included is a systematic development of the following: the atmosphere, energy and temperature, wind, atmospheric moisture, horizontal and vertical pressure patterns, clouds, atmospheric circulation, stability, air masses, fronts, fog, icing, thunderstorms, jet streams and turbulence. Students will study surface weather observations, routine weather reports and forecasts, surface maps and constant pressure maps.

## **Private Pilot Preparation**

**Credits:** .5      **Grade:** 10-12

**NCAA Approved**

**Prerequisites/Requirements:** Student must be turning 16 during course

This course is designed to help students navigate the path toward getting their private pilot license. The instructor works with individual students to determine the progress they have made in previous courses and work they have done outside of school and helps them determine next steps. Though this class does not itself lead to a private pilot license, it gives students the time and resources to make sure they are on the right track.

## **Online Options for Aviation**

Students who are serious about getting a head start on their pilot career and have completed the other courses offered through Sisters High School should work with their guidance counselor to explore online options offered through COCC, such as their Aerodynamics class.

## **HEALTH SCIENCES**

### **Health Science Careers**

**Credits:** .5      **Grade:** 9-12

Health Science Careers provides a student experience that develops career ready practices through career exploration in the context of project based learning. All knowledge and skills are career cluster and pathway standards to promote college and career readiness. This is especially important in 9th grade because without a robust experience at this level many students entering high school are unaware of what careers may be best for them. Seventeen Healthcare Areas (HCA) include Biomedical Engineering, Biotechnology R&D, Clinical Lab Practices, Dentistry, Emergency Medical Technician, Environmental Health & Safety, Forensics, Health Information Management, Medical Imaging, Mental Health, Nursing, Ophthalmology, Pharmacology, Speech Therapy, Sports Medicine, Therapeutic Services, and Veterinary Medicine.

## **Sports Medicine**

**Credits:** .5      **Grade:** 9-12

Sports Medicine is a hands on class designed for students interested in the fields of athletic training, physical therapy, nursing, medicine, fitness training, EMT/Paramedic, exercise physiology, kinesiology, chiropractic, acupuncture, sports nutrition, x-ray/MRI, sports psychology, wilderness medicine or simply an athlete that wants the advantage of knowing how to prevent, treat and rehabilitate their own injuries. This class will involve hands-on instruction and application in taping injuries for prevention and treatment, injury assessment, splinting, bandaging, and simulations that identify different mechanisms of injury. Local medical/health professionals will provide presentations and hands-on labs to engage students in this most exciting form of medicine.

## **Sports Medicine - Advanced**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** Sports Medicine

Advanced Sports Medicine is a hands on class designed for students interested in the fields of athletic training, physical therapy, nursing, medicine, fitness training, EMT/Paramedic, exercise physiology, kinesiology, chiropractic, acupuncture, sports nutrition, x-ray/MRI, sports psychology, wilderness medicine or simply an athlete that wants the advantage of knowing how to prevent, treat and rehabilitate their own injuries. This class builds on the knowledge and skills acquired in the Sports Medicine class, and will continue to involve hands-on instruction and application in taping injuries for prevention and treatment, injury assessment, splinting, bandaging, and simulations that identify different mechanisms of injury. Local medical/health professionals will provide presentations and hands-on labs to engage students in this most exciting form of medicine.

## **Anatomy and Physiology**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** Biology

This course will cover topics in biology in more detail than in general biology and also some topics that were not covered. The main focus will be on the organ systems of the human body along with some review of biochemistry, cells, DNA and protein synthesis. Laboratory activities, especially dissections, will be a major component of this course.

## **Health Occupations - St. Charles Rotations**

**Credits:** .5      **Grade:** 10-12      **College Credit:** Yes, COCC

**Prerequisites/Requirements:** Health Science Careers

This course provides an overview of the health care professions that include employment trends, continued education requirements, ethics, current health issues, job search strategies and the opportunity to gain HIPAA certification. Students can either be a part of the St. Charles Health Occupations Rotations or create their own health/medical job shadow experience (veterinary, chiropractor, ophthalmology, physical trainer, nutritionist, etc). St. Charles Rotations is limited to 22 SHS juniors or seniors that will experience 10 different departments at St. Charles Medical Center in Bend (cancer, lifeflight, pathology, maternity, E.R., nursing, clinical lab, ICU, X-Ray, physical therapy, etc). \* College Credits: COCC – EMT 170 – 2 credits

## **Health Sciences Internship**

**Credits:** .5      **Grade:** 10-12      **College Credit:** Yes, COCC

**Prerequisites/Requirements:** Health Science Careers

This course provides an overview of the health care professions that include employment trends, continued education requirements, ethics, current health issues, job search strategies and the opportunity to gain HIPAA certification. Students can either be a part of the St. Charles Health Occupations Rotations or create their own health/medical job shadow experience (veterinary, chiropractor, ophthalmology, physical trainer, nutritionist, etc). St. Charles Rotations is limited to 22 SHS juniors or seniors that will experience 10 different departments at St. Charles Medical Center in Bend (cancer, lifeflight, pathology, maternity, E.R., nursing, clinical lab, ICU, X-Ray, physical therapy, etc). \* College Credits: COCC – EMT 170 – 2 credits

## **Online Options for Health Sciences**

Students who are serious about getting a head start on their health science career and have completed the other courses offered through Sisters High School should work with their guidance counselor to explore online options offered through local community colleges and universities.

## **Wilderness First Aid**

**Credits:** .5      **Grade:** 9-12

Accidents happen. People get hurt, sick, or lost. The temperature drops, the wind picks up, and it starts to snow. Would you know what to do? Many backcountry emergencies are preventable with proper preparedness. Take this exciting, hands-on class you will use for a lifetime. It is an eye opening practical class that will make you more prepared for an accident in the Sisters backcountry or wherever your adventures may lead you. You will even learn the ins and outs of snow shelter building, avalanche safety and training, how to start a fire or collect water in a survival circumstance.

## **MANUFACTURING/DESIGN/CONSTRUCTION**

### **Architectural and Interior Design**

**Credits:** .5      **Grade:** 9-12

This class is in an architectural format. We will gain an understanding of basic house design, and architectural concepts while exploring careers that are connected to the building industry. This activity will help the student understand the process of building a house. After this class you will be able to read and understand basic blueprints drawings, and sign up for possible COCC credits.

### **Construction**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** Teacher approval

Construction class is designed to help students understand how to build a house. Safety and the use of tools and the standards for a safe jobsite will be an important part of this course. We will concentrate mostly on the framing of a house, starting with the foundation/floor systems, continuing on with walls, and roof. We will explore the career opportunities in the building industry in Central Oregon. After this class you will be able to read and understand basic blueprints drawings, and sign up for possible COCC credits.

### **Introduction to Engineering and Design**

**Credits:** .5      **Grade:** 9-12

This course is designed to introduce students to the popular computer aided drafting program Autocad. Work will include traditional engineering drafting assignments, as well as three-dimensional drawings. We will learn how to present problems/projects using a layout, scaling drawings, set-up or units, and limits. The class helps students understand geometry, and trigonometry using hands-on curriculum.

### **Manufacturing Technology**

**Credits:** .5      **Grade:** 11-12

**Prerequisites/Requirements:** Woods I, Introduction to Engineering

Manufacturing Technology is integrating systems through advanced design concepts. Students will research, design, build, and test a pair of skis or a snowboard using a number of engineering and manufacturing processes. CAD design and CNC machine time will be utilized and students will leave this class with proven experiences that will lead them on to future training and careers in industries related to manufacturing and construction.



## **Woods I**

**Credits:** .5      **Grade:** 9-12

This is an introductory level course. The objective is to gain an understanding of basic woodworking, the use of woodworking tools and the standards for a safe woodshop. Class activities include a safety test on all tools used and the ability to complete a myriad of projects that may include boxes, cutting boards and individually designed projects.

## **Woods II**

**Credits:** 1      **Grade:** 11-12

**Prerequisites/Requirements:** Woods I, Introduction to Engineering; \$200 Supply Fee (See counselor if the fee will be a hardship)

In this course students build upon the skills learned in Woods I by expanding their scope and creativity to build an acoustic guitar. Students design their own instrument expressing their creativity in wood selection and inlay designs. This is a long term project that requires development of time and money management. Students have the opportunity to work with some of the best luthiers in the Pacific Northwest. This class is a two term class.

## **MISCELLANEOUS ELECTIVES**

### **AVID ELECTIVE**

**Credits:** .5      **Grade:** 9-12

**Prerequisites/Requirements:** Teacher/Staff approval

The AVID Elective is open to students in ninth, tenth and eleventh-grade. Students apply for acceptance into this course the spring before their ninth or tenth-grade year. The AVID Elective student is a motivated student who would benefit from additional academic support to enable them to successfully complete rigorous course-work at SHS. In addition, AVID students are guided through the college exploration and application process and provided exposure to a wide array of college and career opportunities.

### **Leadership**

**Credits:** .5      **Grade:** 9-12

Leadership is designed to help students develop skills in planning and carrying out student events at SHS. ASB and class officers are strongly encouraged to take the class, but it is open to all students who have the desire and self discipline to work on student driven projects. The school activities planned in class will include dances, assemblies, fundraisers, and service projects. Students will work on goal setting, time management, problem solving, building consensus, communication, and many other skills essential to an effective leader. In addition to project planning, students will do class presentations, readings about leadership, research, and public speaking.

## **Yearbook**

**Credits:** 1      **Grade:** 10-12

**Prerequisites/Requirements:** Teacher approval

This course produces the school's yearbook. Students participate in full staff planning sessions, conduct interviews, write copy, sell advertising and prepare page layouts. The staff must be able to meet deadlines, work under pressure, and act as responsible group members. A background in photography will be helpful, as will the ability to interview people and write clearly. Word processing and editing skills are strongly recommended. Application/interview may be required.

## **Teacher Aid**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** Teacher/Staff approval

Aides will be needed in the library, office(s), classrooms, and as tutors. If you are interested in any of these areas, you will need to receive approval from the appropriate staff person in charge of that area. A student may only be an aide for a total of two trimesters for credit during their four years at SHS. The class is pass/no pass only.

## **School to Career Internship**

**Credits:** .5      **Grade:** 10-12

**Prerequisites/Requirements:** Teacher/Staff approval

The purpose of School-to-Career is to integrate relevant work experience into the academic process and create broad opportunities for all students, whether college-bound or workforce-bound. Each student is bound by a contract, and works with a business partner toward accomplishing specific learning goals.

### **Signing up for programs through School-to-Career:**

If you are interested in one of our programs see your School-to-Career Counselor to sign up. Many STC programs are independent study courses and require students to be organized and proactive. Some of the programs are offered at certain times of the year, some can be started at your own request (paid work experience, internships, job shadows), and others are started when a business posts an opening with the School-to-Career coordinator. Students must provide their own transportation to STC programs.

The following are variations of School-to-Career opportunities:

- **Paid Work Experience**

Training hours: 120 hrs= .5 credit

Designed to link education and work experience, this takes place at work site. Employment will be procured by the student. In order to be awarded credit through Work Experience, students will be expected to complete a student workbook, document work hours, and complete periodic evaluations. This class will be graded as a P/NP

- **Unpaid Internship/ Mentorships**

Training hours: Varies; Credit: .5

Designed to align with the student's career interest area in order to provide a broader understanding in this career area. To receive credit, students will be expected to complete weekly production reports, compile internship hours, keep a journal of work duties and activities, type a reflective paper and complete an evaluation on the career related learning experience. This class will be graded as P/NP.

## **Independent Study**

**Credits:** .5

**Grade:** 10-12

**Prerequisites/Requirements:** Teacher/Counselor approval

Students may be able to arrange with the counseling department or with a teacher to do coursework independently. The teacher acts as the supervisor for the course and all goals and objectives of the course must be written by the teacher and approved by a counselor. Unless otherwise arranged, the course will be a letter graded course, A-F. The purpose of independent study is to allow a student the opportunity to take a course that would not be available otherwise. Independent study cannot be used to supplement athletic training.