



Corvallis High School

2024-2025 Course Catalog



CORVALLIS HIGH SCHOOL

Home of the Spartans

Our mission is to educate responsible, knowledgeable, and highly engaged global citizens. Of equal importance, we ask students and staff to show empathy, take personal responsibility, and be resilient. We believe we have a school unlike any other. At CHS, students are challenged academically in a welcoming and diverse atmosphere. Spartans are uniquely prepared to meet the demands of a changing and unpredictable economy and society. Through challenging college and career preparatory coursework, a commitment to the arts, an excellent athletic program, many service groups and high-interest clubs, and career learning experiences, Corvallis High School provides a well-rounded four-year educational experience.

For a large school (over 1,200 students), we have a warm family feeling. I've not worked in a high school where all grades interact so easily and graciously. We are proud of our culture here at CHS. Our student body is actively engaged in determining the climate of our school. Staff members embrace the diversity of thought that students bring. The leadership class offers an opportunity for the voice of our students to impact our decisions. We all strive to be citizens of SPARTA: Scholarly, Prepared, Appreciative, Reliable, Tenacious, and Accepting. Whether on the field or in the classroom, Spartans excel.

CHS is privileged to remain a comprehensive high school, and this course catalog reflects our commitment to offer a wide variety of experiences to challenge and prepare our students. No matter your passions or goals, there are classes here for you. We believe you will be inspired by the richness and depth of the opportunities CHS has to offer. Please consider further enriching your time here by taking part in athletics, the performing arts, or one of our numerous clubs.

Please refer to the four-year plans and other information about what colleges are looking for as you select your courses. If you have questions, please contact a counselor at 541-757-5910 BEFORE you make selections, since, because of budget constraints and scheduling issues, we may be unable to make changes after choices have been made and the master schedule has been built based upon those selections.

Finally, it is essential that you select alternatives so that we will be able to build a schedule for you in the case that some of our course offerings change throughout the scheduling process. Also, please know that some courses may be offered at Crescent Valley High School and vice versa in the future, as it becomes no longer fiscally possible to always offer duplicate programs at both high schools.

A handwritten signature in blue ink, appearing to read "Matt Boring".

Matt Boring

Principal

CORVALLIS HIGH SCHOOL

1400 NW Buchanan Ave. Corvallis, OR 97330

541-757-5871

ADMINISTRATION

Principal - Matt Boring	541-757-5871
Assistant Principal - Germaine Joseph-Hays	541-757-5871
Assistant Principal/Athletic Director - Salvador Muñoz	541-757-5871
Assistant Principal - Emmet Whittaker	541-757-5871

MAIN OFFICE

Administrative Assistant - BreeAnn Liddle	541-757-5871
Attendance AM - Amy Mayfield	541-757-5888
Attendance PM - Courtney Ponder	541-757-5888
Office Manager - Lauren Rigsby	541-757-5872
Registrar - Crystal Tanner	541-757-5885
Student Accounts - Jen Carr	541-757-4733

ATHLETICS/ACTIVITIES

Administrative Assistant - Laurie Laney	541-757-5917
---	--------------

BEHAVIOR SUPPORT

Justin Volker	541-757-5794
Tessa Hines	541-766-4821

BILINGUAL FAMILY ADVOCATE

Carlos Valdes-Casillas	541-766-4838
Elena Chavarria-Correa	541-757-3874

CAREER-RELATED LEARNING - BEYOND CHS

Emily Dray	541-757-5886
Danielle White	541-757-4453

COUNSELING

Administrative Assistant - Emilie Zook	541-757-5910
Last names A-E - Josh Miller	541-757-5910
Last names F-La - Elizabeth Garcia	541-757-5910
Last names Le-Ri - Matt McDonough	541-757-5910
Last names Ro-Z - Penny Kindred	541-757-5910

ENGLISH LANGUAGE DEVELOPMENT

Karrie Woodruff, ELD Teacher/Coordinator	541-766-4808
--	--------------

HEALTH SERVICES ASSISTANT

Whitney Bonnett	541-757-3831
-----------------	--------------

LIBRARY MEDIA ASSISTANT

Ace Sassaman	541-757-5900
--------------	--------------

SPECIAL EDUCATION

Administrative Assistant - Jennifer Cakus	541-757-5986
---	--------------

Staff email: firstname.lastname@corvallis.k12.or.us

Table of Contents

Academic Planning and Course Scheduling	6
Graduation Requirements	7
Four-Year Plan	8
Four-Year Plan: Dual Language Immersion Pathway	9
Four-Year Plan: Personal Worksheet	10
Career Development	11
College Admission Requirements	12
NCAA-Approved Courses	13
Advanced Placement (AP) and Honors Coursework	14
College Now Program & College Credit Opportunities	15
Running Start & Post-Graduate Scholars	16
AVID	17
Career Technical Education (CTE)	18
Athletics and Activities	19
CHS Course Offerings	20
Computer Science	22
English Language Development	24
Family and Consumer Science	25
Fine Arts (Digital and Studio Art)	28
Health Education	32
Industrial and Applied Technology	33
Language Arts	35
Mathematics	38
Performing Arts (Band, Choir, Orchestra, Theater)	44
Physical Education	49
Science	51
Social Studies	54
Special Education	57
World Language & Dual Language Immersion: Spanish	59
Additional Credit Opportunities	63

Academic Planning and Course Scheduling

Each spring semester, students are asked to **request** their preferred classes for the next school year.

Students should...

- select courses that are based on personal career interests and most appropriate for them and their post-high school goals.
- read through this Course Catalog and select courses that will personalize and enhance their learning, considering course requirements and prerequisites.
- discuss their selections with their parents/guardians, current teachers, and counselors.
- select alternate elective requests, *in case primary requests are not offered or are full*.
 - **select alternate courses with care, as it is unlikely that students will get their first choice in all classes.**
- expect to be assigned to any of the classes they select.

Students will have an opportunity to meet with their school counselors when counselors visit Health and Social Studies classes in the spring.

Schedule Changes

Schedule changes after the forecasting period (**February 14 - March 14, 2024**) are *strictly* limited, in an effort to maintain class balance, minimize classroom disruption, and secure a smooth semester start.

- No changes will be made during the summer, as teachers and counselors are not available.
- Changes to core classes are generally allowed only as a result of **incorrect placement**.
- Students must attend the originally scheduled class until notified by the counselor that a change has been awarded.

Dropping a Class

Courses may be dropped without penalty during the first five weeks of each semester with counselor approval. (The last day to drop without penalty will be October 9, 2024.) After this time, the course remains on the transcript as an F. Prior to dropping a class, discuss your concerns with your teacher and review your transcript with your counselor to ensure that you will remain on track to graduate.

- Dropping a course may impact future college, university, or NCAA eligibility. Contact Beyond CHS if you have questions.
- Course enrollment can impact eligibility for sports or activities, including OSAA competitions. OSAA requires students to pass 2 ½ credits the prior semester and be currently enrolled in and passing 2 ½ credits. It is the student's responsibility to maintain OSAA eligibility. Contact the Athletics Office if you have questions.

Graduation Requirements

Corvallis High School Standard Diploma Requirements

English Language Arts	4 credits
Mathematics (at or above Algebra 1)	3 credits
Science (lab experience/scientific inquiry)	3 credits
Social Studies	
Global Studies	1 credit
United States History	1 credit
American Government	0.5 credit
Senior Social Studies	0.5 credit
Physical Education	1 credit
Health	1 credit
Applied Art, Fine Art, and/or World Language	3 credits
Career Development	0.5 credit
Electives	5.5 credits
Proficiency in the Essential Skills	
Total Credit Requirement	24 credits

Credit policies: Students are allocated seven or eight credits per year, as per grade level; 24 credits are required to graduate. No credit is awarded when students receive an F, No Pass, No Grade, or Incomplete.

Other diploma options: Most high school completers will earn the Oregon Standard Diploma. The Modified Diploma, Extended Diploma, and Alternative Certificate are available for students who demonstrate an inability to meet the academic requirements of the standard diploma due to significant learning barriers. For detailed information about alternative diplomas, please refer to your parent student handbook, the graduation requirements page of the district website, and your school counselor.

Guidelines for transcribing online credit at CHS:

- CHS does not transcript credits earned prior to starting ninth grade.
- Any credit must be from an accredited institution.
- CHS accepts BYU (Brigham Young University) credits for PE.
- Only credits that are needed to meet graduation requirements, or to meet prerequisites for CHS classes, will be transcribed, i.e. online credits beyond graduation requirements will not be transcribed.
- CHS counseling will decide if the credit can be applied toward CHS course pathways. Consult with a counselor before taking an online class to ensure that the credit can be applied toward CHS course progressions. **Courses taken without this consultation cannot be guaranteed to apply.**
- College classes should be transcribed through college documents unless they are needed to meet CHS graduation requirements.

New Graduation requirements beginning with the class of 2027:

- Senate Bill 3 - The Oregon diploma requirements will include a 0.5 credit in Personal Financial Education and a 0.5 credit in Higher Education and Career Path Skills, as part of the 24 credit requirements. This requires the development of new standards designed to support students in developing skills they will need to be successful in their future lives.

Four-Year Plan

A four-year plan allows students to personalize the high school experience, incorporate classes that will fuel their future college major or career, and ensure that they graduate from high school on time. It is important to review students' grades, transcripts, and courses each semester. Encourage your student to investigate the courses available at their school with their counselor and discuss how they may take full advantage of school offerings, earn college credit early, and explore their interests while completing their requirements.

	9th Grade	10th Grade	11th Grade	12th Grade
English 4 credits	English (1 year)	English (1 year)	English (1 year)	English (1 year)
Math 3 credits	Math (1 year)	Math (1 year)	Math (1 year)	Math/elective credit if a course is taken in 12th grade
Math credits must be earned at or above Algebra 1. Courses taken in 12th grade can be counted as elective credit, after the math requirement has been met.				
Science 3 credits	Science (1 year)	Science (1 year)	Science (1 year)	Science/elective credit if a course is taken in 12th grade
Courses taken in 12th grade can be counted as elective credit, after the science requirement has been met.				
Social Studies 3 credits	No 9th grade Social Studies	Global Studies	US History	American Gov (1/2 year) and Sr. Social Studies (1/2 year)
Applied Art, Fine Art, and/ or World Language 3 credits	Any one or a combination of classes	Any one or a combination of classes	Any one or a combination of classes	Any one or a combination of classes
Physical Ed 1 credit	Fitness and Team Activities, Lifetime Fitness Activities. (0.5 credit/1 semester)	The second semester PE requirement (½ year) must be completed prior to graduation		
Health 1 credit	Health 1 (0.5 health)		Health 2 (0.5 credit) or Health Occupations (at CVHS, yearlong course, 1 credit) must be completed prior to graduation	
Electives 5.5 credits	Preferred Electives	Preferred Electives	Preferred Electives	Preferred Electives
Career 0.5 credit	Activity Plan & Profile	Activity Plan & Profile	Activity Plan & Profile, Career Convention, Career Shadow, and Extended Application	Senior Seminar Class: Plan & Profile 12 and all items not completed from grade 9-12

Four-Year Plan: Dual Language Immersion Pathway

	9th Grade	10th Grade	11th Grade	12th Grade
English 4 credits	English (1 year)	English (1 year)	English (1 year)	English (1 year)
Math 3 credits	Math (1 year)	Math (1 year)	Math (1 year)	Math/elective credit if a course is taken in 12th grade
Math credits must be earned at or above Algebra 1. Courses taken in 12th grade can be counted as elective credit, after the math requirement has been met.				
Science 3 credits	Science (1 year)	Science (1 year)	Science (1 year)	Science/elective credit if a course is taken in 12th grade
Courses taken in 12th grade can be counted as elective credit, after the science requirement has been met.				
Social Studies 3 credits	No 9th grade Social Studies course offered	DLI Global Studies (<i>in Spanish</i>) (This class counts toward Global Studies credit) DLI requirement	DLI US History (<i>in Spanish</i>) (This class counts toward US Social Studies credit) *Must choose one or both 11th grade classes	American Gov (1/2 year) and Sr. Social Studies (1/2 year)
Applied Art, Fine Art, and/or Second Language 3 credits	DLI Language Arts (<i>in Spanish</i>) Counts as 1 credit DLI requirement	AP Spanish Language & Culture (<i>in Spanish</i>) Counts as 1 credit DLI requirement	(Option to enroll in AP Spanish Language & Culture) DLI Bilingual Ed Internship (<i>in Spanish</i>) Counts as 1 credit *Must choose one or both 11th grade classes	DLI Capstone (<i>in Spanish</i>) Counts as 1 credit
<i>DLI classes are credited as World Language credit in the "AE" categories on CHS transcripts.</i>				(Option to enroll in DLI Bilingual Ed Internship)
Physical Ed 1 credit	Fitness and Team Activities, Lifetime Fitness Activities (0.5 credit/1 semester)	The second semester PE requirement (½ year) must be completed prior to graduation		
Health 1 credit	Health 1 (0.5 health)		Health 2 (0.5 credit) or Health Occupations (at CVHS, yearlong course, 1 credit) must be completed prior to graduation	
Electives 5.5 credits	Preferred Electives	Preferred Electives	Preferred Electives	Preferred Electives
Career 0.5 credit	Activity Plan & Profile	Activity Plan & Profile	Activity, Plan & Profile, Career Convention, Career Shadow, and Extended Application	Senior Seminar Class: Plan & Profile 12 and all items not completed from grades 9-12

Four-Year Plan: Personal Worksheet

	9th Grade	10th Grade	11th Grade	12th Grade
English 4 credits				
Math 3 credits				Elective credit if all requirements are met
Science 3 credits				Elective credit if all requirements are met
Social Studies 3 credits	No 9th grade Social Studies			
Health 1 credit	Health 1 (0.5 health)			
Physical Education 1 credit	Fitness and Team Activities, Lifetime Fitness Activities (0.5 credit/1 semester)			
Applied Art, Fine Art, and/ or World Language 3 credits				
Electives 5.5 credits				
Career 0.5 credit			.25 in Advisor	.25 in Senior Seminar
The Assessment of Essential Skills policy remains suspended by SB 744 extended through 2027-2028. ODE website				

Career Development

Career Requirements at CHS

Career Education requirements were set up by the State of Oregon for the purpose of having students look to their future beyond high school. These requirements are: The Education Plan & Profile, Career-Related Learning Experiences, and the Extended Application. Some of the requirements are done in the classroom and others on the student's own time. All of the assignments are coordinated through Beyond CHS at Corvallis High School. The four years of requirements total one-half credit on the student's transcript. This credit is required for graduation. An overview of the assignments is outlined below. Most assignments are either completed online in the Oregon Career Information System (CIS) or on paper forms found in Beyond CHS (room 120).

In addition to the ongoing lessons, students will be required to log into MajorClarity, a career-focused platform that is located in their CSD Classlink accounts. Advisor lessons will allow students to complete new activities and learn more about their personality and learning style as they complete surveys within the platform.

Education Plan & Profile

With help from Beyond CHS or CHS guidance counselors, students develop a "roadmap" to help them pursue their personal and career interests and achieve their post-high school goals. Students keep track of their progress and may alter their personalized learning plan as their interests and goals change.

Career-Related Learning Experiences

Students must participate in activities that connect their classroom learning with real-life experiences in the workplace, community, and/or school that relates to their education plan. In the freshman and sophomore years, students consider what interests them and what is important to them. They take assessments that generate lists of possible career choices for them. They write resumes and begin to research careers through job shadows and online resources. Juniors learn about the hiring process by updating their resumes and then preparing for and attending the Benton County High School Career Convention in February at OSU. While at the convention, students listen to career speakers and are interviewed.

Senior Seminar

Senior Seminar is a required course for all seniors. In Senior Seminar, seniors explore a variety of options for life after high school. Students have the opportunity to complete their senior career-related learning requirements, including the extended assessment, and they develop a post-secondary plan. Students also develop their financial literacy by discussing economic basics including opportunity cost, budgeting, and credit. Students receive guidance around completing the FAFSA application for federal student financial aid and opportunities to apply for financial aid from the state of Oregon. They also learn how to access resources around scholarship applications. In addition, the class is designed to support the development of engaged, responsible, and respectful citizens, including personal and professional self-advocacy.

College Admission Requirements

The best preparation for college is a solid academic foundation in high school. Students planning to attend a four-year college or university must meet admission requirements designated by the college or university. Though many schools share similar requirements, aspiring college students must review each school's website and admission requirements. Meet with Beyond CHS and your high school counselor regularly as you prepare and plan for college.

Common Requirements for College Admission

High School Diploma

Language Arts	4 years
Mathematics	3-4 years (completing Algebra 2 equivalent or higher)
Science	3-4 years
Social Studies	3-4 years
World Language	2-4 years (2 years in same world language, including DLI)
GPA	Varies by school (refer to college/university website)

Additionally, please note:

- Credits earned to fulfill college entrance requirements must be at a "C" or higher
- Many selective universities require four years of study in core areas
- Many out-of-state public universities require 0.5 to 1 credit of Fine, Visual, or Performing Arts (e.g., Washington, California, Arizona)
- Honors and AP courses increase the academic rigor of your high school record
- Colleges look closely at extracurricular involvement, leadership, work, and volunteering
- Some colleges and universities may require an SAT or ACT score, which must be sent directly from the testing agency

College Application Process

Application requirements and processing vary among schools. It is each student's responsibility to determine and follow school-specific application procedures and admissions requirements. The application process is likely to include:

- The Common Application, Coalition Application, or School-Specific Application (e.g., OSU)
 - Personal essay
 - School report (submitted by high school counselor or school official)
 - Teacher and counselor letters of recommendation (mainly for private colleges and universities)
 - Official high school transcript
 - Official SAT or ACT test scores sent by the testing company, however most colleges are test-optional or test-blind
 - Free Application for Federal Student Aid (FAFSA) and CSS Profile (for private colleges), if applicable
 - Optional: scholarship applications such as Oregon Student Access and Completion (OSAC), university scholarships, and outside scholarships
-

NCAA-Approved Courses

The National Collegiate Athletic Association (NCAA) legislation permits a student to receive credit for a core course only one time. If a student repeats a core course, the student receives credit once, along with the highest grade earned. College-bound student athletes who wish to practice, compete, and receive athletically related financial aid during their first year at a Division 1 or 2 school need to complete specific required core courses. The following courses are NCAA-approved core courses. If your course is not on this list, then the course is NOT NCAA-approved. NCAA approval is also indicated in the course descriptions in this catalog. **It is the responsibility of the parent and student to navigate eligibility for the NCAA. Please refer to the NCAA website at ncaa.org/student-athletes/future.**

English	Math	Social Science
American Literature	Algebra 1	American Government
AP English Language & Comp	Algebra 2	AP US History
AP English Literature & Comp	AP Calculus AB	AP US Government & Politics
College Now Writing	AP Statistics	Economics
Contemporary Literature	Precalculus 1/Trigonometry	Global Studies
Creative Writing	Differential Calculus	Honors Global Studies
Honors American Literature	Financial Algebra	Psychology
Honors Introduction to Literature	Honors Geometry/Data Reasoning	AP Psychology
Honors World Literature	Honors Alg 2/Precalculus 1	Sociology
Introduction to Literature	Honors Precalculus 2	US History
Survey of Nonfiction Narrative		You and the Law
World Literature		
Science	World Language	
Anatomy & Physiology	AP German Language and Culture	
AP Biology	AP Spanish Language and Culture	
AP Chemistry	Arabic 1	
AP Environmental Science	Arabic for Heritage Speakers	
AP Physics C	DLI: Global Studies	
Biology	DLI: US History	
Biophysical Foundation	DLI: Capstone	
Chemistry	French 1, 2, 3, 4	
Physics	German 1, 2, 3, 4, 5	
Intro to Environmental Science	Spanish 1, 2, 3, 4, 5	
	DLI Language Arts	

Advanced Placement (AP) & Honors Coursework

Corvallis High School offers a variety of courses for students seeking additional academic challenges, college credit, waived college requirements, and/or advanced college standing. Consult Beyond CHS, teachers, and counselors for additional information. Generally, these classes require an advanced grasp of language and/or math skills; the ability to think abstractly and creatively; the ability to work independently and in groups; and a serious commitment to academics. These classes often demand extended preparation time beyond the classroom.

*Honors and Advanced Placement Course Offerings

Computer Science

AP Computer Science Principles

AP Computer Science A

Language Arts

Honors Introduction to Literature

Honors World Literature

Honors American Literature

AP English Language and Comp.

AP English Literature and Comp.

Math

Honors Algebra 2/Precalculus 1

Honors Precalculus 2

AP Calculus AB

AP Statistics

Science

AP Biology

AP Chemistry

AP Environmental Science

AP Physics C: Mechanics

Physics

World Language

AP German Language and Culture

AP Spanish Language and Culture

Fine Art

AP Art and Design

Social Studies

Honors Global Studies

AP Psychology

AP US History

AP US Government and Politics

College Now Program & College Credit Opportunities

College Now is a program that provides students the opportunity to earn community college credit in comparable college-level coursework taken at Corvallis High School.

The courses must be taught by CHS faculty **approved** to teach *College Now* courses. Courses taken through *College Now* will be transcribed on the student's community college transcripts with the grade given to the student based on an LBCC test given in class toward the end of the term. **It may not be the same grade that the student receives in the high school class.** Students may transfer these credits to other institutions by completing the regular community college transcript request process. Community colleges charge fees for transcripts. While these credits are accepted by Oregon public universities, as well as some other private and out-of-state schools, they are **not accepted by all** educational institutions. CHS classes that may offer *College Now* credit are shown below. For a current list of classes and staff that qualify for *College Now* credit at LBCC and the LBCC course numbers, visit <https://www.linnbenton.edu/collegenow> (*College Now* Resources).

2024-2025 courses which may be eligible for *College Now**

AP Calculus AB	Child Development 1	Honors Algebra 2
AP English Lang/Comp	Child Development 2	Honors Precalculus 2
AP Spanish	Precalculus 1 /Trig	Spanish 4
AP Statistics	DLI: Capstone Course	
AP US History	Honors American Literature	
AP US Government		

* Course eligibility is subject to change due to staffing assignments

Process:

- 1) Students complete the *College Now* participation form online. This form is required even if the student already has an LBCC X number. Paper forms are available in Beyond CHS for students who do not have a social security number.
- 2) Students communicate their desire for *College Now* credit directly to the teacher of each high school course. Teachers record the student's name and LBCC number on the *College Now* roster for that class.
- 3) Students receive college credit for the class. The grade is established through coursework and the LBCC exam for that course. This may not be the same as the CHS grade for the class.
- 4) *College Now* courses and an A through F grade will be permanently transcribed on the student's community college transcripts.
- 5) It is the student's responsibility to periodically review their community college transcripts to ensure that all earned credits are transcribed correctly.

For more information, please contact your teacher.

Running Start & Post-Graduate Scholars

Running Start is an exciting opportunity for students to step into their futures. The purpose of the Running Start program is to partner with students, parents, and Linn-Benton Community College (LBCC) to provide a supported bridge between high school and the student's early college experience.

Running Start is available to students who are enrolled at either of the Corvallis high schools and meet program requirements. Current high school students are referred to the program by their counselor after meeting with the student and determining if the Running Start program fits with the student's educational goals. Students who are not currently enrolled with the district but wish to re-enroll or transfer in order to gain access to Running Start should contact the program coordinator, Eric Wright, at 541-766-4717 or eric.wright@corvallis.k12.or.us.

Running Start – Expanded Options Program

Students who meet the academic placement criteria and want to take courses not offered at their home high school during their senior year may apply to the Expanded Options Program. This program provides an opportunity for students to earn high school and college credit simultaneously. Admitted students may take one LBCC course fall term. **Courses must be attended in person, not online.** The program will *not* pay for online or remote classes. With success in their first course, students may add additional courses in subsequent terms. All courses must apply toward the student's diploma plan and regular attendance is monitored and mandatory. Students are required to submit four-week and seven-week progress reports and follow through on all intervention plans established to ensure successful completion of the courses. This program is available to students in their senior year of high school.

Postgraduate Scholars

Students who have completed all requirements for their diploma, have a GPA under 2.0, and wish to attend LBCC full-time may apply to the Postgraduate Scholars program. Postgraduate Scholars is a one-year program designed to help students navigate the transition from high school to college while receiving significant financial assistance.

Students must enroll in at least 12 credits each term, including Destination Graduation in the first term. Also, students are required to enroll in math and writing courses each term until successful completion of Math 111 and Writing 121. Four-week and seven-week progress reports, and four face-to-face meetings with program staff are required, as are any interventions deemed necessary by program advisors.

Running Start and Postgraduate Scholars Applications are due each year in April and are required for consideration. Before students apply for Postgraduate Scholars, they must first apply for the Oregon Promise grant and complete a FAFSA application. All candidates for PGS will need to complete an in-person interview with the program coordinator as part of the application process.

Placement Criteria and Application Process

High school cumulative GPA under 2.0
Submit placement test scores for math and writing
Pell Grant Award less than \$5,426

Corvallis High School AVID

A System to Promote College & Career Readiness and Success

NOTE: Corvallis School District is phasing out the AVID program. At CHS, the following classes will run as part of this phase out:

2024/25: AVID 11 and AVID 12

2025/26: AVID 12 and end of AVID program

AVID is Advancement Via Individual Determination

A system that packages a collection of research-based best educational practices

A community with the goal of college and career readiness and success

A program that provides scaffolding and support in order to facilitate high-level work

What is the AVID Student Profile?

AVID students have a desire for great academic success and college readiness.

AVID students are determined to take rigorous courses and participate in community activities to achieve their goals.

AVID students have the ability to have success amidst a demanding course schedule.

AVID students benefit particularly from strategic support in the form of scaffolding.

What is scaffolding in the context of AVID?

Scaffolding allows people to work at a higher level. In the context of AVID, scaffolding comes in the form of teaching and learning strategies that enable learners to access increased rigor and achieve at a higher level. Many of these strategies are organized into one of the five components of WICOR.

What is WICOR?

WICOR is an acronym that helps organize the five areas in which AVID categorizes its core strategies. “W” is for writing, best exemplified by the Cornell Note Taking system. “I” is for inquiry, represented by Costa’s Levels of Questioning. “C” stands for collaboration, because working together is invaluable in the pursuit of academic success. “O” is for organization, a category anchored by the famous AVID Binder. “R” is for the reading strategies that support learning, including active reading.

What is support in the context of AVID?

Support comes in the form of staff who walk with students amid daily challenges, both big and small, that are part of academic life; accountability for strategy use and assignment completion; and opportunities, like field trips, that support college and career readiness.

What happens each week in the AVID Elective classes?

During each week in AVID Elective classes, students have their binder checked; prepare for and participate in tutorials (an inquiry-based collaborative effort to support academic success in core classes); build relationships; and learn WICOR strategies. In addition to these foundational components, there is a distinct AVID Elective curriculum for each grade level.

What are the themes for the AVID Elective classes at each grade level?

The AVID 11 class further extends the ongoing elective journey while adding in specific preparation for college testing.

The AVID 12 class focuses on the college application and financial aid procurement process as well as the variety of skills needed for a successful transition to college life.

What are the requirements for entry and maintaining good standing in AVID?

Students apply and are interviewed as part of the AVID admission process. Those admitted must fit the AVID student profile described above and maintain GPA requirements. Being admitted to an AVID Elective course involves a four-year commitment by the student in order to ensure sufficient opportunity to implement WICOR strategies and have time to benefit from support.

Career Technical Education (CTE)

An Oregon Career and Technical Education program of study includes courses that have been aligned to industry standards and integrate technical and career skills with academic content. These courses prepare students for job/career opportunities, further training, community involvement, and personal growth.

Oregon recognizes students who have earned two or more credits in technical skill-based courses as part of a state-approved CTE program of study. These students are termed “CTE Concentrators.”

State-approved CTE programs of study

Automotive

Automotive 1

Automotive 2*

Digital Arts

Advanced Digital Arts (Business & Design)

Beginning Digital Arts & Filmmaking

Beginning Graphic Design

Photography 1

Photography 2 & 3

Computer Science

Intro to Computer Science 1

Intro to Computer Science 2

AP Computer Science Principles*

AP Computer Science A

Advanced Topics in Computer Science

Early Childhood Education

Child Development 1

Child Development 2*

Child Development 3*

Manufacturing

Industrial Design 1

Industrial Design 2

Metals 1

Metals 2 A

Metals 2 B

Welding

Capstone: Vehicular Design

*Course offers a technical skills assessment

Athletics and Activities

Fall Sports	Winter Sports	Spring Sports
Cheer - OSAA	Basketball - OSAA	Baseball - OSAA
Cross Country - OSAA	Cheer - OSAA	Golf - OSAA
Dance - OSAA	Cross Country Ski - Club	Lacrosse - Club
Football - OSAA	Dance - OSAA	Softball (Girls) - OSAA
Soccer - OSAA	Alpine Ski - Club	Tennis - OSAA
Volleyball (Girls) - OSAA	Equestrian - Club	Track - OSAA
	Nordic Ski - Club	Ultimate - Club
	Swimming - OSAA	
	Wrestling - OSAA	

To participate in athletics, students are required to have passed 2.5 credits the prior semester and are currently enrolled in and passing 2.5 credits. In addition, a student must maintain a 2.0 GPA.

CHS Student Clubs

Clubs at CHS are student-initiated and student-managed. Club offerings change from year to year based on student interest and initiative. See the Office Manager in the main office for more information.

Art Club	Green Club	SAFE
ASB	Journalism Club	SAGA
Bake Sale Club	Key Club	Science Club
Book Club	MECHA	Speech and Debate Club
Chess Club	Model UN	Unicef Club
Drama Club	National Honor Society**	Weight Lifting Club
FCA	Robotics Club	Z Club
	And more!	

**NHS is a nationally sponsored organization for students with high academic performance and a commitment to career tecpcommunity service. Students are invited to join after they have attended CHS for at least two semesters and have maintained a 3.6 GPA or higher.

CHS Course Offerings

Computer Science (p. 22)

- Computer Keyboarding
- Introduction to Computer Science 1, 2
- AP Computer Science Principles
- AP Computer Science A
- Advanced Topics in Computer Science

English Language Development (p. 24)

- Newcomer ELD
- Beginning ELD
- Intermediate ELD

Family and Consumer Sciences (p. 25)

- Bake(d) Good(s)
- Child Development 1, 2, 3
- Culinary Arts 1, 2
- Foods & Nutrition
- International Foods 1, 2
- Senior Foods

Fine Arts (p. 28)

Digital Arts

- Beginning Digital Arts & Filmmaking
- Advanced Digital Arts (Business & Design)
- Beginning Graphic Design
- Graphic Design 2, 3, 4
- Photography 1, 2, 3
- Yearbook

Studio Arts

- Ceramics
- Advanced Ceramics & Sculpture
- Drawing and Painting 1, 2
- Advanced Drawing and Painting
- AP Art and Design
- Jewelry 1, 2
- Mixed Media Design
- Portfolio Design

Health Education (p. 32)

- Health 1
- Health 2
- Health Occupations (at CVHS)

Industrial and Applied Technology (p. 33)

- Architecture
- Automotive 1, 2
- Industrial Design 1, 2
- Capstone: Vehicular Design
- Metals 1, 2A, 2B
- Welding
- Woods 1, 2

Language Arts (p. 35)

- Introduction to Literature
- Honors Introduction to Literature
- World Literature
- Honors World Literature
- American Literature
- Honors American Literature
- Contemporary Literature
- Creative Writing
- Survey of Nonfiction Narrative
- AP English Language and Comp/College Writing
- AP English Literature and Composition

Mathematics (p. 38)

- Pre-Algebra
- Algebra 1
- Geometry/Data Reasoning
- Honors Geometry/Data Reasoning
- Data Science
- Algebra 2
- Honors Algebra 2/Precalculus 1
- Precalculus 1/Trigonometry
- Financial Algebra
- Honors Precalculus 2
- Differential Calculus
- AP Calculus AB
- AP Calculus BC (at CVHS)
- AP Statistics

Performing Arts (p.44)

Music

- Chamber Ensemble
- Concert Band
- Jazz Band
- Percussion Ensemble
- Symphonic Band
- Wind Ensemble
- Coro Combinare
- Spartan Chorale
- SpartaCappella
- Guitar and Songwriting 1 and 2 (at CVHS)
- Music Theory (at CVHS)
- Orchestra
- Camerata Orchestra (at CVHS)

Theater

- Elements of Theater
- Period Acting Styles
- Advanced Theater Practicum
- Technical Theater

Physical Education (p. 49)

Fitness and Team Activities
 Lifetime Fitness Activities
 Competitive Games
 Outdoor & Community Activities
 Weight Training/Plyometrics
 Strength Training: Advanced
 Unified Physical Education
 Yoga Fitness

Science (p. 51)

Biophysical Foundations (BpF)
 Biology
 Chemistry
 Forensic Science
 Introduction to Environmental Science
 Physics
 Anatomy and Physiology
 AP Biology
 AP Chemistry
 AP Environmental Science
 AP Physics C: Mechanics

Social Studies (p. 54)

Global Studies
 Honors Global Studies
 US History
 AP US History
 American Government
 AP US Government & Politics
 Economics
 Psychology
 AP Psychology
 Sociology
 You and the Law

Special Education (p. 57)

English Skills Development
 Focus Skills Development
 Horticultural Skills
 Introduction to Transitional Mathematics
 Life Skills
 Practical Reading and Writing Skills
 Prevocational Math
 Social Studies 1
 Transitional Skills
 Unified Physical Education
 WINGS Transition Program (at CVHS)

World Language (p. 59)

Arabic 1, 2
 French 1, 2, 3, 4
 German 1, 2, 3, 4, AP, 5
 Spanish 1, 2, 3, 4, AP
 AP Spanish Language & Culture

Dual Language Immersion (p. 61)

DLI: Bilingual Ed. Internship (*in Spanish*)
 DLI: Language Arts (*in Spanish*)
 DLI: Global Studies (*in Spanish*)
 DLI: US History (*in Spanish*)
 DLI: Capstone (*in Spanish*)

Additional Credit Opportunities (p. 63)

Advisor and Academic Seminar
 Academic Support
 AVID 11, 12
 CHS Prep
 Leadership
 Office Assistant
 Science Lab Assistant
 Senior Seminar
 Sources of Strength
 Structured Work Experience
 Teacher Aide
 Tutor: ELD
 Tutor: Life Skills Peer
 Tutor: Peer Academic

Computer Science

Computer Science Program

Year 1	Year 2	Year 3	Year 4
Intro to Computer Science 1 & 2	AP Computer Science Principles	AP Computer Science A	Advanced Topics in Computer Science

Computer Keyboarding

Prerequisite: None

Credit: 0.5 Applied Arts

This course is strongly recommended for all students. Learn to type by touch; develop speed and accuracy; format letters and reports; and develop skills necessary to produce high-quality projects for classes at CHS and beyond.

Computer Science: Year 1

Introduction to Computer Science 1 (ICS1)

CTE course

Prerequisite: None

Credit: 0.5 Applied Arts

Introduction to Computer Science 1 uses Microsoft MakeCode Arcade, starting in a blocked-based programming environment and eventually transitioning to a text-based programming language (either JavaScript or Python). This is an introductory programming course that prepares students for more advanced programming courses. Microsoft MakeCode Arcade is an approachable and visual programming environment with a robust tool set, perfect for introducing students to code for the first time.

Introduction to Computer Science 2 (ICS2)

CTE course

Prerequisite: Introduction to Computer Science 1

Credit: 0.5 Applied Arts

Introduction to Computer Science 2 expands the concepts and skills from ICS1 which uses Microsoft MakeCode Arcade's blocked-based programming environment to transition to a text-based programming language (either JavaScript or Python). This course is an introductory programming course that prepares students for more advanced programming courses.

Computer Science: Year 2

CTE course

AP Computer Science Principles (APCSP)

Prerequisite: ICS 2 or equivalent computer science experience

Credit: 1 Applied Arts

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Computer Science: Year 3

AP Computer Science A (APCSA)

CTE course

Prerequisite: APCSP or equivalent computer science experience

Credit: 1 Applied Arts

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving; design strategies and methodologies; organization of data (data structures); approaches to processing data (algorithms); analysis of potential solutions; and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Computer Science: Year 4

Advanced Topics in Computer Science (ATiCS)

Prerequisite: APCSP, APCS A, or equivalent prior learning

Credit: 0.5 Applied Arts

Advanced Topics in Computer Science is the capstone course for the computer science program. Students will investigate current state-of-the-art topics in the computer sciences. Students will then propose and develop a final project which utilizes one or more of these topics to solve a problem in their community.

English Language Development

English Language Development (ELD) courses are designed for multilingual students who are at the earlier stages of English proficiency. Students are provided with scaffolded instruction focused on increasing language proficiency according to the Oregon English Language Proficiency (ELP) standards. Students learn social and academic English in order to engage in conversation and class discussions; improve reading and writing; and demonstrate critical thinking skills. ELD program placement is determined through ELPA screener, ELPA annual language evaluation, and/or teacher recommendation.

Newcomer ELD

Credit: 2 Elective

This class is for students who are at the very beginning stages of learning English. This course engages learners with fundamental vocabulary and grammar in order to build confidence and competency in communicating in English. Students practice speaking, listening, reading, and writing.

Beginning ELD

Credit: 1 Elective

In this course, students learn to communicate in English about a range of topics and academic content areas through listening, speaking, reading, and writing activities that target high-level thinking with appropriate support. Students are provided interactive and collaborative opportunities to express their own ideas as well as to question, interpret, and evaluate the ideas of others.

Intermediate ELD

Credit: 1 Elective

In this course, students progress toward using the English language in more complex, cognitively demanding situations. Students will further learn and communicate about a range of topics and academic content areas through listening, speaking, reading, and writing activities that target high-level thinking with appropriate support. Students are provided interactive and collaborative opportunities to express their own ideas as well as to question, interpret, and evaluate the ideas of others, with wider vocabulary and more accurate grammar.

Family and Consumer Sciences

Family and Consumer Sciences (FACS) prepares students for balancing family and work in a global society. Our unique focus is on families, work, and their interrelationships. Corvallis High School uses the National Standards for Family and Consumer Sciences Education to identify the content that will be taught in the FACS classes and aligns the content with the state standards.

Child Development 1

Prerequisite: Ability to work and communicate positively with various people and to understand and demonstrate appropriate behaviors in the preschool.

Credit: 1 Applied Arts

CTE course
College Now course

This course provides opportunities for students to learn more about family, parenting, and how children develop physically, socially, emotionally, and mentally through classroom instruction, discussion, guest speakers, and on-site preschool experiences. Students create and implement lesson plans for the preschool in a variety of areas including art, music, reading, science, large muscle, and cooperative free play. Students will learn how to speak in front of the class, while learning valuable leadership and communication skills. This is a great course for students looking to pursue a career with children or to have a better understanding of a healthy family. Child Development will benefit anyone planning a career in fields such as medicine, sports, teaching, and counseling.

Child Development 2

Prerequisite: Child Development 1

Credit: 1 Applied Arts

CTE course
College Now course

As a lead teacher in the preschool, students will use their knowledge and experience from Child Development 1 and apply their instructional skills and learning strategies while teaching and planning activities for the preschoolers weekly. Must be comfortable speaking and leading preschoolers in front of classmates. Must be able to work in groups with a variety of people. This is not a class where you just play with children. High school students run the classes, while implementing lesson plans and assisting children.

Child Development 3

Prerequisite: Child Development 1 and 2

Credit: 1 Applied Arts

CTE course
College Now course
Hybrid Internship

This course is for students exploring careers in education, child care, or other related social services. Students will play an integral part in running the preschool; overseeing and observing classmates' teaching practices; and developing introductory job skills related to education. Students will apply the skills learned in foundational courses including classroom management, teaching and learning strategies, and lesson planning. In addition to working in the CHS preschool, students will be placed in an elementary school classroom in the district once a week, where they will support teachers in their classroom.

Internship program: Students will learn job-related skills and work with kids grades K-5 at neighboring elementary schools once a week. This is a hands-on learning opportunity where students will gain and learn resume-building, reliability, teamwork, communication, adaptability, problem-solving, and behavior-management skills. This program will foster mentorship; promote leadership skills; and cultivate a sense of responsibility and empathy in highschoolers, while simultaneously providing invaluable support to elementary school teachers and enriching the learning environment for their students. If students are serious about learning what it takes to be an elementary school teacher, this class is for them.

Bake(d) Good(s)

Prerequisite: Ability to work effectively as a team member

Credit: 0.5 Applied Arts

This course will partner a comprehensive baking course with a platform for public service projects based in food production. Students will learn:

- to identify community need as it relates to food scarcity and insecurity
- to develop comprehensive plans to address these needs through baking and fundraising
- to develop proposal-writing skills
- to meet with members of the greater Benton County community actively engaged in addressing issues of food insecurity
- to develop leadership skills through empathetic and empowering projects
- to hone culinary skills through learning a range of baking skills including pastry, cake, and bread

Culinary Arts 1 (CTE at CVHS)

College Credit option

Prerequisite: Sophomore, junior, or senior standing and Foods & Nutrition

Credit: 1 Applied Arts

This course is based on the Pro Start curriculum from the National Restaurant Association. Students are introduced into the world of professional cooking. Basic communication skills, safety and sanitation, food preparation, meal planning, and other topics are taught in this course. Students will be presented information through readings, lectures, demonstrations, and videos. Students will practice knowledge and skills through written expression, lab activities, and food events. Units include career opportunities; professional expectations; food safety/cleanliness; food service equipment/knives/smallwares; culinary math; salads/dressings/dips; sandwiches/pizza; stocks/sauces/soups; cooking/baking methods; management strategies; marketing; menu management; eggs/dairy products; breakfast cookery; fruits/vegetables; potatoes/grains/pasta; cost control; sustainability; nutritional/healthful menu practices; meat/poultry/seafood; baked goods; and plating/garnishing, as well as other culinary opportunities such as school/community catering.

Culinary Arts 2 (CTE at CVHS)

College Credit option

Prerequisite: Junior or senior standing and Culinary Arts 1

Credit: 1 Applied Arts

Culinary Arts 2 students may be scheduled with other Culinary Arts classes. This course is designed to give students hands-on experience in Culinary Arts. Students will practice their culinary skills and technical knowledge by creating and implementing a culinary business plan. Students should be self-starters, capable of working without instructor intervention and be capable of demonstrating a broad range of skills through effective menu development, food costing, marketing, ordering, and fulfillment of customer orders.

Foods & Nutrition

Prerequisite: Ability to work effectively as a team member

Credit: 0.5 Applied Arts

This class combines principles of food preparation and current consumer and nutritional information to learn to prepare a variety of foods. Students gain the basic knowledge and skills for healthy and safe food preparation through readings, lectures, demonstrations, research, videos, guest speakers, and hands-on teamwork in preparing food. Principles of planning, budgeting, evaluating, good nutrition, alternative cooking techniques, food service, and food sanitation are employed. Students are evaluated on their teamwork as well as their individual work.

International Foods 1

Prerequisite: Ability to work effectively as a team member

Credit: 0.5 Applied Arts

International Foods explores the ways in which cultures and traditions influence food choices. Students will learn about regional food cultures and basic food preparation techniques as they identify and prepare foods from various regions and countries. Students will gain a deeper understanding of global cultures through the lens of sharing and preparing food items from cultures around the world.

International Foods 2

Prerequisite: International Foods 1 and the ability to work effectively as a team member

Credit: 0.5 Applied Arts

This course serves as part two of International Foods 1. Students continue the study of global cuisine, cooking techniques, cultural awareness, handcraft, and global issues related to food. Countries/regions not studied in International Foods 1 will be the focus of the class. Current events will be explored as students learn about global nutrition, food availability, and food quality in a global context. Guest chefs and lecturers will offer personal insights into global food culture as they share recipes from their home countries.

Senior Foods

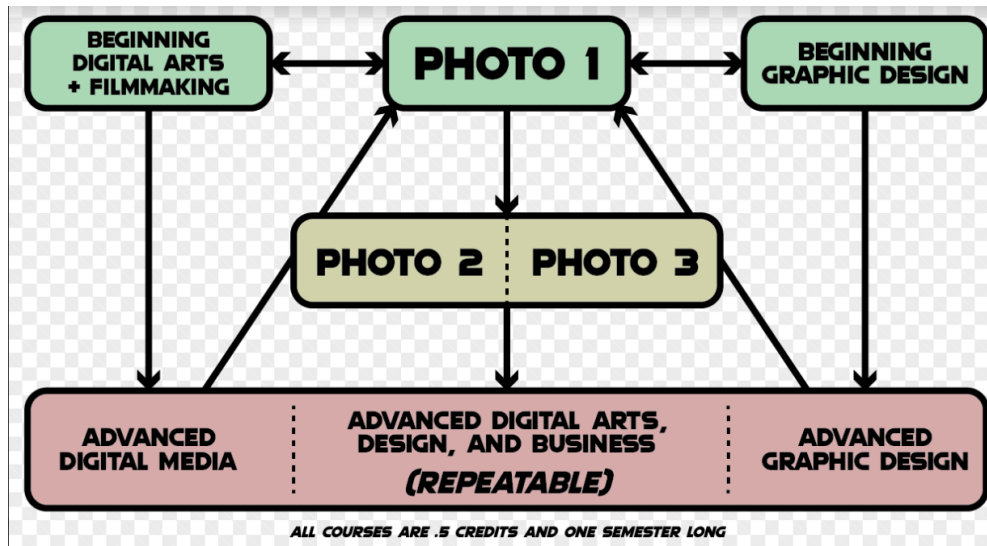
Prerequisite: Senior standing

Credit: 0.5 Applied Arts

Calling ALL seniors! Are you about to move out of your house? Do you know how to prepare a well-balanced meal, save money on groceries, shop within your budget, and eat healthy on the run? Whether you do or not, this is a great opportunity to improve your culinary skills and knowledge for a lifetime of cooking! Sign up and impress others with your ability to plan and create a delicious, balanced meal, while building skills for the future. Practice working cooperatively with your peers in a supportive and positive class!

Fine Arts

Digital Arts



Beginning Digital Arts & Filmmaking

CTE course

Prerequisite: None

Credit: 0.5 Fine Art

This class introduces students to a variety of different genres of digital arts so that they may explore new ways of composing their ideas. Students will learn about Adobe Photoshop, photo manipulation, and compositing; about filmmaking, cinematography, and animation; and about design principles, illustration, and best practices.

Advanced Digital Arts (Business & Design)

CTE course

Prerequisite: Beginning Digital Arts & Filmmaking or Graphic Design 1 or Photography 2

Credit: 0.5 Fine Art (repeatable)

This class builds on knowledge from Beginning Digital Arts & Filmmaking. Advanced students tackle complex design problems and learn additional tools to aid their work. Students pursue a deeper understanding of the digital arts genre of choice through a variety of individualized projects. In this class, students will also operate and maintain an in-school design and production lab. Students will learn about running a practical business through a variety of real projects for real clients. Students will engage in marketing, advertising, and entrepreneurial discussions; learn how to utilize a variety of print production equipment; and work as a group to manage a sustainable, realistic business.

Beginning Graphic Design

CTE course

Prerequisite: None

Credit: 0.5 Fine Art

This class introduces the concepts, techniques, and tools that graphic designers use to solve design problems. While this is a hands-on class, students also devote time to learning how to think and see like designers. Students learn how to get (or find) ideas, and how to use the elements and principles of design to make them look professional. Students will learn how to use Adobe Illustrator to make their ideas come to life.

Graphic Design 2, 3, 4

CTE course

Prerequisite: Beginning Graphic Design

Credit: 0.5 Fine Art (repeatable)

After learning the basics of the Elements and Principles of Design, as well as the Adobe Illustrator software in Graphic Design 1, students will now work on more practical uses for design. Through projects geared toward a realistic client request, students will work on expanding their portfolio and experience, which will make them more prepared for what it might feel like being a professional graphic designer. This class will be taught within the Advanced Digital Arts course (see below), so the curriculum might be differentiated to the individual student's needs for growth and rigor.

Photography 1

CTE course

Prerequisite: None

Credit: 0.5 Fine Art

In this introductory course, students will use digital cameras and Adobe Lightroom to learn a variety of photographic genres and concepts. Students will learn technical skills, aesthetic principles, and creative approaches to photography.

Photography 2 & 3

CTE course

Prerequisite: Photography 1

Credit: 0.5 Fine Art (repeatable)

Students expand upon the concepts learned in Photography 1 and apply the technical, aesthetic, and creative principles to a broader range of photographic genres. Students will learn how to use studio lighting equipment, various professional tools and techniques, as well as Adobe Photoshop, to create photographic works of art.

Yearbook

Prerequisite: None

Credit: 0.5 Fine Art, credit per semester, may be repeated for credit

Come and help capture and celebrate the memories of this year for the entire student body! Using professional cameras and software, students publish the *Chintimini*, Corvallis High School's 220-page, full-color yearbook. Through their assignments, students master photography, interviewing, and writing in a journalistic style. There are also opportunities to practice marketing through social media and more traditional mediums. Students are empowered to plan a unique theme and guided in executing their vision from beginning to end. This yearlong class gives students real-life skills in photography, journalism, design, copy editing, and the printing process.

Ceramics

Prerequisite: None

Credit: 0.5 Fine Art

Students create a variety of art forms using clay on the potter's wheel and using sculptural techniques. They create functional and sculptural forms, glaze their work, and learn about kilns. Studying various cultures, students develop understanding of other people as well as themselves. Students work with many clays including stoneware and porcelain and fire their work using stoneware kilns, raku kilns, and pit firings. They develop an art vocabulary and learn how to assess their art through sketching and class reviews. Within the class, students complete vases, bowls, covered jars, coil and slab pots, sculptural forms, and glaze pots.

Ceramics & Sculpture: Advanced

Prerequisite: Ceramics

Credit: 0.5 Fine Art

This course continues where Ceramics left off. Students develop technical skills using the potter's wheel and create sculpture with emphasis placed on quality, craftsmanship, and creativity. Students explore forms in more depth and develop more awareness about their work and the forces that influenced it, including culture, aesthetics, and utility. Glazing and firing ceramics, making handles, and creating sets and covered jars along with the study of clay artists will be covered. Students are evaluated on their work using self-assessment, oral reviews, and written assignments. This course can be taken as an Independent Study course.

Drawing and Painting 1

Prerequisite: None

Credit: 0.5 Fine Art

Foundations of two-dimensional art; focusing on elements and principles of art, and foundational skills for traditional media (graphite, charcoal, watercolor, acrylic). Throughout the course of the semester, students develop and practice a variety of drawing/painting approaches that can be applied to any subject matter. This course may be repeated.

Drawing and Painting 2

Prerequisite: Drawing and Painting 1, or middle school art

Credit: 0.5 Fine Art

Exploring themes, composition, and intentional decision making around art. Students build on their skills from the prior class, adding additional mediums such as color pencil and gouache, and working on making intentional decisions with their artwork and its composition in order to achieve a specific perspective or idea.

Drawing and Painting: Advanced

Prerequisite: Drawing and Painting 2

Credit: 0.5 Fine Art

Developing and nurturing individual artistic style. In this class students will be challenged with various prompts and will learn how to explore themes or ideas through their own artistic strengths and styles. Students will also be introduced to the idea of working in series, or creating multiple related works of art.

AP Art and Design

Prerequisite: Junior or senior standing and previous art class experience

Credit: 1 Fine Art

A yearlong intensive art class focusing on investigation, experimentation, and communication through art. Students will investigate the materials, processes, and ideas that artists use. They will practice, experiment, and revise their work as part of the art-making process. Finally, students will communicate their ideas about their works of art at multiple stages in the art-making process.

Mixed Media Design

Prerequisite: None

Credit: 0.5 Fine Art

Exploring alternative two-dimensional media as a means to explore art with intention and social justice art movements. Media includes collage, calligraphy, printmaking, and bookmaking. Students will learn how these media have been used by various artists and cultures, as well as how to create art that is functional beyond its aesthetics.

Portfolio Design

Prerequisite: 2.0 credits Art courses and/or AP Art

Credit: 0.5 Fine Art

An option for students who have taken an extensive survey of art classes and want to continue to develop a portfolio of work. Students work with the teacher to create a contract of work they will complete during the class. This is a great option for senior students who are working on creating a portfolio for college applications, or who are interested in art-making careers. The course can be offered as an independent study course.

Jewelry 1

Prerequisite: None

Credit: 0.5 Fine Art

Learn all about jewelry while designing and creating your own jewelry in brass, copper, and bronze. Learn fabrication and casting techniques, including soldering, shaping, polishing, piercing, sawing, and lost-wax casting. Students also learn to use the elements and principles of design to create quality, creative jewelry designs.

Jewelry 2

Prerequisite: Jewelry 1

Credit: 0.5 Fine Art

Designed for students who are capable of working independently, this course requires familiarity with a wide variety of jewelry skills and techniques. Quality design is essential to the success of the advanced jewelry student. Advanced techniques including stone setting, repoussée, and copper enameling are covered.

Health Education

Health 1 - required semester class for all 9th graders

Prerequisite: None

Credit: 0.5 Health

Health 1 will guide students through skills for healthy living and meet them where they are in maturity and life situations. The curriculum includes, digital citizenship; social/emotional/mental health; substance use/misuse; human sexuality and healthy relationships; and nutrition.

Health 2 (Living Safe - Living Well)

Prerequisite: Health 1 and junior or senior standing

Credit: 0.5 Health

This class builds understanding of the human body and the confidence to help oneself or another in a time of need. The following topics will include CPR, first aid, and other important health-related topics including mental and reproductive health support.

Health Occupations (CTE at CVHS)

Prerequisite: Junior or senior standing and Health 1; Biology recommended

Credit: 1 Health (entire course must be completed)

Students have the opportunity to experience and learn about a variety of health careers in an effort to prepare tomorrow's health-care providers. Many local professional health providers will present career information. Students will learn concepts basic to all health careers, technical principles in health care, and work habits for health-care providers. Students will earn their first aid/CPR certification. This course also focuses on anatomy and physiology with an emphasis on medical terminology. Students will have the opportunity to attend the regional health career training open house and gain hands-on experience. Other field trips will be to one of two Oregon medical schools and to the Regional Cancer Center. Semester 2: Students will have the opportunity to apply their skills/knowledge from semester 1 in various health-care facilities in the community. These rotations/internships may be used to meet the job shadow or extended application graduation requirement.

Industrial & Applied Technology

Architecture

Prerequisite: None

Credit: 0.5 Applied Arts

This class teaches students how to design and build a house. The class uses Archicad software to design the plans and develop a 3D model. The student will learn how to design floor plans, elevations, site plans, electrical plans, etc. They will also design and build a ¼ scale model of a home they designed. The class also works on bridge building to understand the forces applied to a home or other architectural design. The class will also cover materials, elements, and principles of design both for the exterior and interior of a home.

Automotive 1

CTE course

Prerequisite: Sophomore standing

Credit: 0.5 Applied Arts

This course is designed to introduce students to the theory and practical application of the modern automobile. The operation, construction, and repair of all makes and models of cars and light trucks are covered. Vehicle owners needing a guide to general service as well as those preparing for a career in automotive technology both benefit from this course. No experience necessary for this hands-on course.

Automotive 2

CTE course

Prerequisite: Automotive 1 or teacher recommendation

Credit: 0.5 Applied Arts

This course is a continuation of Automotive 1 with more emphasis placed on troubleshooting and electrical system analysis.

Industrial Design 1 and 2

CTE course

Prerequisite for Industrial Design 1: Metals 1 or Physics at CHS

Prerequisite for Industrial Design 2: Industrial Design 1

Credit: 0.5 Applied Arts

This course is for students interested in mechanical, industrial, and manufacturing engineering or a passion for mechanical design and machining. In this class the students learn how to use Solid Works and MasterCam to design and manufacture products. The students will use computerized vertical milling machines, lathes, CNC Plasma cutters, 3D printing, and much more. This is a project-based class to build students' industrial vocabulary and to build confidence in working on machinery. It will help develop awareness of manufacturing processes through hands-on learning.

Capstone: Vehicular Design

Prerequisite: Metals 1, Metals 2b, Industrial Design 1; junior or senior standing

Credit: 1.0 Applied Arts

Students will be required to design, build, and then test a vehicle from the ground up in groups. This vehicular design class will involve 3d modeling, CNC/manual fabrication, and welding to complete. Upon finishing this class, students will have applied all the skills taught in the manufacturing pathway and gotten a chance to put their creations to the test at the end of the year.

Metals 1

CTE course

Prerequisite: None

Credit: 0.5 Applied Arts

This class will teach the students how to weld (Braze, Mig, Arc, oxy-acetylene) and machine (milling, turning, grinding) metal projects. They will design and build rocket launchers, braze action figures, machine spinning tops, and much more. This class also teaches computer-aided design and computer-aided plasma cutting. This is a project-based, hands-on learning experience which is aimed at building student confidence.

Metals 2A

CTE course

Prerequisite: Metals 1

Credit: 0.5 Applied Arts

This course is a continuation of Metals 1 with a focus on precision machining. Students build on welding and machining skills. The students have the opportunity to build projects of their choice. Examples: Bottle rocket launchers, tape dispensers, puzzles, catapults, and more. Students interested in mechanical, manufacturing, industrial engineering, construction, automotives, robotics, or have any vocational metals interest at all will find this course valuable.

Metals 2B

CTE course

Prerequisite: Metals 1 (2A can progress to 2B; however not a prerequisite)

Credit: 0.5 Applied Arts

This course is a continuation of Metals 2 with a focus on mechanical design. Students build on welding and machining skills as well as learn about mechanical concepts such as gear ratios, wheel toe and camber, and friction. Students will build rideable celtic sculptures in teams driven by bike mechanics as well as smaller models of different styles of geared motion. Students interested in mechanical, manufacturing, industrial engineering, construction, automotives, robotics, or have any vocational metals interest at all will find this course valuable.

Welding

CTE course

Prerequisite: Sophomore, junior, or senior standing and Metals 1

Credit: 0.5 Applied Arts

This will be a comprehensive welding program intended for the majority of the class to work on welding skills. The types of welding covered will include Mig welding, Oxy-acetylene welding, and arc welding. Brazing, Tig welding, and soldering will also be introduced and discussed with limited practice. Additional machinery covered will include the horizontal band saw, grinders, and drilling on the vertical milling machines. This course will have small but limited projects.

Woods 1

Prerequisite: None

Credit: 0.5 Applied Arts

This course introduces techniques for building projects principally with wood. In addition to developing woodworking techniques, the students design, build, and test their own projects using a variety of materials. Projects consist of bowls, mallets, boxes, CO2 cars, catapults, and much more.

Woods 2

Prerequisite: Woods 1

Credit: 0.5 Applied Arts

The class continues where Woods 1 left off. Advanced joinery techniques are used in cabinet making and furniture construction. Students build one assigned project and one independent project.

Language Arts

Freshman	Sophomore	Junior	Senior
Introduction to Literature	World Literature	American Literature	AP English Language & Composition
Honors Introduction to Literature	Honors World Literature	Honors American Literature	AP English Literature & Composition
			Contemporary Literature
			Creative Writing
			Survey of Nonfiction Narrative

Freshman Courses

Introduction to Literature

NCAA Approved

Prerequisite: Freshman standing
Credit: 1 English

Students read a variety of materials including novels, short stories, plays, and nonfiction. They draw conclusions, form generalizations, express opinions, and analyze the texts. By reading various types of literature and writing, students develop their understanding of other people and of themselves. Students also write in a variety of forms with emphasis on expository writing. They develop vocabulary and learn interpersonal and oral communication skills.

Honors Introduction to Literature

NCAA Approved

Prerequisite: Freshman standing
Credit: 1 English

This challenging, fast-paced literature-based class explores the major genres—short story, poetry, novel, drama, and nonfiction in a theme-based manner. Students also work on improving their vocabulary and oral communication skills. Students are expected to have a good grasp of basic essay and paragraph structure; have well-developed discussion and public speaking skills; and have grade level or above reading ability.

Sophomore Courses

World Literature

NCAA Approved

Prerequisite: Sophomore standing and Intro to Lit or Honors Intro to Lit
Credit: 1 English

This course offers a thematically based study of literature with an international focus. The reading list includes novels and plays supplemented by short stories, poetry, and nonfiction selections. Writing instruction and practice are integrated into all literature units and focus on argument, expository, research, and reader response. In addition, students engage in vocabulary and grammar work designed to improve their writing skills and prepare for the PSAT and the SAT.

Honors World Literature

NCAA Approved

Prerequisite: Sophomore standing and Intro to Lit or Honors Intro to Lit

Credit: 1 English

This course offers a thematically based study of literature with an international focus. The reading list includes novels and plays supplemented by short stories, poetry, and nonfiction selections. Writing instruction and practice are integrated into all literature units and focus on persuasive, expository, research, reader response, and personal narrative writing. In addition, students engage in vocabulary and grammar work designed to improve their writing skills and to prepare them for the PSAT and the SAT. At the honors level, the pace is accelerated with most reading and writing assignments completed outside of class. Students also complete an independent reading project each quarter as well as challenging and self-directed writing and discussion projects.

Junior Courses

American Literature

NCAA Approved

Prerequisite: Junior standing and World Lit or Honors World Lit

Credit: 1 English

This course provides enriched learning through literature-history connections from early to multicultural contemporary America. Students study authors and their works within their historical contexts. The curriculum is designed to further students' appreciation, enjoyment, and knowledge of major authors and significant trends/themes in American literary history. At least three novels and/or plays are combined with a wide range of selections of short fiction, poetry, and nonfiction to create a broad understanding and awareness of American literary tradition. This course involves daily reading, analysis, small group and class discussions, essays, research, projects, and speeches/presentations.

Honors American Literature

**NCAA Approved
College Now course**

Prerequisite: Junior standing and World Lit or Honors World Lit

Credit: 1 English

Strongly recommended as a parallel class for students enrolled in AP US History, this course provides enriched learning through integrated literature-history connections from early to multicultural contemporary America. Students study authors and their works within their historical contexts and through various lenses of critical theory. The curriculum is designed to further students' appreciation, enjoyment, and knowledge of major authors and significant trends/themes in American literary history. Five (minimum) in-class and two independent novels and/or plays are combined with a wide range of selections of short fiction, poetry, and nonfiction to create a broad understanding and awareness of American literary tradition. Independence, time management, cooperation, problem-solving, and consistency are essential. This course involves extensive reading, advanced analysis, small group and class discussions, reading check tests, essays, research, projects, and speeches/presentations. It provides additional preparation for those who take the AP US History exam and the SAT. Optional *College Now* credit may be earned.

Senior Courses

Contemporary Literature

NCAA Approved

Prerequisite: Senior standing

Credit: 1 English

This course focuses on 21st century contemporary literature, with an emphasis on novels, short stories, and films. The study of contemporary literature encourages students to explore the human experience in a rapidly changing, modern world. In this class, students will engage in discussions, write interpretive essays and journal responses, analyze film elements, and research ideas and issues that relate to the literature. Students must be able to work in groups, enjoy reading, and be able to deal in a mature fashion with some of the issues that contemporary literature raises.)

Creative Writing

NCAA Approved

Prerequisite: Senior standing and American Literature or Honors American Literature

Credit: 1 English

This senior course is writing-intensive for students who want to engage in consistent creative writing experiences. It is based on ongoing student-chosen freewriting and structured, genre-based units fostering creative thinking and a variety of writing skills. Throughout the course, the class builds community through frequent pair-sharing, required peer-editing workshops, and reading major pieces aloud. Open-mindedness, consistency, attention to deadlines, participation in interactive group editing sessions, speaking, and good attendance are vital to success in this course. Students write in a variety of forms, including flash fiction (short story), creative nonfiction, poetry, and scripts. They also examine models from a wide range of authors. Students improve all aspects of writing content and style through daily writing and regular feedback.

Survey of Nonfiction Narrative

NCAA Approved

Prerequisite: Senior standing and American Lit or Honors American Lit

Credit: 1 English

This is a yearlong class that focuses on high-interest social issues that impact our modern society. Students will explore a variety of topics by viewing modern documentaries and reading nonfiction articles, books, and essays. The class writing will focus on creating and defending an argument and other expository modes helpful for college writing. Students will have the opportunity to research an independent social issue and will work to improve their public speaking and group presentation skills.

AP English Language and Composition/College Writing

**NCAA Approved
College Now course**

Prerequisite: Senior standing and American Lit or Honors American Lit

Credit: 1 English

This advanced writing course prepares students for the full spectrum of language skills necessary for college and professional success. Students read, analyze, discuss, and respond to primarily nonfiction material. During the year, students learn effective reading, discussion, peer editing, and response strategies. Students practice a variety of writing modes, including scholarship and college application essays; narrative and expository essays; documentary film and book reviews; and an argument research paper. Students write several in-class essays to prepare for the AP and LBCC exams. In the spring, students have the opportunity to take an overnight trip to see two plays at the Oregon Shakespeare Festival. By the end of the course, students will be well-prepared to take the AP English Language and Composition Exam as well as the Writing 121 assessment through Linn-Benton Community College. LBCC credit (WR 121) is offered to students who successfully pass the course.

AP English Literature and Composition

NCAA Approved

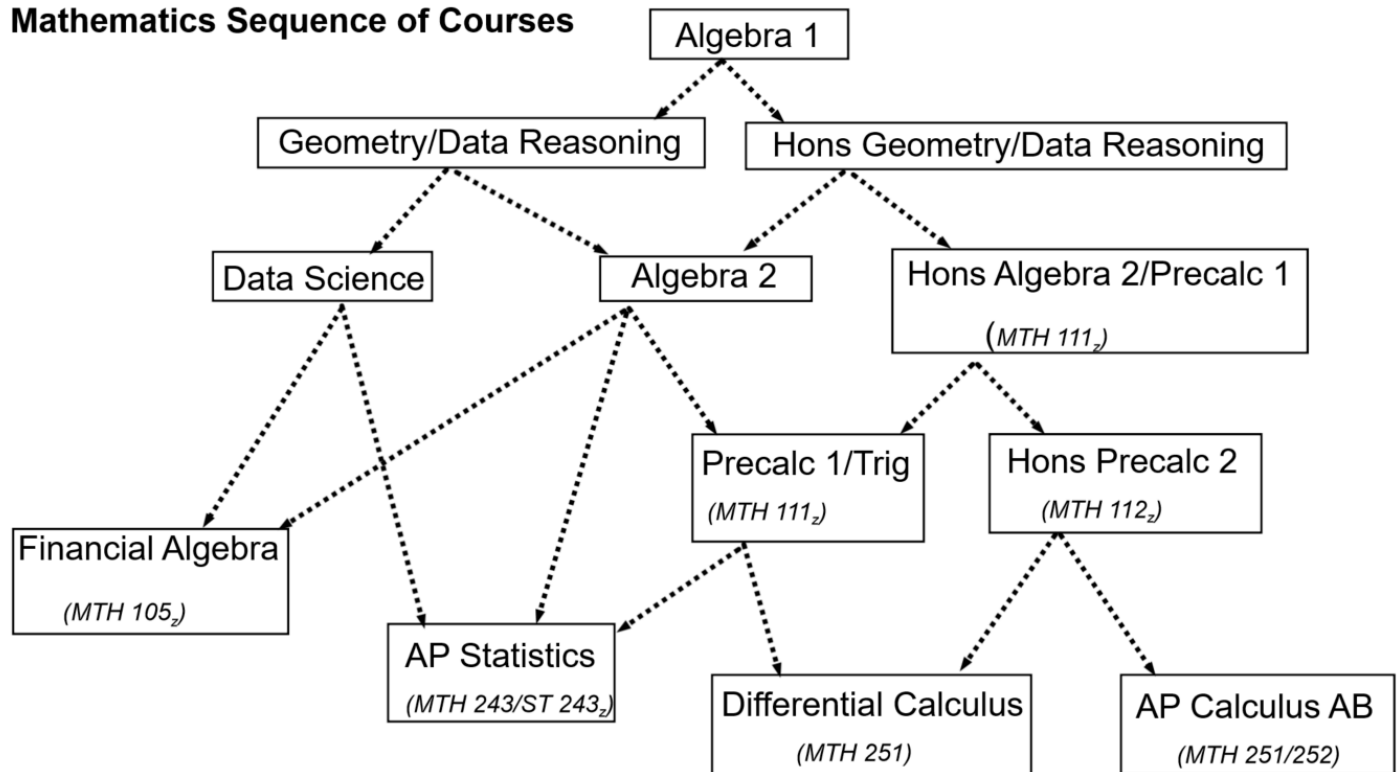
Prerequisite: Senior standing and American Lit or Honors American Lit

Credit: 1 English

Advanced Placement English Literature and Composition is a college-level course designed to develop reading, analytical writing, and critical thinking skills through an in-depth study of challenging and engaging literature. It prepares students for future college- and university-level work and for the AP exam in May. In addition to formal literary analysis, students write college application essays. The course includes both classic and contemporary novels, plays, and poetry that appear on college literature lists and in college courses across the nation. Many colleges offer credit or advanced placement for strong scores on the AP Exam. In the spring, students have the opportunity to take an overnight trip to see two plays at the Oregon Shakespeare Festival. Summer reading is required.

Mathematics

Mathematics Sequence of Courses



Math Placement at CHS

9th grade placement: Students will be placed into 9th grade math using the following protocols. Placement primarily follows progression of successfully completed math courses. No tests are used to determine placement with the exception of the scenarios outlined below.

ADVANCING IN MATHEMATICS OVER THE SUMMER

CSD does not recommend that students rush to advance in mathematics through a summer math program. Programs that progress quickly tend to focus on procedures rather than the deep mathematical thinking, reasoning, and abstract concepts that are required for success in advanced high school mathematics courses.

If a student chooses to take a summer math course:

- Math credit will not be transcribed (for incoming 9th graders)
- Courses taken must be accredited and align to Oregon state standards (including Data Reasoning standards for class of 2028) in order for students to advance to the next math course

Math level at completion of 8th grade	Placement at CHS	Notes
Foundations of Algebra, Math 8, Pre-Algebra	Algebra 1	
Algebra 1	Hons Geometry/Data Reasoning or Geometry/Data Reasoning	Provide certification of full completion of accredited Algebra 1 course
Geometry (must include data reasoning standards)	Hons Algebra 2/ Precalculus 1 or Algebra 2	Provide certification of full completion of accredited Geometry course
LRC - middle school	LRC - high school	

Placement into Pre-Algebra support class (elective credit): Students who are showing skills gaps in Algebra 1, after interventions and supports, may be recommended for placement into Pre-Algebra for specific support in building algebra skills. This is based on student work, teacher observations, and a review with teacher, counselor, and admin. These placements can occur at the start of 9th grade, end of the first quarter, and end of semester 1.

Exceptions/specific scenarios

Math level at completion of 8th grade	Placement at CHS	Notes
Integrated Math	Placement test	There will be two dates for placement math tests: end of school year (finishing 8th grade) and before 9th grade starts. Tests will be administered at CHS on selected days in June, August, and September.
No clear record of math progression that correlates to the CHS progression (currently some out-of-state and Waldorf schools)		
Successfully completed Algebra 1A (partial Algebra course)	Algebra 1 with option of doubling with Geometry	8th to 9th grade placement only

Grades 10/11/12

Class	Placement/Prerequisite	Notes
Hons Geometry/Data Reasoning	Algebra 1 credit	Strongly recommend consulting with Algebra 1 teacher before registering for class
Geometry/Data Reasoning	Algebra 1 credit	
Honors Algebra 2/Precalculus 1	Honors Geometry/Data Reasoning credit	Strongly recommend consulting with Geometry teacher before registering for class
Algebra 2	Honors Geometry/Data reasoning or Geometry/Data Reasoning or Data Science credit	
Data Science	Hons Geometry/Data reasoning or Geometry/Data Reasoning credit	
AP Statistics	Data Science or Algebra 2 credit	
Honors Precalculus 2	Honors Algebra 2/Precalculus 1 or Precalculus 1/Trigonometry credit	
Precalculus 1/Trigonometry	Algebra 2 or Honors Algebra 2/Precalculus 1 credit	
Financial Algebra	Algebra 2 or Data Science credit	
Differential Calculus	Precalculus 1/Trigonometry or Honors Precalculus 2 credit	
AP Calculus AB	Differential Calculus or Honors Precalculus 2 credit	

Pre-Algebra

Prerequisite: Staff placement

Credit: 1 Elective or Modified Math

Recommended for students needing to review arithmetic skills with whole numbers, integers, decimals, fractions, and percentages. Problem solving using algebra, geometry, probability, and statistics is introduced with an emphasis on building the foundational skills needed to succeed in algebra and beyond. Hands-on learning exploration is used to meet the needs of diverse learners. Students are given opportunities to solve a variety of problems in preparation for state testing. Students advance to Algebra 1 upon teacher recommendation.

Algebra 1**NCAA Approved**

Prerequisite: Pre-Algebra or Foundations of Algebra

Credit: 1 Math

Students in this course explore linear equations, inequalities, and functions in-depth, including solving equations, solving systems of equations, and graphing. Students also begin the study of quadratic and exponential equations and functions, including multiplying and factoring polynomials, working with exponent properties, simplifying radicals, and graphing. Students engage in problem-solving and real-world applications throughout this course.

Geometry/Data Reasoning

NCAA Approved

Prerequisite: Algebra 1

Credit: 1 Math

This course covers a range of geometry topics as well as multiple units of data reasoning. The geometry topics studied will include reasoning and proof; points, lines, angles, and planes; polygons, with a special focus on triangles, right triangles, and quadrilaterals; congruence and similarity; and area, perimeter, surface area, and volume. The data reasoning to be covered includes formulating statistical questions; collecting and considering data; analyzing and summarizing data; and understanding independence and conditional probability.

Honors Geometry/Data Reasoning

NCAA Approved

Prerequisite: Algebra 1

Credit: 1 Math

This fast-paced course covers a range of geometry topics with a focus on deductive reasoning and proofs, as well as integrated concepts from data reasoning. The geometry topics studied will include reasoning and proof throughout the year to explore the ideas of points, lines, angles, and planes; polygons, with a special focus on triangles, right triangles, and quadrilaterals; congruence and similarity; and area, perimeter, surface area, and volume. Multiple styles of proofs will be used in the class, including algebraic proofs. The data reasoning to be covered includes formulating statistical questions; collecting and considering data; analyzing and summarizing data; and understanding independence and conditional probability.

Data Science

Prerequisite: Geometry/Data Reasoning

Credit: 1 Math

Requirements: Scientific calculator (Graphing recommended)

This is a third-year course that focuses on topics in data reasoning and statistics, along with some Algebra 2 concepts. This is primarily a project-based course. Students will learn about statistics through the use of computer programming and real-world data collection and analysis. Data reasoning topics include measures of center and spread, data displays, linear regression, functions, and coding using Pyret. Algebra 2 topics include linear models, quadratic models, and exponential models. Upon successful completion, students will be prepared to take AP Statistics, Financial Algebra, or Algebra 2.

Algebra 2

NCAA Approved

Prerequisite: Geometry/Data Reasoning or Hons Geometry/Data Reasoning

Credit: 1 Math

This course includes equations and inequalities; quadratic equations and functions; linear systems; polynomials; rational exponents and radical functions; and exponential and logarithmic functions. Mathematical models and their graphs, problem solving, applications, and technology are strongly emphasized and are woven throughout the course.

Honors Algebra 2/Precalculus 1

NCAA Approved
College Now course

Prerequisite: Honors Geometry/Data Reasoning

Credit: 1 Math

This course is designed to use pace and rigor to significantly challenge our most capable and hardworking math students. It is a fast-paced course that includes a rich integration of the content from Algebra 2 and Precalculus 1. This honors course includes all Algebra 2 topics as well as work with rational functions and a more in-depth examination of matrices, complex numbers, polynomial functions, and both exponential and logarithmic functions.

Precalculus 1/Trigonometry

Prerequisite: Algebra 2 or Hons Algebra 2/Precalculus 1

Credit: 1 Math

**NCAA Approved
College Now course**

This course explores and extends algebraic relations and functions, focusing on polynomial functions; rational functions; exponential and logarithmic functions; trigonometric functions; and the graphs and zeros of each. In addition, systems of equations and inequalities, complex numbers, and trigonometric identities are studied. Upon successful completion of assignments and tests, students may earn credit for Math 111 through LBCC. This course is a prerequisite for Differential Calculus.

Financial Algebra

Prerequisite: Algebra 2 or Data Science

Credit: 1 Math

**NCAA Approved
College Now course**

This is a project-based and technology-dependent algebra course. Using practical business problems and real-world personal financial issues, this course explores algebraic thinking patterns and mathematical functions in a financial context. Topics such as investment, banking, consumer credit, taxes, employment basics, retirement planning, and budgeting are the framework in which students will explore and master mathematical concepts and skills. Upon successful completion of assignments and tests, students may earn credit for Math 105 through LBCC.

Honors Precalculus 2

Prerequisite: Honors Algebra 2/Precalculus 1

Credit: 1 Math

**NCAA Approved
College Now course**

This course is designed for students who have successfully completed an Honors Algebra course. (Please note that Honors Algebra at CHS incorporates both Algebra 2 and Precalculus 1; therefore transfer students are expected to have completed a course equivalent to Precalculus 1 prior to enrolling in Honors Precalculus.) Topics range from analytical geometry (conic sections) to trigonometric functions and graphs; polar equations; parametric equations; vectors and determinants; and sequences and series.

Differential Calculus

Prerequisite: Precalculus 1/Trigonometry or Hons Precalculus 2

Credit: 1 Math

**NCAA Approved
College Now course**

This course is an alternative to AP Calculus AB. It is for students who have passed precalculus and would like to learn calculus at a more relaxed pace. The curriculum includes a review of precalculus concepts, limits, continuity, differentiation, and applications. The topic of integration is not included in this course. Compared to the AP course, significantly more class time is devoted to review of precalculus concepts and problem-solving practice.

AP Calculus AB

Prerequisite: Honors Precalculus 2

Credit: 1 Math

Requirements: Graphing calculator (TI-83/84 preferred)

**NCAA Approved
College Now course**

This course is designed for those students who have a strong interest in mathematics and need a solid background in higher mathematics for future studies. The class will cover topics from calculus with topics from analytic geometry integrated into the course. Topics include limits; continuity; derivatives and their applications; graphs and curve sketching; integration; methods of integration; applications of the definite integral; and transcendental functions. Students are eligible to take the Advanced Placement test in May for which they may earn college credit. Technology can be checked out at school.

AP Calculus BC (at CV)**NCAA Approved
College Now course**

Prerequisite: Honors Precalculus or Precalculus with teacher recommendation

Credit: 1 Math

Requirements: Graphing calculator (TI-83/84 preferred)

AP Calculus BC is intended for accelerated students who have completed Honors Precalculus. It is a faster-paced course that covers more topics than AP Calculus AB. Major topic categories include functions; graphs; limits; derivatives; integrals; parametric, vector, and polar equations; and polynomial approximations and series. Students will learn theory, methods, and applications. Problem solving and technology are woven through the course. Graphing calculator required. Students who have taken AP Calculus AB may take AP Calculus BC for .5 math credits and .5 elective credits.

AP Statistics**NCAA Approved
College Now course**

Prerequisite: Junior or senior standing and Algebra 2

Credit: 1 Math

Students build on their knowledge of graphical displays of one- and two-variable data, descriptive statistics, and basic probability. New topics include sampling procedures, experimental design, probability distributions, confidence intervals, and hypothesis testing. Real data is used throughout the course and students complete an extended learning project. Videos, software, and TI-83/TI-84 calculators complement the course to prepare students for the Advanced Placement Statistics test in early May. Consistent use of TI 83/84 calculators. Technology can be checked out at school.

Performing Arts

Music

Band: Chamber Ensemble

Prerequisite: None

Credit: 0.5 Fine Art

Chamber Ensemble is a semester performance-based class open to all students. This is a great class for traditional band instruments; percussion and string instruments; and also designed for students who either play or want to learn piano, guitar, bass, and drums! This very open-ended class can be catered to your needs. Whether you are just learning an instrument, learning how to read music, or you are looking to reach the next level as a musician, this individual needs-based class is the perfect place. Come play music with your friends in a low-stress class environment. All levels welcome! Advanced students may study solo literature, orchestral excerpts, honor band-orchestra material, preparation for college, and professional auditions. This class also addresses performance anxiety and teaches effective practice habits to help you be successful at any level of your musical journey.

Band: Concert Band

Prerequisite: Freshman level, no prior band experience required

Credit: 1 Fine Art

Concert Band is a yearlong entry-level performance ensemble designed for incoming 9th graders providing a stepping stone into the world of high school band and all of its opportunities. This ensemble focuses on building a strong musical foundation that will help bond the students throughout the year as individuals and ensemble musicians. Students will study a variety of instrumental literature and perform in three concerts a year. In the fall, Symphonic Band members combine with the other two bands to make up the CHS Marching Band. Symphonic Band students attend all home football games and a minimum of five basketball games in the spring.

Band: Jazz Band

Prerequisite: Concurrent enrollment in Concert or Symphonic Band, or Wind Ensemble, or by director approval for piano or guitar only

Credit: 1 Fine Art

Jazz Band is a yearlong performance ensemble that meets outside of the school day. Participation will still allow a full seven courses during the school day. Participation in a concert ensemble is required unless approved by the director. Guitar, bass, and piano students are encouraged to participate in the concert ensembles but not required. This fast-paced ensemble explores a wide variety of styles including swing, funk, rock, Latin, and Cuban music. Students will learn the jazz language; improvisation skills; explore jazz artists and recordings; and build their repertoire of the jazz genre. Students perform in seasonal concerts and several jazz festivals throughout the year. The jazz program is divided into two levels at the beginning of the year to help isolate instruction. Jazz Band performs at several festivals and explores a higher level of music. All are welcome to join!

Band: Percussion Ensemble

Prerequisite: None

Credit: 1 Fine Art

Percussion Ensemble is a yearlong performance-based class. All percussionists are placed into percussion ensembles to develop technique on all percussion instruments separate from the concert ensemble. Percussionists combine with concert, symphonic, and wind ensemble for concerts and festivals based on ability level. Wind Ensemble percussionists are encouraged to participate in Wind Ensemble in addition to Percussion Ensemble. Percussionists explore playing music together in a drumline setting, combining with the CHS marching band in the fall, Concert Band percussion, and also form large and small percussion ensembles throughout the year. Percussion Ensemble participates in all evening concerts designated at the beginning of the year, home football games, and a minimum of five basketball games.

Band: Symphonic Band

Prerequisite: Sophomore, junior, or senior standing

Credit: 1 Fine Art

Symphonic Band is a non-auditioned, yearlong performance ensemble. This ensemble is for those students who love music and the symphonic large band setting with multiple performers on each part. This band is designed for students to continue building their musical and instrumental skills while studying a wide variety of instrumental literature at a higher level throughout the year. **This is also a great place for students learning a new instrument or learning a secondary instrument!** Concerts include three concerts a year, travel to one festival, and an invitation to members to perform in the CHS graduation in June. In the fall, Symphonic Band members combine with the other two bands to make up the CHS Marching Band. Symphonic Band students attend all home football games and a minimum of five basketball games in the spring.

Band: Wind Ensemble

Prerequisite: Four-plus years of instrumental study or by director approval. Audition for placement is required each year and occurs in the spring of the previous school year.

Credit: 1 Fine Art

Wind Ensemble is an audition-only yearlong performance ensemble. Instrumentation is set at one student per part by the director and is designed for those students wanting to reach the next level of musicianship. This group explores advanced literature at a high level and emphasizes student leadership throughout the year. Students are expected to prepare and practice outside of rehearsal and attend a set number of extra rehearsals throughout the year. The Wind Ensemble performs at four evening concerts and travels to three adjudicated festivals each spring. In the fall, Symphonic Band members combine with the other two bands to make up the CHS Marching Band. Symphonic Band students attend all home football games and a minimum of five basketball games in the spring.

Note: *Students must be a member of either the Concert Band, Symphonic Band, or Wind Ensemble to participate in the WIBC Honor Bands, OMEA All State Ensembles, or OMEA Solo and Ensemble Competitions.*

Choir: Spartan Chorale

Prerequisite: None

Credit: 1 Fine Art

The Spartan Chorale is a choir for everyone! Spartan Chorale is a yearlong non-auditioned choral ensemble for all voices. Spartan Chorale is open to students who demonstrate a willingness to learn and commit to the ensemble. Repertoire will be selected from a wide array of style periods and genres. Students will learn proper vocal technique including intonation, tone quality, and stylistic accuracy. Students will learn to read and notate music independently and learn how to be a leader in a musical environment. Students will demonstrate independent problem-solving skills through conducting, score study, and sight-reading while making connections between world cultures and music. Students will learn to understand and appreciate the relationships between music, the other arts, and other fields of study. Students will participate in approximately five concerts throughout the year. Grading will be based on level of proficiency, class participation, coursework, and required performances.

Choir: Coro Combinare

Prerequisite: Audition (one-on-one with director in June 2024)

Credit: 1 Fine Art

Coro Combinare is the premier high school choral ensemble in Corvallis. It is a yearlong, auditioned ensemble open to all students who demonstrate superior application of vocal technique, tone quality, intonation, and sight reading. Prior choral experience, demonstrated work ethic, and commitment levels are considered in the audition. Students continue to perfect sight-reading ability, music theory, musical interpretation, and performance practice through a variety of repertoire while demonstrating their understanding of world cultures in relation to music. This choir may have numerous out-of-school commitments, including sectionals, school and community concerts, festivals, tours, and exchanges.

Choir: SpartaCappella

Prerequisite: Audition, Concurrent Enrollment in Coro Combinare

Credit: 1 Fine Art

SpartaCappella is a highly selective, yearlong auditioned a cappella choir for seniors and advanced underclassmen. Students are admitted based on vocal technique, as well as prior demonstration of work ethic and commitment to choral excellence. This small group explores vocal styles of contemporary a cappella, pop, and choral works while applying and refining individual vocal techniques, sight reading, music theory, and performance practice. SpartaCappella provides unique performance opportunities and engages in an active performance schedule of concerts, gigs, and competitions throughout the school year. Members must meet OSAA grade and class load eligibility requirements for participation in OSAA-sanctioned events.

Music: Guitar and Songwriting 1 (offered at CVHS)

Prerequisite(s): none

Credit: 0.5 Fine Art

Guitar and Songwriting 1 is a semester-long class (offered 1st and 2nd semesters) that will give beginning students an introduction to the guitar. Focus will be on learning basic open chords, strumming patterns, and progressions. This class will be primarily aimed at contemporary guitar styles (folk, rock, country, and blues), and the use of the guitar as an instrument to accompany vocals. You will also be introduced to other contemporary stringed instruments such as the electric bass, ukulele, mandolin, and banjo, as well as the basic elements of music theory, songwriting, and recording.

Music: Guitar and Songwriting 2 (offered at CVHS)

Prerequisite(s): Guitar and Songwriting 1, or auditioning with instructor

Credit: 0.5 Fine Art

Guitar and Songwriting 2 (offered spring semester only and held concurrently with G&S 1) continues where the first class leaves off, with more of a focus on individual practice, creation of original music and lyrics, and performance practice of cover songs and originals, as either a solo performer or as part of a group.

Music: Music Theory (offered at CVHS)

- Prerequisite(s): Sophomore, junior, or senior standing
- Credit: 1 Fine Art

It is strongly recommended that students have music fundamentals. This is a yearlong class that will focus on music theory, chord structure and progressions, harmonic analysis, score analysis, and composition. Students will develop their notational, compositional, and aural skills during this class.

Orchestra

Prerequisite: Previous experience on a string instrument

Credit: 1 Fine Art

The Orchestra is a yearlong class for students in grades 9-12. Advancing knowledge in the areas of technique, music theory, leadership, and history will be studied in this ensemble. Students are expected to practice daily, preparing their literature for class and all performances. Grading will be based on participation, citizenship, attendance, and required performances.

Orchestra: Camerata (at CVHS 2023)

Prerequisite: Audition and director approval

Credit: 1 Fine Art

The Camerata Orchestra is a yearlong ensemble for advanced students only. Advanced knowledge in the areas of technique, music theory, leadership, and sight reading will be continued in this ensemble. This ensemble will be attending and performing in festivals/contests throughout the year. Grading will be based on level of proficiency, coursework, and required performances. Failure to meet OSAA grade, class load, and "on-track" eligibility requirements may jeopardize class membership and/or participation in OSAA-sanctioned events.

Elements of Theater

Prerequisite: None

Credit: 0.5 Fine Art

Elements of Theater is a semester-long, comprehensive introduction to the theater. Students will be given a broad general background in theater including production elements (lights, sound, sets, costumes, etc.), acting, theater history, and criticism. Students will read plays; watch live performances and videos of plays; write reviews of live and filmed theater; complete design projects; research projects; do a number of acting exercises; and prepare cuttings from plays for presentation to the class. The final project is a radio project where students write and develop a script, create live sound effects, and then record their pieces.

(If you've already taken the class, Teacher Assistants are also welcome. TAs earn 0.25 elective credit.)

Period Acting Styles

Prerequisite: None

Credit: 0.5 Fine Art

Sword play, hoop skirts, hats, tunics, masks, wigs—each period in history has a different style of acting including time-specific costumes and props. This course will explore the theatrical styles of the Greeks, Middle Ages, Renaissance, Commedia del' Arte, Restoration, and 18th, 19th, and 20th centuries. We will play with comic timing, dramatic transitions working with groups, holding swords, walking in corsets and hoop skirts, etc. It will also be an introduction to the experience of self-presentation, and thinking/operating like an artist in a broader sense. We will be moving our bodies, exploring our voices, telling stories, improvising, performing scenes, watching theater, reading plays, learning to analyze a scene to perform it, learning to analyze theater to critique it, and writing about our experiences. We will watch films to see examples of different styles while trying the costumes, hats, and swords on ourselves.

Advanced Theater Practicum

Prerequisite: Elements of Theater (completion of Period Acting Styles is preferred, though not required)
OR instructor permission

Credit: 0.5 Fine Art (repeatable credit for four years)

Advanced Theater is a class offered for repeatable credit, meaning you can take it every year of high school if you want. Because of this, the curriculum changes with each year to allow students to learn a variety of techniques and skills necessary in the theater industry. Classes are in no particular order. Class curriculum is as follows:

Year One: Touring Show- Students will rehearse and prepare a one-act play for touring to schools, libraries, senior living centers, etc. They will learn the ins and outs of taking a show on the road including bookings, transportation, adapting to space, creating sets and sound systems that are portable, etc. Additionally, students will choose a cohort from Playwright, Director, Actor, Stage Manager, and Designer where they will learn specialized skills necessary for production. They will then put their newfound skills to work on a joint 10-minute play project.

There will be multiple local field trips for performances. *Extended application opportunity available.*

Year Two: Theater Masters- Students will explore the acting styles of the founders of contemporary theater: Stanislavski, Meisner, Adler, Brecht, Pinter, Spolin, and more. Students will do projects in each major style, culminating in a final presentation. This class continues to be one of the student favorites and is particularly useful for anybody planning on participating in theater following high school.

Year Three: Acting Styles- Film acting, screen tests, children's theater, classical theater, musical theater, and monologue work for college auditions. Students will learn the nuances of each different style preparing them for work in professional theater, film sets, college, and community theaters. Students will also prepare headshots and resumes to get them ready for professional or college auditions.

Year Four: Special Skills- All of the extras like stage makeup design and application, wigs, dialects, stage combat, weapons handling for stage and screen, horseback riding for stage and screen, and more. Students will work on various projects designed to increase the tool box skills that actors use with their stage work. Students will need a basic makeup kit in this class. There will be opportunities in class to order or assemble their kits. Scholarships are available for students with financial need.

Technical Theater

Prerequisite: Elements of Theater

Credit: 0.5 Fine Art (repeatable credit for four years)

Technical Theater is a class offered for repeatable credit, meaning you can take it every year of high school if you want. Because of this, the curriculum changes with each year to allow students to learn a variety of techniques and skills necessary in the theater industry. Students will explore the backstage world of theater. Students will investigate different areas of production and design from both a practical and a theoretical base. As a practicum course, differentiation will be automatically integrated, meaning that students with varying learning styles, language levels, and abilities will be successful. Classes are in no particular order. Class curriculum is as follows:

Year One: Portfolio Project- Prepare a tech theater portfolio for college and job interviews. Also, learn about crew jobs in the film/TV industry.

Year Two: Light It Up- An advanced class in lighting design; equipment maintenance and implementation; and projection design and implementation.

Year Three: Sights and Sounds- An advanced class in video recording and implementation, sound design and operation, and specialty props design, construction, and shopping.

Year Four: Special Skills- All of the specialty bits that technicians need to know, like rigging operation and loading; makeup, masks, and prosthetics; wigs and hair; stage combat; weapons handling for stage and screen; horseback riding for stage and screen; and more. Students will work on various projects designed to increase the tool box skills that technicians use with their work on the stage or film set.

Physical Education

One Physical Education credit is required for graduation. All PE classes may be repeated. Students unable to take PE because they are under a physician's care must see their counselors.

Fitness and Team Activities (sport)

Prerequisite: Freshmen only

Credit: 0.5 PE

This class consists of basic weight training and conditioning concepts. It also introduces various recreational sports such as volleyball, badminton, indoor hockey, ultimate Frisbee, tennis, racquetball, basketball, and soccer. The law of adaptation is emphasized to instill personal responsibility into the student's lifetime fitness goals.

Lifetime Fitness Activities (studio)

Prerequisite: Freshmen only

Credit: 0.5 PE

A lifetime activities-based class which consists of basic weight training and conditioning concepts. It also introduces various fitness activities such as aerobic dance, yoga, Pilates, and kickboxing. Additionally, there will be exposure to lifetime games such as badminton, pickleball, Spikeball, and Frisbee. The law of adaptation is emphasized to instill personal responsibility into the student's lifetime fitness goals.

Competitive Games

Prerequisite: Fitness and Team Activities OR Lifetime Fitness Activities

Credit: 0.5 PE

Units cover fundamentals, rules, and strategies of a variety of games including basketball, volleyball, badminton, pickleball, tennis, and more. Students will have the opportunity to compete with other students playing these games to refine their skills in a fun atmosphere.

Outdoor and Community Activities

Prerequisite: Junior or senior standing

Credit: 0.5 PE

This class is designed to provide exposure to a variety of outdoor and lifetime activities in the community. Activities will be both on- and off-campus, such as hiking, rock climbing, biking, golf, swim, sand volleyball, disc golf, and experience at local gyms and fitness studios. This will also prepare students with lifetime skills such as backpacking, camping, hiking, navigation, angler education, outdoor survival, and safety. Students will experience a variety of adventures, challenges, and team-building activities.

Strength Training: Advanced

Prerequisite: Weight Training and sophomore, junior, and senior standing

Credit: 0.5 PE

Designed with the athlete in mind, this class provides opportunities to participate in sport-specific strength, power, and skill-building activities. Each individual is asked to show improvement in individually specified areas of strength training through intense workouts. Serious training expected with the ability to work independently.

Unified Physical Education

Prerequisite: Fitness and Team Activities OR Lifetime Fitness Activities & teacher recommendation

Credit: 0.5 PE

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The class supports the development of leadership skills for all students and the empowerment of ALL students. Students with and without disabilities will work together to increase physical fitness and activity-specific skills, movement confidence, and social inclusion.

Weight Training/Plyometrics

Prerequisite: Fitness and Team Activities OR Lifetime Fitness Activities

Credit: 0.5 PE

This class provides students the opportunity to dramatically improve skill and confidence in the weight room. Each student creates and implements a training plan and gains knowledge of different training systems. Each student also participates in flexibility/agility/plyometric workouts. Students are expected to work at a high level of intensity to improve strength with more time spent on perfecting form.

Yoga Fitness

Prerequisite: Fitness and Team Activities OR Lifetime Fitness Activities

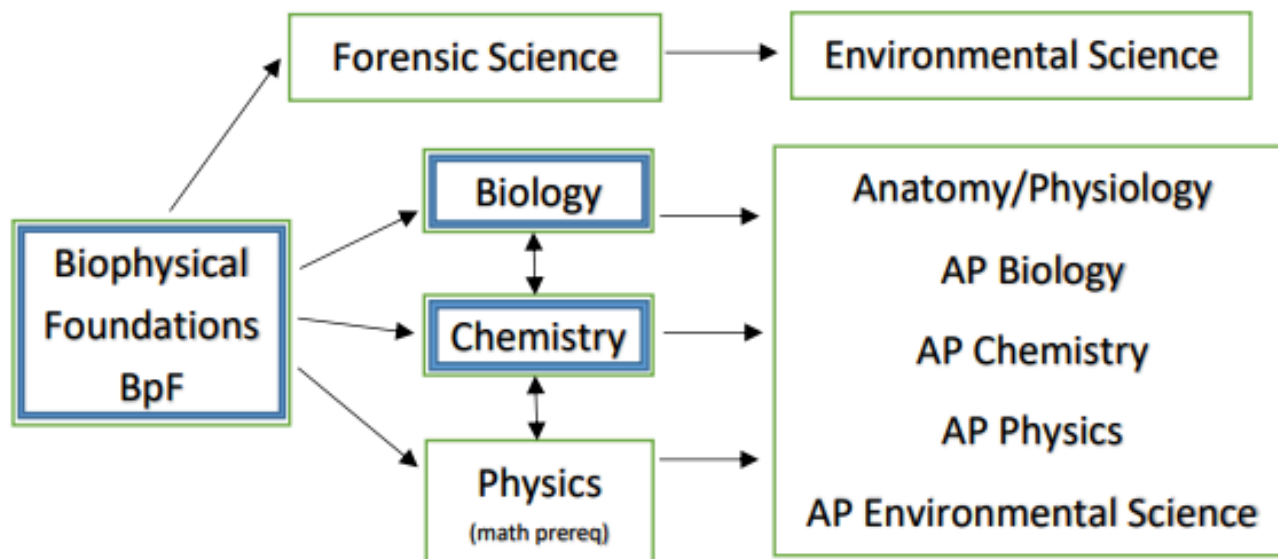
Credit: 0.5 PE

The Yoga Fitness class focuses on the lifelong conditioning benefits of stretching and muscle strengthening. This class is designed around yoga, Pilates, bodyweight exercises, and movement to improve student success and fitness. Students will improve their understanding of the muscular system and gain knowledge and experience with a variety of activities (Yoga, Pilates, Sculpt, Core Strength, and Balance), and build a foundation on which they can continue a healthy lifestyle for the rest of their lives. Students derive enormous benefits from yoga. Physically, it enhances flexibility, strength, coordination, and body awareness. In addition, concentration and a sense of calmness and relaxation improves.

Science

Science Sequence of Courses

BpF, Biology, and Chemistry are the most common starting points for freshman
Graduation requirement: 3 years of science classes



Outlined classes are those where freshmen will begin. Arrows indicate the most common future steps for students. For AP Biology, it is recommended that students have completed both Biology and Chemistry prior to starting the class. For AP Environmental Science, students should have completed Biology, but can take Chemistry concurrently with AP Environmental Science.

Biophysical Foundations (BpF)

NCAA Approved

Prerequisite: None

Credit: 1 Science

Biophysical Foundations is an entry-level science class that is strongly recommended for all other college prep science courses. Students apply the scientific method to design and conduct experiments. They use precise measurement tools; represent data in a variety of ways; analyze and describe chemical change and structure; analyze energy and its interactions; and describe functions of and interactions between human body systems. Within the course, students learn the fundamentals of biology, human anatomy, chemistry, and physics.

Biology

NCAA Approved

Prerequisite: Biophysical Foundations

Credit: 1 Science

Biology is a course that investigates the diversity of life at the molecular, organismal, and ecological levels. Students study biochemistry, cell structure and function, genetics, evolution, and ecology. Students complete lab activities, in-class assignments, and projects. Reading scientific material from a variety of sources is required.

Chemistry

NCAA Approved

Prerequisite: Algebra 1

Credit: 1 Science

Chemistry, the central science, is a necessary course of study to truly understand how our molecular world works. Students study the basic structure and classifications of matter along with the descriptions and calculations dealing with matter/energy transformations. Coursework emphasizes practical laboratory experiments as well as the development of problem-solving skills and laboratory reports. This course is one of the prerequisites for all AP science courses at CHS and is strongly recommended for anyone wishing to study a science-related field in college and beyond.

Forensic Science

NCAA Approved

Prerequisite: Sophomore, junior, or senior standing

Credit: 1 Science

This science course for 10th, 11th, and 12th graders focuses on scientific methodologies used in forensic investigations. Through supported learning, students will be able to identify patterns; decipher cause and effect relationships; use models to understand and predict behavior of systems; and understand how conditions can affect stability and change within both designed and natural systems. This course includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples. This course is not intended for students seeking advanced-level science.

Introduction to Environmental Science

NCAA Approved

Prerequisite: Junior or senior standing

Credit: 1 Science

This science course for 11th and 12th graders focuses on fundamental ecological concepts and the environmental problems that affect the Earth. Through supported learning, students gain an awareness of the interactions between people and their environment. The course promotes cognizance and understanding of Earth as an interconnected system. This course is not intended for students seeking advanced-level science.

Physics

NCAA Approved

Prerequisite: Completed Algebra 2 or enrolled in Honors Algebra 2/Precalculus 1

Credit: 1 Science

This course is designed for students who are taking a strong academic program, particularly those who need a sound science background. Students study the most fundamental laws by which the universe operates and use these laws to understand everyday events. Mathematics is applied and reviewed extensively. Students analyze motion, energy, electricity, sound, light, and more.

Anatomy and Physiology

NCAA Approved

Prerequisite: Biology

Credit: 1 Science

This intensive yearlong course focuses on structure and function of the normal human body. We examine the effects of diseases, disorders, and time on the human body. Technological advances are emphasized, such as diagnostic tests, medical treatments, and surgical procedures. Laboratory experiences include microscopy, examination of models, tissue, bones, and dissection. Outside reading and student-directed research projects, both individual and small groups, are assigned throughout the course.

AP courses are suited for juniors and seniors with a strong background in life or physical sciences.

AP Biology

NCAA Approved

Prerequisite: Biology and Chemistry (taking Chemistry concurrently with AP Biology is allowed)

Credit: 1 Science

AP Biology is an academically challenging course offering an in-depth study of college-level biology, including biochemistry, cell physiology, genetics, biotechnology, evolution, and ecology. This rigorous course requires reading and studying outside of class while preparing students for the AP exam. This is an excellent course for any student considering the study of biology in college or pre-med, pre-vet, or pre-pharmacy programs. Students may earn up to 12 hours of college credit and/or placement by satisfactory performance on the AP examination.

AP Chemistry

NCAA Approved

Prerequisite: Chemistry

Credit: 1 Science

AP Chemistry is an in-depth study of chemistry, equivalent to a college general chemistry course. Laboratory experiences, problem-solving skills, and the general concepts from previous chemistry and/or physics courses are refined and strengthened. Students study modern atomic theory, chemical bonding, equilibrium, kinetics, thermodynamics, electrochemistry, and acid-base chemistry. A student may earn up to 15 hours of college or university credit and/or placement by satisfactory performance on the AP examination.

AP Environmental Science

NCAA Approved

Prerequisite: Biology, chemistry (or concurrently taking), and sophomore, junior, or senior standing

Credit: 1 Science

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas: energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

AP Physics C: Mechanics

NCAA Approved

Prerequisite: Physics, concurrent or past enrollment in AP Calculus AB or BC

Credit: 1 Science

AP Physics C: Mechanics is an in-depth, calculus-based study of kinematics, Newton's laws, momentum, and energy, as they relate to linear, circular, and rotational motion. It also introduces basic differential equations in the study of simple harmonic motion. This course is designed to strengthen and refine general concepts, skills, and problem-solving strategies acquired in the introductory physics course in order to better prepare students for college and careers in the field of science, mathematics, and engineering. The course includes a lab component. The class will focus on preparation for the AP Physics C: Mechanics exam.

Social Studies

Sophomore (required)	Junior (required)	Senior (required)	Senior Social Studies (required)
Social Studies 1	Social Studies 2	American Government	Economics
Global Studies	US History	AP US Gov. & Politics	Psychology
Global Studies Honors	AP US History		AP Psychology
DLI Global Studies			Sociology
			You and the Law

Three Social Studies credits are required for graduation, including Global Studies (1 credit), US History (1 credit), American Government (0.5 credit), and one of the Senior Social Studies electives (0.5 or 1 credit).

Global Studies

NCAA Approved

Prerequisite: Sophomore standing

Credit: 1 Social Studies

The course begins with the study of the concept of culture. Students analyze the physical environments of various regions of the world and the people who inhabit them. They explore how cultures have adapted and changed over time. Also included is a study of the major religions of the world and how they have impacted cultures. Students study contemporary issues such as human rights, global/cultural conflicts, and other global problems (such as the environment, overpopulation, and poverty). Emphasis is placed on analyzing events, problems, or issues, and their impact on the global community.

Honors Global Studies

NCAA Approved

Prerequisite: Sophomore standing

Credit: 1 Social Studies

Honors Global Studies is a course where students will use analysis and critical-thinking skills to understand how geography and history are intertwined. Using multiple geographical themes (such as population, political geography, and migration) students will study how they have, and continue to have, an impact on different regions of the world. This course extends the global studies curriculum through the use of outside readings and a more in-depth study of certain regions and topics.

United States History

NCAA Approved

Prerequisite: Junior standing

Credit: 1 Social Studies

United States History is a survey of the historical development of the US from colonial times to the present. Considerable emphasis is placed on how historical events have shaped current social, political, and economic conditions. A primary goal is to encourage students to think critically about historical and contemporary issues and to understand why they are significant.

AP US History

Prerequisite: Junior standing
Credit: 1 Social Studies

**NCAA Approved
College Credit option**

Strongly recommended as a parallel to Honors American Literature, this course emphasizes content taught at a college level. Detailed multiple-choice unit tests (similar to the national AP exam) are combined with analytical essay writing to prepare students to take the national AP exam. The class moves from colonial origins to the present, covering such issues as foreign and domestic conflict, social change, political and technological change, and the US rise to world power. Students have the opportunity to integrate their learning through opinion writings, discussion, and use of documentaries and historical films. *Students may earn college credit by satisfactory performance on the national AP exam in May.*

American Government

Prerequisite: Senior standing
Credit: 0.5 Social Studies

NCAA Approved

This course provides an overview of the American political system, beginning with early governments and governmental philosophers, and ending with the federal, local, and state governments. Students analyze the role of these units of government in solving particular social or economic issues; compare and contrast American government with other national governments; and analyze the US Constitution and how it has changed over the course of the nation's history.

AP US Government and Politics

Prerequisite: Senior standing
Credit: 1 Social Studies

**NCAA Approved
College Credit option**

The Advanced Placement course in United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics, and an examination of the various institutions, groups, beliefs, and ideas that make up American politics. Topics include constitutional theories forming the basis of government; political beliefs and behaviors; political parties, interest groups, and the mass media; the Congress, presidency, bureaucracy, and federal court system; public policy; and civil rights and civil liberties. The course is taught with college-level texts and works on the development of analytical reading and writing skills. *Preparation for the AP exam is an integral part of the course.*

Psychology

Prerequisite: Senior standing
Credit: 0.5 Social Studies

NCAA Approved

Psychology, the study of behavior and mental processes, investigates how and why individuals develop and behave as they do. We discuss the various schools or viewpoints of psychology and examine a number of personality theories. Other areas of special focus include learning, memory, motivation, psychological disorders, therapies, stress, and social behavior.

AP Psychology

Prerequisite: Senior standing
Credit: 0.5 Social Studies, 0.5 Elective

**NCAA Approved
College Credit Option**

AP Psychology is an introductory college-level course. Students expand their understanding of the systematic and scientific study of human behavior and mental processes, a blend of natural and social sciences. Units of study include biological bases of behavior; sensation and perception; learning and cognition; developmental psychology; motivation; stress; emotion; personality theories; testing and individual differences; clinical disorders and treatment; and social psychology. Students may earn college credit by satisfactory performance on the national AP exam in May. This course does NOT fulfill the American Government class requirement.

Economics**NCAA Approved**

Prerequisite: Senior standing
Credit: 0.5 Social Studies

This course begins with a study of micro and macroeconomics, looking at the fundamental questions in any economy: what, how much, and for whom to produce, and how different economic systems answer those questions. It studies how these concepts work in practice—supply, demand, and equilibrium price, forming the basics of a market system. It also focuses on the role of the federal government in the US economy. It will include personal finance components, looking at how to balance a personal budget, buy a house, fill out tax forms, and other real-world issues. Development of a business plan is required with this course.

Sociology**NCAA Approved**

Prerequisite: Senior standing
Credit: 0.5 Social Studies

This course gives students an overview of the field of sociology combined with anthropology. Students analyze the relationships of people within groups and compare and contrast different cultures and the influence of culture on human relationships. Topics of study include prejudice, race/racism, gender and sex, media, and group behavior. Current social trends are emphasized and major projects are required.

You and the Law**NCAA Approved**

Prerequisite: Senior standing
Credit: 0.5 Social Studies

This course will provide an overview of the American legal and judicial systems, including Constitutional, civil, and criminal law. Students will gain an understanding of different fields of law in the US, including the significance of foundational cases, how laws are applied, how the judicial system operates, and how the legal system may impact the individual.

Special Education (Staff Placement)

English Skills Development

Prerequisite: IEP Team placement

Credit: 1 Modified English or 1 Elective

This class helps refine reading, vocabulary, writing, and speaking skills. Students read both fiction and nonfiction material and learn decoding and comprehension strategies. Writing tasks include journal writing and sentence and paragraph development, as well as narrative, expository, persuasive, practical, and creative pieces.

Focus Skills Development

Prerequisite: IEP Team placement

Credit: 1 Elective

This class provides a quiet and structured study environment for IEP goal instruction and homework support. Students are assisted in the continued development of study skills such as organization of course materials/notebooks, tracking of assignments, prioritizing work to be completed, goal setting, and self-advocacy.

Horticulture Skills

Prerequisite: IEP Team placement

Credit: 1 Modified Science or 1 Elective

In Horticulture Skills, students will work in a team environment to solve problems and generate a product; track changes in weather over seasons; plan and complete long- and short-term projects; learn the basics of planting, raising, and harvesting plants; and learn about safe practices and tool use in the garden environment.

Introduction to Transitional Mathematics

Prerequisite: IEP Team placement

Credit: 1 Modified Math or 1 Elective

Expanding foundational mathematical skills, such as arithmetic operations using rational numbers; measurements; and area and perimeter. Students will apply these skills to consumer problems and real-world situations. Students will learn how to be a smart consumer, and develop a sense of business and personal finance. Students will focus on managing money, budgeting, buying products, calculating tips, and managing personal income. Students will use a variety of problem-solving skills and strategies in real-world contexts.

Life Skills

Prerequisite: IEP Team placement

Credit: 0.5 Elective (repeatable)

This class is geared toward LRC Life Skills students. Topics covered are determined by the student's IEP and IEP Team recommendations.

Life Skills Social Communication

Prerequisite: IEP Team placement

Credit: 0.5 Elective (repeatable)

This course focuses on developing effective social communication skills, including verbal and non-verbal communication, active listening, conflict resolution, and understanding the dynamics of social interactions. Students will engage in practical exercises and discussions to enhance their interpersonal communication abilities.

Practical Reading and Writing Skills

Prerequisite: IEP Team placement

Credit: 1 Modified English

Designed for students who struggle with phonics and are beginning writers, this course focuses on basic conventions, sentence and paragraph writing, and extracting meaning from text.

Prevocational Math

Prerequisite: IEP Team placement

Credit: 1 Modified Math

Students learn practical math for daily living and job skills. Topics include basic budgeting, banking, financial planning, consumer math skills, and more advanced measurement skills.

Social Studies 1

Prerequisite: IEP Team placement

Credit: 1 Modified Social Studies per course year (2 maximum)

The course is designed to assist students with the development of their reading, note-taking, and writing skills while working toward the required Global Studies credit. Students study Africa, Asia, the Middle East, Europe, and the Americas, learning about current and historical inhabitants. The impact of the world's major religions on history and cultures is part of each unit of study. Offered alternate years as US History. This course emphasizes the development of reading, note-taking, and writing skills using the content material of US History. Major political, social, and economic issues are studied to develop an understanding of how changes in American life, as well as in the role of the United States as a world power, have come about.

Transitional Skills

Prerequisite: IEP Team placement

Credit: 0.5 credit English and 0.5 credit Math

Class geared toward juniors and seniors who are looking to continue developing their English and math skills in transitional curriculum activities. Topics covered include resume; appropriate job communication; interview skills; how to appropriately advocate for yourself; effective community communication; reading and writing accessibility tools; wages/salary, bank accounts, and budgets; discount and coupons; and taxes, loans/mortgages, insurance, utilities, etc.

Unified Physical Education

Prerequisite: Fitness and Team Activities OR Lifetime Fitness Activities & teacher recommendation

Credit: 0.5 PE

Unified Physical Education provides a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities. The class supports the development of leadership skills for all students and the empowerment of ALL students. Students with and without disabilities will work together to increase physical fitness and activity-specific skills, movement confidence, and social inclusion.

WINGS Transition Program at Crescent Valley

Prerequisite: IEP Team recommendation, completion of a high school modified or extended diploma, ages 18-21

WINGS is a program for students between the ages of 18 and 21 who are eligible for special education and have not earned a standard high school diploma. This program provides first-hand independent living and work experiences within the community according to the students' individual needs. Students are presented with instruction related to pre-employment skills, work experiences, and life skills. As appropriate, functional academics are incorporated.

World Language

Not all school districts pace their language curricula at the same rate. If you are a student transferring from another district, you may need to take a placement test, even if you have previous coursework in a world language. **Oregon University System institutions require a minimum of two years of study and/or proficiency in the same world language for admission.** Colleges and universities outside the state of Oregon, as well as many private institutions, require or strongly recommend three or more years of world language study.

Arabic 1 - Intro

Prerequisite: None

Credit: 1 World Language

This is the first level of a four-year sequence designed to introduce the language of Modern Standard Arabic. Emphasis is in basic grammar, syntax, writing, translation, listening comprehension, and oral communication. Students will also be exposed to a variety of cultural experiences to gain greater insight into Arabic language, literature, and civilization. This course will support students who are interested in fields as diverse as international affairs to business, or from public health to science and engineering.

Arabic 2

Prerequisite: "Novice mid" proficiency

Credit: 1 World Language

Arabic students will continue to expand their knowledge of Arabic language and culture. Students will learn to express themselves with more precision in speaking and writing, while expanding their vocabularies in order to comprehend a greater variety of authentic and semi-authentic written and spoken material. Students will also learn to further distinguish between Arabic registers and gain control of their use.

French 1, German 1, Spanish 1

NCAA Approved

Prerequisite: None

Credit: 1 World Language

These courses are recommended for travelers, college-bound students, and students interested in learning about a new culture. In the first year of language study, students learn to communicate in simple words, phrases, and sentences on a variety of topics dealing with themselves and their environment. Through skits, role plays, and memorized and spontaneous dialogues, students develop the four language skills: speaking, listening, reading, and writing. Students also begin to familiarize themselves with various aspects of the culture, geography, history, art, and people of the countries where the language is spoken. Speaking and participation are highly emphasized.

French 2, German 2, Spanish 2

NCAA Approved

Prerequisite: "Novice mid" proficiency

Credit: 1 World Language

Students review all vocabulary and grammar from first year and expand oral and written skills to include the future and past tense. New vocabulary and structures are introduced to increase understanding and fluency. Students learn to ask questions, read for informational purposes, write using simple sentences, and communicate basic needs using memorized and familiar material. Speaking and participation are highly emphasized.

French 3, German 3, Spanish 3

NCAA Approved

Prerequisite: "Novice high" proficiency

Credit: 1 World Language

New vocabulary and verb tenses are introduced to take the student beyond his or her immediate needs. Emphasis is on speaking and understanding the spoken language. Students learn to communicate beyond basic needs, negotiate some basic situations with complications, and practice guided writing on familiar topics. Speaking and participation are highly emphasized.

French 4, German 4, AP German Language and Culture

NCAA Approved

Prerequisite: "Intermediate low" proficiency

Credit: 1 World Language

Students read from an increasing variety of authentic texts, practice listening to a wide variety of different voices, practice composition writing, and converse on a wide variety of topics. This class includes an intensive review of grammar in preparation for the AP exam.

Spanish 4

**NCAA Approved
College Now course**

Prerequisite: "Intermediate low" proficiency

Credit: 1 World Language

Conducted primarily in Spanish, this course emphasizes speaking and participation. Spanish 4 focuses on communication in meaningful contexts, in order to develop and consolidate students' speaking, reading, listening, and writing skills. Students are exposed to authentic materials through multiple media (readings, short films, and television programs), intensive grammar review, and advanced vocabulary. The Spanish-speaking world is represented through cultural readings and classical and contemporary texts. This class provides a smooth transition from a general language acquisition and comprehension-based program to a course stressing language production in Spanish. New vocabulary, verb tenses, and moods are introduced to assist students in navigating more complex language situations. Students practice skills and strategies necessary to enroll in the AP Spanish Language course.

German 5

NCAA Approved

Prerequisite: "Intermediate mid" proficiency

Credit: 1 Fine Arts/World Language

Students who wish to continue their German studies beyond the AP level can design an individual course of study together with the instructor. Students should be highly motivated and able to work independently. Topics include history, politics, literature, art, music, theater, film, and current events.

AP Spanish Language and Culture

**NCAA Approved
College Now course**

Prerequisite: Instructor/proficiency assessment placement

Credit: 1 World Language

AP Spanish is intended for accelerated students who have completed Spanish 4 or a minimum of 1 credit in the CHS Dual Language Immersion program. This course prepares students for the Advanced Placement exam in May. Students continue to develop their Spanish language skills and proficiency in reading, writing, listening, and speaking. Thematic vocabulary, literature, and culture are woven throughout the course. Test scores may be used to earn the Oregon State Seal of Biliteracy. ***required for DLI students**

DLI Bilingual Ed. Internship *(in Spanish)*

Prerequisite: AP Spanish (previously or concurrently), junior or senior standing

Credit: 1 World Language

Dual Language Immersion students will complete community-based projects in order to use their bilingual and leadership skills. Primarily based in partnership with our DLI elementary schools, students will collaborate with teachers and administrators to be student leaders in K-5 classrooms.

DLI Language Arts *(in Spanish)*

NCAA Approved

Prerequisite: DLI participants, Instructor/proficiency assessment placement

Credit: 1 World Language

This is the introductory course for **all** 9th graders in the high school Dual Language Immersion program in the Corvallis School District. The class focuses on grammar application and familiarization with key authors and literary works from the Spanish-speaking world. Students develop their Spanish language skills and proficiency (reading, writing, listening, and speaking). ***required for DLI students**

DLI Global Studies *(in Spanish)*

NCAA Approved

Prerequisite: DLI participants, Instructor/proficiency assessment placement

Credit: Sophomores: 1 Social Studies credit if substituted for Global Studies

This is the 10th grade social studies course for all students in the high school Dual Language Immersion program, or those with the requisite proficiency in Spanish. Students study history and culture according to the Oregon State Standards for 10th grade social studies. Students improve reading comprehension and writing fluency, learning to approach texts critically. This course is substituted for Global Studies when taken sophomore year.

***required for DLI students**

DLI US History *(in Spanish)*

NCAA Approved

Prerequisite: Junior standing, DLI participants, Instructor/proficiency assessment placement

Credit: 1 Social Studies if substituted for US History

This is an 11th grade social studies course available to students in the high school Dual Language Immersion program, or with the requisite level of proficiency in Spanish. It is the required United States History course, in Spanish. The class is a survey of the historical development of the US from colonial times to the present. Considerable emphasis is placed on how historical events have shaped current social, political, and economic conditions. A primary goal is to encourage students to think critically about historical and contemporary issues and to understand why they are significant.

DLI Capstone *(in Spanish)*

NCAA Approved

Prerequisite: DLI participants, Instructor placement

Credit: 1 World Language or 1 Elective credit

College Now course

This is the senior-level course for the Dual Language Immersion Program and helps prepare qualifying students for the Oregon State Seal of Biliteracy. Students maintain academic Spanish and continue college-level study and preparation. Students will engage in project-based learning and apply their Spanish literacy and oracy skills in a variety of settings. Required for graduation from the DLI program. ***required for DLI students**

High School Sequence for Dual Language Immersion

Dual Language Immersion students are expected to take five DLI courses over four years, with at least one course each year. The recommended pathway is as follows. Required courses are in bold:

9th grade: **DLI Language Arts** (*in Spanish*)

10th grade: **DLI Global Studies** and **AP Spanish** (*in Spanish*)

11th grade: DLI US History (*in Spanish*) **and/or** DLI Bilingual Ed. Internship (*in Spanish*). **Students must take at least one.** Option to take AP Spanish in 11th grade if not completed in 10th grade.

12th grade: **DLI Capstone** (*in Spanish*) *Option to take DLI Bilingual Ed. Internship in 12th grade.*

College Now credit is available for AP Spanish and DLI Capstone.

CHS offers the following recognitions for students who demonstrate high levels of biliteracy:



CSD Spanish Dual Language Immersion Graduate

Qualifying students must complete a minimum of four courses, with **at least one each year**. Please note that the expected enrollment is **five credits**, and four is a minimum honored for individuals with qualifying conflicts. Upon completion of the requirements, these students receive official recognition at graduation (a stole will be worn).

Oregon Seal of Biliteracy

Qualifying students will have demonstrated the requisite proficiency in two languages. Upon successful completion of the requirements, each student receives official recognition at graduation (a silk cord will be worn), notation on the high school transcripts, and a seal on the high school diploma.

Additional Credit Opportunities

Advisor and Academic Seminar 9, 10, 11, and 12

Prerequisite: None

Credit: Grades 9/10/12 = .25 credits each year (.75 elective credits total)

Grade 11 = .25 career learning credit

Advisor and Academic Seminar is assigned to all students in grades 9-12. This course provides guidance for all students in learning school protocols, information, and district updates and grade level information. Students are given an introduction to the MajorClarity program that offers students a single location for career and college learning over the course of their time at CHS. Students will have opportunities to complete their Education Plan and Profile, and create their resume during this class.

Academic Support

Prerequisite: None

Credit: 0.5 Elective

This class is designed for students to work on assignments in a supervised study hall setting. Student learning is supported with Canvas reviews for missing assignments and access to the Tutoring Center. Consistent attendance is mandatory.

AVID 11, 12

Prerequisites: Selection by application, interview, and teacher recommendation

Credit: 1 Elective

AVID (Advancement Via Individual Determination) elective courses are designed to prepare students, in an academic context, for entrance into four-year colleges. The AVID Curriculum is based on best teaching practices in writing, inquiry, collaboration, organization, and reading. Students will learn to develop their skills and understanding in the following areas:

- Organizational skills and time management (use of binders and planners)
- Develop a sense of personal achievement gained through hard work and determination
- Develop better analytical writing skills
- Learn college study skills and test-taking strategies
- Learn Cornell Note Taking style
- Prepare for college entrance and placement exams
- College campus visits and guest speakers

The AVID course features tutors and college students, who lead discussions and analysis of the academic subjects in which the students are enrolled.

CHS Prep

Prerequisite: Staff placement; may be repeated

Credit: 0.5 Elective per semester

This course is designed to support students who have difficulty organizing and prioritizing their work. CHS Prep provides students with focused study time with a team of tutors. The students receive individualized attention as well as short tutorials focusing on study habits, career opportunities, making solid choices, self-advocacy, and personal responsibility. Parental involvement is encouraged.

Leadership

Prerequisite: 10th - 12th grade (required for ASB officers)

Credit: 1 Elective (full-year course)

Students are responsible for organizing, promoting, and producing high-quality events and programs for CHS and its community. Students will learn leadership skills, teamwork, effective communication, event planning, and when to compromise. Students should be prepared to work in teams; problem solve; motivate the CHS community;

create new ideas for CHS; be open to change; have a willingness to work on events outside of school hours; and be flexible.

Office Assistant

Prerequisite: Prior arrangement with office personnel

Credit: 0.5 Elective

Students assist with office tasks in the main office, Athletic office, and Counseling office.

Science Lab Assistant

Prerequisite: Science teacher recommendation

Credit: 0.5 Elective

Help a CHS science teacher run their lab. Duties include working in the chemical store room, making solutions, equipment maintenance, and setting up lab equipment.

Senior Seminar

Prerequisite: Senior standing; required for all seniors

Credit: 0.5 Career credit

In Senior Seminar, all seniors will explore a variety of options for life after high school. Students will have the opportunity to complete their senior career-related learning requirements, which will include formation of a post-secondary plan. Students will also develop their financial literacy by discussing economic basics including opportunity cost, budgeting, and credit. Students will receive guidance around completing the FAFSA application for federal student financial aid and opportunities to apply for financial aid from the state of Oregon. They will also learn how to access resources that will guide them to scholarship applications. In addition, the class is designed to support the development of engaged, responsible, and respectful citizens, including personal and professional self-advocacy.

Sources of Strength

Prerequisite: None

Credit: 0.5 Elective; may be repeated for credit

Students will work in collaborative teams with adult advisors to conduct school-wide campaigns to promote school-wide positivity. Students will learn leadership and collaborative skills to support and build youth-adult connectedness and raise awareness of the eight protective factors that help to increase student resilience. Students will receive Peer Leader training in class to prepare for collaborative activities. This class is not a therapeutic session. Students will be asked to:

- Work in small and large groups and learn about positive social networking
- Learn skills in leadership and organization development
- Participate in fun physical activities
- Small and large group discussion on school climate, concerns, and campaigns
- Increase awareness among peers regarding the eight protective factors that can help all students and staff increase resilience
- Promote positive school-wide attitude

Structured Work Experience

Prerequisite: Junior or senior standing

Credit: 0.5 Elective, 1 credit max per year

Students use work experience to improve job skills and apply classroom knowledge to on-the-job performance. Benefits include wages, school credit, and on-the-job learning. Students develop and carry out a learning plan under a signed agreement with the student, employer, School-to-Career Coordinator, and parents. Written assignments enhance student understanding of work-related issues. Students are responsible for obtaining their own jobs.

Teacher Aide

Prerequisite: Prior arrangement with teacher

Credit: 0.5 Elective

Students assist teachers as required. Tasks may include duplicating materials, filing, cleaning/organizing, or running errands. Students should come prepared with study materials for when help is not needed.

Tutor: ELD (for proficient or native speakers of English)

Prerequisite: None

Credit: 0.5 English

As a language assistant during ELD class, students who are proficient in English serve as a language model by working with English learners on teacher-guided activities aimed to increase and improve English skills that include speaking, listening, reading, and writing.

Tutor: Life Skills Peer

Prerequisite: None; may be repeated for credit

Credit: 0.5 Elective

Life Skills Peer Tutors work one-on-one or in small groups with peers. Peer Tutors may assist with academic or functional tasks in traditional classrooms, the Life Skills classroom, or community settings. Form collaborative and leadership skills as well as new friendships in this engaging environment.

Tutor: Peer Academic

Prerequisite: Junior or senior standing and teacher approval

Credit: 0.5 Elective

Make a difference in the lives of your fellow students by helping small groups with classwork or homework. Students are assigned to a specific teacher or class.

The Corvallis School District does not discriminate on the basis of age, citizenship, color, disability, gender expression, gender identity, national origin, parental or marital status, race, religion, sex, or sexual orientation in its programs and activities, and provides equal access to designated youth groups. The following persons have been designated to handle inquiries regarding discrimination:

Jennifer Duvall, Human Resources Director and Title IX Coordinator: jennifer.duvall@corvallis.k12.or.us, 541-757-5840; Melissa Harder, Assistant Superintendent and Title II Coordinator: melissa.harder@corvallis.k12.or.us; Sabrina Wood, Special Education and 504 Coordinator: sabrina.wood@corvallis.k12.or.us; Shawn Bernard, Assistant Special Education and ADA Coordinator: shawn.bernard@corvallis.k12.or.us

El Distrito Escolar de Corvallis no discrimina en base a la edad, nacionalidad, color, discapacidad, expresión de género, identidad de género, origen nacional, situación de los padres o de su estado civil, raza, religión, sexo u orientación sexual en sus programas y actividades, y proporciona igualdad de acceso a los grupos de jóvenes designados. Las siguientes personas han sido designadas para atender las consultas relacionadas con la discriminación:

Jennifer Duvall, Directora de Recursos Humanos y Coordinadora de Title IX: jennifer.duvall@corvallis.k12.or.us, 541-757-5840; Melissa Harder, Superintendente Asistente y Coordinadora de Title II: melissa.harder@corvallis.k12.or.us; Sabrina Wood, Coordinadora de Educación Especial y 504: sabrina.wood@corvallis.k12.or.us; Shawn Bernard, Asistente de Educación Especial y Coordinador de Ley de Americanos con Discapacidades (ADA por sus siglas en inglés): shawn.bernard@corvallis.k12.or.us