

# **Molalla High School**

**The mission of Molalla High School is to develop powerful and confident adults who are controlling their own destiny and influencing their worlds.**

**“Professionals Developing Professionals.”**



## **2016-2017 Curriculum Guide**

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***“...developing strong and confident adults, who are controlling their own lives and influencing their world.”***

Molalla River School District does not discriminate on the basis of race, religion, color, national origin, disability, marital or parental status, or sex in providing education or access to benefits of education services, activities and programs in accordance with Title VI of the Civil Rights Act of 1964 as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title 11 of the Americans with Disabilities Act. Persons having questions about equal opportunity and nondiscrimination should contact the Special Education Director or the Superintendent at 503-829-2359.

Persons having questions about or requests for special needs and accommodation should contact the Special Education Director at 503-829-2359.

## Letter from the Principal

The 2016-2017 Molalla High School Curriculum Guide and Course Catalog offers a summative look at the curricular offerings at Molalla High School. Our students have the ability to participate in advanced coursework in all of the core subject areas in the form of weighted honors courses or *Advanced Placement* (AP) courses. Additionally, we have a large selection of articulated courses through a number of the local community colleges (Advanced College Credit), providing our students the opportunity to earn college credit concurrently with the completion of their high school requirements.

The last several years our academic programs have become one of the most challenging and successful in Clackamas County. The Molalla River School Board made a concerted effort to provide our students with both a rigorous and relevant educational experience with the expectation that students will be prepared for post-secondary education or the workforce upon completion of our program. After high school, Molalla High School graduates continue their education at four-year colleges, community colleges, technical institutions, the military, or in apprenticeship/training programs as they translate their successes here into their own individual academic and career goals. It is our hope that our students carry the “Pride, Respect, and Responsibility” we value into whatever future endeavors they seek after attending Molalla High School.

High school is a time to enjoy, both socially and academically. Students will make many memories here at Molalla High School and I am honored to be part of them. Those memories should include both laughter and joy but also sweat and tears. It is my obligation to you to provide a caring and nurturing environment that challenges you academically and encourages you to achieve what you once thought was unattainable. Eleanor Roosevelt said it best:

*"You gain strength, courage and confidence by the experience in which you really stop to look fear in the face... you must do the thing you think you cannot do"*

All of us have so much potential, including you. We can all be successful; it is just a matter of highlighting people's strengths and supporting their weaknesses. This is exactly what I intend to do. I encourage you to find your passion, to challenge yourself, and to raise the bar for others around you. We are here to support, but it is time for you to step up to the challenge and take charge of your future, it is time to own your learning.

I look forward to the successes and challenges that await us.

Sincerely,

Randy Dalton  
Principal

### *Annual Expectations and/or Recommendations For Students*

Molalla High School prides itself in providing a quality education for our students. It is our intention to develop a well-rounded individual who is prepared for post-secondary endeavors. With your help we can strengthen their education and maximize their potential. We ask that you help commit to the following recommendations, both annual and grade level. Obviously this is not an exhaustive list of what is expected or important, but represents a great start in reaching our common goal. Please review these recommendations on a yearly basis and commit to doing your very best in helping meet them.

- Set 1 academic and 1 personal goal each trimester
- Be involved in a club/sport/activity each trimester
- Attend a play, musical, art show or performance in or outside of the school
- Complete 10 hours of community service
- Pass all courses
- Discuss a career path with an adult in the field
- Maintain a written or electronic journal
- Compete in an academic contest (science fair, math bowl, debate, etc.)
- Read at least 3 books per year off the recommended grade level reading list (see website)
- Be aware of learning gaps and do something about it
- Have at least a 92% attendance rate
- Be on time to school and classes
- Develop a weekly study group with classmates or friends
- Spend 10 minutes per grade level (90 minutes for 9<sup>th</sup> grader, etc.) studying per night
- Get good sleep, at least 8 hours each night
- Establish and maintain a personal budget
- Recognize, accept and repeat acts of kindness
- Experience something that makes you uncomfortable
- Plan and cook at least one healthy meal for the family
- Develop and maintain an exercise program 3-4 times per week for 30 min. each day
- Make productive summer plans

### **9<sup>th</sup> Grade**

- Learn how to create a Google account in order to use MS Word, MS Excel, and PowerPoint without having to purchase software.
- Learn how to evaluate info sources on internet/TV/Media
- Produce a grade level career essay
- Perform an informative speech earning at least 3's on the state-scoring guide
- Produce 1, 5-paragraph narrative and expository essay with a 4 or better in each trait
- Complete Spanish 1 with "C" or higher (recommended for students thinking of attending 4 year university)
- Complete 1 Science Inquiry Lab with a score of 3 or better in each trait
- Complete 1 Engineering and Design Lab with a score of 3 or better in each trait
- Produce 1, 5-paragraph expository analysis paper
- Complete Algebra 1 course with a C or better
- Produce one problem solving work sample that meets state standards
- Understand the difference between theme and motif
- Compile a polished portfolio of a variety of language arts work
- Visit the ASPIRE program in the school
- Prepare for the P.S.A.T for the Fall

### 10<sup>th</sup> Grade

- Plan/organize/carry out a trip with family or friends
- Take the P.S.A.T.
- Complete Geometry course with a C or better
- Complete Spanish 2 with a “C” or higher (recommended for students thinking of attending a 4 year university)
- Produce a second problem solving work sample that meets state standards
- Complete a persuasive speech with at least 3’s on the state-scoring guide
- Understand the notion of critical thinking and how to do it
- Understand extremes of thought and the relationship between extremism and history
- Research at least 3 colleges and admission requirements
- Visit at least one college campus
- Visit the ASPIRE program in the school
- Prepare for the ACT/SAT during the 11<sup>th</sup> grade

### 11<sup>th</sup> Grade

- Play a leadership role at school
- Complete 1 Literary Analysis essay
- Complete a 3rd year of math that supports career plans (Alg. 2 or equivalent for 4 year college entrance)
- Complete either Spanish 1 or Spanish 3 with a “C” or higher if planning on attending a 4 year university
- Request letters of recommendation for jobs/scholarships/colleges
- Identify scholarships you qualify for
- Complete FASFA (financial aid) <https://fafsa.ed.gov/>
- Complete OSAC (financial aid/scholarships) <http://www.oregonstudentaid.gov/default.aspx>
- Take the PSAT (again)
- Take the ACT/SAT/ASVAB
- Explore worker rights and responsibilities
- Pass the SBAC test in Reading, Writing, and Mathematics
- Visit at least one college or technical school campus
- Sign up to be in the ASPIRE Program

### 12<sup>th</sup> Grade

- Play a leadership role at school
- Understand persuasive language tools
- Complete an annotated bibliography of academic research
- Consider completing a 4th year of math that supports career plans (highly recommended for students planning on attending college)
- Complete either Spanish 2 or Spanish 4 with a “C” or higher if planning on attending a 4 year university
- Have a 95% plan for the following year
- Take the ACT/SAT
- Attend the OUS visitation to Molalla High School
- Obtain your CPR/First Aid card
- Visit at least two college or technical school campuses

## **GETTING STARTED**

### **What is a *Credit*?**

Academic credit is earned through daily participation in classroom learning activities and satisfactory completion of required and elective course requirements.

### **What is a *Transcript*?**

A transcript is the official record of a student's academic history in high school. The document includes attendance, grade point average, rank in class, and grades for all courses taken in high school. All colleges, military services, most scholarship programs, and many employers require a transcript.

## **USING THIS GUIDE**

The Curriculum Guide is designed to aid students in making wise course selections. Each course is described briefly under the corresponding department heading. In making course selections, students and parents should keep in mind the following:

1. All courses described in this guide are offered depending on enrollment and staffing levels. A course may not be taught if an insufficient number of students request it, or if there are not highly qualified staff available to teach it.
2. All students are expected to enroll in a full schedule, 5 classes each trimester. Seniors may elect a shorter schedule, but must be enrolled in a minimum of 3 classes in the trimester. Athletes refer to page 11 for additional requirements.
3. Courses are divided into two types, required and elective. Required courses are those that a student must successfully complete in order to satisfy State of Oregon and Molalla River School District graduation requirements. Elective courses are designed to build skills in areas of study that meet the individual student's need for vocational training, college admission, and/or the pursuit of personal interests.
4. The Molalla River School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, or age in providing education or access to benefits of education services, activities, and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act.

## **Homeroom: a Critical Resource for Students**

Homeroom appears in every student's schedule, for approximately 30 minutes on all school days except Late Start Fridays, for the entire school year. Homeroom is based on research and best practice in high school education. With standards and graduation requirements becoming more rigorous, MHS is committed to providing students with support to be able to meet them. Homeroom allows students to access the following supports:

- Receive expectations and support for completing graduation requirements for Personalized Learning.
- Establish a vehicle for student voice, both representative and as individuals, in the day-to-day life of our school.
- Have regular time outside normal class time to get extra assistance from teachers on course work and assessment.
- Have regular time to track their own progress toward graduation, and review and adjust their 4-year graduation plan
- Receive post-high school information and opportunities, such as college visitations, guest speakers, ...

## GRADUATION REQUIREMENTS

Molalla High School offers both a *Standard Diploma* and an *Honors Diploma*. Following are the requirements to earn each diploma.

### Classes of 2015 - 2018

There are three categories of requirements to earn a Molalla High School Standard Diploma in the classes of 2014 - 2017. **26 Credits must be earned in specific subject categories**, by completing required courses and by completing electives that satisfy the remaining requirements listed below. The second category of requirements involves the **student demonstrating they have met the Oregon State Personalized Learning Standards**. The third set of requirements involves the **Oregon State Essential Skills**, which require students to demonstrate mastery of high school content standards in reading, writing, and mathematics. These requirements are outlined below:

### **STANDARD DIPLOMA Course and Credit Requirements for Graduation**

<u>Subjects</u>	<u>Required Credits</u>	<u>Required Courses</u>
Language Arts	4.0	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , and 12 <sup>th</sup> English
Mathematics	3.0	3 credits of math at/above Algebra 1
Science	3.0	Integrated*, Biology, 1 additional credit
Social Sciences	3.5	World St., American St., Modern US History, Civics, .5 additional credit
Physical Education	1.0	Two trimesters PE courses
Health	1.0	Health 1, Health 2
Arts/ Comm. Tech./ Second Language	3.0	3 credits in the content category
General Electives	7.5	7.5 credits in courses consistent with post-high plans and interest
<b>TOTAL:</b>	<b>26.0</b>	

(Advanced Placement in science means freshmen are placed directly into Biology, rather than Integrated Science. These students are then required to complete 2 additional Science credit after Biology to total 3 credits)

### **STANDARD DIPLOMA Personalized Learning Requirements for Graduation**

<b>Oregon State Career Related Learning Requirements</b>	<b>MHS Portfolio Components to meet State Requirements(Class of 2017 only. 2018 and beyond must complete the Senior Project requirements listed on website)</b>
<b>Education Plan &amp; Profile</b> <i>Students develop a plan and profile to guide their learning and document progress toward their personal, career, and post-high school goals.</i>	Resume, Cover Letter, 4-Year Education Plan/Profile, Grade level essays
<b>Career-Related Learning Standards (CRLS)</b> <i>Students must demonstrate competence in the following areas: personal management, communication, teamwork, problem solving, employment foundations, &amp; career development</i>	Supervisor scoring sheet(s) from CRLEs. Scores of 2 (meets standard)
<b>Career-Related Learning Experiences (CRLE)</b> <i>Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.</i>	15+ CRLE hours verified through supervisor signing CRLE Verification Sheet and using 3 pieces of evidence (journals required)
<b>Extended Application</b> <i>Students apply and extend their knowledge in new and complex situations related to the student's personal and/or career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.</i>	Essay demonstrating Rigor, Relevance, and Reflection by linking student's experiences, skills, and evidence to student's personal, career, and academic goals.

***STANDARD DIPLOMA Essential Skills Requirements for Graduation***

Essential Skills	Demonstrations of proficiency
<ul style="list-style-type: none"> <li>• <b>Read</b> and <b>interpret</b> a variety of texts</li> </ul>	Students must meet standard on the Oregon State High School Reading Assessment with a score of 236, or meet proficiency through work samples.
<ul style="list-style-type: none"> <li>• <b>Write</b> for a variety of purposes</li> </ul>	Students must meet standard on the Oregon State High School Writing Assessment with a score of 40, or meet proficiency through work samples.
<ul style="list-style-type: none"> <li>• <b>Apply Math</b> in a variety of settings</li> </ul>	Students must meet standard on the Oregon State High School Mathematics Assessment with a score of 236.

**HONORS DIPLOMA REQUIREMENTS**

**Classes of 2016-2017**

The purpose of the Molalla High School Honors Diploma is to recognize students who distinguish themselves in a comprehensive program of rigor throughout their high school career. Students who meet the Honors Diploma Requirements will receive the Honors Graduate Seal on their diploma, and their transcript will reflect the honor. Incoming freshman who are interested in pursuing the Honors Diploma should work with their counselor to develop their 4-year plan early. To earn a Molalla High School Honors Diploma, all Standard Diploma requirements must be met, along with the following:

Category	Requirement	
Credits	28 total credits required (2 credits higher than Standard Diploma requirement)	
Academic Standing	GPA of 3.50 (un-weighted) through the 11 <sup>th</sup> trimester. Students must earn C's and above in all courses	
Essential Skills	Meet/Exceed standard on Math, Reading, Writing and Science State Assessment Tests	
Mathematics	4 credits, C or better (Algebra 1, Geometry, Algebra 2, Analysis, Calculus, or Calc. 2)	
Science	4 credits, C or better (from Biology, Chemistry, Physics, AP Chemistry, Earth Science, Human Body Systems, Principals of Engineering, Science Technology & Society, Environmental Science, Oceanography, or AB Biology)	
Second Language	2 credits, C or better, in a Second Language	
Tests/College Credit	Complete 1 AP Exam and complete 45 College Credits	
Community Service	30 hours <b>service-oriented</b> experience(s)	
Advanced Coursework	Complete at least 4 credits in courses from the following list:	
Honors Freshman English Honors Sophomore English Honors Junior English Honors Senior English	Honors World Studies Honors American Studies Spanish III Spanish IV AP US Government & Politics	Math Analysis Calculus 1 Calculus 2 College Chemistry AP Biology AP US History

## COURSE PLANNING GUIDE

*Use this table as a guide to help you plan your course selection. Please refer to the following pages for additional graduation requirements.*

Standard Diploma	Honors Diploma	State University Requirements <i>(Honors &amp; AP Courses Highly Recommended)</i>
<b><u>English</u></b> 4 credits	<b><u>English</u></b> 4 credits (Honors level)	<b><u>English</u></b> 4 credits
<b><u>Math</u></b> 3 credits	<b><u>Math</u></b> 4 credits <i>(Alg I, Geometry, Alg II, Analysis, Calculus, or Calc. II)</i>	<b><u>Math</u></b> 3 credits <i>(4 credits recommended)</i> <b>Must include at least Alg II</b>
<b><u>Science</u></b> 3 credits <i>(Biology is required)</i>	<b><u>Science</u></b> 4 credits <i>(Integrated, Biology, Chemistry, Physics, College Chemistry, etc.)</i>	<b><u>Science</u></b> 3 credits <i>(4 credits recommended)</i> <i>(Biology is required)</i>
<b><u>Social Studies</u></b> 3.5 credits	<b><u>Social Studies</u></b> 3.5 credits (Honors level)	<b><u>Social Studies</u></b> 3 credits
<b><u>Physical Education</u></b> 1 credit	<b><u>Physical Education</u></b> 1 credit	<b><u>Physical Education</u></b> 1 credit
<b><u>Health Education</u></b> 1 credit	<b><u>Health Education</u></b> 1 credit	<b><u>Health Education</u></b> 1 credit
<b><u>Arts/Comm. Tec/Sec. Lang</u></b> 3 credits	<b><u>Arts/Comm. Tec</u></b> 1 credit <b><u>Second Language</u></b> 2 credits of same language	<b><u>Second Language</u></b> 2 credits of the same language <i>(3 credits or more highly recommended)</i>
<b><u>Electives</u></b> 7.5 credits	<b><u>Electives</u></b>	<b><u>Electives</u></b>
<b><u>CRLE</u></b> 15 Hours Complete all required documents	<b><u>CRLE</u></b> 30 Hours proficient level Complete all required documents	<b><u>CRLE</u></b> 30 Hours proficient level Complete all required documents
<b>Total: 26.0 credits</b>	<b>Total: 28.0 credits</b>	<b>Total: 26.0 credits</b>

## POST-HIGH SCHOOL REQUIREMENTS AND SUPPORT

### *COLLEGE ENTRANCE COURSE REQUIREMENTS*

College entrance course requirements for four-year state colleges and universities are as follows:

**Note: Students must earn a grade of C or better for a course to be counted as meeting part of the requirement.**

Subject	High School Units of Study	Molalla Courses	Comments
English	4	All English Courses	Any combination of 1.0 unit courses totaling 4.0 units.
Math	3	Algebra I Geometry Algebra 2 Math Analysis Calculus	Sequence of courses totaling 3.0 units should culminate in Algebra 2 or more advanced mathematics courses.
Science	2	Earth Science Biology Chemistry College Chemistry Physics Oceanography Environmental Astronomy Integrated Science Human Body Systems	Any combination of courses listed totaling 2.0 units.
Social Studies	3	World Studies (Honors) American Studies (Honors) Modern US History Applied Civics AP US History AP Government Civil War Psychology Law and Today's Youth Native American Studies Economics	Students meeting Molalla diploma requirements meet college entrance requirements for Social Studies.
World Languages	2	Spanish	Any two-year sequence of the <i>same</i> language.
<b>Required Courses For College Entrance</b>	<b>14</b> (UO requires 16)		

### **Oregon University System GPA Requirements:**

School	G.P.A.	School	G.P.A.
Oregon State University	*3.00	Eastern Oregon University	2.75
University of Oregon	*3.00	Southern Oregon University	*2.75
Western Oregon University	2.75	Oregon Institute of Technology	3.00
Portland State University	3.00		

Students with a G.P.A. below the minimums may be admitted through an alternate process if SAT/ACT test scores are adequate. A portfolio may be required. \*Application essays required of all applicants. Applications reviewed through comprehensive review.

## **Additional Requirements for Collegiate Athletics:**

### ***NCAA (National Collegiate Athletics Association) ACADEMIC EDGIBLITY REQUIREMENTS***

Students pursuing eligibility for participation in NCAA athletics, in college, should see the **Athletics Director**, prior to their senior year, for specific information and assistance. See policies and procedures section for more information about eligibility (page 17). <http://www.ncaa.org/wps/wcm/connect/public/NCAA/Eligibility/index.html>

### ***NAIA (National Association of Intercollegiate Athletics) ACADEMIC EDGIBLITY REQUIREMENTS***

Students pursuing eligibility for participation in NCAA athletics, in college, should see the **Athletics Director**, prior to their senior year, for specific information and assistance. See policies and procedures section for more information about eligibility (page 17). <http://www.playnaia.org/page/faqs.php>

### ***APPRENTICESHIPS/TRADE SCHOOLS***

Registered apprenticeships combine on-the-job training and classroom courses. An apprentice usually begins at half the wage of a journey-level worker (one who has completed training and been certified in the occupation.) Apprentices receive pay increases as they learn to perform more complex tasks. When they become journey workers, they increase their chances of finding a well-paying job and may become supervisors or go into business for themselves.

To prepare to be an apprentice, it is important to:

- Complete high school or earn your GED
- Stay drug free
- Ask questions. Talk to people who work in the trades with apprenticeships
- Keep a good driving record
- Learn what a good work ethic is and practice it

To get detailed information about every registered apprenticeship program in Oregon, including wage information, education requirements and contact names, numbers and addresses – access [http://www.oregon.gov/BOLI/ATD/A\\_AG\\_Intro/shtml](http://www.oregon.gov/BOLI/ATD/A_AG_Intro/shtml). Also, for more information contact Apprenticeship Division, Oregon Bureau of Labor & Industries (BOLI) at (971) 673-0760.

### ***CAREER CENTER and ASPIRE***

The Career Center is located in the northwest wing. Information regarding post-secondary planning and scholarship information is available for all students and parents at Molalla High School. *Career Center Events include special presentations regarding specific career interests, meetings with college and university representatives and opportunities for career exploration and assessment. Information about up-coming events is included in the daily announcements accessible through the Molalla High School Website.*

The ASPIRE Program, housed in the Career Center, *offers access to adult volunteer advisors*, under the guidance of the ASPIRE Coordinator, who assist the Counseling and Guidance Department in providing career exploration and post-high school planning for all Molalla students *and their parents. Students must complete an application signed by a parent to be admitted into the program. Students learn about college options, admissions and financial aid from trained adult volunteers who meet one-on-one with them throughout the year. Parents are encouraged to take advantage of the services offered through the Career Center and ASPIRE program. Information concerning scholarships, financial aid, SAT/ACT exams and related information is available on the Molalla High School Website.*

### ***COUNSELING PROGRAM***

The purpose of the counseling program is to assist each student in discovering and developing his or her potential. Through individual and group conferences with counselors, the student has the opportunity to discuss and assess personal goals and to examine how they can be attained. During the year, students are encouraged to meet with their assigned counselor to talk over matters of concern. The counseling department provides information about courses of study in high school, post-high school educational and technical programs, and job opportunities. It is important to meet with your counselor throughout high school to develop an education plan that will allow students to be successful after high school.

### COLLEGE/CAREER OPTIONS

The Counseling and Career Center maintain files and information for 4-year colleges, 2-year community colleges, and vocational/technical schools throughout the U.S. The Internet provides ample information regarding college/career options. Computers are available in the Counseling Center and the library. Links [www.BusinessEducationLinks.org](http://www.BusinessEducationLinks.org), a tri-county web site that provides opportunities for teachers and students to connect with businesses for job shadows, internships, mentorships, and field trips is an excellent resource. All branches of the military maintain information in the Counseling Center and conduct visitations throughout the year. Trade school information is disseminated throughout the year in the career/technical classrooms.

### ASSOCIATE OF ARTS OREGON TRANSFER DEGREE

The Associate of Arts Oregon Transfer degree is a two-year program of study designed for students who intend to transfer from a community college to an Oregon university. Completion of the degree will satisfy lower division general education requirements and ensures junior standing at a university (for registration purposes). All courses must be completed with a C- or higher and students must have a 2.0 cumulative GPA. With careful planning students can meet nearly ALL of the Transfer degree requirements while attending Molalla High School through dual credit and AP courses. See your counselor for more details.

(\*continued onto the next page)

College Course	Credits	Comm. College	MHS Course
<b>Writing (8 Credits)</b>			
WR 121	4	Clackamas CC	Honors Senior English A & B
<b>Oral Communication / Rhetoric (3 Credits)</b>			
SP 111	3	Klamath CC	Public Speaking-Ag
<b>Fitness/Health/Physical Education (minimum of 3 credits)</b>			
HPE 295	3	Clackamas CC	Health and Fitness for Life
PE 185	1-3	Clackamas CC	Strength and Conditioning/Yoga/Basketball /Volleyball/ (available <i>only</i> to juniors and seniors)
<b>Mathematics (4 Credits)</b>			
MTH 111	5	Clackamas CC	Math Analysis A
MTH 112	5	Clackamas CC	Math Analysis B
MTH 251	5	Clackamas CC	Calculus
MTH 252	5	Clackamas CC	Calculus II A
MTH 253	5	Clackamas CC	Calculus II B
<b>Arts &amp; Letters/Humanities (minimum of 12 Credits from two disciplines)</b>			
SPN 101	4	Clackamas CC	Spanish III A
SPN 102	4	Clackamas CC	Spanish III B
SPN 103	4	Clackamas CC	Spanish III C
SPN 201	4	Clackamas CC	Spanish IV A & B
<b>Social Science (minimum of 16 from two disciplines)</b>			
Varies*	Varies*	Varies*	AP US Government & Politics
Varies*	Varies*	Varies*	AP US History
<b>Science/Math/Computer Science (minimum 16 Credits)</b>			
Varies*	Varies*	Varies*	
CH 221	5	Clackamas CC	College Chemistry A & B
CH 222	5	Clackamas CC	College Chemistry B & C
<b>Elective Courses (Will Vary –total credits must equal 90)</b>			
AG 111	3	Linn Benton CC	Agriculture IA & IB
AGM 221	3	Blue Mountain CC	Welding Series and Metal Design & Fabrication
ANS 201	3	Blue Mountain CC	Equine Course Series
ANS 111	4	Clackamas CC	Animal Science A & B
CSS 200	3	Linn Benton CC	Crop Production
CSS 205	4	Linn Benton CC	Intro to Horticulture & Soils
HT 8.137	3	Linn Benton CC	Plant Propagation

HD 180	1-12	Clackamas CC	Work Partnership
HORT 142	3	Clackamas CC	Greenhouse Crops and Bedding Plants
HORT 224	3	Clackamas CC	Landscape Installation

\*amount of credit and type of course depend on student's AP test score and the post-secondary institution.

### ***VOCATIONAL SCHOOLS (Trade or Career School)***

Vocational schools train students to be competent in a specific trade or occupation such as electronics, automotive technology, aircraft maintenance or cosmetology. The choices are virtually endless. Focus is on practical training and skills which can be utilized in a short period of time rather than on general academics. Most programs are completed anywhere from 6 months to two years. Currently many schools are also providing the option of associate or bachelor degree programs. Most vocational schools admit students who have successfully earned their high school diploma or GED and require an application process which may include a standard entrance test. For a complete list of accredited private career colleges, access the Department of Education website:

<http://www.ode.state.or.us/teachlearn/specialty/pcs/rptpcshandoutlist.pdf>

For tips on how to select a vocation school: <http://www.ode.state.or.us/search/page/?=321>

### ***ADVANCED COLLEGE CREDITS (ACC)***

Many MHS courses offer students the opportunity to earn college credit *as well as* high school credit. This program is called the Advanced College Credit (College Credit Now) Program (<http://depts.clackamas.edu/acc/>). Molalla teachers have worked with instructors from regional community colleges to plan courses that allow a high school student to earn transferable college credits. Students must understand that **the grade earned will remain on their college transcript PERMANENTLY**. Students must register and respond to the community college **every trimester** to record the credits on the college transcript. Credits will NOT be awarded retroactively. For further questions please contact Ms. Fix [heather.fix@molallariv.k12.or.us](mailto:heather.fix@molallariv.k12.or.us) or 503-759-7314. Courses that offer this option include: (see page 12 for a complete list).

### ***ADVANCED PLACEMENT (AP) COURSES AND CREDITS***

Several MHS courses are registered and approved through CollegeBoard to be **Advanced Placement (AP)** courses. Those courses are designed and taught under strict guidelines, at a level of challenge that compares to courses offered in college. AP courses are an opportunity to continue to develop the skills and habits students need to be successful in college. Students in these courses will improve their writing skills, sharpen your problem-solving abilities, and develop time management skills, discipline, and study habits. Final grades for these courses go on the high school transcript as weighted grades, like any other course. But there is more:

In May, most students choose to take the Advanced Placement Test for that course, which is scored by CollegeBoard on a 1-5 scale:

- 5** Extremely well qualified
- 4** Well qualified
- 3** Qualified
- 2** Possibly qualified
- 1** No recommendation

Most four-year colleges give students credit, advanced placement or both based on your AP Exam score. Below is a link search for credit policies information from specific colleges.

<http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>

**ACC COURSES OFFERED AT MOLALLA HIGH SCHOOL**

<u>MHS Course</u>	<u>HS Credit(s)</u>	<u>College Equivalent/Location</u>	<u>College Credit(s)</u>
Accounting 1&2	1 credit	BA 111/Clackamas CC	4 credits
Agriculture IA & IB	1 credit	AG 111/Linn Benton CC	3 credits
Animal Science A & B	1 credit	ANS 111/Clackamas CC	4 credits
AP US Gov't & Politics A&B	1 credit	PS 201/Clackamas CC	4 credits
Beef & Dairy Production	.5 credit	ANS 121/Linn Benton CC	4 credits
Calculus I	.5 credit	MTH 251/Clackamas CC	5 credits
Calculus II	1 credit	MTH 252 & 253/Clackamas CCC	10 credits
College Chemistry	1.5 credits	CH 221 & 222/Clackamas CC	10 credits
Crop Production	.5 credit	CSS 200/Linn Benton CC	3 credits
Equine Course Series	1.5 credits	ANS 201/Blue Mountain CC	3 credits
Greenhouse Crops Series	1.5 credits	HORT 142/Clackamas CC	3 credits
Health & Fitness for Life	.5 credit	HPE 295/Clackamas CC	3 credits
College Prep English	1 credit	WR 121/Clackamas CC	4 credits
Computer Applications	.5 credits	CS120/Clackamas CC	4 credits
Marketing	.5 credits	BA 249/Clackamas CC	3 credits
Intro to Horticulture & Soils	.5 credit	CSS 205/Linn Benton CC	4 credits
Landscape Course Series	1.0 credit	HORT 224/Clackamas CC	3 credits
Math Analysis	1 credit	MTH 111 & 112/Clackamas CCC	10 credits
Plant Propagation	.5 credit	HT 8.137/Linn Benton CC	3 credits
Public Speaking/AG	.5 credit	SP 111/Klamath CC	3 credits
Spanish III	1.5 credits	SPN 101, 102, & 103/Clackamas CCC	12 credits
Spanish IV	1 credit	SPN 201/Clackamas CC	4 credits
Strength & Conditioning	.5 credit	PE 185/Clackamas CC	1-3 credits
Yoga	.5 credit	PE 185/Clackamas CC	1-3 credits
Basketball	.5 credit	PE 185/Clackamas CC	1-3 credits
Volleyball	.5 credit	PE 185/Clackamas CC	1-3 credits
Recreational Sports	.5 credit	PE 185/Clackamas CC	1-3 credits
Welding, Metal Design & Fabrication	1.5 credits	AGM 221/Blue Mountain CC	3 credits
Work Partnership	.5-3 credits	ALS 181/Clackamas CC	1-12 credits

NOTE: College credit eligibility in AP courses is based on the AP test score and individual post-secondary institutions. Check with your instructor for more information or Click on this link to search for credit policies information from specific colleges. <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp>

## **POLICIES and PROCEDURES**

### ***ACADEMIC LETTER AWARDS***

Academic Letter Award is a recognition program for Molalla High School students who have maintained a 3.5 G.P.A. in all their classes, and have earned a 3.75 G.P.A. in the preceding trimester. Awards will not be given to students who earn a D or F in a class. Students must be enrolled in four A-F graded courses during the trimester they wish to receive the award. Teacher approval is a part of the eligibility process.

### ***ASSESSMENT PRACTICES***

Molalla High School is continually refining our assessment practices to better measure and report on our students' abilities. Rather than students concentrating on how many points they can earn, we are shifting the focus of the students to what specific knowledge and skills have been mastered and what still needs to be learned. Teachers are clarifying what students should know and be able to do in their classes. Teachers refer to the knowledge and skills to be learned as "learning targets". We believe that once students know what is expected of them academically, they will have a better chance of hitting the "target", and will be more motivated to do so.

As the learning targets are explicitly defined in their classes, teachers can then assess the student's level of learning on **each** learning target. By assessing to each target, everyone involved- student, teacher, and parent- get a much clearer picture of the student's strengths and weaknesses. All of the users of this information can either adjust their teaching (teacher), study habits (student), and support levels (teacher and parent) to help the student meet and exceed the target.

Teachers transitioning to this new model of assessment—assessing to each learning target—will likely be using a different scoring method. If the assessment measures more than one target at a time, the targets will be scored independently of each other. Rather than students earning a percentage score on an entire assessment and "collecting" points (70% or 70/100), students will earn a score on a scale of 0-4, with 4 being the highest score on each of the learning targets. Each level of the grading scale represents a progression of abilities, from no ability or evidence of the learning target (0), to having an advanced understanding of the learning target.

<b>Example Scale</b>				
0	1	2	3	4
<i>No Evidence</i>			<i>Proficient</i>	<i>Advanced</i>

Students are assessed multiple times on each learning target during the trimester, giving them several opportunities to improve their skills, and ultimately their grade, on each target. Teachers use a grade replacement method that allows the student to replace an earlier lower score with the improved score. Typically, students may re-test on a learning target up to **two week after getting the results** and after the student has worked and studied to better their understanding of that target. This method of assessment and grade replacement allows a student to progress in their learning and have their grade reflect that improvement over time. The final grade in the class will more accurately communicate actual learning to the learning targets.

Teachers fully implementing this assessment system will still assign homework and expect students to complete it. The difference will be that some students might need more practice than others on specific learning targets. For example, if student A understands the target fully (say a 3 or 4 level on the grading scale) in class, there may not be a need for the student to complete an extensive homework assignment on that target. This student can then focus their efforts on other classes and learning targets they have yet to master. On the other hand, Student B may have either struggled with the concept or only superficially understood the material in class, and therefore would need to complete an appropriate amount of homework to become proficient in the learning target. In courses using this assessment method, homework will still be reviewed during class, providing feedback to the teacher and the student about their ability level. The student will be expected to self-assess as well to help understand their need for further instruction and/or practice. This exercise of self-assessment, along with feedback from the teacher, will direct the next stages of learning.

Due to the varying amount of practice/homework a student needs a grade for the homework will be no greater than 10% of the grade (excluding AP and some articulated college credit courses). Since the completion of homework will not be included in a student's final course grade, a student's grade will be based mainly on the assessments of each of the learning targets. Students who struggle with taking tests might at times work with the teacher to demonstrate their understanding in an alternate way.

Research and practice have shown that students of all ability levels benefit from this kind of focus on the learning targets. This assessment model provides clarity like never before, helping students know what is important, where they are in the process of mastering the target, and how to go about becoming proficient in the target- ultimately preventing or eliminating learning gaps in their education. We encourage you to talk with classroom teachers if you have further questions.

### ***COURSE OFFERINGS***

Every course offered at Molalla High School must meet several criteria in order to be included in the master schedule. The criteria include student interest, minimum enrollment, teacher availability, a match to required content standards, and funding for the course.

### ***CREDIT RECOVERY/COURSE FAILURE***

All credit recovery options will be considered on a case-by-case basis and must be pre-approved by the student's counselor. Students who fail a course may be rescheduled into the same course depending upon availability. Students failing the same course twice may be responsible for recovering that credit through an alternative method at the student's expense. Credit recovery plans and options should be made in partnership with the student's counselor. Some examples of programs include summer school, correspondence courses, E-school. During the school year, E-school is offered after school at no cost to the student per course taken for credit recovery (a \$50 reactivation fee will be charged to students who do not meet the requirements stated in the E-school agreement). E-school is offered on a space-available basis and **ONLY** for credit recovery. Any other costs associated with a credit recovery program will be paid by the student. E-school courses are transcript as pass fail and **do not** meet college entrance requirements.

### ***DROPPING A CLASS***

Any courses students include in their forecasting cannot be dropped. Any student dropping a class after two weeks will receive a failing grade for the trimester. Students dropping a class after 2 weeks will not be assured of another class or placement. The student and parents may be required to arrange to be off-campus during the period in which there is no placement provided. Entering a class after the third week may result in a student receiving no credit for the class. If a student has forecasted for the course, that change request will not be granted.

### ***EARLY GRADUATION***

A student who wishes to graduate from high school in less time than the four-year, grade 9-12 sequence, may request permission to complete graduation requirements on an altered schedule. Students proposing to graduate early must submit a plan, to the principal, for approval by **end of the second trimester of their Junior year**. The student and his/her parents/guardians need to consult with the student's counselor to develop a graduation plan which includes completing the Personalized Learning Requirements and Essential Skills by the end of the Junior year.

The application must include:

1. A graduation plan of course work that meets graduation requirements
2. Personalized Learning Requirements and Essential Skills Requirements **MUST** be met by the end of the Junior year.
3. Written approval from both the parent/guardian and the counselor
4. A post-high school career and/or college plan

Requests of this nature will be evaluated on a case by case basis and require the approval of the Principal and the Superintendent.

### ***EARLY RELEASE/LATE ARRIVAL***

Early releases and late arrivals are most often granted to seniors who are on track to graduate, and who want to participate in a career internship or a work partnership program. Counselor and administrative approval are required. Students must have senior standing and be on track to graduate. Documentation of employment may be required.

### ***ELIGIBILITY FOR ACTIVITIES AND ATHLETICS***

To participate in athletics and extracurricular activities students **must** be enrolled in five classes (in addition to Homeroom) and **must** earn passing grades in all five classes. Seniors must be enrolled in a minimum of 4 (in addition to Homeroom) courses and passing all courses both the trimester prior to and during the time of their activity or sport. To maintain eligibility for activities and athletics students must earn a GPA above 2.0 by making satisfactory progress towards graduation requirements as defined by the OSAA.

([http://www.osaa.org/governance/handbooks/osaa#\\_Toc363034120](http://www.osaa.org/governance/handbooks/osaa#_Toc363034120))

### ***ENROLLMENT REQUIREMENTS***

Each student is required to carry a full program of study, five classes each day. Seniors may receive approval to carry fewer than five classes; however, a student must take three classes on campus to be considered full-time. Students requesting to attend Molalla High School for a “fifth” school year, must complete the following in order to be considered for admittance: (1) Student must complete the “fifth year” application and (2) Present an educational plan for the entire school year (3) Sign a contract. Any student admitted to Molalla High School under these circumstances could forfeit their admittance upon failure of any trimester class or any incidents in violation of the student code of conduct.

### ***GRADE POINT AVERAGE/WEIGHTED GRADES***

Students’ Grade Point Average (GPA) will determine class rankings. The cumulative GPA is computed at the end of each trimester and is based on the trimester grades of all earned credit course work beginning with the ninth grade. The total number of grade points is divided by the total number credits earned. Each course grade, other than those courses that are weighted, shall be based on a numerical system as follows:

**A** = 4 points      **B** = 3 points      **C** = 2 points      **D** = 1 point      **F** = 0 points

All students are encouraged to enroll and excel in the greatest number of rigorous courses possible. It is recommended that students confer with teachers, counselors, and parents as they plan their course of study. Weighted Grades are assigned to classes that are deemed to be advanced. Grades earned in these classes will be weighted using the following numerical system:

**A** = 5 points      **B** = 4 points      **C** = 3 points      **D** = 1 point      **F** = 0 points

The following courses are weighted:

Honors Freshman English	Honors American Studies	Math Analysis
Honors Sophomore English	Honors World Studies	Calculus I
Honors Junior English	Spanish III	Calculus II
Honors Senior English	Spanish IV	College Chemistry/AP Biology
AP Psychology	AP US Govt & Politics	AP US History

*(NOTE: Courses taken outside of Molalla High School will not be assigned weighted grades.)*

### ***HONOR ROLL***

To be eligible for honor roll in a trimester, students must complete four graded classes and have an **unweighted** G.P.A. of at least a 3.50.

### ***INCOMPLETES***

If a teacher issues an incomplete, students are allowed no more than two weeks after the end of the trimester to complete and submit to their teachers any work necessary to earn credit for the trimester. This policy will be enforced consistently with IDEA and Section 504.

### ***HOMEWORK MAKE-UP POLICY***

Homework assigned prior to an excused absence is due immediately upon the student’s return. Students are responsible for any work assigned during their absence(s). Students will be given the number of days equal to their absence, in order

to make up all assigned class work and homework. Course work not turned in due to an unexcused absence may receive no credit. See the Course Syllabus provided by each teacher for more specific information regarding make-up work.

### ***OFF-CAMPUS CREDIT***

The Molalla River School Board of Education will allow up to four (4.0) off-campus units to be applied toward earning a diploma, however, only 3.0 of these units may be earned through work partnership. All off-campus credits must have prior approval by the counseling department. No exceptions to this policy will be considered.

### ***OFF-CAMPUS GRADES***

If a student provides an official record (i.e. grade slip or transcript), specifying the course title, grade, and institution, the information will be recorded on the student's Molalla High School transcript.

Grades earned off-campus will not replace grades earned on campus. If a student receives a grade for a course on campus and later takes the same course through a correspondence program, the on-campus grade will remain; however, the off-campus course will also be recorded on the transcript.

All off-campus credit used toward graduation (elective and required) will be computed in the student's GPA. College/university courses and community school classes will earn credit as follows:

#### *Non-Physical Education Classes:*

4 credit hours (3 digit course numbers)	0.5 unit
3 credit hours (3 digit course numbers)	0.5 unit
4 credit hours (2 digit course numbers)	0.5 unit
9 credit hours (2 digit course numbers)	1.0 unit

#### *Physical Education Classes:*

One 1-credit-hour class	0.25 unit
Two 1-credit-hour classes	0.5 unit
Three 1-credit-hour classes	0.75 unit
Four 1-credit-hour classes	1.0 unit

#### *Community Schools Classes:*

40 hours of class time	0.25 unit
80 hours of class time	0.5 unit
160 hours of class time	1.0 unit

### ***PARTICIPATION IN COMMENCEMENT EXERCISES***

Students will be permitted to participate in the commencement exercise if they have completed all of the Molalla High School graduation requirements, paid all of their fines and fees, and have attended all commencement rehearsals. Failure to meet any of these criteria will result in non-participation in the commencement exercise. The Principal reserves the right to amend these criteria for extenuating circumstances on an individual basis.

### ***REPEATING COURSES/REPLACING GRADES***

All courses that students complete will be recorded on their transcript. *Students will not receive additional credit for repeated courses, unless indicated in the Curriculum Guide with a (+).* Students may elect to re-take a course, if available, to replace a grade on their transcript under the following circumstances:

1. Only courses where a grade of "D" was earned are eligible to be repeated.
2. Courses repeated for a higher grade will not be awarded additional credit.
3. If a student earns a grade higher than the original, the higher grade will be counted for credit and GPA calculations. The original grade will be assigned a "NG", not counting in GPA calculations nor granting any credit. Both courses will be listed on the transcript to show that the course was taken twice.
4. Both the original and repeated course must be taken at Molalla High School.

## 5. SCHOOL RECORDS – TRANSFERS AND RIGHTS

Withdrawals: Students moving out of the district are required to report to the registrar on the last full day of attendance with an authorization from parent/guardian. Failure to formally withdraw may result in long delays in sending academic records to the new school and potential loss of credit. When notice of a student's enrollment in another school is received, the registrar will send academic records to the new school within 10 days. Behavioral records will be sent upon the parent's written request.

Should parents desire to challenge the accuracy or appropriateness of a record; a hearing will be arranged within 45 days of the written request. The building principal will make specific arrangements for the hearing. Both informal and/or formal hearings may be requested. Parents may enter a statement in the record regarding the record contents. A copy of any portion of the record may be furnished to the parents for personal purposes. If the cost becomes excessive, a fee that is not to exceed 25 cents a sheet will be charged. When a student reaches age 18 or is attending a post-secondary institution, the rights to inspect and challenge the records shall be accorded only to the student. Entries: Students transferring in from outside the state will begin fulfilling graduation requirements specified for their graduating class. Classes taken elsewhere will be evaluated and credits appropriate to grade and year will be given. Transcripts are available through the registrar's office, (503) 829-2355, at a cost of one (\$1.00) dollar per official transcript for current students and \$5.00 for Alumni or students not enrolled in MHS. One day's notice is required for processing.

### ***SELECTING AND SCHEDULING YOUR CLASSES***

Molalla High School has a five-period day trimester schedule. Class periods are 68 minutes in length. .5 units of credit are earned for successfully completing a trimester class. Many courses are for two 12 week trimesters. Students earn 7.5 credits per year in a five-period day trimester format. Credits are awarded in Carnegie Units.

We encourage parents and guardians to take active roles in the forecasting process and to help their students select appropriate classes for the following year. The Master Schedule and staffing decisions are greatly influenced by students' course selections.

Much time and effort goes into providing students with a complete schedule reflecting their requirements and their choices for electives. Acceptable reasons for schedule changes include placement at an incorrect level, placement in a previously passed, non-repeatable course, missing a class period, or being double scheduled into both sections of a 2 trimester course. Remember that limited resources reduce our capacity to meet every request for change. **Issues such as teacher preference, order of classes during the day, or simply 'not liking the class' are not acceptable reasons for schedule changes. Submitting a class change request may not result in a schedule change.**

### ***TEACHER ASSISTANTS***

Juniors and seniors may request to serve as an assistant to one teacher each trimester. To be considered, students must meet the minimum criteria of a 3.0 GPA, have a 92% attendance rate, and have received no out-of-school suspensions during their tenure at Molalla High School. Students must obtain a contract from the supervising teacher and receive approval from their counselor and administration before registering for a student assistant period.

### ***TRANSFER STUDENTS***

Transfer students will be evaluated on a case-by-case basis; however counselors will make every attempt to place students in a course equivalent to the course they were taking at their previous school to ensure full credit. Counselors are responsible for providing MHS teachers with new student's transfer grades. If equivalent course is not available, the student will fall into the 'no transfer grade' category (see below).

#### Grade Options

If a student transfers with:

1. **9 weeks remaining** in the trimester, the student can earn .375 elective credits per course.
2. **6 weeks remaining** in the trimester, the student can earn .25 elective credits per course and will receive an **S** (Satisfactory) or **U** (Unsatisfactory).
3. **3 weeks remaining** in the trimester, the student can earn .125 elective credits per course and will receive an **S**

(Satisfactory) or U (Unsatisfactory).

4. **Fewer than 3 weeks remaining** in the trimester, the student will be given the option to audit the class and pick up content information for no credit or begin school at the beginning of the next trimester.

#### **VALEDICTORIAN AND SALUTATORIAN**

***Molalla High School will recognize a class valedictorian and salutatorian. The following guidelines and requirements will guide the principal in his or her selection of the Valedictorian and Salutatorian:***

- The valedictorian will be the student with the highest weighted grade point average at the end of the second trimester of their senior year;
- In case of a tie for valedictorian, co-valedictorians will be honored;
- In case of a tie for salutatorian, co-salutatorians will be honored;
- The salutatorian will be the student with the second highest weighted grade point average at the end of the second trimester of their senior year.
- To be eligible for the valedictorian and salutatorian honors, students will have attended Molalla High School for their last two years.
- To be eligible for the valedictorian and salutatorian honors, students will have completed 28 or more academic and career/technical class credits.
- To be eligible for the valedictorian and salutatorian honors, students will have exhibited good citizenship. Titles and Privileges granted to students designated as valedictorian and salutatorian may be revoked for violation of Board, administrative regulation(s) or school rule(s).

**COURSE DESCRIPTIONS**

**LANGUAGE ARTS**

*Four units of language arts credit are required to earn a diploma from Molalla High School. Consistent with the standards of the Oregon Department of Education, courses in the English Department at Molalla High School are designed to help students become college and career ready. To do this, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking, writing and critical thinking. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.*

Required Courses		Credits
Grade 9	Freshman English/ Honors	1 unit
Grade 10	Sophomore English/ Honors	1 unit
Grade 11	Junior English/ Honors	1 unit
Grade 12	Senior English/ College Prep	1 unit
<b>Total Units Required for Graduation:</b>		<b>4 units</b>

**LANGUAGE ARTS – Molalla High School**  
**The 9<sup>th</sup> Grade Proficiency Program**

To become **college and career ready**, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

**Honors Level: Exceeding at least 80% of Common Core State Standards**

1. Student demonstrates insight within Common Core State Standards
2. Each summative assessment scored at least a “4”
3. Creates a Polished portfolio which includes revision of

80% of summative assignments and includes formative assessments addressing Common Core State Standards

**Established Level: Every Common Core State Standard Met**

1. Students demonstrate and accurate understanding of learning targets identified.
2. Each summative assignment scored at least a “3”
3. Attempt every Common Core State Standard
4. Creates a portfolio with summative assessments and formative assessments that demonstrate attempts at Common Core State Standards

**\*Audit Level: Every Common Core State Standard attempted**

1. Students demonstrate a building understanding of Common Core State Standards
2. Each summative assignment scored at least a “2”
3. Attempts every Common Core State Standard
4. Creates a portfolio with evidence of attempted Common Core State Standards

*\*Audit option is on a case-by-case basis and communicated during the 9<sup>th</sup> week of the trimester*

**Grading Scale**

0-39%	40-69%	70-79%	80-89%	90-100%
<b>Does Not Meet</b>	<b>Does Not Meet</b>	<b>Meets Standard</b>	<b>Meets/Exceeds</b>	<b>Exceeds</b>
<b>Retake Course</b>	<b>Elective Credit Earned Retake Course</b>	<b>Credit Received Established Level</b>	<b>Credit Received Established or Honors Level</b>	<b>Credit Received Honors Level</b>

**FRESHMAN ENGLISH**

**Grade 9**

**1 Credit EN**

Freshman English A & B is a two trimester course designed to facilitate each student’s commitment to their education by working on the following skills:

- developing organizational skills in thinking and writing;
- strengthening writing and self-expression skills by focusing on writing narrative writing and expository essays; and
- strengthening reading and interpretive skills by reading a selection of short stories and novels.

*Required and Optional Text List*

At minimum, students in Freshman English A & B will read the following: *The Odyssey*, or *Persepolis*, and “Romeo and Juliet.” Students in Freshman Honors English

will read *Of Mice and Men* and “Romeo and Juliet,” as well as other texts assigned by their instructor.

## **SOPHOMORE ENGLISH A&B**

### **Grade 10**

### **1 Credit EN**

Sophomore English A & B is a course designed to build upon students' commitment to their education by working on the following skills:

- planning and understanding cause and effect;
- learning the basics of literary criticism;
- expanding writing skills by exploring creative writing and by writing expository and persuasive essays; and
- developing an understanding of additional literary genres by reading biographical novels.

#### *Required and Optional Text List*

In the discretion of their instructor, students in Sophomore English A & B will read at least the following: *Animal Farm* and *Lord of the Flies*. Students in Sophomore Honors English will read *Lord of the Flies* and *Night*, as well as other texts assigned by their instructor.

## **JUNIOR ENGLISH**

### **Grade 11**

### **1 Credit EN**

Junior English A & B is a two trimester course that offers students an opportunity to improve their understanding of literature, while also strengthening their abilities in reading, writing, and thinking. Students will build these skills through the following:

- developing a greater understanding of how history, society, culture, and science influence both writer and reader;
- developing a greater understanding of literary analysis through exposure to various schools of literary criticism;
- continuing to master necessary writing skills by writing literary analysis essays and other essays as assigned by their instructor; and
- improving reading, writing, and vocabulary skills in preparation to take the SAT and/or ACT college entrance exams.

#### *Required and Optional Text List*

In the discretion of their instructor, students in Junior English A & B will read several of the following: “The Crucible,” *Fahrenheit 451*, and *The Color of Water*.

## **HONORS JUNIOR ENGLISH**

### **Grade 11**

### **1 Credit EN (Weighted)**

#### **Prerequisite: Teacher approval**

This course is a survey of American Literature from before

Columbus to the present. It includes short stories, novels, poetry, dramas, and a variety of other literary forms. There will also be instruction in writing literary analysis and other forms, as well as vocabulary work to improve scores on the verbal portion of the SAT.

#### *Required and Optional Test List*

In addition to the works listed prior, students in Junior Honors English A & B may read *The Great Gatsby* and “The Crucible”.

## **SENIOR ENGLISH**

### **Grade 12**

### **1 Credit EN**

Senior English A & B is a two trimester course designed to reinforce the reading, writing, and thinking skills students develop during their first three years in the MHS English Department. The emphasis in Senior English is on college and career readiness. Students in Senior English will focus on the following skills:

- deepening their skills of literary analysis through an emphasis on close reading of selected texts;
- improving research skills, particularly as they pertain to writing analytical persuasive and expository essays; and
- improving critical thinking skills by reading both literary and informational texts of increasing difficulty.

#### *Required and Optional Text List*

In the discretion of their instructor, students in Senior English A & B will read at least the following: *The Metamorphosis* and “Macbeth.”

## **COLLEGE PREP ENGLISH**

### **Grade 12**

### **1 Credit EN(Weighted)**

#### **Prerequisite: Teacher approval**

Honors Senior English provides a chronological look at world and British literature, beginning with the Classical literature of ancient Greece and Rome and ending with 20th century literature of the world, with a heavy emphasis on writing short and long essay and literary analysis, as well as research papers. Students should be prepared to spend 45 minutes per day on outside reading and writing. Students will prepare for the SAT by doing vocabulary work, taking sample tests, and examining common errors in writing. *Students who register with the college can earn four credits through CCC.*

#### *Required and Optional Text List*

In addition to the texts listed prior, students in Senior Honors English A & B may also read *The Turn of the*

*Screw*, “Macbeth,” portions of *Walden*, and a wide variety of shorter informational and literary texts.

## **ENGLISH ELECTIVES**

### **CREATIVE WRITING**

**Grades 10-12**

**.5 Credit Elective**

Students will have the opportunity to work on creative projects using a variety of literary forms such as short stories, poetry, parodies, description, and personal narrative. Reading in a variety of genres and producing a creative writing anthology are major class assignments.

### **ENGLISH/LANGUAGE ARTS ESSENTIAL SKILLS**

**Grades 9-10**

**.5+ Credit Elective**

This course is assigned to students who need extra support to demonstrate proficiency on the high school ELA standards required for graduation.

### **JOURNALISM**

**Grades 9-12**

**.5 Credit Elective**

Journalism will focus on writing, design, ethics, photography, and the fundamentals of publishing. Students in this course will develop a publication using a desk-top publishing program.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

*This four-tiered program is designed to meet the linguistic and academic needs of students whose first language is other than English and have limited English skills (English Language Learners). ELL students are placed at class levels consistent with assessment results from ELPA (English Language Proficiency Assessment) and/or Woodcock/Muñoz. These courses are designed to coincide with Language Levels 1-4 as measured by the ELPA. Counselors and ESL teachers will work closely with individual students to select classes that will facilitate academic progress and English language proficiency.*

### **BEGINNING ENGLISH LANGUAGE DEVELOPMENT**

**Grades 9-12**

**.5+ Credits Elective**

**Prerequisite: Placed by Testing**

This course is designed for beginning (level 1) English language learners. Our primary focus is on developing skills for early production and low level academic English communication. This course systematically addresses listening skills with sound patterns (phonetics), word patterns (syntax), and vocabulary. Students read 1<sup>st</sup>-3<sup>rd</sup> grade reading level material to develop fluency, speed and

comprehension of reading material. Students develop state recognized writing skills, with a strong focus on ideas and content, organization, mechanics. This course uses the state recognized Visions text along with Susana Dutro’s Systematic ELD. The systematic approach to this course is designed to equip students to negotiate daily social and academic situations as readers and writers, listeners and speakers. The course will also offer awareness and access to more professional endeavors in life.

### **EARLY INTERMEDIATE ENGLISH LANGUAGE DEVELOPMENT**

**Grades 9-12**

**.5+ Credits Elective**

**Prerequisite: Placed by Testing**

This course is designed for early intermediate (level 2) English language learners. Our primary focus is on developing skills for early-academic-level English communication. This course systematically addresses listening skills with sound patterns (phonetics), word patterns (syntax), and vocabulary. Students read high interest-3<sup>rd</sup> -5<sup>th</sup> grade reading level material to develop fluency, speed and comprehension of reading material. Students develop state recognized writing skills, with a strong focus on ideas and content, organization, mechanics, and sentence fluency. This course uses the state recognized Visions text along with Susana Dutro’s Systematic ELD. This course is designed to equip students to negotiate daily social and academic situations as readers and writers, listeners and speakers, and to offer awareness and access to more professional endeavors in life.

### **INTERMEDIATE ENGLISH LANG. DEVELOPMENT**

**Grades 9-12**

**.5+ Credits Elective**

**Prerequisite: Placed by Testing**

This course is designed for intermediate (level 3) English language learners. Our primary focus with this course is on developing pertinent skills for effective highly academic English communication. This course addresses attentive listening skills, with a stress on reading for fluency, speed and comprehension using 5<sup>th</sup> -7<sup>th</sup> grade level reading material. Students develop more ease and automaticity with state recognized writing skills focusing primarily on ideas & content, mechanics, organization, and sentence fluency. Students are expected to recognize the appropriateness of discourse style and register demanded by various situations. This course is designed to equip students with more facility of language use to negotiate daily social and academic

situations as readers and writers, listeners and speakers, and to offer awareness and access to more professional endeavors in life. It does this by addressing the state identified language functions and also by recognizing and practicing with figurative and connotative expressions. This course uses the state recognized Visions text along with Susana Dutro's Systematic ELD. The systematic approach to learning will allow all students to meet their individual needs as language learners.

## **EARLY ADVANCED ENGLISH LANGUAGE DEVELOPMENT**

**Grades 9-12**

**.5+Credits Elective**

### **Prerequisite: Placed by Testing**

This course is designed for early advanced (level 4) English language learners. Our primary focus with this course is on developing pertinent skills for effective highly academic English communication. This course addresses attentive listening skills, and on reading for fluency, speed and comprehension using grade level reading material. The stress of this class is on developing more effectiveness with state recognized writing skills focusing primarily on ideas & content, mechanics, organization, and sentence fluency. Students are also expected to recognize the appropriateness of discourse style and register demanded by various situations. This course is designed to equip students with more facility of language use to negotiate daily social and academic situations as readers and writers, listeners and speakers, and to offer awareness and access to more professional endeavors in life. It does this by addressing the state identified language functions and also by recognizing and practicing with figurative and connotative expressions. This course uses the state recognized Visions text along with Susana Dutro's Systematic ELD. The systematic approach to learning will allow all students to meet their individual needs as language learners.



*In order to succeed, your desire for success should be greater than your fear of failure.*

## **MATHEMATICS**

Molalla High School offers a comprehensive math program to meet the needs of all students. Students are required to take one unit of math their freshman year and one unit their sophomore year. Oregon standards state that students are required to take a third unit of math. The third unit should be taken in their junior year. Students seeking to enter a 4-year university are required to pass Algebra 2. Since several colleges and universities require more than two years of college prep mathematics, we strongly suggest that students consult their counselor or math teacher for more information. All students in Algebra 1 or Geometry are required to have a scientific calculator. A graphing calculator, preferably a TI-83, or TI-84 is suggested for Geometry and **required** for Algebra 2 and higher math courses. In addition, students need to provide graph paper for use in various parts of the course. Students should discuss their next math course selection with their current math teacher and/or counselor prior to registration. With appropriate counseling, students are more likely to be placed in a math class at their correct ability level. NOTE: regarding math courses, students must earn a C or higher, unless authorized otherwise by teacher, in the A section of the course before progressing to the B section.

**Possible Math sequences covering 4 years.** The sequences on the left are appropriate for students wanting to attend a four-year university.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Post Graduation
Geometry	Algebra 2	Math Analysis	Calculus	4 yr College
Geometry	Algebra Apps	Algebra 2	Math Analysis	4 yr College
Algebra 1	Geometry	Algebra 2	Math Analysis	4 yr College
Algebra 1	Geometry	Algebra Apps	Algebra 2	Jr. College
Algebra 1	Geometry	Consumer	Algebra Apps	Jr. College
3 Tri Algebra 1	Geometry	Algebra 2	Math Analysis	4 yr College
3 Tri Algebra 1	Geometry	Algebra Apps	Algebra 2	Jr. College
3 Tri Algebra 1	Geometry	Consumer	Algebra Apps	Jr. College

### **ALGEBRA CREDIT FOR MOLALLA RIVER MIDDLE SCHOOL ALGEBRA**

In order to receive Algebra I credit at Molalla High School the following criteria must be met:

1. The student receives a grade of A, B, or C for all three trimesters.
2. The student must pass the final exam (same as high school algebra classes).

If the above criteria are met the student will be assigned 1.0 credit of mathematics at the high school. The credit will be applied to the transcript in September of the freshman year. If the student receives math credit, the grade earned **WILL BE** reflected in the GPA. Parents have the option of choosing not to have the course placed on their child's transcript. This request must be made in writing and submitted to the high school registrar prior to the end of the first week of school. Requests received after this date will not be honored. Additionally, students who do not meet the above criteria will not receive high school credit of any kind, and will be required to enroll in Algebra I the freshman year.



### **ALGEBRA I**

**Grades 9- 10**

**1 Credit MA**

**Prerequisite: 8th grade math (Pre-Algebra) or MS Teacher Recommendation**

The goal of this course is to help students develop abilities to explore and solve mathematical problems, think critically, work cooperatively, and communicate ideas clearly. This course covers topics of integers, equations, statistics and probability, the coordinate system, ratio and proportions, direct variation, measurement, and systems of equations. A scientific calculator is required, preferably one that does fractions. Depending on Middle School placement there is a 2 or 3 trimester sequence for this course. The 3 trimester course is slower paced and a student taking this class would receive 1 credit MA and 0.5 credits Elective.

### **GEOMETRY**

**Grades 9-12**

**1 Credit MA**

**Prerequisite: Algebra 1 or equivalent**

Geometry is the second year of a three-year program designed for students who intend to go on to post-high school studies. Students will study topics in algebra, geometry, probability, statistics, and logic with major emphasis on geometry. Good study habits are *essential* for passing the course. Students should expect *daily* homework assignments. Students should also expect quizzes, tests, and cooperative work throughout the year. A scientific calculator is required, preferably one that does fractions.

**ALGEBRA 2****Grades 9-12****1 Credit MA****Prerequisite: Geometry or equivalent**

Algebra 2 is the third year of the 3-year math program designed for students who intend to go on to post-secondary schools. It will provide the background for further studies in mathematics and science. Students will further develop understanding of the concepts of algebra, geometry, logic, probability, and statistics. The course will integrate these topics with trigonometry, exponential and logarithmic functions, sequences, and series. A graphing calculator is a required tool that will be used continuously throughout the year. Classroom demonstrations will be on a TI-83+ calculator; however, any graphing calculator can be used. TI-89 calculators or their equivalent will not be permitted on quizzes or tests.

**\*Audit Level: Every Common Core State Standard attempted**

1. Students demonstrate a building understanding of Common Core State Standards
2. Student passed all learning targets during the course but was did not demonstrate proficiency on the final

\*Audit option is on a case-by-case basis and communicated prior to posting the final grade for the course.

**TECHNICAL MATH****Grades 11-12****1 Credit MA****Prerequisite: Geometry or equivalent**

This two-trimester course fulfills the third year of math graduation requirement and covers a variety of Algebra, Geometry, and Algebra II standards using applied learning for Career-and Technical projects. Learn all practical math applications to create, design, and construct a scale model home, green building & solar energy attainment concepts, and developing a marketing plan.

**\*\*NCAA does not recognize this as a college prep course.**

**CONSUMER MATH****Grades 11-12****1 Credit MA****Prerequisite: Geometry or equivalent**

This course exposes students to commonly used concepts of arithmetic, algebra, geometry, and statistics and probability through the use of real-world situations. It also provides an overview of how knowledge of mathematics fits into many occupations. A scientific calculator is required, preferably one that does fractions.

**\*\*NCAA does not recognize this as a college prep course.**

**ALGEBRA APPLICATION****Grades 10-12****1 Credit MA****Prerequisite: Geometry and Teacher Recommendation**

This course is designed to serve students who want to attend a four-year university but are not prepared to take Algebra 2 OR students who are not attending a four-year school and need a third course of mathematics for graduation. It will review Algebra 1 and Geometry topics and introduce Algebra 2 topics. It will also give students the opportunity to practice Smarter Balanced Performance Tasks. There will also be projects for hands-on learning opportunities.

**\*\*NCAA does not recognize this as a college prep course.**

**MATH ANALYSIS****Grades 10-12****1 Credit MA (Weighted)****Prerequisite: Algebra 2 or equivalent**

This course will provide a solid preparation for college-level mathematics. It will further examine topics introduced in Algebra 2, along with topics in linear algebra, trigonometry, finite mathematics, probability, statistics, and matrices. A graphing calculator is essential for this course. Although most students prefer a TI-83+, any graphing calculator with a two-inch screen will work. TI-89 calculators or their equivalent will not be permitted on quizzes or tests. Good study habits are essential for this course. Students who register with the college can earn ten credits at CCC.

**CALCULUS I****Grades 11-12****.5 Credit MA (Weighted)****Prerequisite: Math Analysis or equivalent**

Calculus I will cover the topics of limits, continuity, derivatives, and integration. Students who register with the college can earn five credits at CCC.

**CALCULUS II****Grades 12****1 Credit MA (Weighted)****Prerequisite: Calculus I**

Calculus II is a continuation of the work from Calculus I. Topics covered include integrals of functions and their applications, logarithmic and exponential functions, as well as sequences and series. Students who register with the college can earn ten credits at CCC.

**ESSENTIAL SKILLS: MATH****Grades 9-10****.5+ Credit Elective**

This course is assigned to students who need extra support to demonstrate proficiency on the high school math standards required for graduation.

**SCIENCE**

Three units of Science credit are required to earn a diploma from Molalla High School. The program is aligned with national Next Generation Science Standards (NGSS) and designed to develop students' scientific proficiency in Science Inquiry and Engineering Design as well as Systems, Models, Patterns and Cause and Effect.

**Science Requirements for Classes of 2017-2019**

Regular Program Requirements		Units of credit
Grade 9	Integrated Science	1 unit
Grade 10	Biology	1 unit
Grade 11-12	Elective Science Courses	1 unit
<b>Total Units of Science Required:</b>		<b>3 units</b>
<b>Advanced Program to include:</b>		
Grade 9	Biology	1 unit
Grade 10	Chemistry	1 unit
Grade 11	Physics or College	1 unit
Grade 12	Chemistry, AP Biology, Science electives	1 unit*
<b>Total Units Required for Graduation:</b>		<b>3 units</b> <b>4 units</b>
Standard Diploma		
Molalla Honors Diploma		
<b>Electives to Select From in Science</b>		
Earth Science	Oceanography	
Human Body Systems	College Chemistry	
Environmental Science	Physics	
Astronomy	Intro to Engineering Design	

**Science Requirements for Class of 2020 and beyond**

Regular Program Requirements		Units of credit
Grade 9	Integrated Science	1 unit
Grade 10	Chemistry or Science Electives	1 unit
Grade 11	Biology	1 unit
Grade 12	Science Electives	
<b>Total Units of Science Required:</b>		<b>3 units</b>
<b>Advanced Program to include:</b>		
Grade 9	Engineering Design or Biomedical Science	1 unit
Grade 10	Chemistry	1 unit
Grade 11	Biology	1 unit
Grade 12	Advanced Science Electives*	1 unit
<b>Total Units Required for Graduation:</b>		

Standard Diploma	<b>3 units</b>
Molalla Honors Diploma	<b>4 units</b>
<b>Electives to Select From in Science</b>	
Intro to Engineering Design+	Environmental Science
Principals of Biomedical Science+	Oceanography
Science Technology & Society	Astronomy
Human Body Systems*+	Physics*
Principals of Engineering*+	College Chemistry*

+Project Lead the Way (PLTW)

\*Honors Track, 2<sup>nd</sup> year, AP, College Credit and/or Advanced

**INTEGRATED PHYSICAL SCIENCE****Grade 9****1 Credit SC**

This is a two-trimester lab-and-project-based course aligned with national Next Generation Science Standards (NGSS) and designed to develop students' *scientific proficiency* in three dimensions: 1) Practices that include Science Inquiry and Engineering Design; 2) Crosscutting Concepts that incorporate overarching ideas such as Systems, Models, Patterns and Cause and Effect; and 3) Disciplinary Core Ideas that consist of key organizing concepts from physics and engineering/technology/science applications. In the process, students will develop their *scientific literacy* - the ability to critically read, write, and speak on science content and processes.

**INTRODUCTION TO ENGINEERING DESIGN (PLTW)****Grades 9-12****1 Credit SC**

Students will learn the engineering design process, technical drawing for the manufacturing industry and 3D modeling software in conjunction with a 3D printer to help them design solutions to solve proposed challenges. Students will learn how to document their work and communicate solutions to peers and members of the professional community. This course is designed for 9th or 10th grade students. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation.

**CHEMISTRY****Grades 10****1 Credit SC**

This first-year chemistry course includes the study of the materials that make up the world around us. Students will participate in various scenarios including a crime scene to understand chemical and physical properties, a hazardous spill to practice separating mixtures, and making ice cream to study energy. Students will learn how chemical reactions happen all around us every day.

**BIOLOGY****Grade 11****1 Credit SC**

This course will meet all of the biological science requirements for graduation and the NGSS requirements adopted by the state of Oregon. The course will provide students with an overview of biology. Students will be introduced to the study of: Organic macromolecules, Cellular processes, Ecology, Organization of living things, Matter & Energy, Human impact in the biosphere, Protein synthesis, and Cellular reproductive processes, Genetics, Inheritance of adaptations, Natural selection, and Evolution.

**PRINCIPALS OF BIOMEDICAL SCIENCE (PLTW)****Grades 9-12****1.0 Credits SC**

In the introductory course of the Project Lead the Way (PLTW) Biomedical Science program; students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

**PRINCIPLES OF ENGINEERING (PLTW)\*****Grades 10-12****1 Credits SC****Prerequisite: Intro to Engineering Design**

Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activities and problem-based learning. Students hone their interpersonal skills, creative abilities, and problem-solving skills based upon engineering concepts.

**COLLEGE CHEMISTRY\*****Grades 11-12****1.5 Credits SC (Weighted)****Prerequisite: Chemistry A&B and Algebra II**

This three-trimester course is designed as a second year in chemistry. It follows the college syllabus for CHM 221&222. This course is part of a college program for students wanting to pursue careers in natural science, engineering, medicine, and the environment. Students who

should take this course are those who want to at the college level. Above all, this course will help you to become a better critical thinker. Students who register with the college can earn ten credits through CCC.

**HUMAN BODY SYSTEMS (PLTW)\*****Grades 11-12****1 Credits SC**

The rigorous and relevant course is part of the PLTW Biomedical Science sequence that allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease; all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**SCIENCE, TECHNOLOGY, AND SOCIETY****Grades 10-12****.5 Credits SC****Prerequisite: One year of high school science**

Science, Technology, and Society is an exploratory one trimester science course. Students will focus on exploring different science, technology, engineering, and math (STEM) concepts while working in teams on a series of investigative, hands on, projects throughout the trimester. Topics covered will include alternative energies, structural engineering, and human impacts on climate and space. This course will encourage students to explore and understand the ways in which science and technology shape culture, values, and institutions and how such factors, in turn, shape science and technology.

**PHYSICS\*****Grades 10-12****1 Credit SC****Prerequisite: Geometry****Geometry**

Physics is the study of how things work. In this college-prep course we will use the principles of science, mathematics, and engineering to study speed, projectiles, collisions, and rotation. This course is excellent for students who would like to explore careers in civil and mechanical engineering, research science, crime scene and

accident investigation, and design.

**ASTRONOMY**

**Grades 10-12 .5 Credit SC**

**Prerequisite: Algebra I (or instructor recommendation)**

This introduction to the universe and solar system includes the study of galaxies, stars and their formation, the solar system and its overall scale and structure, planets, the Sun, and other bodies in our solar system including satellites, meteors, comets, and asteroids. Theories about origin of the solar system will be discussed, with emphasis on recent discoveries.

**ENVIRONMENTAL SCIENCE**

**Grades 10-12 .5 Credit SC**

**Prerequisite: Two Trimesters of HS Science**

**Cost: \$5 lab fee (+ field trip fee of \$25)**

This science course will look at the study of natural resources and the relationship of living things to each other and to their environment. Upon completion of this course the student will have a better understanding of the complex interrelation between the environment, development, population, resources, and change due to the manipulation of resources. Students will be expected to participate in field studies and will need appropriate rain gear and boots. There will be a field trip fee of \$15 required for a mandatory field trip.

**OCEANOGRAPHY**

**Grades 10-12 .5 Credit SC**

**Prerequisite: Biology**

**Cost: \$5 lab fee (+ field trip fee of \$25)**

Oceanography is an elective science course designed to introduce students to the physical and biological aspects of the ocean environment. This introductory course will include laboratory activities, research, and a field trip. There will be a field trip fee of \$25 required for the mandatory field trip to the coast.

**SOCIAL SCIENCES**

*Developing an understanding of the social sciences (history, economics, civics and geography) is critical to becoming a productive citizen in our nation. Democratic representative government requires informed, participating citizens in order to be successful.*

*The integration of geography, economics, and civics is not only a natural connection to understand history more completely, but it also has a strong connection to current learning research. To achieve this, we recognize*

*that the acquisition of facts, while important, should only be one part of a student experience with the social sciences. Many opportunities to examine relationships, weigh alternatives and make judgment about information are key to the development of individual student achievement and to the success of the curriculum.*

	<b>Required Courses</b>	<b>Credit</b>
Grades 9	World Studies	1 Credit
Grade 10	American Studies	1 Credit
Grade 11	Modern US History	.5 Unit
Grade 12	Applied Civics	.5 Unit
<b>Electives available for selection</b>		
select from this list during grade 11 or 12:  (.5 credit required)	AP Psychology	1 Credit
	AP US History	1.5 Credit
	AP US Govt & Politics	1 Credit
	Civil War	.5 Credit
	Comparative World Religions	.5 Credit
	Contemporary World Issues	.5 Credit
	Law and Today's Youth	.5 Credit
	Native Americans	.5 Credit
	Money in The Modern World	.5 Credit
	Pacific Northwest History	.5 Credit
	Psychology	.5 Credit
Sociology	.5 Credit	
<b>Total Units of Social Science Required =</b>		<b>3.5 Credit</b>

**SOCIAL SCIENCES HONORS PROGRAM**

Molalla High School offers honors classes in World Studies and American Studies. The honors classes realize that history is an evolutionary and revolutionary process. Students will gain a conceptual knowledge of American history and of world history that will allow them to analyze historical materials and employ high level thinking skills to develop individual perspectives and conclusions on specific events and movements. Students will be required to do in-depth research, write historical papers and complete a trimester project. Instructor recommendations and a B+ average in previous social studies classes is required.

**AP Courses are eligible for college credit based on the student's AP test score and the receiving institution.**

**\*\*NCAA does not recognize this as a college prep course.**

**WORLD STUDIES**

**Grades 9 1 Credit SS**

World Studies (required for graduation) is a course that will cover the history of the World beginning with the Industrial Revolution and ending with Genocide. The course will integrate civics, and economics with an emphasis on the

geography of the areas studied. Writing and speaking projects will be a portion of the curriculum for the class.

**HONORS WORLD STUDIES**

**Grade 9 1 Credit SS**

**Prerequisite: Teacher Approval (see above)**

**AMERICAN STUDIES**

**Grade 10 1 Credit SS**

American Studies (required for graduation) is a course that will cover the history of the United States beginning with the Progressive Era and progress through the Vietnam War. The course will integrate civics, economics and geography in the study of American History. Writing and speaking projects will be a portion of the curriculum for the class.

**HONORS AMERICAN STUDIES**

**Grade 10 1 Credit SS**

**Prerequisite: Teacher Approval (see above)**

Honors American Studies integrates the social studies disciplines of geography, history, economics, and civics. This includes the study of American History from the Progressive Movement to the Vietnam War. A social science analysis work sample and a state graduation standard speech are required.

**MODERN U.S. HISTORY**

**Grade 11 .5 Credit SS**

U.S. History (required for graduation) will cover the history of the United States beginning with the turbulent years of the 1960's and moving through the events of today. Civics, economics, geography, and history will be integrated into this study. Students will complete a research paper as a culminating project.

**CIVICS**

**Grade 12 .5 Credit SS**

This course (required for graduation) is designed to reinforce principles of American democracy and give students an in-depth look at the foundations of American government using primary and secondary source documents. Students will learn how government operates, and participate in simulations to learn how they can have an impact in this representative democracy. Emphasis is on current events. Students will also participate in service learning/social activism to apply the concepts and ideals of democracy.

**SOCIAL SCIENCE ELECTIVES**

*Students may also select from the following elective course descriptions to complete the remaining half-credit social studies requirement for graduation, to prepare for post-*

*high studies, or to pursue interests.*

	<b>Required Courses</b>	<b>Credit</b>
Grades 9	World Studies	1 Credit
Grade 10	American Studies	1 Credit
Grade 11	Modern US History	.5 Unit
Grade 12	Applied Civics	.5 Unit
<b>Electives available for selection</b>		
select from this list during grade 11 or 12:  (.5 credit required)	AP Psychology	1 Credit
	AP US History	1.5 Credit
	AP US Govt & Politics	1 Credit
	Civil War	.5 Credit
	Comparative World Religions	.5 Credit
	Contemporary World Issues	.5 Credit
	Law and Today's Youth	.5 Credit
	Money in the Modern World	.5 Credit
	Native Americans	.5 Credit
	Pacific Northwest History	.5 Credit
	Psychology	.5 Credit
	Geography: Exploring the World in Which we Live	.5 Credit
	Sociology	.5 Credit
<b>Total Units of Social Science Required =</b>		<b>3.5 Credit</b>

**AP PSYCHOLOGY**

**Grades 11-12 1 Credit SS**

**Prerequisite: Psychology recommended but not required**

This two-trimester course is an in-depth study of the disciplines within the field of psychology. Topics will include historical and contemporary perspectives, neuropsychology, sensation and perception, levels and types of consciousness, intelligence and learning, motivation and emotion, psychological disorders and their treatment. The goals of the course are like psychology itself: to understand and predict behavior. A research project is required and the AP exam will be offered in the spring to determine college credit eligibility. **The AP exam will determine college credit eligibility (see pg. 11)**

**AP US GOVERNMENT & POLITICS**

**Grade 12 1 Credit SS**

**Prerequisite: met standard on OAKS Reading, passed World St., American St., & Modern US History**

This two-trimester elective course reinforces principles of American democracy with an in-depth look at the foundations of our government, using primary source documents. Students will learn how our government operates and how they can participate in representative

democracy. Students should expect a college level workload. **The AP exam will determine college credit eligibility (see pg. 11)**

## **AP US HISTORY**

**Grades 10-12**

**1.5 Credit SS**

**Prerequisite: met standard on OAKS Reading, passed previous SS courses**

This is a 3-trimester elective course, which if successfully completed, can replace American Studies A & B and Modern US History. Students should expect a college level workload. This course integrates the disciplines of history, government, economics, geography and social science analysis, and is developed to prepare for the AP US History exam in the spring, **which determines college credit eligibility (pg. 11)**

## **CIVIL WAR**

**Grades 11-12**

**.5 Credit SS**

This course provides an in-depth study of the causes, events, and consequences of the Civil War upon American society. Student will critically analyze ethical choices present to Americans in the years leading to the Civil War, examine events and strategies of the war years and their impact on politics and daily life, and learn about the plans to reunite the Union and the growth of the power of congress and the federal government.

## **COMPARATIVE WORLD RELIGIONS**

**Grades 11-12**

**.5 Credit SS**

This course explores religious philosophies from around the world including Christianity, Judaism, Buddhism, Hinduism, and Islam. Students will compare and contrast philosophies to get an understanding of the nature and foundation of religion itself. A research project on a student-selected philosophy is required.

## **GEOGRAPHY: EXPLORING THE WORLD IN WHICH WE LIVE**

**GRADES 9-12**

**.5 Credit SS**

Geography: Exploring the World in Which We Live is an elective course designed to give students an understanding of their world. Students will explore the physical and human geography of regions around the world in order to interpret the past, present, and future.

## **CONTEMPORARY WORLD ISSUES**

**Grades 11-12**

**.5 Credit SS**

To be informed, active and responsible citizens, we need a basic understanding of different cultures and how their conflicts impact our world. As we become a more diversified nation, it becomes more important to develop a common understanding of the history of

these conflicts and their effects on us. The topics studied will vary depending on current world events, but may include conflicts in the Middle East, West Africa, China/Tibet, and/or Pakistan/Afghanistan. Students should expect reading and research outside class time.

## **LAW & MOCK TRIAL**

**Grades 11-12**

**.5 Credit SS**

This course provides an understanding of the development of the US Constitution along with the rights and responsibilities of citizens. Students will gain knowledge of Supreme Court decisions and the effect on our legal system, along with an understanding of Oregon legal statutes that especially apply to teenagers. Students will participate in mock trials and observe Oregon's legal system in action.

## **MONEY IN THE MODERN WORLD**

**Grades 11-12**

**.5 Credit SS**

This is a course in financial literacy and economics, exploring how we obtain, use, and save money to meet our needs and wants. Basic economic concepts are introduced, but the focus is on money's relevance to students. Students will explore how they fit into the world of money and wealth today.

## **NATIVE AMERICANS**

**Grades 11-12**

**.5 Credit SS**

This course focuses on the culture and history of native peoples that have lived on the North American continent. Content includes the study of different tribes and their choices of food, shelter, clothing, music, dance, religion, law, methods of travel, methods of hunting and gathering, and use of native plants.

## **PACIFIC NORTHWEST HISTORY**

**Grades 11-12**

**.5 Credit SS**

Students will develop and understanding of the physical and historical background of the areas that have created the economic, environmental, and political issues that face the citizens of the Pacific Northwest today.

## **PSYCHOLOGY**

**Grades 11-12**

**.5 Credit SS**

This course provides an overview of the different fields of psychology. A variety of topics will be explored, including careers, historical and contemporary perspectives, neuropsychology, consciousness, intelligence and learning, and psychological disorders. Course goals are like those of psychology itself: to understand and predict behavior. A research paper will be required.

## **SOCIOLOGY**

**Grades 11-12****.5 Credit SS**

Sociology studies human society and social behavior. This course will focus on social interaction- the ways in which people relate to one another and influence each other's behavior. Students will develop questions and design human studies, gather data, and draw conclusions.

study of color theory. More complex studio projects will allow students to apply their developing studio techniques using a variety of media. Presentations, critiques, and written evaluations and reflections will be used to gauge students' progress. An exhibit of the students' work, as well as a final speech, will be required. Students should bring a sketchbook and pencil to class daily.

**VISUAL ARTS 3****Grades 10-12****.5+ Credit AR****Prerequisite: C in Visual Arts II or Teacher Approval****Fee: Materials fee of \$10 is required**

Visual Arts III is for the more serious artist who is willing to work long and hard on each project. Projects will be at a higher difficulty level, and may be done in various media, according to a theme or organizing principle. Students must be able to work more independently and be self-directed in their quest for more advanced work. Some students will be able to enter their work in various local shows, and/or work on portfolios for college. A final presentation with self-critique will be required. This class may be taken more than once with teacher and counselor permission.

**CERAMICS 1****Grades 9-12****.5 Credit AR****Fee: Materials fee of \$20**

This entry-level course stresses the basic methods of constructing hand-built projects, firing, and glazing. Instruction covers 5-8 discrete clay projects, as well as vocabulary, relevant history, safety tips, and required studio practices. Projects may include: pinch pot, coil pot, lidded box, and hollowed out sculpture. Presentations, critiques, and written reflections are part of student evaluation. Vocabulary of the elements and principles of design will be stressed. Must earn a B- or higher to take advanced courses.

**CERAMICS 2****Grades 9-12****.5 Credit AR****Prerequisite: Ceramics I or Teacher's Approval****Fee: Materials fee of \$20**

This second course focuses on refining the basic methods of constructing hand-built projects, firing, and glazing. Instruction covers 5-10 discrete clay projects, as well as vocabulary, relevant history, safety tips, and required studio practices. Special attention is paid to developing good studio practices and staggering projects so that more ambitious work can be attempted. Projects may include several of those from Beginning Ceramics, but with added complexity, including the use of glazes in combination, and more sophisticated surface treatments. Presentations, critiques, and written reflections are part of student evaluation. Vocabulary of the elements and principles of

**ARTS: VISUAL ARTS, THEATER and MUSIC****VISUAL ARTS**

*The Visual Arts sequence offers students the opportunity to explore and refine their creative capacity as emerging artists. The elements and principles of design are the foundation on which studio activities are built, and underpin our engagement in cultural and historical artistic inquiries. Students develop tangible skills in a variety of techniques, and in reading, writing, and speaking, as well as the more intangible (yet no less valuable) skills of personal management, determination, teamwork, and problem-solving.*

**VISUAL ARTS 1****Grades 9-12****.5 Credit AR****Fee: materials fee of \$10 is required**

This class is designed to introduce students to the elements and principles of design, with a focus on the elements, through the exploration of a variety of media. Media may include pencil, ink, paint; mixed-media, colored pencil, and chalk and oil pastels. Students will also explore art as a means of understanding and responding to history and culture. The class will focus on developing the ability to create projects that address design problems and respond to the artwork of others. Presentations and critiques, the traditional method of evaluating art, will accompany studio projects. *Must earn a B- or higher to take advanced courses.*

**VISUAL ARTS 2****Grades 9-12****.5 Credit AR****Prerequisite: Visual Arts I or Teacher's Approval.****Fee: Materials fee of \$10 is required**

Visual Arts II will build on students' understanding of the elements of design by integrating them into study of the principles of design. This will be accompanied by a close

design will be stressed.

### **CERAMICS 3**

**Grades 10-12**

**.5+ Credit AR**

**Prerequisite: C in Ceramics II or Teacher's Approval**

**Fee: Materials fee of \$20**

Students propose and develop a series of works that aligns with the strengths of their work in Ceramics I & II. Instruction covers as few as 4 and as many as 15 hand-built projects. Vocabulary, relevant history, safety tips, and required studio practices are also taught. Advanced students will also serve as assistants to demonstrate techniques to their peers, and may be trained to load and unload the kiln. Projects will include functional as well as decorative works; self-evaluations and process statements will be used to gauge growth toward goals. Some work on the wheel may be introduced. Vocabulary of the elements and principles of design will be stressed.

### **STUDIO ASSISTANT**

**Grades 11-12**

**.5+ Credit Elective**

**Prerequisite: Visual Arts I or Ceramics I and Teacher Approval/Application Process**

This course is designed as an independent study that builds on foundational knowledge from either the Visual Arts or Ceramics sequence. Students will be trained in tasks necessary for maintaining an artist's studio, including proper use and care of materials and equipment, preparation and maintenance of specific media stations, proper and conventional display of artwork, and creation of a portfolio of studio samples for instructional use. Students may also model techniques for introductory classes.

### **VIDEO AND GRAPHIC ARTS**

#### **INTRODUCTION TO VIDEO PRODUCTION**

**Grades 9-12**

**.5 Credit AR**

This is an introductory course to the art and tech of video production. Students will learn basic video camera use and video editing. Students will also explore careers in video and film.

#### **GRAPHIC ARTS 1, 2, 3, and 4**

**Grades 9-12**

**.5 Credit AR**

**Fee: \$10/course for equipment use, ink, specialty paper, and technology upgrades.**

Graphic Design teaches students the tools and skills needed to create digital art. Students will learn Adobe Creative Suite software in computer lab based classes. Graphic Design 1, 2, 3, and 4 are career and technical education courses, focusing on project design, meeting deadlines and employability.

Classes must be taken consecutively. A student must pass with a grade of C or higher to move on to the next level, or by instructor approval.

**Graphic Arts 1** is an introductory course. Students will learn the basic use of Adobe Photoshop, with an overview of the Elements and Principles of Design. Projects may include designing a movie poster, logo, photo collage, or CD cover.

**Graphic Arts 2** continues building on Adobe Photoshop use and introduces students to Adobe InDesign. It is also an introductory course in digital photography, including studio portrait lighting and photography composition. Projects may include a Magazine Cover, Photo Journal.

**Graphic Arts 3 and 4** introduces students to Adobe Illustrator. Students will create a personal brand plus learn how to work for a client.

### **THEATER**

#### **INTRODUCTION TO DRAMA**

**Grades 9-12**

**.5 Credit AR**

This is an introductory course to the performance side of theatre arts. In this class, students will explore the basics of theatrical performance by learning theatre vocabulary, movement, dialogue, acting styles and vocal projection. Students will act in formal and informal scenes and analyze the physical, emotional and social dimensions of characters found in dramatic texts. The students will participate in creating a safe and respectful classroom community and work together with their classmates to rehearse and perform scenes.

#### **THEATER TECHNOLOGY**

**Grades 9-12**

**.5 Credit AR**

This class will provide work experience opportunities for students interested in performing arts technology. The class will focus on a portfolio based system of design projects based on units selected by the class. The Theater technology class will provide opportunities for integrating technology into the performing arts curriculum. They will explore various technical aspects of theatre including: lighting, sound, props, costumes, and set design and construction.

#### **DRAMA: ADVANCED ACTING**

**Grades 10-12****.5 Credit AR****Prerequisite: Intro to Drama**

Advanced Acting is for the advanced drama student who has completed Intro to Drama with a passing grade. In this class, students will explore the more detailed side of acting while performing and workshopping various pieces.

**Grades 10-12****.33+ Credit****AR****Prerequisite: Audition, Teacher Approval, & Concert Choir or Chorale enrollment**

A minimum of two terms is needed to receive credit towards graduation. Socialaires is a vocal jazz/pop group. Different styles of jazz are explored and performed in this class. A cappella pieces are featured, as well as music that is accompanied by a rhythm section (piano, bass, drums). Accompanists are also welcome in this class, and there are numerous solo opportunities. Students must be a part of either Concert Choir or Chorale to be a part of Socialaires.

**MUSIC**

*Every student in the Molalla River School District should have the opportunity to experience music through appreciation and performance. The study of music is basic to a complete education, provides a competitive edge for successful educational reform, engages students in individual and group activity, and develops creativity, problem-solving, critical, and evaluative skills. In addition, music and the other fine arts significantly enhance the morale and quality of the school environment.*

**CHORAL MUSIC****CHORALE****Grades 9-12****.5+ Credit AR**

Chorale is a beginning to intermediate vocal group which teaches the basics of singing during the first trimester and gradually progresses in difficulty throughout the year. Students will learn proper vocal technique and work on ear training. The study of basic music theory is stressed. Different styles of music are performed, and the group will give performances throughout the year. Piano accompanists are also welcome in this class. Chorale is an excellent class to help prepare singers for Concert Choir.

**CONCERT CHOIR****Grades 10-12****.5+ Credit AR****Prerequisite: Teacher Approval****Concert Choir is an advanced vocal course.**

A cappella (unaccompanied) music is performed, as well as foreign language pieces. Performances, choral festivals, and competitions are a large part of the Concert Choir curriculum. Piano accompanists are also welcome in Concert Choir. The work is much more advanced than chorale and although the work is demanding, the class is fun and rewarding.

**SOCIALAIRES****INSTRUMENTAL MUSIC****JAZZ BAND****Grades 9-12****.33+ Credit AR****Full Year Class/After Hours (50-Minute Class)****Prerequisite: Director Approval**

The Jazz Ensemble is an advanced musical organization designed to study and perform various styles of contemporary and traditional jazz literature. Students in Jazz Ensemble must be enrolled in another music-performing class such as Symphonic Band, Wind Ensemble, Concert Band, Concert Choir, or Chorale. Students will study improvisation and solo opportunities will be available. This class has required activities that take place during non-school hours. A minimum of two terms is needed to receive credit towards graduation. Seniors will be able to earn ACC credit through CCC for this class if they participate all year.

**SYMPHONIC BAND****Grades 9-12****.5+ Credit AR****Prerequisite: Teacher Approval**

Symphonic Band is the core class of the band program. Students are expected to have a fundamental knowledge of their instrument and be able to read music. This Band performs at festivals, concerts, and community events. Students will be exposed to a variety of cultural and musical styles from numerous time periods. This class has required activities that take place during non-school hours.

**Wind Ensemble****Prerequisite: Audition****Grades: 9-12****.5+ Credits AR**

Wind Ensemble is the competitive core class of the band program. Student placement will be by director selection/audition. This Band performs at festivals,

concerts, and community events. This course contains the study of traditional and contemporary band literature that includes performance and study of common styles and practices of historically and culturally significant composers/arrangers, and study of historical issues related to the development and performance of band literature. It also provides a thorough groundwork in the fundamental ideas, techniques, and practices of band music and ensemble performance. This class has required activities that take place during non-school hours. Seniors will be able to get ACC credit (2) from CCC for this class if they participate all year.

**HEALTH AND PHYSICAL EDUCATION**

*Students will gain a fundamental knowledge of the principles of physical education and health. They will learn lifetime skills that will emphasize the importance of integrating wellness concepts into healthy lifestyle choices. Only one PE course may be taken per trimester. Because these courses are not required at a particular grade level, it is critical that students exercise good educational planning in order to meet these requirements in a timely manner.*

Required Courses	Credits
2 Physical Education Selective Courses	.5 X 2
<b>Total Units PE Required for Graduation=</b>	<b>1 Unit</b>
Health 1	.5 unit
Health 2	.5 unit
<b>Total Units Health Required =</b>	<b>1 Unit</b>

**Beginning Physical Education Course**

**PE 101** **.5 Credit PE**  
**Grades** **9-12**  
**Fee:** **\$5 lab fee**

This course introduces concepts for personal development in health-related fitness and physical skills; these include cardiovascular exercise, body composition, strength, endurance, and flexibility which will be the basis for the advanced physical education classes. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Students will develop physical and health-related fitness skills through participation and class activities. All students (starting with the class of 2016)

must first pass this class in order to take an advanced physical education course.

**Advanced PE Classes**

**VOLLEYBALL** **.5+ Credit PE**  
**Grades 9-12**  
**Prerequisite:** **Successfully complete PE 101**  
**Fee: \$5 lab fee**

This is a coed physical education activity course that provides instruction and practice of basic skills and techniques in volleyball. Knowledge of rules and strategies will be stressed so students will be able to effectively participate in recreational volleyball. Students will also gain knowledge and experience to prepare them for competitive programs and coaching volleyball in physical education and recreational settings.

**YOGA** **.5+ Credit PE**  
**Grades** **9-12**  
**Prerequisite:** **Successfully complete PE 101**  
**Fee:** **\$5 lab fee**

Introductory and intermediate yoga techniques will be introduced to develop balance, core strength, flexibility, and joint stability. Students gain a greater understanding of the relationship between the mind and body and the importance of exercise in promoting health and reducing stress.

**BASKETBALL** **.5+ Credit PE**  
**Grades** **9-12**  
**Prerequisite:** **Successfully complete PE 101**  
**Fee:** **\$5 lab fee**

This course will provide opportunities for individuals to develop skills and techniques for basketball. Students will also learn rules, etiquette, safety, strategy, and offensive and defensive elements of the game. Various team building strategies will also be implemented.

**RECREATION SPORTS** **.5+ Credit PE**  
**Grades** **9-12**  
**Prerequisite:** **Successfully complete PE 101**  
**Fee:** **\$20 lab fee**

This course is designed to study the rules, etiquette, and strategies as well as practice basic skills in recreational games. Activities include but are not limited to, badminton, pickle ball and volleyball.

**BODY SHOP** **.5+ Unit PE**  
**Grades 9-12**  
**Prerequisite:** **May need teacher approval (Ms. Brauckmiller)**

This non-competitive course is designed for the student who is interested in a supportive environment to learn and

practice healthy activities. Part of the class is spent in a gym setting, and part of the class will take place in the classroom. In the gym, students will learn activities that will improve health, from cardiovascular activities, to stress reduction, to strength training. Students will also do self-assessments on their own health and fitness. Classroom study will explore personal wellness topics such as goal setting, self-esteem, nutrition, eating disorders, media and environmental factors that influence health.

## **AEROBICS**

**Grades 9-12**

**.5+ Credit PE**

**Fee: \$5 lab fee**

This class is for students who want to focus solely on their cardiovascular fitness. It will consist of low to high impact aerobic activities. Students will be introduced to various styles of aerobic training, including yoga, Pilates, floor aerobics, and dance aerobics.

## **STRENGTH AND CONDITIONING**

**Grades 9-12**

**.5+ Credit PE**

**Fee: \$5 lab fee**

This elective course combines weight training with aerobic conditioning. Students will improve their understanding of muscle and joint function. Fitness concepts, plyometrics, diet, and some basic anatomy will also be included to lay the foundation for pursuing a career in athletic training, personal training, or sports medicine. **College credit through CCC is available for this course.**

## **HEALTH I**

**Grade 9-12**

**.5 Credit HE**

This required class will include health topics such as relationships, diet, chemicals, Environment Health, Drug Use/Misuse and mental health. Other topics related to current health issues will also be explored.

## **HEALTH II**

**Grades 10-12**

**.5 Credit HE**

**Prerequisite: Health I**

This course will continue to focus on various subjects under the Health curriculum. Topics include: First Aid/CPR, Personal Safety, Work Safety, Vehicle Safety, STD's, Life Planning.

## **HEALTH & FITNESS FOR LIFE**

**Grades 9-12**

**.5 Credit Elective**

Explores the interaction of physical fitness and health. Related topics include: nutrition, stress reduction, relaxation techniques, goal-setting, weight control as well as focusing on health-related careers. Most days spent in the classroom but some time practicing and testing in the gym. **College credit through CCC is available for this course.**



## **CAREER & TECHNICAL PROGRAMS**

*Our career and technical programs give students actual experience in a variety of fields: building construction; welding industry; graphic arts; agriculture science production and business; and livestock science. Students who intend to pursue a professional and/or technical field will have a better idea of what is involved after completing one of these programs of study. Students should discuss their elective career/technical course selections with their parents, career area instructor, advisor, and/or counselor prior to forecasting.*

## **AGRICULTURAL SCIENCE**

**For any courses offered at the Land Lab if students miss the Land Lab bus, they are to report to Ms. Cooksey immediately at the attendance office. Students are not allowed to transport themselves to this class! If a student misses the land lab bus for 3 un-excused circumstances, it will result in REMOVAL FROM THE CLASS AND A FAILING GRADE.**

## **AGRICULTURE IA & IB**

**Grades 9-12**

**1 Credit AR**

**Students can earn 3 college credits for AG 111 through Linn Benton Community College**

This is a basic course designed to introduce students to global agriculture, its history and socio/economic importance. Instructional units include: agriculture animals, farm crops, agriculture careers, leadership, food science, natural resources and computers.

## **INTRODUCTION TO VETERINARY SCIENCE**

**Grades 11<sup>th</sup> and 12<sup>th</sup> Grade (or teacher approval)**

**Prerequisite: Agriculture Science A&B .5 Credit AR**

The purpose of this course is to provide high school agricultural education students with an introduction to the basic principles of veterinary science and medicine. This requires students to understand the biology of both large and small breeds of animals, as well as specifics related to the area of veterinary

medicine. This class will build a foundation for those high school students interested in the area of veterinary science.

Topics to be covered include basic first aid, medical terminology, professional and ethical standards of veterinary medicine, handling and restraint, animal anatomy, parasitology, diseases and treatments, posology, basic clinical exam techniques for large and small animals.

Students will have many opportunities to have real world and up close look at veterinary science due to this course being held at the Molalla High School 50 acre Agriculture Land Lab. Students will meet the Land Lab bus at the main entrance of the high school every day to be transported to our facility to this class.

### **AGRICULTURE MECHANICS A & B**

**Grades 10-12**

**1 Credit AR**

**Prerequisite: Agriculture Mechanics A must be taken before enrolling in Agriculture Mechanics B.**

**College credit is available for this course**

Agriculture Mechanics is designed for students interested in skills related to the agriculture mechanics career field. Students will be involved in "hands on" activities in the following areas: projects construction, concrete work, farming, tractor repair, maintenance and operation, painting and individual projects.

### **TRACTOR OPERATION MAINTENANCE AND SAFETY**

**Grades 10-12**

**.5 Credit AR**

This class is designed to help students qualify for a Tractor Operator's Certification. The certificate is required for any machine operator under 18 years of age who works for someone other than his or her parent. Units of instruction will include general safety factors, instruments and controls, maintenance and safety checks, farmstead safety, hitches, PTO, and hydraulics. A minimum of 15 hours of driving is required for certification.

### **ANIMAL SCIENCE A**

**Grades 9-12**

**.5 Credit AR**

**Students can receive 4 college credits for ANS 111 when they complete this course and Animal Science B through Linn Benton Community College.**

Students will learn about the sheep & swine industries including: breeds, genetics, reproduction, digestion, facilities, behavior, selection and diseases.

### **ANIMAL SCIENCE B**

**Grades 9-12**

**.5 Credit AR**

**Students can receive 4 college credits for ANS 111 when they complete this course and Animal Science A through Linn Benton Community College.**

Students will learn about the Beef & Dairy industries including: breeds, genetics, reproduction, digestion, facilities, behavior, selection and diseases.

### **CROP PRODUCTION SCIENCE**

**Grades 9-12**

**.5 Credit AR**

**Students can receive 3 college credits for CSS 200 through Linn Benton Community College.**

This course is an introduction to crop science and includes the developmental morphology of crop seeds, seedlings, and plants as well as crop community dynamics in relation to biotic and environmental interactions that influence productivity. Discussed are basic concepts of crop management such as seedbed preparation, planting, fertilizing, irrigation, harvesting, storage, processing and marketing of cultivated crops.

### **PLANT PROPAGATION**

**Grades 9-12**

**.5 Credit AR**

**Students can receive 4 college credits for HT 8.137**

This course is designed to teach the principles, techniques, and facilities used to propagate ornamental plants. Topics include seed propagation, cuttings, grafting, budding, division, layering, and tissue culture. Students are responsible for part of the annual plant sale, including selection, ordering, pick-up, pricing, set-up, advertising, sales, and customer assistance.

### **EQUINE & LIVESTOCK EVALUATION**

**Grades 9-12**

**.5 Credit AR**

**College credit available for this class through Blue Mountain Community College**

Students in this course study the practical application of livestock evaluation criteria and methods used in judging production livestock and equine species. Students will overview commercial breeds of livestock, livestock anatomy, standards for evaluating live animals, quality and yield grading of market animals, as well as selection criteria for breeding animals. Emphasis is placed upon the ranking of both market and breeding animals according to ideal industry standards as well as developing and presenting oral reasons.

### **EQUINE MANAGEMENT**

**Grades 9-12**

**.5 Credit AR**

**Students completing the 1.5 credits equine course series are eligible to receive 3 credits for AND 201 through Blue Mountain CC.**

Students will learn more complex concepts and principles related to the horse industry. Units of instruction will include selection of horses, conformation, pedigree evaluation, identification of horse blemishes and unsoundnesses. Students will check the vital life signs, learn basic first aid, and diagnose diseases for horses. Hoof and Dental care will also be practiced. Students will acquire skills in advanced areas of equine study. Horse digestion, reproduction, and other areas of physiology will be the focus of this course. Students will become familiar with nutrient and exercise requirements for horses.

### **GREENHOUSE CROPS**

**Grades 9-12**

**.5 Credit AR**

**Students completing the 1.5 credits horticulture course series are eligible for 3 college credits (HORT 142) through Clackamas CC.**

This course is designed to familiarize students with advanced concepts and skills used in the production horticulture industry including plant identification, propagation, greenhouse management, greenhouse crop pests, environmental influences on individual crops, their requirements, scheduling and career opportunities. This class is taught at the land lab allowing for many hands on opportunities in the greenhouses.

### **INTRODUCTION TO EQUINE SCIENCE**

**Grades 9-12**

**.5 Credit AR**

Students will learn basic concepts and terms used in the horse world. Units of instruction will include the benefits and influences of horses on our society, the history of horses, breed and age identification, anatomy, colors and markings of horses, daily grooming, show grooming and much more!

### **INTRODUCTION TO HORTICULTURE & SOILS**

**Grades 9-12**

**.5 Credit AR**

**Students can earn 4 college credits for CSS 205 through Linn Benton Community College**

This course is designed to acquaint students with the many fields of horticulture. Students will be able to identify many plants in the area and understand how plants grow. Units of instruction may include soil science and analysis, plant parts and functions, floral design, propagation methods and plant processes. This course is taught at the land lab, allowing for many hands on learning opportunities.

### **LANDSCAPE DESIGN**

**Grades 9-12**

**.5 Credit AR**

Course designed to provide students with the knowledge and skills necessary to design, construct, and maintain landscapes. Students will learn to identify plants, draw to

scale, evaluate and map design sites. This is a hands-on course where students will be allowed to develop advanced skills in the field of landscape design.

### **LANDSCAPE INSTALLATION**

**Grades 9-12**

**.5 Credit AR**

**Students completing the 1.0 credit landscape course series are eligible for 3 credits (HORT 224) through Clackamas Community College.**

**Prerequisite: Landscape Design**

This is an advanced course that focuses on hands-on instruction where students will be allowed to develop advanced skills in the field of landscape design and construction. Students will be working on school or personal projects that they design with instructor approval. Special focus will be spent on water feature design and building

### **MARKETING-AG**

**Grades 9-12**

**.5 Credit AR**

**College credit is available for this class.**

Strong emphasis on targeting the consumer, features and benefits of products, strengths and weaknesses of competitors' products as well as selling and distributing a product. Students will learn about all aspects of marketing and create a cumulative term project that mirrors real life marketing plans currently used in the industry.

### **PUBLIC SPEAKING- AG**

**Grades 10-12**

**.5 Credit AR**

**Students can earn 3 college credits for SP 111**

This course is designed to introduce students to all forms of oral communication used in the professional world. It includes the study of historically important speeches, non-verbal communication, prepared public speaking, extemporaneous public speaking, impromptu speaking, persuasive speaking and use of visual in speeches. Upon completion of this course, students can receive SP111 college credit through Klamath Community College.

### **DEBATE**

**Grades 10-12**

**.5 Credit AR**

**Prerequisite: Public Speaking is recommended but not required**

This course is a companion course to Public Speaking. Debate is taught in four different forms: Parliamentary Procedure according to Roberts Rules of Order, Socratic Seminar, American Parliamentary, and Lincoln-Douglas debate. Debate will develop your skills in research and the art of persuasion with logic, as well as heighten your awareness of current events.

**FOOD & YOU****Grades 10-12****.5 Credit AR****Prerequisite: Agriculture 1 is recommended but not required**

This course is designed for students to learn more about the food they consume and will combine food science, health & nutrition, and sustainable agriculture.

**MANUFACTURING TECHNOLOGY**

*Students interested in metals manufacturing technology, sheet-metal, machining, pattern making, foundry, forging, welding, computer aided manufacturing and mechanical engineering should complete the following courses while in high school: Intro to Welding, Advanced Welding, Metal Design & Fabrication, and Metals Internship.*

**INTRODUCTION TO WELDING****Grades 9-12****.5 Credit AR****Fee: \$25 lab fee****College credit is pending for this class**

Students will study metals in several industrial job fields. In welding, students will learn to gas weld and arc weld in the basic positions, cut with a cutting torch, and O-A weld.

**ADVANCED WELDING****Grades 9-12****.5 Credit AR****Prerequisite: Intro to Welding****Fee: \$25 lab fee**

Students will take the skills learned in Introduction to Welding and apply them in projects and learn out-of-position welding as well as drawing to scale.

**METAL DESIGN & FABRICATION****Grades 10-12****.5 Credit AR****Prerequisite: Adv Welding****Fee: \$25 lab fee**

Students will work on advanced welding projects as well as learning how to TIG weld, out-of-position weld in Mig and Arc (including vertical, horizontal up, horizontal down, and overhead), utilize the plasma cutter and braze and construct a variety of projects.

**METALS INTERNSHIP****Grades 10-12****.5+ Credit AR****Prerequisite: Advanced Welding or Teacher Approval**

Students who are working in a metals related job or internship can receive credit. See Metals instructor for details on this opportunity. Note: Students cannot receive credit twice for the same on-the-job experience.

**INDUSTRIAL DESIGN AND FABRICATION****INTRODUCTION TO FABRICATION AND CONSTRUCTION****Grades 9-12****.5 Credits AR**

This class will introduce students to basic level hands on wood/metal projects. Each student will be part of a design/production team that learns product design and development, fabrication, quality control, welding, precision measurement, and other skills. Projects may be made from a variety of materials including various types of woods and metals. There will be a focus on safety, precision measurement, introduction to hand tools and to print reading.

**FABRICATION LAB DESIGN CENTER A****Grades 9-12****.5 Credits AR**

This course will focus on Solidworks A, 3-D modeling, 3-D printing and assembly. This course is designed to align with CCC's CDT 108a- Intro to Solidworks.

**INTERMEDIATE FABRICATION AND CONSTRUCTION A****Grades 9-12****.5 Credits AR**

This course will provide students with an introduction to project management. Students will work on a project in a team, focusing on teamwork and communication along with learning about business, project management, design, production, evaluation, and customer service. The goal will be to focus on a community based building/manufacturing project utilizing a variety of materials.

**BUSINESS****INTRODUCTION TO BUSINESS****Grades 9-12****.5 Credits AR****Prerequisite: none**

This course is aimed at a student new to business courses. Topics covered will include: Basic Economic Concepts, Owning and Operating a Business, Government and Financial Influences on a Business. Students will explore these topics by reading the textbook, researching current events, participating in role-plays, creating posters, preparing classroom presentations and more.

This is a writing and reading intensive course. Students will be reading and writing on a daily basis to both develop and demonstrate skills in the course.

## **INTRODUCTION TO BUSINESS MANAGEMENT**

**Grades 9-12** **.5 Credits AR**

**Prerequisite: Introduction to Business**

This trimester-long course is intended to encourage students to develop critical understanding of organizations, the markets they serve and the process of adding value. The course will include consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic external environment. Students will work on developing problem solving skills, quantification and management of information and effective communication.

Topics covered will include: Management and Leadership, Motivation, Human Resource Management, Business Communication, and Operations and Project Management

## **COMPUTER APPLICATIONS**

**Grades 9-12**

**Prerequisite: None** **.5 Credits AR**

This trimester-long course is designed to provide you exposure to some of the computer software programs within the Microsoft Office 2013 Suite, including basic and advanced features in word processing, spreadsheet application and presentations. You will also be introduced to Google Drive, Google Docs and Prezi, all available on the World Wide Web (www).

This course is being articulated with CCC allowing students to earn 4 college credits, upon successful completion and registration with CCC.

## **BUSINESS LAW I**

**Grades 9-12** **.5 Credits AR**

**Prerequisite: None**

This trimester-long course is designed to allow students to explore the basic principles of business law and to provide students with an introduction to personal law. Students will gain an awareness of how the legal system was developed and how it continues to adapt as society progresses through changing times. The course will introduce the different areas in which Law affects their business dealings, and how the laws are in place for their protection both as professionals and consumers. Topics covered will include: Laws and the Legal System, Criminal and Civil Law, Contract Law, Sales Law, and Property Law.

## **BUSINESS LAW II**

**Grades 9-12** **.5 Credits AR**

**Prerequisite: Business Law I**

This trimester-long course is designed to allow students to expand their understanding of business law. The course will encourage students to take part in the decision-making process as a citizen of their local, national, and international communities. Topics covered will include: Agency and Employment Law, Legal Forms of Business Organizations, and Borrowing Money and Paying Bills.

## **ACCOUNTING I**

**Grades 9-12** **.5 Credits AR**

**Prerequisite: None**

This trimester-long course is designed to motivate students to be interested in accounting and to see accounting as the language of business. In this course students will practice accounting concepts and procedures, debits and credits, the full accounting cycle and banking procedures.

## **ACCOUNTING II**

**Grades 9-12** **.5 Credits AR**

**Prerequisite: Accounting I**

This trimester-long course is designed for students who have successfully completed Accounting I. In this course students will continue learning accounting by engaging in payroll procedures, recording sales and cash receipt, purchases and cash payments, and preparing worksheets for merchandising companies.

Students can receive credit from CCC if they complete both Accounting I/II.

## **MANAGERIAL ACCOUNTING**

**Grades 9-12** **.5 Credits AR**

**Prerequisite: Accounting I/II**

This trimester-long course is designed for students who have completed Accounting I and II. The course covers more advanced topics, broadening the student's understanding of the subject.

The student will learn the asset, capital, and liability section of the balance sheet, statement of cash flows and financial statement analysis, manufacturing accounting, the voucher system, and departmental accounting.

## **MARKETING**

**Grades 9-12** **.5 Credits AR**

**Prerequisite: None**

The marketing course introduces students to the concerns and techniques for marketing products and services in a competitive environment. Students learn concepts of contemporary marketing, inputs for market research such as consumer buying behavior, business marketing and buying

power of a business.

Students will learn the importance and technique for marketing planning including market segmentation and target marketing. They will learn about product strategy; price strategy and determination and the importance of distribution channels including wholesaling and retailing.

They will also learn about advertising and public relations including planning sales promotions, event marketing.

This course will be articulated with CCC.

## **BUSINESS ENGLISH**

**Grades 9-12**

**.5 Credits AR**

**Prerequisite: None**

This course is designed to introduce students to the latest trends in business through the use of authentic texts reflecting the business world. Students will continue to develop their grammar skills while building on the language competencies of reading, writing, speaking and listening. Throughout the course students will recognize and evaluate active listening skills, prepare and evaluate business presentations, prepare business correspondence correctly, clearly, and concisely and practice speaking confidently, correctly, tactfully, and convincingly.

## **PERSONAL FINANCE**

**Grades 9-12**

**.5 Credits AR**

**Prerequisite: None**

This course will provide students with a foundational understanding for making informed personal financial decisions leading to financial independence. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes.

## **ENTREPRENEURSHIP OR MERCHANDISING**

**Grades 9-12**

**.5 Credits AR**

**Prerequisite: Completed 1 or more of the following classes: Intro to Business, Marketing, or Accounting.**

Entrepreneurship or Merchandising is a specialized business course providing instruction of business practices that support the sale of products to retail customers. Emphasis is placed on oral and written communications, problem solving, and critical thinking skills as they relate to business operations, product design, selling, pricing, distribution, retail promotion, and accounting.

This would need to be a full year course with 2 trimester

requirements, with the first year focusing on creating a business that could become an ongoing incoming source for Molalla High School. Sub sequential years would either run the business created by the first year students or create a new business just as the first year students did.

## **SUPPORTED EDUCATION**

*MHS offers a continuum of services to meet the individual needs of students with disabilities. Students who meet the eligibility criteria stated in the Individuals with Disabilities Education Act as reauthorized by Congress in 2004. (IDEA 2004) will receive services through the Supported Education Department.*

*Several courses are available in the Department to provide students with the most appropriate instruction to meeting their individual educational needs. Students are placed into these courses based on their individual diploma plan and decisions made by their case managers and interdisciplinary teams.*

## **BASIC ENGLISH I**

**Grades 9-12**

**1.5+ Credits**

**EN Prerequisite: IEP Team Recommendation**

This course emphasizes skill building in reading, writing, vocabulary, spelling, and speech. The content of the course reflects the scope of Molalla High School's English curriculum, but is modified to fit the student's individual needs.

## **BASIC ENGLISH II**

**Grades 9-12**

**1.5+ Credits EN**

**Prerequisite: IEP Team Recommendation**

This course utilizes concepts and strategies studied in Basic English I. It continues to focus on skill building in reading, writing, vocabulary, spelling, and speech. The content of the course reflects the scope of Molalla High School's English curriculum, but is modified to fit the student's individual needs.

## **BASIC MATH I**

**Grades 9-12**

**1.5+ Credits MA**

**Prerequisite: IEP Team Recommendation**

This course emphasizes skills in mathematics that an individual will utilize in everyday endeavors. The course focuses on the basic concepts related to money, time, schedules, graphs, tables, budgeting, and purchasing. Basic computational skills such as addition, subtraction, multiplication, and division are the foundation of this course.

**BASIC MATH II****Grades 9-12****1.5+ Credits MA****Prerequisite: Part of Modified Diploma plan or IEP Team Recommendation as Elective Credit**

This course focuses on basic mathematical concepts that are required to perform many daily tasks and are the foundation of numerous occupations. The course covers basic skills and concepts aligned with the mathematical content standards. These standards include calculations and estimations, statistics and probability, algebraic relationships, measurements, geometry, and mathematical problem solving.

**LIFE SKILLS I****Grades 9-12****1.5+ Credits Elective****Prerequisite: IEP Team Recommendation**

This course focuses on daily living skills, personal social skills, and occupational preparation skills. The goal is to develop a life-centered education program that will be a transition guide to independent living which may include occupational preparation and career exploration.

**LIFE SKILLS II****Grade 12****.5 Credit Elective****Prerequisite: IEP Team Recommendation**

This course will focus on decision-making skills, Career Related Learning Experiences and Essential Skills. This course is based on the individual's graduation plan and post high school goals. It is intended for those students who are planning to further their education through vocational and technical programs or enter the workforce upon graduation.

**LEARNING STRATEGIES****Grades 9-10****1.5+ Credits Elective****Prerequisite: IEP Team Recommendation**

Learning Strategies courses serve several functions. As supplemental courses, they provide students with specialized Language Arts instruction toward grade level learning targets. Instruction also includes learning some specific reading and writing strategies required to be successful in other grade level classes that require reading and writing. Additionally, reading and writing strategies taught support students' abilities to meet the Reading and Writing Essential Skills requirements for graduation (see pp 7-9). In Learning Strategies 12, the focus is on producing Reading and Writing Work Samples to meet the Essential Skill

requirements.

**BASIC CURRENT EVENTS/CITIZENSHIP****Grade 12****.5 Credit SS****Prerequisite: IEP Team Recommendation**

This course focuses on government in the United States and covers how the constitution was written; the principles and philosophies of the Constitution and the Bill of Rights; the structure of federal, state and local governments; and the actions government takes to serve the American people.

**SPECIAL EDUCATION WORK EXPERIENCE****Grades 9-12****.5+ Credit****Prerequisite: IEP Team Recommendation**

The Work Experience Program is designed to offer students the opportunity to earn school credit while learning vocational skills. The program assists students in developing knowledge and skills that are essential for future success. Students successfully completing the program will receive .5 elective or .5 vocational credit for one class period per trimester. The student may earn a maximum of 1.0 credit (2 periods) per trimester. Under special circumstances, may earn more than 1.0 credit per trimester with the approval of the Special Education Department, Special Education Work Experience Coordinator, and Administration.

**WORLD LANGUAGES**

*Have you ever wondered what it would be like to speak a world language? Would you like to be able to communicate with the billions of people who speak other languages? Maybe you've dreamed of traveling someday, or perhaps you are just interested in learning how other people live.*

*If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. -Nelson Mandela*

*With the world's increased awareness of the value of communication, learning a world language has become increasingly popular. Adding another language to your other abilities also greatly increases your value in the job market. Also, many colleges require at least two years of a second language as an entrance requirement.*

**SPANISH**

*Spanish is the third most spoken language in the world (after Chinese and English). Over 360 million people speak*

*it as their first language in addition to the millions who have learned it as their second. Good Spanish speakers are in great demand in the job market in Molalla and around the world. Four years of Spanish may be taken at Molalla. Third and Fourth year Spanish students have an exceptional opportunity to earn high school and college credit at the same time.*

### **SPANISH I**

**Grades 9-12**

**1 Credit AR**

**Fee: \$18 for the workbook**

In first year Spanish, students participate in a variety of activities to learn the basics of the language and expressions dealing with school, family, friends, hobbies, and other interests. Through games, videos, discussions, and guest speakers, students will also learn about the customs and cultures of Mexico, Spain, and South America.

### **SPANISH II**

**Grades 9-12**

**1 Credit AR**

**Prerequisite: Spanish I**

In second year Spanish, students will learn to speak in two tenses and expand their vocabulary greatly. Students will talk about food, travel directions, recreation, transportation, shopping, and social activities. They will learn about Mexico, Central America, South America and Spain. Occasionally, there will be guest speakers, music videos, and Spanish games.

### **SPANISH III**

**Grades 10-12**

**1.5 Credits AR (Weighted)**

**Prerequisite: Spanish II**

**Students may earn 12 college credits completing the full sequence**

In third year Spanish, students will learn to use several tenses discussing a variety of topics. Class will be conducted primarily in Spanish. Cultural focus is on Latin America and Spain. Class activities will include role play, conversation, Spanish films, stories, slides, games, and projects.

### **SPANISH IV**

**Grades 11-12**

**1 Credit AR (Weighted)**

**Prerequisite: Spanish III**

**Students may earn 4 college credits completing the full sequence**

Fourth year students have fun using what they have been learning. Cultural focus is on Latin America and Spain. The tenses studied previously are reviewed and put into practice. Vocabulary and tenses are expanded and new structures are learned as the class utilizes Spanish films, conversation, games, literature, and projects. It's a year for pulling it all together.

## **MISCELLANEOUS**

### **HOMEROOM**

**Grades 9-12**

**.25+ Credit Elective**

Using the credit by proficiency model to complete the requirements listed below, students may earn up to 1.0 credit for MHS Advisory. Requirements must be completed by the final advisory of the year in which credit is to be granted. No retro-active awarding of credit allowable (for example: credit for 9<sup>th</sup> grade advisory will ONLY be awarded during the student's 9<sup>th</sup> grade year). Grade(s) will appear as an S on student transcripts (U **not** entered for students not receiving credit). All work to be considered for credit must be received by student's advisor by the last advisory day of the school year. Requirements are as follows:

9<sup>th</sup> grade

- Career Narrative essay (typed draft)
- Documented Career Research
- Completed Year 9 Education Plan and Profile
- Documented meeting with counselor to decide diploma type and appropriate planning

10<sup>th</sup> grade

- 10 Grade Essay (typed draft)
- Completed Year 9-10 Education Plan and Profile
- Typed resume and cover letter
- Documented practice of CRLS: personal management, communication, problem solving, teamwork, employment foundations, career development
- Documented visit for ONE of the following: job shadow, career fair, college visit, or military interview

11<sup>th</sup> grade

- 11<sup>th</sup> Grade Essay (typed draft)
- Completed Year 9-11 Education Plan and Profile
- Typed resume and cover letter
- Five CRLE hours related to career goal in essay (documented)
- Passing scores (2 or higher) for all 6 CRLS (documented)
- Documented ONE of the following: sample scholarship essay, sample complete job application, PSAT score, SAT score, ACT score, ASVAB score, or CCC admissions test score.

12<sup>th</sup> grade

- In addition to the requirements from the previous years' students will complete a Senior Project. The information can be found on the website.

## **BUSINESS/ATHLETIC DEPARTMENT OFFICE INTERN**

**Grades 11-12 .5+Credit Elective**

**Prerequisite: 3.0 GPA, 92% attendance, good behavior standing, Office Staff contract . Apply in office.**

This is an excellent opportunity for students who wish to gain advanced office experience. Students will be evaluated as though they were an office employee. Student selects grade type (A-F or S/U) to be recorded for the position of Business/Athletic Department Office Intern. High level of trustworthiness, work ethic, and reliability required for success in this position.

## **LEADERSHIP**

**Grades 9-12 .5+Credit Elective**

**Prerequisite: Application and teacher approval (Ms. Buhrle)**

This elective class focuses on developing, planning, and implementing both school-wide activities and community service projects. Student body officers are required to take two trimesters in the year that they are holding office.

## **OFFICE ASSISTANT**

**Grades 11-12 .5+Credit Elective**

**Prerequisite: 3.0 GPA, 92% attendance, good behavior standing, Office Staff contract**

Students who are interested in performing clerical duties necessary to assist in school office procedures may apply to be an office assistant. Duties of the student assistant include office reception, telephone reception, inner-school phone and email communication, filing and copying. A Satisfactory/Unsatisfactory (S/U) will be recorded on the transcript.

## **PEER TUTOR**

**Grades 11-12 .5+ Credit Elective**

**Prerequisite: Teacher/Counselor Contract, 3.0 GPA, Behavior in good standing**

This is an opportunity to work daily with a teacher in an elementary, middle or high school class, to assist students to learn the targets of the course. This role requires a high level of maturity and responsibility, as well as the job-related skills of flexibility and self-management. A Satisfactory/Unsatisfactory (S/U) will be recorded on the transcript, unless the student and the teacher get approval for a letter grade from administration.

## **TEACHER ASSISTANT**

**Grades 11-12 .5+Credit Elective**

**Prerequisite: Teacher Contract, 3.0 GPA, Behavior in**

## **Good Standing**

Students are encouraged to serve as assistants to the teacher in the classroom in clerical capacity. Students may not enroll for more than one period per trimester as a student assistant. The duties of the student assistant will be defined in the student assistant contract that must be signed before the student can enroll as an assistant. A Satisfactory/Unsatisfactory (S/U) will be recorded on the transcript.

## **WORK PARTNERSHIP**

**Grade 11-12 .5+ Credit Elective**

**Prerequisite: Work Partnership Coordinator Approval**

**Juniors and Seniors** are provided an opportunity to earn a total of 1.5 credits each year (3 credits total) towards graduation in addition to valuable on-the-job experience through part-time, paid or unpaid employment. We have partnered with CCC and with the Oregon Department of Employment's pilot program, I Match Skills, in an effort to provide students with the opportunity to develop their occupational skills and goals. In addition to earning high school credits students can earn college credit and be introduced to a valuable employment database. In order to qualify for credit the senior student must meet the following

1. Have **prior** approval from his/her counselor and the Work Partnership Coordinator **before** being scheduled (must be scheduled at least two weeks prior to the beginning of the trimester.)
2. Complete a work partnership contract with the employer, the parents, and the Work Partnership Coordinator prior to the end of the second week of the trimester.
3. Complete all necessary paperwork provided by Work Partnership Coordinator and return paperwork by specified deadlines. Late paperwork is not accepted.
4. Establish specific goals related to skill improvement. Seniors will be required to meet with the Work Partnership Coordinator at least on time per trimester to review job performance and paperwork.
5. Work Partnership credit will not be retroactive. The senior must be working at the time he/she signs up for the credit.

**Any work partnership agreement that does not meet the above qualifications must have a recommendation from the principal.**

**YEARBOOK****Grades 10-12****1.5+ Credits AR****Prerequisite: Teacher Approval**

Yearbook students are responsible for all aspects of producing the Arrow: theme development, computer design, page layout, photography, copy writing, selling ads, and final distribution. This is a full year course. Students must register for all three trimesters.