

South Eugene High School

2025-26 Curriculum & Forecasting Guidebook

GRADES 9-12



**400 EAST 19TH AVENUE
EUGENE, OREGON 97401**

541-790-8000

[School Website](#)

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SEHS Vision Statement

South Eugene High School is a caring community that empowers students to be lifelong learners and contributors in an increasingly complex world.

Welcome!

We hope this curriculum guide helps relay information regarding course offerings, credits, elective offerings, graduation and post-graduation planning. This guide contains essential information for the description, sequence, and selection of courses at South Eugene High School. It is intended to assist students, parents and guardians in the development of a program of studies.

In the spring of each year, 8th grade through 11th grade students forecast their classes for the upcoming school year with the assistance of the South Eugene scheduling staff, school counselors, and/or advisors. Each year, parents/guardians of incoming 9th graders are invited to attend a 9th Grade Information night, which is planned at about the same time our counseling team visits students at the middle school to assist in forecasting. 9th-11th grade students will be given forecasting guidance in their advisory classes. Additionally, tools for reviewing credits and developing course plans for graduation are available on the SEHS website. The Forecasting tab includes videos and worksheets to help with this process. Families are encouraged to access these resources with their students to answer questions they may have about course selections.

The curriculum guide is published to assist in student forecasting for the upcoming school year. Please keep in mind that the information provided is subject to change by the time the next school year arrives, especially when budgetary reductions impact staffing levels.

We hope you are able to plan according to the needs of your student. If you have any questions or concerns, please speak with your counselor. The contact information of each counselor can be found on the South Eugene High School [Counseling website](#).

Respectfully, The Scheduling Team

Using this Guide

This curriculum guide is designed to aid students in making an educated selection of courses from the offerings available. Study this guide carefully. In making course selections, students and parents should keep in mind the following:

- Courses are divided into two types:
 - **Required core courses** are those a student must pass to satisfy the State of Oregon and Eugene 4J School District requirements.
 - **Elective courses** are designed to build skills in areas of study that meet the student's needs for career and college readiness, as well as the pursuit of individual interests.
- All courses being offered are dependent on enrollment and budget. If an insufficient number of students request a course or funding for staffing is not sufficient, certain courses may not be offered.
- The availability of College Now course offerings is dependent on specific staff qualifications and curricular agreements with Community Colleges. We have included a "CN" designation in course titles that typically have been offered as College Now courses, but the actual CN designation will be based on yearly articulation agreements.

Forecasting Guidelines

Students and parents need to carefully select courses for next school year. Our staffing and course scheduling are dependent on your forecasting information. It may be impossible for you to take a course if you do not forecast for it.

Course Forecasting and Scheduling Guidelines

Course Recommendations and Class Selection

In 4J we strive to place students in classes which best meet their academic needs and ensure the highest likelihood of achievement. In the majority of cases, a teacher or counselor's recommendation for student placement is the most accurate assessment of where students will be most successful. If a student desires a course other than the one recommended, the student should speak to their current teacher in that subject. If the teacher or student decides on a different course, this information will need to be communicated to the students' counselor. Parents and students are asked to carefully consider all factors before making a request to enter into a class that was not recommended. Changing a student's schedule back to the originally recommended class may not be possible.

To optimize your chances of getting the schedule you prefer, here are several essential steps to take to complete your schedule. This information will help you follow the scheduling process. It's crucial to understand that student course selection directly impacts our staffing and scheduling decisions. If students don't forecast for a desired course, it may become impossible to take it later, as we base our planning on student forecasting information.

Scheduling Policies

Course offerings may change due to scheduling and budget considerations, making it essential for students to select alternatives during the forecasting process. Without selected alternates, we may need to schedule classes without student input. While we make every effort to accommodate all student preferences, some classes have limited space. In these cases, particularly for advanced coursework, we give priority to 11th and 12th grade students, as they have less time remaining to complete desired courses.

Grade-Specific Guidelines

Incoming 9th Grade Students

- Counselors will provide students with forecasting information and materials at the time of the counselors' visits to the feeder middle schools in the spring.
- Incoming 9th grade students will be forecasted for core courses such as Math, Language Arts, Health, Humanities, Social Studies, Science, and World Language based on the recommendation from the middle school teachers.
- All 9th grade students shall receive a full eight-period schedule for each semester unless extenuating circumstances arise that are pre-approved (athletics and extracurricular activities are not extenuating circumstances).

Returning 10th – 12th Grade Students

- Counselors and teachers will provide students with forecasting information and materials during advisory periods.
- Students will be forecasted for core classes with the recommendations from their previous teachers.
- All 10th grade students shall receive a full eight-period schedule for each semester unless extenuating circumstances arise that are pre-approved (athletics are not an extenuating circumstance).
- 11th and 12th grade students need to complete paperwork to have a late arrival or early dismissal on their schedule.

All Students, All Grades:

- Students enrolling from outside the school's attendance area will need to contact the high school's office upon approval from 4J District Office. New families will then need to attend a new student orientation prior to school starting or schedule an appointment with their student's counselor once school starts.
- Sports Eligibility: Students **MUST** be on track for graduation, enroll, and pass at least 2.5 credits (usually 5 out of 8 classes) per semester during the season of the sport, and must have earned 2.5 credits from the semester prior to the beginning of the sport season.
- Students may not "double up" in core classes (such as taking Geometry and Algebra II at the same time) unless an extenuating circumstance is approved by the counselor and administrator.
- Students may take up to 8 credits per year, with 24 credits required for graduation. No credit is awarded for grades of F, No Pass, No Basis, or Incomplete.
- Students may repeat classes to improve their mastery of course material. In such cases, both courses will appear on the transcript, but the original grade will remain while its credit is deleted to avoid impacting the GPA. The original class will be marked as a retake.
- For grading purposes, each half credit is evaluated separately. Classes that meet for one semester (18 weeks) will receive 0.5 credit upon successful completion.

The Forecasting/Course Request Process

Course Requests / Alternates

The forecasting process begins with students reviewing their transcripts and identifying needed courses. Ninth and tenth grade students must forecast for 8.0 credits per year, while juniors need a minimum of 6.0 credits annually. Students are typically limited to one credit per core content area (English, Math, Science, and Social Studies) unless they are credit deficient. Additional core classes may become available during the summer once initial scheduling is complete.

Before finalizing their forecasting decisions, students should carefully review the Graduation Status tab under Course History in StudentVUE to ensure their selected courses align with both graduation requirements and their interests.

Request Verifications / Review Course Requests

In June, students will receive a preliminary list of courses for the fall semester, viewable in the StudentVUE Course Request tab. While this list provides a good indication of their schedule, it does not guarantee specific teachers or class periods.

Final Schedules

Final schedules become available in StudentVUE in late August. The school will designate a specific time for schedule corrections, but these are limited to fixing errors only. Students should plan to take the classes they requested during forecasting, as there is no guarantee that other schedule change requests will be honored.

Schedule Correction Guidelines

Schedule Correction Requests

Once forecasted courses are submitted by the student, a course may only be changed without academic consequences under the following circumstances:

1. Academic misplacement as determined and initiated by the teacher/counselor
2. A graduation requirement is needed
3. Failure in a prerequisite class
4. A technical error or an obvious mistake
5. A health issue, requiring documentation by a physician

Participation in athletics and/or extra curricular activities are not a valid reason to restructure a student schedule.

Course Rules

Attendance

Attending school every day and being on time to classes is one of the most important contributors to being a successful student. Regular attendance helps each student to be up to date with daily lessons, class assignments, quizzes, and tests. Research has shown that regular attendance is one of the greatest factors influencing a student's academic performance. Regular attendance is defined as having an attendance rate of 90% or higher, missing less than 16 days all year.

Add/Drop Rule

Students may be allowed to Add/Drop a class in the first 20 school days of the semester without grade and/or credit penalties. After day 20, a student who wishes to drop a course must work with a school counselor to complete the "Petition for Class Drop" form, on which the student must obtain teacher, parent, and school counselor signatures. The district has provided policy on handling requests for dropping a class:

- Students have 20 school days in which to drop a class without a Withdraw grade appearing on their transcript.
- Thereafter, WD ('Withdraw') or WF ('Withdrawal While Failing') will be awarded by the teacher and transcribed.
- Students cannot drop a class during the last 10 school days of the semester.
- Partial credit will be granted only in those circumstances in which a student is withdrawn from Eugene School District 4J after a semester has begun.

Pass/No Pass Rules

- Students must confer with a teacher to request a P/NP.
- Be mindful colleges can consider a "Pass" as the lowest passing grade (D-).
- Teacher will need to fill out the Google P/NP Form with the student.
- The student must be present when filling out the form as there are disclaimers in the form that acknowledge receipt of information from the student and communication with the parent.
- The teacher, student, and parent will receive a receipt of the form so that everyone is well informed.
- Parents may appeal the decision for their student to take the P/NP up until the last day of the term. Administrators will work with parents on a case by case scenario.
- The timeline for deciding on a P/NP must be made by no later than two weeks post quarter grading day.
- No teacher can decide that they will not honor a P/NP.

Rules on Retaking a Class

At the time of print, District Administrative Rules state that a student who received a grade of F, WF, WD, P, NP or D in a District 4J course may be permitted to retake the course. Once the repeated course is completed and the final grade is posted, the course with the lowest grade is flagged so that it will not count towards credits earned, nor will it be calculated in the student's GPA. Students cannot earn credit more than once for the same course. If a student repeats a course after earning a grade of C- or higher for the purpose of preparing for a subsequent course they will be awarded an NG on the second course. Exceptions are:

- 1) Selected courses that grant AF, OS or PE credit may be taken multiple times for credit if listed as such in the course catalog.
- 2) There may be exceptions for students on a Modified or Extended diploma, as determined by case manager and counselor.
- 3) I.H.S. students cannot retake I.H.S. classes due to scheduling difficulties. These students are to discuss any failed courses or concerns with the teacher within the same year of the failed courses.

Common Schedule Correction Questions

Students and parents on occasion ask for special considerations from counselors and administrators when courses are being forecasted. In some situations we are able to accommodate, but it depends on the type of request. We take student forecasting selections seriously, therefore, schedule corrections may only be made in the event of an error. To help understand common questions that are asked, we have developed the following protocols:

Can my student request a particular teacher? Often referred to as “teacher shopping”, students will not be allowed to choose their teachers. This practice is impractical when scheduling for all students. All teachers are highly qualified in their subject area.

Can you move my student to another teacher, my student has a problem with a teacher? If a student alleges a concern with a teacher, the student and parent are encouraged to first schedule a meeting to resolve the concern.

The following is the recommended protocol:

A conference with the teacher, guardian, student, and counselor in order to address the concern and discuss solutions. We ask that all student/guardian concerns be discussed with the teacher as soon as possible so positive outcomes can be explored. If no resolution is obtained in the first conference, a second conference will occur between the teacher, guardian, student, and counselor, with the addition of the supervising administrator of the teacher to discuss concerns and potential resolutions.

Can my student have a free fourth or eighth period? He/she/they is/are an athlete so there is no way that they can get ready for practice in time, plus traveling can cause lost classroom time. High schools have large numbers of student-athletes, and most would like to have special consideration for a certain period off. However, it is impossible to build a master teaching schedule in that manner because class sizes must remain balanced (and as small as possible) for all eight periods of the day. Imbalances would definitely occur if hundreds of athletes ask for an open period. In addition, core classes will need to be balanced for an 8 period day so athletes can also expect to have core classes in the afternoon.

Can my student have a certain course at a certain period of the day? Students often like to have classes with certain friends, but that is a difficult way to run an efficient master teaching schedule for a large student body. Our high school has a common lunch and break, and we encourage friends to connect during those times. In addition, not all classes will be taught during all periods of the day or both semesters.

Who should be the first contact for a student who has a special circumstance and wishes to request a schedule change? Most change requests must be approved by a counselor since most academic courses have the potential to impact graduation, college requirement, and OSAA or NCAA athletic eligibility. If a change is approved, the change will be considered on a space available basis and is subject to other master schedule constraints. Administration reserves the right to make changes to classes as a result of enrollment concerns.

4J Graduation Requirements

The Oregon Diploma is designed to prepare each student for success in all aspects of their life, including college and career, citizenship, and life-long learning. To earn a diploma, students need to successfully complete the following:

- demonstrate proficiency in the Essential Skills,
- complete personalized learning requirements, and
- earn credit requirements.

Credit Requirements

Course Requirements	Class of 2026	Class of 2027 & Beyond
Language Arts (LA)*	4.0 Credits	4.0 Credits
Mathematics (MA)* Must be Algebra I and above	3.0 Credits	3.0 Credits
Science (SC)* Must include Scientific Inquiry & Lab Experiences as outlined in the standards	3.0 Credits	3.0 Credits
Social Studies (SS)* Must include US History, Economics, Geography, and inclusive instruction in Tribal History/ Shared History, Holocaust/ Genocide, and Ethnic Studies	2.5 Credits	2.5 Credits
Social Studies - Civics*	0.5 Credit	0.5 Credit
Health (HE)*	1.0 Credit	1.0 Credit
Fine Arts (AF), Applied Arts, Career & Tech Ed (CTE) or World Language (WL)**	3.0 Credits	3.0 Credits
Physical Education (PE)	1.0 Credit	1.0 Credit
Personal Finance (PF)	N/A	0.5 Credit
Higher Education & Career Path Skills (HC)	N/A	0.5 Credit
Other Subjects (OS)	6.0 Credits	5.0 Credits
Total Course Credits:	24.0 Credits	24.0 Credits

* Students cannot get credit for repeated **core** classes when they have earned a passing grade.

**World Language is not required to graduate. However, successful completion of the 2nd level of a language is usually required for 4-year college entrance.

Please visit the [Counseling Department](#) for more info.

Personalized Learning Requirements

Personalized Learning is learning outside the classroom to help students plan for their school education and career goals after high school. There are three parts to Personalized Learning each student must complete:

Required Tasks

- ✓ Education Plan & Profile
- ✓ Career-Related Learning Experiences
- ✓ Extended Application

Plan and Profile

With the assistance of the Counseling, Career, and College Guidance team students create a plan to help guide them in pursuing their personal and career interests and post-high school goals. The plan is updated each year as students continue to explore their interests and plan for the future. The Plan & Profile documents the student's progress and achievement toward graduation requirements, goals, and other personal accomplishments.

Career Related Learning Experiences (CRLES)

CRLES are activities students participate in that allow them to explore their interests as they relate to post-high school goals. Students are required to complete one CRLE activity from a list of approved activities each year of attendance, write a reflection about that experience and have a planning meeting with Counseling, Career, and College Guidance team to update their Plan & Profile.

Extended Application

Introduced in the 11th grade year, this project is due the week before Spring Break of the 12th grade year. Students will apply and extend their knowledge in new and often complex real-world situations (via internship, capstone, extended learning, etc.) related to the student's personal career interests and/or post-high school goals. At CHS this requirement is generally referred to as LEAP for Lancer Extended Application Project.

Oregon law requires high school graduates to explore and develop a plan while still in high school. At SEHS, students meet this requirement through a series of projects, assessments, and interviews. Personalized learning enables students to design their high school education plan according to their unique life goals. Students complete activities each year to meet the Personalized Learning requirements.

9th Grade Personalized Learning Requirements

- Course Planner
- Freshman Project Career planning via the Career Information System (CIS) & Naviance computer resources*
- Freshman Interview

10th Grade Personalized Learning Requirements

- Pre-ACT test in October
- Sophomore Project Career planning via the Career Information System (CIS) & Naviance computer resources*

11th Grade Personalized Learning Requirements

- In October, partake in post high school themed workshops or take the optional PSAT-NMSQT to potentially qualify for National Merit Scholarships.
- The Junior Project: in-depth career and education planning via the (Career Information System) CIS & Naviance*
- The Junior Interview (individual planning for graduation and post-high school plans)
- IHS students must also complete and pass Semester 1 of the IHS Junior Seminar course. The seminar includes research and development of post-high school options.

12th Grade Personalized Learning Requirements

- Post high school themed Senior workshops in October
- The Senior Interview during Semester 1
- Classic South will complete Senior Experience, a Career Technical Education (CTE) Program, or a Career Aligned Master (CAM) Project. See next pages for details
- IHS Seniors will instead complete a CAS project.

*Students and parents have access to both the online Career Information System (CIS) and Naviance programs. Students and their families can work together at home to further explore career and education options and are encouraged to do so. Contact Lori Sauter in the College & Career Center for more information at 541-790-8011 or sauter_l@4j.lane.edu.

Extended Application Options for Senior Year

The senior year options for “extended application” all involve significant research projects specific to individual student interests. The Senior Experience, CTE (Career Technical Education), and Capstone Projects involve an experiential exploration of career interest by extending learning into a post-high school setting. Students in IHS are required to write a research paper in the student’s area of interest and complete CAS (Creativity, Activity, and Service) hours. ([See IHS Curriculum Guide](#))

Classic South Extended Application Options

1. Career Technical Education (CTE) Project

Classic South students can complete any CTE pathways and the final CTE project to meet the Extended Application’s Personalized Learning requirement. Students who have taken at least one credit of a CTE Program of Study by the end of the Junior year are eligible to choose a CTE Project senior year. CALCI (district-wide) CTE programs can be finished in a single year as 4 credits will be earned in the half day programs. We offer CTE Pathways in the areas listed below:

South-Specific Programs:

- Media Arts (Journalism & Broadcasting)
- Graphic Design
- Studio Arts
- Computer, and Information Sciences
- Culinary Arts
- Early/Pre-K Education

CALCI (District-wide) Programs:

- Future Build (Construction)
- Creative Current Studio (Graphic Design)
- HumaniTech (Engineering)
- EmpowerED (Teaching)

*Juniors must declare their intent to complete a CTE pathway for their Personalized Learning graduation requirement. Students must inform their counselor or CTE teacher by the end of their Junior year and their forecasting process.

Students who complete these programs of study meet the state Career Related CTE Pathways Learning Standards. Students who complete these Programs of Study develop skills to apply and transfer knowledge to new situations, solve problems, communicate effectively, work on a team, and plan for the future. Students in these programs must meet all graduation requirements and participate in various career-building activities outside of school. The CTE Project is a comprehensive portfolio that documents all of this knowledge in a given CTE pathway. Many CTE Pathways students use their portfolio as documentation and demonstration of skills and achievements for college admission, scholarships, and employment.

2. Capstone Project

One Capstone Project is the Integrated Outdoor Program. Students apply their educational plan and profile by extending their learning through a partnership with the IOP teacher. They also develop their leadership abilities. Application required.

We design our CTE/Capstone Programs of Study to ensure that students graduating from high school are competent in critical academic areas and career/life knowledge. These skills provide a platform for further schooling, employment, and productive living.

3. Senior Experience

Students apply their educational plans and profiles by extending their learning through an off-campus experience. Often students do internships, provide community service, attend career fairs, or take part in informational interviews. [Link to full description of the Senior Experience.](#)

International High School Extended Application

The IHS Junior Seminar, IB Extended Essay, and IB CAS requirements are part of investigating post-high school options and writing a research paper in the student's area of interest. Additionally, students will complete Creativity, Action, and Service (CAS) hours. ([See IHS Curriculum Guide](#))

Other Paths to Graduation

Other Diploma Options:

Oregon Modified Diploma, Extended Diploma, and Alternative Certificate Requirements

Some students will be eligible for other diplomas or completion certificate options; eligibility criteria are set by state law. Eligible students and their parents will be informed by school staff as part of the student's planning process. Requirements for credit and career-related learning experiences may vary for these other diploma options. If you have questions about the modified or extended diploma, please contact your student's case manager or school counselor.

The Modified Diploma:

This option is available for students who demonstrate an inability to meet the standard diploma requirements, even with reasonable modifications and accommodations. To be eligible a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement. The school team, including the parent, may decide if a student should work toward a modified diploma. The decision to work toward a modified diploma may be made no earlier than the end of grade six, and no later than two years before the student's exit from high school. Beginning in grade five, school district and public charter schools shall annually provide information to parents or guardians of a student taking an alternative assessment of the availability of a modified diploma and the requirements for the modified diploma. Students receiving a modified diploma are required to complete the personalized learning requirements and demonstrate proficiency in the required essential skills.

The Extended Diploma:

This option is available for students who have individual education plans. To be eligible a student must have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or a documented history of a medical condition that creates a barrier to achievement. The student must participate in an alternate assessment no later than grade six, and lasting for two or more assessment cycles, or have serious illness or injury that occurs after grade eight that changes the student's ability to participate in grade level activities and results in the student participating in alternate assessments. The school team, including the parent, may decide if a student should work toward an extended diploma. Beginning in grade five, school district and public charter schools shall annually provide information to parents or guardians of a student taking an alternative assessment of the availability of a modified diploma and the requirements for the modified diploma. Students working toward an extended diploma must participate in an alternate assessment beginning no later than grade six, and lasting for two or more assessment cycles. Students receiving an extended diploma are exempt from the personalized learning requirements and the essential skills.

The Alternative Certificate:

This option is available for students who have shown an inability to satisfy the requirements for standard, modified, or extended diploma, even with reasonable accommodations and modifications. At a minimum, students granted an alternative certificate will have demonstrated to the team that they have worked to their potential on an individual plan of achievement and attendance. Absent a serious illness or injury that occurs after the 11th year of attendance, a decision to move to an alternative certificate will be made at least one year prior to the graduation date. The school team, including the parent, may decide if a student should work toward an alternative certificate. Students receiving an alternative certificate are exempt from the personalized learning requirements and the essential skills.

Early Graduation

To graduate from high school in fewer than four years, students must apply to the Eugene School District 4J for approval. To explore this option, the student and parent/guardian will work with their school counselor to guide them through the process. Together they will develop an appropriate graduation plan that addresses completion of graduation requirements and post-high school goals and dreams. An early graduation request must be completed by the student, counselor and parent/guardian and approved by the principal and the District's Director of Secondary Education.

Academic Recognition

Students who demonstrate excellence through their high school careers are eligible for various academic awards and special recognition. All students should strive to achieve the academic excellence that these awards celebrate.

National Honor Society

The NHS program empowers and equips students with the knowledge and skills to be transformative leaders in the school, community, and beyond. NHS members are selected on the basis of leadership, scholarship, service, and character. Specific requirements include:

- Cumulative 3.5 GPA, and have junior standing.
- Successful completion of rigorous courses.
- Completion of at least 60 hours of service to others per year.
- Demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Applications open at the beginning of semester 2 to Juniors who have earned at least a 3.5 GPA and are due in early March. See NHS Advisor Krin Hunt for more information.

Eugene District 4J Honors Recognition

Each year, the Eugene School District honors seniors who demonstrate academic excellence and community service. Eugene Honor Graduates are recognized by an honor's seal added to the school diploma, and honors designation on the student's transcript. Eugene District 4J Honor Graduates:

1. Earn a cumulative final grade point average of 3.5 or better.
2. Earn a minimum of 25 credit hours on the final transcript.
3. Perform at least 120 hours of volunteer service during grades 9-12. These hours should be logged, validated, and turned in to a counselor no later than May 1st of the senior year. (60 out of 120 of the hours must be service outside of the school.)

Applications are available in April and due May 1st of the senior year.

COMMUNITY SERVICE GUIDELINES:

- At least 60 out of the 120 hours must be served in the larger community outside of the school.
- Parents, friends and relatives may not verify community service hours.
- Community service hours may not be used for school credit. Teacher's Aide hours can't be counted as community service.
- There can be no financial payment for community service.
- Class time may not be used for community service; however, use of unscheduled school time is permitted.
- Participation in extracurricular school activities is not acceptable as community service.
- Babysitting without pay or volunteering to work for a family business is not acceptable as community service.
- From IHS CAS hours, only service hours will be counted.
- For overnight or full-day experiences such as volunteering at Camp Harlow or mission trips, students may count only the hours used in service to others (not eating, sleeping, traveling or recreation) a maximum of 16 hours per day will be accepted.
- Service club meetings and conferences (e.g., Key Club, Interact, Lancer Pageant) will not count toward community service; only the service itself will be counted.
- Unverified community service hours will not be counted.

Scholar Athletes

Scholar Athletes are students who earn a 3.5 or better grade point average and earned a varsity letter in at least one OSAA-sanctioned sport.

Athletics

OSAA Eligibility

To be OSAA eligible for their sport, athletes need to be enrolled and passing at least five classes (2.5 credits) in the semester of their sport, earned 2.5 credits in the previous grading period, and be on track to graduate to remain eligible. “On track” is defined as Sophomores starting the school year with a minimum of 4.5 credits earned, Juniors with 10 credits, and Seniors with 17 credits.

PE Credit Request - High School Athletics

Eugene School District provide high school students the opportunity to meet 0.5 of their 1.0 PE credit requirements through participation in OSAA sports. Successful completion of a sports season as a student-athlete in good standing may qualify the student for 0.25 credit in PE. Up to 0.5 PE credit (for two sports seasons) may be earned in this manner. All students are required to complete the first 0.5 PE credit by taking courses offered through the school's PE department.

Requirements:

- Available for participation OSAA Sports only.
- A maximum total of 0.5 PE credit may be earned for sports participation.
- All students are required to earn at least 0.5 credit by successfully completing PE courses offered through the school's PE department *before* applying for Athletic PE credit.
- Students must successfully complete the season in order to receive credit. Successful completion must be verified by the school's Athletic Director.
- Credit will be recorded as P grade (Pass). Letter grades (A-F) will not be issued.
- Any of the items listed below will make a student ineligible to receive credit under this option:
 - Any violation of the Eugene School District 4J Student Rights & Responsibilities Handbook that disqualifies a student-athlete from completing a full sports season will make the student ineligible for credit in that sports season.
 - Students must be academically eligible for the entire season to be eligible to earn credit.
 - Serving as a student trainer, statistician, or manager for a sports team will not qualify for PE credit.

College Athletics

Athletes who want to participate in NCAA Division I/II college athletics must register online with the NCAA Eligibility Center, meet minimum additional core subject credit requirements, meet minimum GPA and may need test scores (SAT or ACT) requirements, and graduate from high school. Student-athletes should register with the Eligibility Center no later than the start of Junior year.

Please Note: The minimum core course requirements for college freshmen athletic eligibility at an NCAA school are often higher than the core course admission requirements. The NCAA Eligibility Center requires 16 approved core course credits for eligibility, so make sure to check their website and work with the coach recruiting the student.

- Not all academic classes meet [NCAA core requirements](#)
- Online Courses (e.g. Fuel Ed) or Proficiency-Based Credit classes do not always meet requirements.
- Remedial, Credit Recovery, Foundations, Special Education, and ELD classes do not meet the requirements.
- Only graded core courses are considered. There are no Pass/No Pass credits allowed. NCAA may have some temporary rules about this during the COVID-19 affected years.

For students wanting to continue competitive athletics and earn an athletic scholarship at the collegiate level, there are definite requirements that students must meet on a specific timeline. It is important to meet with a counselor before or during the 10th grade year if a student is considering this pathway. More detailed information is available on the website for the NCAA Eligibility Clearinghouse (www.ncaaclearinghouse.net).

College Preparation

Planning For College

Students interested in attending college should begin planning early in high school. School counselors and Career Center staff are available to help students research their various options and choose the school (four-year institution, community college or vocational/technical school) that best fits their interests and needs. The Counseling Office and the College and Career Center have a wide range of resources for students and parents researching college or scholarship opportunities. The Counseling Office and College & Career Center present on various topics during informational nights including topics such as SAT and ACT test registration and preparation materials, and financial aid info; also available on the [SEHS website](#).

Comprehensive School Counseling

As part of the annual counseling program, students in every grade receive tailored support to help them prepare for life after high school.

- **9th Grade:** Students explore their post-high school options and learn about the career and technical education (CTE) classes available at their chosen high school.
- **10th Grade:** Students delve into their interests and discover careers that align with their skills, gaining insight into the education or training they may need after graduation.
- **11th Grade:** Students begin enrolling in CTE courses, narrowing their focus on potential career paths or post-secondary options as they prepare for their next steps.
- **12th Grade:** In the fall, seniors start applying to colleges and planning for their transition to life after high school.

The counseling program is seamlessly integrated throughout the year via advisory sessions, core classes, and collaborative interactions with the college and career staff, as well as the counseling department.

This structured, comprehensive approach ensures students are equipped with the knowledge and resources needed for their future success.

Advisory Program

The advisory program at South Eugene High School is unique in the sense that district and school staff have created a series of lesson plans to help guide all students from their freshman year into their senior year. Advisory ensures that all students have access to an adult who can help advocate for individual goals for each student for each year through high school. This course is graded on participation and will earn students Other Subjects credit. Attendance is required.

PreACT, PSAT/NMSQT, & SAT Exams

All 4J high schools offer several college-preparation exams, as well as exams that help students qualify for the Oregon State Seal of Bi/Multiliteracy. All of these exams are free for students, and there are two exam dates each school year: Fall Test Day in October and Spring Test Day in April. Multilingual students may take language proficiency exams beginning in 9th grade. PreACT is offered to all 10th grade students, typically during CCR Day. PSAT and SAT are offered in the fall and spring, respectively, to 11th grade students. To qualify for possible National Merit Scholarships, students must take the PSAT-NMSQT during their junior year. Seniors may test a second time on the SAT in the fall of their senior year.

Grade	“Fall Test Day”	“Spring Test Day”	Spring: OSAS**
9	STAMP/ALTA*		
10	PreACT*		
11	PSAT/NMSQT	SAT #1	ELA, Math, Science
12	SAT #2	STAMP/ALTA*	

*(Oregon State Seal of Bi/Multiliteracy language proficiency exams)

**Legislatively required to offer (Oregon Statewide Assessment System)

Academic Preparation

High school grades remain one of the best predictors of success in college, but admissions officers are taking a close look at the rigor of academic preparation and the kind of courses a student takes. Please note, the Oregon University System schools typically will not accept “D” or “P” grades in college prep core courses, but have exercised greater flexibility recently due to the pandemic. Also, remember that extra-curricular activities will still be very important on a student’s record.

Oregon Promise

[Information Gathered from Oregon Student Aid Website](#)



The Oregon Promise is a state grant that helps cover tuition costs at any Oregon community college for recent high school graduates and GED test graduates. Students must apply during their senior year or immediately after GED® test completion. The application is open for students who will graduate between October 1 and June 30 can apply for next school year. Students who graduated prior to October 1 cannot apply for the grant.

Complete all of the steps by your application deadline (varies by graduation date). For most students, **you MUST apply during your senior year of high school** (before you graduate), or immediately after GED test completion. All students only have one opportunity to apply for Oregon Promise, based on their grad date.

Eligibility:

- Appropriate application process (see below)
- Be a recent Oregon high school graduate or GED test graduate.
- Attend an Oregon community college by your required start term, based on your grad date.
- Have a 2.0 cumulative high school GPA or higher, or a 145 grade on all GED tests.
- Be an Oregon resident for at least 12 months prior to college attendance.
- For dependent students, your parent(s) must also live in Oregon.
- Have no more than 90 college credits completed or attempted.
- Students may be subject to eligibility requirements based on their Expected Family Contribution (EFC) or Student Aid Index (SAI).

If eligible, students can receive Oregon Promise until they have attempted a total of 90 credits. There is no limit to the number of years or terms you can receive the grant; it is based on the 90 credit limit. All of the following types of credits count toward the 90 credit limit:

- College credits you take while in high school or as part of a GED program
- College credits you take during summer term*
- College credits you take at another college/university while dual-enrolled at a community college
- College credits for courses you withdraw from or fail
- Advanced Placement (AP) or International Baccalaureate (IB) credits earned
- Any other college credits you attempt or complete prior to and during your time as an Oregon Promise recipient

*Oregon Promise does not pay for summer courses.

HOW TO APPLY:

- Submit the Oregon Promise application in the OSAC Student Portal.
- Submit the FAFSA or ORSAA for the year that you will start college.
 - List at least one Oregon community college on the FAFSA or ORSAA.
- Students must meet all of the eligibility and application requirements.

Find Your Deadline:



Deadline is 11:59 pm (PST or PDT).
If deadline falls on a weekend or holiday, it automatically extends to the following business day.

I am graduating from:	I am graduating during this time:	DEADLINE to complete both: Oregon Promise App. & FAFSA or ORSAA	You must start community college by this term:
High School or Home School	March 1 – June 30	June 1	Fall
	July 1 – Nov. 30	Nov. 1	Winter
	Oct. 1 – Feb. 29	Feb. 1	Spring
GED® Program	March 1 – June 30	July 10	Fall
	July 1 – Nov. 30	Dec. 10	Winter
	Oct. 1 – Feb. 29	March 10	Spring

AWARD AMOUNTS

Awards range from \$2,124 to \$4,422 (in 2024-25) for full-time, full-year students. Award amounts for 2025-26 will be determined in Spring 2025.

Community College Requirements

Oregon community colleges have an open-door admission policy. Students can complete a certificate program, a 2-year associate's degree program, or transfer to a 4-year college/university. Placement testing at community colleges is required before any courses can be scheduled. Students are not required to take the SAT or ACT for community college admission.

4 Year College Entrance Requirements

The Oregon State System of Higher Education Coordinating Commission (HECC) requires completing a set of college preparatory courses with a minimum high school GPA for admission to all state 4-year colleges and universities. The SAT and ACT exams may or may not be a requirement in your application process to college. Please check each school's requirements. The course requirements are listed below. All students are strongly advised to plan a high school program that will meet these course requirements. Many universities have additional requirements such as learning a world language, one full credit of fine arts, or a fourth core academic credit. Be sure to check for specific requirements with individual colleges or universities. Students must complete at least fifteen credits, with a "C-" or better grade, to meet most colleges' minimum requirements in the following core academic areas.

Credit Requirements by Subject Area for 4-Year College Entrance

English Language Arts The study of the English language: literature, writing, speaking and listening.	4 credits
Mathematics Algebra I, Geometry & Statistics, and one additional credit of college-prep math (Algebra II or equivalent) are required. An advanced math course is highly recommended during the Senior year. Algebra I and Geometry & Statistics that are taken before the 9th grade can be accepted	3 credits
Science One credit each in at least two college preparatory science fields such as Biology, Chemistry, or Physics; two credits are recommended as lab science. All courses taken that cover all Next Generation Science Standards must meet in all science areas.	3 credits
Social Studies One credit each of U.S. History and Global Studies plus 0.5 credit each of Economics and Civics/Government courses. (The Class of 2025 may choose 0.5 credit of Social Studies elective classes as their final credit, but not the Class of 2026 or later)	3 credits
World Languages Of special note: Four-year colleges require completion of at least two levels of world language proficiency or the equivalent. Recommended for high school graduation, but <u>not</u> required.	2 credits
Fine Arts Of special note: The University of California and California State Universities require 1.0 credit of Fine Arts in a single subject area. Some other colleges and universities have similar requirements. <i>For example: a ceramics class and a photography class, not a ceramics class and a choir class.</i>	1 credit UC/CSU
NCAA Requirements - See the prior page with the title "College Athletics"	

Weighted Grades

What is a weighted Grade Point Average?

The 4J School District has now added a weighted GPA on the transcript in addition to the cumulative or unweighted GPA. Students will have two GPAs reflected on their transcript. The weighted GPA calculates any college level courses taken in the 4J School District and these courses are on a 5.0 GPA scale instead of a 4.0 unweighted GPA scale.

Which classes receive a weighted grade?

All Advanced Placement (AP), International Baccalaureate (IB), and most College Now (CN) courses will be weighted. The weighted GPA scale is as follows:

A+, A, A- = 5.0 GPA points

B+, B, B- = 4.0 GPA points

C+, C, C- = 3.0 GPA points

D+, D, D- = 2.0 GPA points

F = 0.0 GPA points

**Note - Grades of Pass (P) or No Pass*

(NP) do not affect GPA, whether weighted or unweighted.

Do 4 year colleges use the weighted or non weighted GPA?

Typically 4 year colleges will use the unweighted/cumulative GPA for admissions, but they will consider the academic rigor of a student's course history. A weighted GPA communicates that a student has challenged themselves with college-level curriculum. Universities will often have their own GPA calculator and this can vary by school and admission standards.

Are there scholarships that use the weighted GPA?

Yes, there are scholarships that will accept a weighted GPA and students should report the weighted GPA.

When applying to college, which GPA should I report?

We suggest reporting your weighted GPA.

I took a class at a university or college and I want to put that grade & credit on my transcript, will it be weighted?

No, only College Now, AP or IB courses taken within the 4J School District will be weighted.

I just moved to the 4J School District and my previous school district did not weight grades for College Now, AP, or IB courses, so can those now be weighted?

Yes.

I took AP, IB, College Now courses in my previous school district and received weighted grades, will the grades remain weighted on my 4J transcript?

Yes.

Do we weigh Honors classes like Honors English 10?

No, honors classes are not weighted.

Earning College Credit at High School



Advanced Placement Program (AP®)

Students may be awarded college credit by taking and scoring well on the College Board Advanced Placement (AP) tests during high school. This credit will be awarded by the student's future college or university. AP classes provide rigorous instruction for test preparation in a variety of areas. Registration with the College Board occurs typically in October, with the deadline in mid November. All tests are taken in May.

Complete List of AP Courses Offered:

English Language Arts

- AP English Language & Composition
- AP English Literature

Mathematics

- AP Calculus
- AP Statistics
- AP Pre-Calculus

Science

- AP Biology
- AP Chemistry
- AP Environmental Science

Social Studies

- AP U.S. History
- AP U.S. Government & Politics
- AP Comparative Government & Politics
- AP World History

World Languages

- AP Spanish V CN
- AP French V

Fine Arts/Applied Arts

- AP Computer Science Principles

Duck Link (UO)



The University of Oregon provides a special academic opportunity for high school students. Students who surpass the academic levels offered in the courses listed in this curriculum guide may take college coursework in that subject area via an arrangement with the University of Oregon. Application and information are available in the Counseling Center. The University of Oregon and Eugene 4J offer the Duck Link program to students who have exhausted all coursework offered in 4J in a particular subject area. Please inform your counselor or the counseling secretary if interested in this program. Students will be responsible for the course fee and books, but if that creates a financial strain please talk to your counselor. The fee associated with this opportunity is the student's responsibility and is approximately \$600.

International Baccalaureate (IB)



Eugene 4J School District is home to two International Baccalaureate (IB) World Schools: **Eugene International High School** ([Eugene IHS](#)) and **North Eugene High School** ([NEHS](#)). Entrance to Eugene IHS is via the 4J school choice process and available at Churchill, Sheldon, and South Eugene. NEHS is a neighborhood high school also open via the school choice process. Both schools offer the [IB Diploma Programme](#) and NEHS was the first school in Oregon to also offer the [IB Career-Related Programme](#). IB Programmes begin in 11th grade and are recognized by most colleges and universities.

- Students seeking the IB Diploma must pass six examinations, complete a 3500-4,000 word essay, and complete projects in Creativity, Action, and Service.
- Students seeking the IB Career-Related Diploma must take IB coursework, sit for two IB exams, complete a reflective project, and complete skills and services projects.
- All students in Eugene IHS and NEHS may also choose to take IB courses and sit for IB examinations.

Students who take IB coursework and pass IB exams can receive college credit at select colleges and universities, similar to Advanced Placement credit. Students must be enrolled in Eugene IHS at CHS, SHS or SEHS, or NEHS High School to access IB courses and exams.

College Now Courses (CN)



[College Now](#) (CN) is a program through which students can earn transferable college credit while in high school. Students who successfully complete instruction in approved College Now courses will earn college credit in addition to the credit they earn toward graduation, giving them a head start on tackling college-level work and making college and career decisions.

Students must sign up in their current College Now class to earn College Now credit.

Earning College Now credit is free. Many credits may transfer to other colleges and strengthen student applications for college admissions and scholarships.

There are two types of College Now credit:

- *Career technical courses*: Eliminates duplication of learning and shortens the time students would actually be enrolled in LCC programs. These courses provide guidance for students interested in professional technical areas.
- *Lower-division academic transfer courses*: Most of these credits transfer to other colleges and universities.

Course availability may change periodically. **College Now credits earned in high school do impact the number of credits a student can complete with the Oregon Promise Scholarship.** [Oregon Promise FAQ Website](#)

Additional Credit Opportunities

Customize your Education – See your counselor for more details regarding these opportunities

In addition to earning high school credits by taking classes taught in a 4J High School, students can earn credits toward their high school diploma through one or more of the following programs. **Prior approval by the student's counselor is required.**

Online & Web-based Courses:

Eugene School District offers a limited number of online courses free to all 4J high school students through our online platform. Attendance is required for online courses taken during the school day. Final determination of online course placement will be made by the student's counselor.

Many colleges and universities also offer online courses in most content areas. These fee-based online courses are paid for by the student. It is recommended that prior to registering for an online course, you verify with your counselor that the online course you are considering will meet the credit requirement you are anticipating.

LCC/UO:

With the prior approval of the high school counselor, students may choose to transcribe LCC and UO courses taken to meet high school diploma requirements. Students generally pay for these classes and should be aware that some universities will not grant transfer credit for college courses used to meet high school diploma requirements. Seniors are encouraged to explore these options as part of their transition from high school to college.

Summer Credit:

Eugene School District offers an alternative learning option for students who are behind in credit. The program begins at the end of June and runs through July. Counselor referral is required.

Work Study / Experience:

See the Work Experience description in the Other Subjects section of this handbook.

9th Grade Experience

Humanities Block

The 9th Grade Humanities block incorporates Health, English Language Arts, and Social Studies, fulfilling Oregon's social and emotional learning standards within these curricula. Students and staff are scheduled as a cohort, allowing for collaboration across subjects. Students experience continuity through their cohort with the purpose of establishing community and creating a culture of learning.

All 9th Grade students participate in the 9th Grade Humanities Block. This innovative and exciting project allows us to integrate Health, Social Studies, Language Arts, and Humanities curriculum into a single experience.

The humanities block is a consistent and predictable structure for students in their first year of high school to develop healthy relationships with each other and their teachers, receive support from a team of teachers, and establish their four-year plan for success through high school and beyond.

Here's how it works:

- Global Studies, English 9 and Academic Essentials are required courses for all Classic 9th graders and are an integral part of the 9th Grade Humanities experience. In addition to engaging a standard curriculum, these courses explicitly teach and practice AVID strategies to prepare students for the academic challenges of high school and beyond. The courses also engage Wayfinder lessons to strengthen connections between students, teachers, students and their peers, and the greater school community.
- Students will be in a cohort with the same group of students throughout both semesters of their humanities block.
- Credit will be awarded in the following areas: Language Arts (1.0 credit), Social Studies (1.0 credit), and Other Subjects (1.0 credit)

Additional Benefits:

- Improved academic intervention and support for students in cohorts based on small collaborative teaching teams
- Consistent experience in which students can rely for a portion of their school day
- Delivery of social and emotional learning support throughout the first year of high school
- Humanities team teachers meet regularly to discuss shared curriculum, address student concerns, plan for interventions, and celebrate student success

Eugene International High School

For more information please visit the [Eugene IHS website](#) and review the Eugene IHS [curriculum guide](#).

English Language Arts (ELA)

The English curriculum emphasizes choice. The list below shows classes combined to meet the 1.0 credit per year graduation requirement in English Language Arts (ELA). All of the courses offer challenging instruction in reading, writing, thinking, and oral communication.

The English 9 and English 10 courses mix a variety of literature with writing instruction focused on developing the skills needed to succeed in all classes and pass the Oregon Department of Education standards in writing and literacy.

Juniors and Seniors select from an assortment of 0.5 credit single-term classes. Students desiring college-level work may choose Advanced Placement English Language & Composition (grades 11 & 12) or Advanced Placement English Literature (grade 12 only). Students may take only 1.0 English credits each year unless they are credit deficient in that area.

Eugene IHS Language Arts

Students enrolled in Eugene IHS receive English credits through that school and do not co-enroll in other 4J English course offerings. ([See Eugene IHS Curriculum Guide](#))

Classic English Language Arts Pathway

Grade 9 Course <i>Yearlong for 1.0 credit</i>	English 9
Grade 10 Courses <i>Yearlong for 1.0 credit</i>	English 10 Honors English 10
Grades 11 & 12 Courses <i>Mixture of 1.0 credit and 0.5 credit courses</i>	Choose from the courses below. Availability varies by term. <ul style="list-style-type: none">● American Literature● Courageous Conversations● Creative Writing● Film as Literature:<ul style="list-style-type: none">○ Lit-Narrative & Structure○ Lit-Genre● Literature - Horror● Literature - Nature/Integrated Outdoor Program Fall, Spring, or All Seasons<ul style="list-style-type: none">○ Dual Enrollment with Outdoor Pursuits is required● Literature - Science Fiction● World Literature● AP English Language & Composition A & B (must take A to enroll in B)● AP English Literature A & B (must take term A to enroll in term B)

Preliminary English Courses

for 9th and 10th graders only

English 9 A & B.....1.0 Credit: ELA, Yearlong

This course is required for all 9th grade students not in Eugene IHS. Honors designation option will be embedded into this course and appear on the transcript.

This course provides a strong foundation for subsequent English courses in our school district, including AP, IB, and CN courses. It emphasizes essential college preparatory skills that meet proficiency in Oregon Common Core Curriculum Standards, including reading, writing, speaking, and listening. Students will engage with a diverse range of texts, including novels, plays, poetry, and non-fiction, from global literature. They will enhance their writing skills through written and oral communications, covering research, paper writing, vocabulary, and grammar, in addition to literary analysis, exploring various genres, perspectives, and composition.

English 10 A & B.....1.0 Credit: ELA, Yearlong

This course explores a broad range of literary genres—novels, plays, poetry, short stories, and non-fiction. Focused on literary analysis, argumentation, and enhancing writing and speaking skills, the curriculum prepares students for advanced studies and state assessments. Through diverse literary works, students expand their vocabulary, understand various perspectives, and refine writing conventions. The course blends traditional analysis with creative expression, equipping students for success in college-level courses, including AP, IB, and CN.

Honors English 10 A & B.....1.0 Credit: ELA, Yearlong

This course encourages students to delve deeper into literature, enhancing their analysis, writing, and critical thinking skills, while also focusing on vocabulary and grammar advancement. Designed to lay the groundwork for Advanced Placement classes and college-level studies; it integrates rigorous content exploration with AP protocols, including timed essays and poetry analysis. Ideal for highly motivated students, this course encourages a strong foundation in English 9 and a commitment to meeting higher academic expectations.

Upper Level English Courses

for 11th and 12th graders only

American Literature.....0.5 Credit: ELA, 1 Semester

Students read, discuss, and write about prose and poetry selections from early & modern American authors and storytellers in this course. Students also study vocabulary and writing conventions. This class focuses on Native American, Modernist, Post-Modernist, Romantic and Realistic literary eras, a study of the Harlem Renaissance and writers such as Arthur Miller, F. Scott Fitzgerald, Sylvia Plath, Alice Walker, Walt Whitman, Edgar Allan Poe, Emily Dickinson, and Zora Neale Hurston.

Courageous Conversations (CN).....0.5 Credit: ELA, 1 Semester

This course explores the nature and complexity of racial and ethnic diversity in U.S. society. Using current developments in ethnic studies scholarship, we will examine the social construction of race and ethnicity, theories of prejudice, and a historical overview of various ethnic and racial groups. The course concludes with a comparative analysis of the intersection between race, class, and gender. Students can earn 4 college credits for Ethnic Studies 101.

Creative Writing.....0.5 Credit: ELA, 1 Semester

This course explores the study of creative writing, encompassing fiction, nonfiction, poetry, and alternative forms, facilitated through a combination of direct instruction and peer workshops. The curriculum focuses on mastering literary techniques such as structure, point of view, voice, tone, word choice, and imagery, supported by the analysis and emulation of texts from a wide array of genres and periods. Participants are encouraged to engage deeply with reading assignments and to craft and refine their original writings, with opportunities to submit their best work for publication. Through this process, students will not only enhance their vocabulary and grammar skills but also experience significant personal growth as writers, preparing them for future academic and creative endeavors.

Film-Literature: Narrative & Structure.....0.5 Credit: ELA, 1 Semester (*Not NCAA approved*)

This course looks at the historical development and literary value of film and its contribution to our culture and artistic identity. We will study iconic cinematography innovations like sound, color, and camera techniques in conjunction with literary elements to dissect a director or author's purpose, tone, and theme. As we study the cinematography innovations in film, we will also produce amateur screenplays and short films as final projects to display our creativity and knowledge of cinematography.

Film-Literature: Genre Studies.....0.5 Credit: ELA, 1 Semester (*Not NCAA approved*)

This course explores genre, a category of artistic composition characterized by similarities in form, style, or subject matter. We will examine the interplay between literature and film and how both media inform the genre's broad construct. We will focus on classic genres and issues of representation in Hollywood. This course includes the study of genres such as action-adventure, comedy, and horror. We will also study basic literacy and cinematic techniques that contribute to the review of literature and film.

Literature - Horror.....0.5 Credit: ELA, 1 Semester

The literary genre known as "horror" has evolved since it first began. At the very core, the genre was designed to instill fear into people, by whatever means were thought necessary. In this course, students will track the origins of the genre and employ the techniques used so artistically by the writers of this genre. Students will develop an appreciation for the elements within this genre and understand why it holds a timeless and hypnotic power over generations of fans everywhere. This is a class that is designed for students who enjoy the thrilling parts of the horror genre. We will be exploring, viewing, and reading unsettling material. Authors include Edgar Allen Poe, Shirley Jackson, Victor LaValle, Stephen King, Emily Carrol, Junji Ito, Octavia Butler, Tananarive Due and others.

Literature - Science Fiction.....0.5 Credit: ELA, 1 Semester

This course embarks on an exploration of how a single alteration can transform society, drawing on the imaginative works of renowned authors. It investigates the unintended consequences of such changes, utilizing stories, films, and other media inspired by these visions. Analysis focuses on literary and visual techniques, themes, imagery, and style through various assignments including written papers, presentations, and projects. This examination offers insights into contemporary societal issues and speculative reflections on necessary global adjustments.

World Literature.....0.5 Credit: ELA, 1 Semester

This course offers an insightful journey through global narratives, focusing on how diverse literary works reflect and influence societal and cultural dynamics. This course invites students to analyze a variety of texts that explore the complexities of storytelling across cultures and historical periods, emphasizing the role of literature in shaping and reflecting global perspectives. Through critical reading, discussion, and writing exercises, students will enhance their understanding of the world's interconnected narratives and develop their critical thinking and communication skills.

Integrated Outdoor Program (IOP): Lit-Nature & Outdoor Pursuits.....1.0 Credit: 0.5 Credit in ELA, 0.5 Credit in PE per term.

- **Literature - Nature - Fall + Outdoor Pursuits - Fall**
- **Literature - Nature - Spring + Outdoor Pursuits - Spring**
- **Literature - Nature - All Seasons + Outdoor Pursuits - All Seasons**
- **Literature - Nature - Adventure & Survival + Advanced Outdoor Pursuits (Seniors only)**

Lit-Nature and Outdoor Pursuits is a two-period block integrating English and Physical Education through a common theme of outdoor activity and nature-based English studies. Reading and writing sections examine nature, adventure, and environmental issues. Physical activities might include rock climbing, mountaineering, bicycling, Frisbee, hiking, trail running, spelunking, and camping. This class is offered as a two-period block to give students sufficient time to become fully engaged in each subject. **NOTE:** *To request this class, choose one or two terms. If one term fills up, you may be assigned an alternate course. This is a two-period class in which students will receive credit in both English and P.E.*

The advanced version of IOP (Lit Nature: Adventure & Survival plus Advanced Outdoor Pursuits) will be for seniors who have already completed fall and spring semester of IOP. This would be a more advanced course for a smaller number of students who are very invested in learning outdoor skills and expanding their knowledge of literature featuring nature themes.

AP English Language & Composition A & B.....1.0 Credit: ELA, Yearlong

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. All students must take AP English Language & Composition A to take AP English Language & Composition B. Coursework will include an extensive study of argument essay structure and rhetorical analysis, research, synthesis-argument essay structure, satire, and application of rhetorical terminology to texts. Students will write numerous timed impromptu essays with some revisions. This course prepares students for the AP Language & Composition exam.

AP English Literature A & B.....1.0 Credit: ELA, Yearlong

Seniors only

Explore literary masterpieces through "Advanced Placement Literature," where analysis meets critical writing. Engage with novels, plays, poems, and short stories for deep analysis, honing college-level academic writing skills with a focus on impromptu essay writing, preparing for the AP exam and university-level coursework. Rigorous in nature, this course demands analytical skill, time investment, and extensive homework, aiming to develop proficiency in composition and literary insight. Exposure to college-level materials and teaching prepares students for potential college credit via the national advanced placement examination.

Fine & Performing Arts

General Arts

Ceramics I and II.....0.5 Credit: Fine Arts, 1 Semester

Play with clay! Learn the fundamentals of working with clay, surface decoration techniques, and glazing. Students will use sculptural and pottery techniques to make works that they will take home with them at the end of the semester. Ceramics focuses on the understanding of three-dimensional art forms using various materials such as ceramics, wire, cardboard, paper, and textiles. The projects will help students understand spatial awareness, volume and mass, form, occupied and unoccupied space, texture, color, value, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, connection, juxtaposition, and hierarchy. Students will make work that asks them to consider the use of space and form.

Textiles & Fibers.....0.5 Credit: Fine Arts, 1 Semester

Make art with fabric and yarn! This class will cover basic hand and sewing skills, embroidery, crochet and knitting techniques, weaving, and quilting. Students will make theme projects during class that they will take home with them at the end of the term.

Drama

Drama I: Intro to Theater A & B (9-12).....0.5-1.0 Credit: Fine Arts, 1-2 Semesters

This course provides an introductory survey of theater arts, including theater history, acting fundamentals, theater vocabulary, dramatic literature, and stagecraft, to give the student an overview and appreciation of the art form. Emphasis is placed on acting skills, including movement, voice, and basic acting theory, as well as text analysis and project-centered learning. Theorists covered include Stanislavsky and Viola Spolin. Units include the monologue, the two-person scene, and verbal and non-verbal storytelling, as well as an introduction to the rehearsal process and theatrical production. Students are required to attend and review all South Eugene Theater productions. Beginners and students with experience are welcome to join. Students with prior experience will also benefit from the course.

Drama II: Acting A & B (10-12).....0.5-1.0 Credit: Fine Arts, 1-2 Semesters

Prerequisite: Drama I: Intro to Theater or permission from the instructor

In this course, students do extensive work with the acting techniques of Uta Hagen and Stella Adler, and look deeper into the ideas explored in the introductory course. A variety of acting styles may be explored, including Shakespeare style work, Meisner technique, Viewpoints, stage combat, and dialect work. All instruction requires a working knowledge of the acting theories covered in Drama I: Intro to Theater. Instruction is a balance of theory and project-centered learning. Participation in the State Regional Acting Competition is expected and supported. Students are also required to attend and review all South Eugene Theater productions.

Drama III & IV: Performance Studio A & B (12).....1.0 Credits: Fine Arts, Yearlong, Repeatable

Prerequisite: Drama II-Acting and/or permission from the instructor

Instruction is a balance of theory, regular physical and vocal training, and applied project-centered learning tied to current South Eugene Theater productions. Students in this class focus on a wide range of specialized acting challenges and applied theory and stage techniques. This class also handles most of the business and management of South Eugene Theater including marketing, advertising, maintaining the company website, and creating print materials for South Eugene Theater productions. Thespian officers, company managers and student directors are expected to enroll in this class. Students also write scripts, create video projects and films, and develop other projects that showcase their talents in the community and at the State Thespian Conference. Participation in the Regional Acting Competition is required.

Drama: Stagecraft (9-12).....0.5 Credit: Fine Arts, 1 Semester

This class is designed to develop artistry in all areas of technical theater, including scenery construction, lighting, sound, and costuming. Students are responsible for creating the sets, lighting plots, sound designs, and costumes for all of the after-school theater productions. This is mostly an applied learning course. . Students will be rigorously tested in backstage safety and learn to use the power tools, rigging, and other implements of technical theater. Coursework will also include introduction to design. Students may work as run crews for South Eugene Theater productions. Time commitment outside of the school day may be required.

Drama: Advanced Stagecraft (10-12).....0.5 Credit: Fine Arts, 1 Semester, Repeatable

Prerequisite: Drama Stagecraft and/or permission from the instructor

Students in Advanced Stagecraft are leaders in South Eugene High School's technical theater operation. Already trained on all of the school's specialized theater equipment, these students facilitate use of the space, including music concerts, assemblies, and facility rentals. Advanced Stagecraft students design South Theater productions, including sets, lights, and sound. Students may also be involved in costume and prop design. Advanced students act as peer instructors and team leaders.

The Art of Filmmaking (9-12).....0.5 Credit: Fine Arts, 1 Semester, repeatable

Students in this course will create and edit creative film products of their own while learning the critical historical and stylistic elements of cinema. Students will engage in critiques of their video productions, those of others, and productions of professional cinematographers or video artists for the purpose of reflecting on and refining their own personal work.

Orchestra

String Orchestra A & B (9-12).....1.0 Credits: Fine Arts, Yearlong, Repeatable

The String Orchestra is open to all students who play the violin, viola, cello, or string bass. This is a non-audition ensemble. In this class, we will focus on building the fundamentals of instrumental technique while exploring a wide variety of string orchestra music, ranging from classical to modern repertoire. Emphasis will be on improved musicianship, ensemble skills, and technical skills. This is a performance based class, and concerts outside of the regular school day will be part of a student's grade.

String Ensemble A & B (9-12).....1.0 Credits: Fine Arts, Yearlong, Repeatable

Audition Required

The String Ensemble is an advanced orchestra class designed for experienced students who play the violin, viola, cello, or string bass. Students may audition for the String Ensemble after participating in the String Orchestra class (or equivalent) for at least one year. This class will focus on rehearsing and performing a wide range of challenging orchestral repertoire. Students in the String Ensemble will have an opportunity to perform in orchestra festivals and outreach concerts in the community. Emphasis will be on improved musicianship, ensemble skills, and technical skills. This is a performance based class, and concerts outside of the regular school day will be part of a student's grade.

Chamber Music Workshop (9-12).....0.5 Credits: Fine Arts, Fall Semester, Repeatable

Corequisite: Band or Orchestra; offered in zero period only

In this course, students will have the opportunity to rehearse and perform in small chamber ensembles. (Trios, quartets, quintets, etc.) Students will explore chamber music repertoire, develop leadership and musicianship, and learn to give and receive feedback in a "master class" setting. Emphasis will be on rehearsal skills, performance skills, and continued development of music fundamentals. Woodwind, brass, and string players are welcome. Students will be placed in chamber groups according to instrumentation and skill level. Students must participate in at least one other band or orchestra class to be eligible for participation in Chamber Music Workshop.

Band

Concert Band A & B (9-12).....1.0 Credits: Fine Arts, Yearlong, Repeatable

Concert Band is open to all students wishing to join Band who play woodwind, brass, or percussion instruments with at least one year experience. No Audition is required for this ensemble. Emphasis is placed on playing and performing a wide variety of band literature; including film, game, musical, classic band literature, chamber, and solo features. Students have the opportunity to work with industry professionals in master classes and watch performances of professional ensembles throughout the year. Band is an awesome community and bonding experience for students wishing to join an inclusive community of students with similar interests and a chance to express themselves in a positive performance environment. For students aspiring to play in the Wind Ensemble, daily warm-ups support increased technical skill and musical ability. During Fall and Spring, students play for Pep Band and Marching Band.

Jazz Band - Elements A & B (9-12, Beginning).....1.0 Credits: Fine Arts, Yearlong, Repeatable. *Audition Required*

This is a high-level advanced performing ensemble. Instruction in this ensemble focuses on music literacy, performance, and listening skills in jazz styles. This group studies and performs jazz blues, ballads, swing, shuffle, and Latin-style pieces, among other genres. Students also learn techniques in jazz improvisation. This ensemble performs at concerts, jazz festivals throughout the Pacific Northwest, and a variety of performances throughout our local community. Concurrent enrollment in another band class needed.

Jazz Band - Evolutions A & B (10-12, Advanced).....1.0 Credits: Fine Arts, Yearlong, Repeatable. *Audition Required*

Jazz Band is an advanced instrumental ensemble that performs Jazz music primarily. The Jazz Band is designed for students with an advanced technical ability on their instrument, an understanding of music theory and aural skills. The group performs genres such as: Modern, Blues, Latin, Ballads, Dixie, and Big Band. Students in Jazz Band perform with local professional groups, travel and participate in Jazz Festivals, and perform in the annual Jazz Cabaret with the Dorians Jazz Choir. Members are expected to practice their music outside of class and in small sectional groups. Auditions are open to any student at South and take place in May/June of the preceding school year. Space is limited and determined by instrumentation requirements. If a position becomes available during the school year, students may request an audition. Concurrent enrollment in either Concert Band or Wind Ensemble is required for this ensemble.

Wind Ensemble A & B (10-12, Advanced).....1.0 Credits: Fine Arts, Yearlong, Repeatable. *Audition Required*

Wind Ensemble is designed for advanced band students who play a woodwind, brass, or percussion instrument. Emphasis is placed on musicianship and performing great wind literature, symphonic transcriptions, as well as various percussion, brass, and woodwind ensemble work, and solo features. Impeccable discipline, attitude, musicianship, and attendance are required of all Wind Ensemble members. For those interested, solo performances, composition, and conducting opportunities are also available. During Fall and Spring, students play for Pep Band and Marching Band. 9th Graders wishing to join Wind Ensemble may request an audition. Space is determined by instrumentation and student musical ability.

Percussion & Rhythmic Studies (9-12).....0.5 Credit: Fine Arts, 1 Semester

In this course, students will discover the magic of rhythm and take a trip through the history of percussion to discover different instruments, learn techniques and exercises, and create their own instruments for performance projects. Get ready for an adventure and explore your inner percussionist. This is a performance based music class for percussionists (drummers) of all skill level. The students will learn to perform standard Western percussion ensemble literature as well as appropriate music from other cultures (South America, Africa, Indonesia, etc.). The emphasis will be on development and expansion of percussion technique as well as the techniques necessary to perform alone and in a group of fellow musicians.

Choir

Choir - Tyros A & B (9-12).....0.5-1.0 Credits: Fine Arts, Yearlong, Repeatable

Tyro Choir is open to all students, regardless of experience or singing ability. This class is focused on being a fun, inclusive, and explorative experience for anyone who is interested in learning to sing, or to continue strengthening skills they learned before coming to South. In addition to traditional choir rehearsals and performances, Tyros is also a music lab and experience-driven workshop. Students will build skills in music reading, vocal technique, and collaboration. In Tyros, students will rehearse and perform all kinds of exciting and challenging music, ranging in style and eras from madrigals to pop. No audition or previous singing experience is necessary. Students who take Tyros for one year will be admitted to the Concert Choir the following year without an audition.

Choir - Concert A & B (10-12).....1.0 Credits: Fine Arts, Yearlong, Repeatable

The Concert Choir is the large varsity-level choral ensemble at South Eugene High School. This choir is designed for experienced singers with some knowledge of music theory and aural skills. The ensemble performs a varied repertoire, including early music, choral pieces from various world cultures, large choral works such as baroque cantatas, and contemporary choral concert literature. This choir represents our school each year at various festivals and intervarsity experiences. Auditions are open first to current SEHS Choir members and then to any SEHS student and take place in class on the first day of each term. Ninth-graders are only permitted to enroll in Concert Choir if admitted by audition in the beginning of the term, and will only be allowed to switch from the Tyro Choir Experience if there are vacancies in their voice part that need to be filled.

Choir - Dorians A & B (10-12).....1.0 Credits: Fine Arts, Yearlong, Repeatable

Auditions Required, Corequisite: Concert Choir

The Dorians Jazz Choir is an advanced ensemble that primarily performs Jazz music. This choir is designed for students with an advanced understanding of music theory and aural skills. The group performs Jazz genres including swing, bebop, Latin, ballads, funk, and blues. Since this ensemble performs a highly-challenging repertoire, members are expected to practice their music outside of class, alone and in small groups. Students are required to be concurrently enrolled in Concert Choir. Limited exceptions may be made on a case-by-case basis with instructor approval. Auditions are open to any student at South and take place in May or June of the preceding school year. A second round of auditions may be held in September to balance voice parts at the director's discretion.

Note: Ninth-graders are only permitted to enroll in Dorians by successful audition in September, if there is a vacancy in their voice part, and only if concurrently enrolled in Tyro Choir Experience.

Music - General

Audio Engineering - Studio A (9-12).....0.5 Credit: Fine Art, 1 Semester

This course explores multi-track recording techniques as applied to professional sound systems. Studio consoles, signal path, microphone configuration and placement, signal to noise ratio, and other relevant topics will be studied. Students will experience the generation, transmission, and detection of sound; properties of sounds; history and aesthetics of electro-acoustic music and components; anatomy of audio equipment; professions in the field of audio technology; audio production studio management; and the global structure of audio recordings-related industries. Students will apply basic recording and editing techniques in the completion of hands-on audio projects. No prereqs or musical skills are needed.

Audio Engineering - Studio B - Advanced Projects (9-12).....0.5 Credit: Fine Arts, 1 Semester, Repeatable.

Prerequisite: Audio Engineering - Studio A Students will apply advanced recording and editing techniques in the completion of hands-on audio projects. We will study exceptional examples of audio engineering, and attempt to recreate the same sounds in new projects using the skills and equipment available to us. Students will continue developing their skills and develop a deeper understanding of audio production studio management and audio recording.

Music History & Appreciation (9-12).....0.5 Credit: Fine Arts, 1 Semester

This class is intended for any student interested in learning more about music. It is specifically designed for students who have never taken a music course before. In this course, students receive instruction designed to explore music and its connection to our lives. Units may include “Music And...”: medicine, politics, emotion, media and film, and music psychology. Major musical styles and periods will be explored through understanding music in relation to both Western and non-Western history and culture. Upon completion, students will have a basic understanding of music literacy.

Music in Film & Gaming (9-12).....0.5 Credit: Fine Arts, 1 Semester

Music has become an integral part of the experience of playing video games and watching videos and film. The musical choices made by the composers and directors can directly impact how the audience feels. This class is open to all students, regardless of musical training and ability. We will analyze exemplar musical compositions in film and video games and consider the impact those compositions have on the audience experience. Students will compare the techniques used in classic and retro examples to those used in today's media. We will consider the choices made by the composers and directors so we can uncover the tricks used to make us feel different emotions. While we will spend some class time viewing films, games, and other types of media, we will also study composers, and we will even compose our own musical examples.

Singer-Songwriter Workshop (9-12).....0.5 Credit: Fine Arts, 1 Semester, repeatable ([Video description](#))

Write and perform your own music to a supportive group of like-minded artists. In this course, we will explore the foundations of effective songwriting. We will learn from professionals and from one another. Our supportive class environment will help you perform without anxiety and with increased stage presence. We will work on our own songwriting abilities, and provide structured feedback to help one another achieve our goals. This class is open to singers and accompaniment instrumentalists (such as piano, guitar, ukulele, etc.) of all levels. Emphasis is placed on the song as the vehicle through which the singer-songwriter expresses their persona to the audience. Our class work will culminate in a live performance for friends and family members.

Ukulele (9-12).....0.5 Credit: Fine Arts, 1 Semester ([Video description](#))

Ukulele is an excellent class for students who are interested in learning to play a new instrument, but don't know where to start. No musical experience or training is necessary to take this class. In this class, students will learn how to play the ukulele, read music notation and tablature, and play various accompaniments and melodies. Students will have ample opportunities for one-on-one support while learning to play. Students will explore various musical genres, play songs as a whole class, and play assessments alone or with others. Assessments are played only for the teacher, so there is no pressure of performing in a concert.

Health

The State of Oregon graduation requirement in Health Education is one credit (two 0.5 credit courses). Students can meet their graduation requirements by passing Healthy Foundation 9 or Global Health in 9th grade and one other health course.

Healthy Foundations 9.....0.5 Credit: Health, 1 Semester

This course is required for all non-IHS 9th grade students.

An exploration of health, well-being, and the human experience with the integration of humanities components and is designed to empower students with essential knowledge, practical skills, and a deeper understanding of the interconnectedness of health and human society. The 0.5 Other Subjects credit is given in the fall and the 0.5 Health credit in the spring. This course is part of the Humanities Block.

Health & Life Management (11-12).....0.5 Credit: Health, 1 Semester

Empowers students with the knowledge and skills needed to enhance both their physical well-being and overall life satisfaction. This comprehensive course is designed to provide a holistic approach to health, encompassing mental well-being, emotional resilience, and effective life management strategies. After acquiring the knowledge, students will apply practical skills to cultivate a healthier, more balanced, and fulfilling life.

Human Sexuality (11-12).....0.5 Credit: Health, 1 Semester

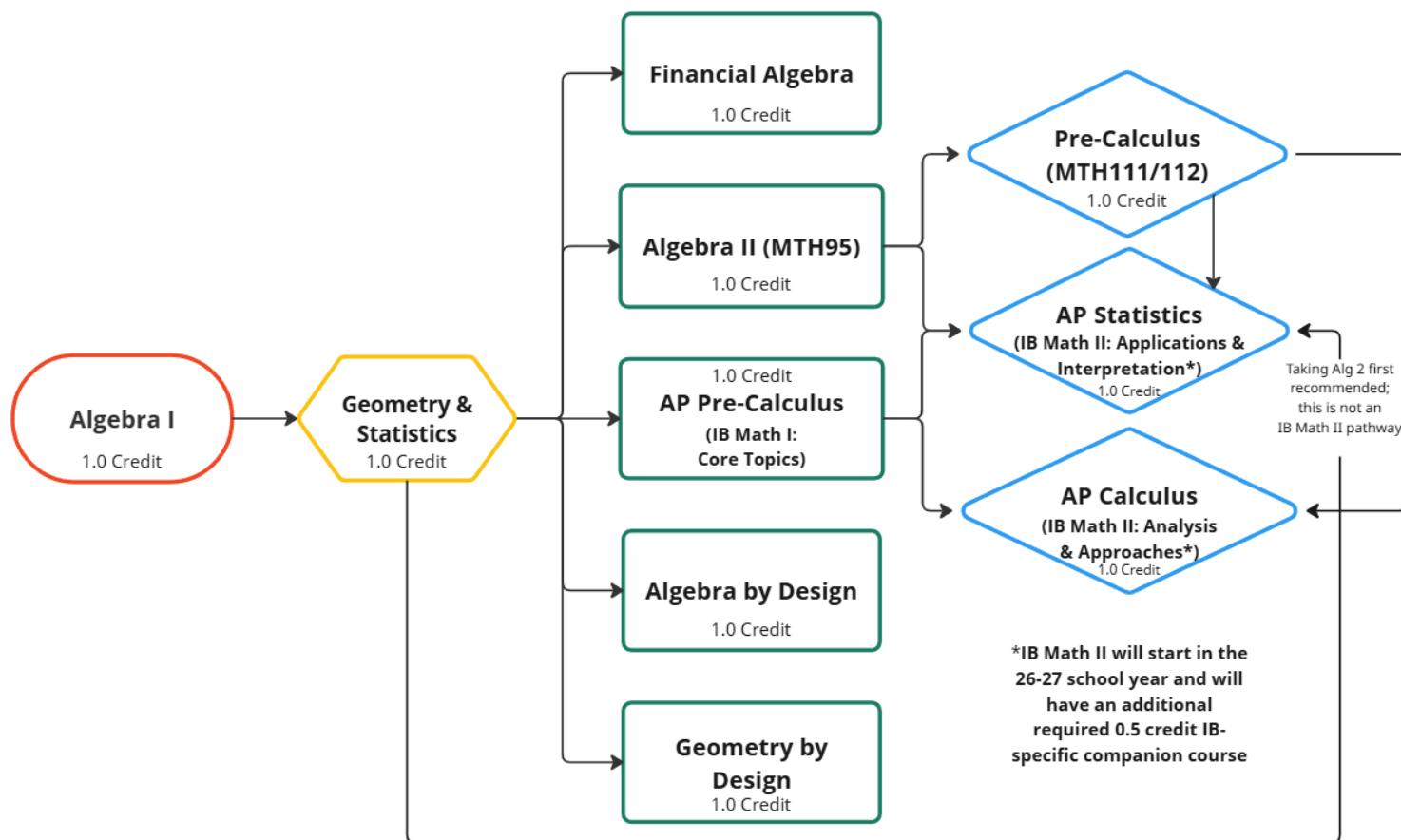
Opt-in only

Aims to empower students with essential tools for cultivating positive self-perception, profound respect for boundaries, and the skills needed to foster equitable and loving relationships. Through a comprehensive exploration of physiological, cultural, social, and psychological aspects of human sexuality, students gain knowledge and skills to form healthy relationships, practice empathy, and enable students to lead sexually healthy and responsible lives.

Mathematics

The Mathematics program follows a 2+1 Model that requires students to complete a two-credit core (consisting of one credit in algebra, half-credit in geometry, and half-credit in data/statistics), followed by at least one additional credit aligned with their future goals, totaling the required 3.0 credit hours for graduation. This sequential program is designed to accommodate all ability levels while providing a foundation for science, technology, and quantitative reasoning across disciplines. Through this structure, students not only develop essential mathematical skills and logical thinking but also gain access to courses that are both accessible and appropriately challenging for their individual needs and career aspirations.

Math Sequence Flowchart



Course Descriptions

Algebra I A & B.....1.0 Credit: Math, Yearlong

In the first term of this course, students write linear and exponential functions to model authentic applications, including systems of equations. In the second term, students learn the basics of quadratic functions. The focus is on the comparison of linear, exponential, and quadratic models. Throughout both semesters, students represent their thinking with tables, graphs, equations, and descriptions of situations. Students demonstrate mastery of standards through exams, work samples, projects, and collaborative mathematical modeling tasks.

Geometry & Statistics A & B.....1.0 Credit: Math, Yearlong

Prerequisite: Taken Algebra I

The course is a blend of geometry, statistics, and probability concepts. The geometry standards emphasize triangle congruence and similarity, rigid transformations, logical reasoning, and properties of geometric figures and solids. Students apply geometry foundations, transformation geometry, and right-triangle trigonometry to authentic application problems. The statistics and probability standards explore measures of center and spread in data sets, plan and analyze studies, produce models using probability theory, and make statistical inferences. Students demonstrate mastery of standards through exams, work samples, projects, and mathematical modeling tasks.

Algebra by Design A and/or B.....0.5-1.0 Credit: Math, can take either or both Semesters

Prerequisite: Taken Algebra I and Geometry Statistics

Students will learn Algebraic skills by applying them to design thinking, engineering design process, 3D modeling, physical computing, coding, and robotics.

Geometry by Design A and/or B.....0.5-1.0 Credit: Math, can take either or both Semesters

Prerequisite: Taken Algebra I and Geometry Statistics

This math class will develop an understanding of geometry through the use of real world examples and applications. Hands-on projects, such as geometric animals, tetrahedron kites, and scale gingerbread houses, will be part of the assessments.

Financial Algebra A and/or B.....0.5-1.0 Credit: Math, can take either or both Semesters ([Video description](#))

Prerequisites: Taken Algebra I and GeoStats

This course is an algebra-based, applications-oriented, technology dependent course. It addresses college preparatory mathematics topics under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students use a variety of problem solving skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered.

Algebra II (Math 95) A & B (CN).....1.0 Credit: Math, Yearlong

Prerequisite: Geometry Statistics A & B

This course emphasizes further concepts and skills in Algebra. With continued focus on mathematical modeling and multiple representations, students will explore linear, quadratic, exponential, logarithmic, polynomial, root, rational, trigonometric, and piecewise functions. Students demonstrate mastery of standards through exams, work samples, projects, and collaborative mathematical modeling tasks. Students optionally can earn college credits for successful completion of this class. *Please check the Oregon Promise information or with your counselor to figure out whether earning college credit in addition to high school credit is right for you.*

AP Pre-Calculus A & B (compressed course).....1.0 Credit: Math, Yearlong, Sophomores and above only

Prerequisite: Geometry Statistics A & B

To prepare students to be successful in AP Calculus by their Senior year in high school, this course has combined the standards for Common Core Algebra 2 with essential concepts from Precalculus. In this compression course that follows the AP Pre-Calculus curriculum, instruction focuses on expanding understandings of functions and synthesize and generalize function properties to transform a variety of functions; extend the domain of trigonometric functions using the unit circle and model periodic phenomena with trigonometric functions; and develop understanding of essential topics from Precalculus to prepare students for AP Calculus.

Pre-Calculus (Math 111/112) A & B (CN).....1.0 Credit: Math, Yearlong

Prerequisite: Algebra II A & B

This course is for students who have completed Algebra II. The first semester is college algebra (Math 111), and students can earn five college credits. The second semester is college trigonometry (Math 112) and students can earn an additional five college credits. Students must earn a grade C- or higher to earn those college credits and may not take college trigonometry (second semester) for college credit unless they have reached a C or higher in the first semester course. Successful completion of this course prepares students for Calculus. *Please check the Oregon Promise information or with your counselor to figure out whether earning college credit in addition to high school credit is right for you.*

IB Mathematical Studies I: Core Topics A & B.....1.0 Credit: Math, Yearlong

Open to Juniors or Seniors only.

IB Mathematics I: Core Topics is the first of a two-year IB Math sequence to prepare students to take either the IB Mathematics II: Analysis & Approaches High Level test or the IB Mathematics II: Applications & Interpretation High Level test. Course topics include linear, quadratic, and exponential functions, solutions, and graphs; skills in computation, estimation, and development of algorithms; data analysis, including collection, calculation, and presentation of statistics; set operations and logic; sequences and series; limits and continuity; derivatives; and geometry and trigonometry. Graphing calculators are essential for this course.

AP Statistics A & B.....1.0 Credit: Math, Yearlong

College Board Recommended Prerequisites: A second-year course in algebra.

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Students demonstrate mastery of standards through exams, work samples, projects, and can earn potential college credit by earning a passing score on the AP exam.

AP Calculus AB A & B.....1.0 Credit: Math, Yearlong

Prerequisite: Algebra II/Pre-Calculus A & B, Pre-Calculus CN A & B or IB Math

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Students need strong advanced algebra skills to be successful. A graphing calculator is required. This version of Calculus will mostly prepare students for the AP Calculus BC or CLEP Calculus exam in May, so some outside self-study or summer work may be needed to learn the entirety of the content tested. There is potential for college credit awarded for earning a passing score on the AP or CLEP test.

Physical Education

The Physical Education program provides a wide variety of course offerings to sharpen students' skills and knowledge to establish active and healthy lifestyles. Students can take a class in Physical Education as many times as they wish for credit if there is space available. The state requirement for PE is one credit (two 0.5 credit courses). It is recommended that all 9th grade students take at least one semester of PE.

Students will have the opportunity to utilize the Fitness Center located on the large gym's balcony. The Fitness Center consists of cardiovascular machines and core body stations and houses equipment including treadmills, ellipticals, rowing machines, upright bikes, spike bikes, and an upper-body ergometer. Other equipment used in the Fitness Center includes dumbbell free weights, medicine balls, abdominal mats, and TRX core trainers.

Fitness Walking.....0.5 Credit: Physical Education, 1 Semester

This class is a semester-long course focused on the development of cardiovascular conditioning through daily walking, stretching, interval training and goal setting. Students will be given weekly training plans by the instructor and will be assessed consistently for improvement and goals review. Participants will be assessed through daily formative assessments, a distance journal and must attend regularly to achieve credit.

Net Games.....0.5 Credit: Physical Education, 1 Semester

This course is designed to acquaint students with a variety of games that involve the use of nets. Activities will vary with the weather, class size, and student skill levels. Volleyball, badminton, basketball, pickleball, floor hockey, and tchoukball will be included. Students will be required to pass periodic fitness and game rules tests in addition to participation and satisfactory skill development. The course will also include regular cardio-vascular activities and flexibility exercises. Students will also have the opportunity to access the Fitness Center during regular class time and the weight room for after-school lifting.

Rock Climbing.....0.5 Credit: Physical Education, 1 Semester

South's climbing gym provides the facility to teach basic and beginning-to-intermediate rock climbing in a safe, controlled environment. Students will learn techniques for spotting, bouldering, belaying, and top-rope climbing. Students will also learn basic climbing knots, varied climbing methods and skills, strength training for climbing, balance and flexibility work, and will receive an introduction to lead belaying, sport climbing on lead, and videos that demonstrate various types of advanced and professional climbing. One or two days each week will be devoted to aerobic conditioning, opposition work, and other skill development. Students must check Canvas and keep up with the academic components of this class.

Yoga.....0.5 Credit: Physical Education, 1 Semester

Take a holistic wellness journey, seamlessly weaving together the art of yoga, mindfulness practices, invigorating bodyweight exercises, and the transformative power of breath. The course is designed to enhance flexibility, strength, respiratory function, postural alignment, and stress reduction. Discover the profound benefits of yoga and create a foundation for a more balanced, resilient, and fulfilling life.

Strength & Conditioning.....0.5 Credit: Physical Education, 1 Semester

This course is focused on teaching the beginner through advanced students how to train the whole body. No experience is necessary, and students may take this course as often as possible, granted there is space in the class. Coursework includes safety, anatomy, lifting techniques, spotting techniques, planning your program to achieve your personal goals, and nutrition. The course will also include regular cardio-vascular activities and flexibility exercises. Students will also have the opportunity to access the Fitness Center during regular class time and the weight room for after-school lifting. The goal is to devise a workout plan by the end of the term.

Team Sports.....0.5 Credit: Physical Education, 1 Semester

Team Sports is a semester-long class designed to introduce students to many team-oriented sports, including soccer, ultimate frisbee, volleyball, basketball, badminton, and floor hockey. Specific activities will depend upon the weather, the size of the class, and student skill levels. Each class will begin with a warm-up period and will be followed by skill practice and games for the activity time duration. Students must pass a content test covering each game's rules before participating in the activity in addition to participation and satisfactory skill development. The course will also include regular fitness, flexibility and conditioning exercises. There will be lots of gameplay, and tournaments will be the critical element in team sports.

Team Sports: Basketball.....0.5 Credit: Physical Education, 1 Semester

This course is designed to allow students to play basketball in a semi-formal game situation. Unlike other P.E. courses, basketball has limited direct instruction and maximum activity time. Students are assigned to four-on-four or three-on-three teams for tournament play. Each class begins with a warm-up period and is followed by games for the activity time duration. The course also includes regular fitness and skills testing.

Team Sports: Football.....0.5 Credit: Physical Education, 1 Semester

The class will be centered around team play on the field competing in flag football. Weightlifting, Plyometrics, Dynamic stretching will be embedded into the class, along with learning terminology of Offensive/Defensive positions, proper stances/starts for each position, developmental progression of catching, passing and running with the ball and basic offensive schemes and defensive schemes. Non-contact form hitting (bags) will also be incorporated as a way to better understand functional body movements.

Team Sports: Volleyball.....0.5 Credit: Physical Education, 1 Semester

Volleyball classes are for students of all skill levels. Students should be prepared for activities every day. Students will be tested for skill and fitness regularly. Students will learn basic to intermediate volleyball skills, including forearm passing, setting, hitting, serving, offensive, and defensive strategies. Students will learn officiating and statistics keeping. Weather permitting, we will visit the sand courts and learn different rules that pertain to outdoor play.

Unified PE.....0.5 Credit: Physical Education, 1 Semester

This course combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.

Athletic PE.....0.5 Credit: Physical Education, 1 Semester

Prerequisite: Must have passed a 4J PE class. Must be registered for a sport through the Athletic Department. "Specific Sports Activities" courses help students develop knowledge, experience, and skills in a single sport or activity (OSAA and Eugene 4J approved sports) other than those coded within this section.

Looking for the Integrated Outdoor Program (IOP)? It's listed under English Language Arts

Science

Science and technology are significant forces in contemporary life. Understanding science makes it possible for everyone to share in the richness and excitement of comprehending the natural world. Scientific literacy enables people to use scientific principles and processes to make personal decisions and participate in discussions of scientific issues that affect society. Also, a sound grounding in science strengthens many of the skills people use every day, such as problem-solving, thinking critically, working cooperatively in teams, and using technology effectively. In our science courses, we seek to understand the nature of science and engage students in its enterprise so they can develop an understanding of what science is and is not, what science can and cannot do, and the importance of empirical criteria.

Science Requirements

All students need at least 3.0 credits (three years) of science for high school graduation. All students must satisfy Oregon state requirements of the Next Generation Science Standards, including physics, biology, earth sciences, and chemistry. Many colleges, including OSU and U of O, require two full-year lab science courses for admission. Some colleges require more. Students typically take 1st year Biology and Chemistry before taking AP Biology, AP Chemistry, Anatomy & Physiology, or AP Environmental Science.

South Eugene Science Department caps the total number of South-specific science credits that can be earned by each student to at most six credits over the course of their four years in high school. This means, effectively, students could take two science courses in a year in two of their years in high school, typically Junior and Senior years. However, this is not guaranteed. Staffing limitations and other factors may preclude students from taking more than one science class per year.

Science course sequences typically taken by grade:

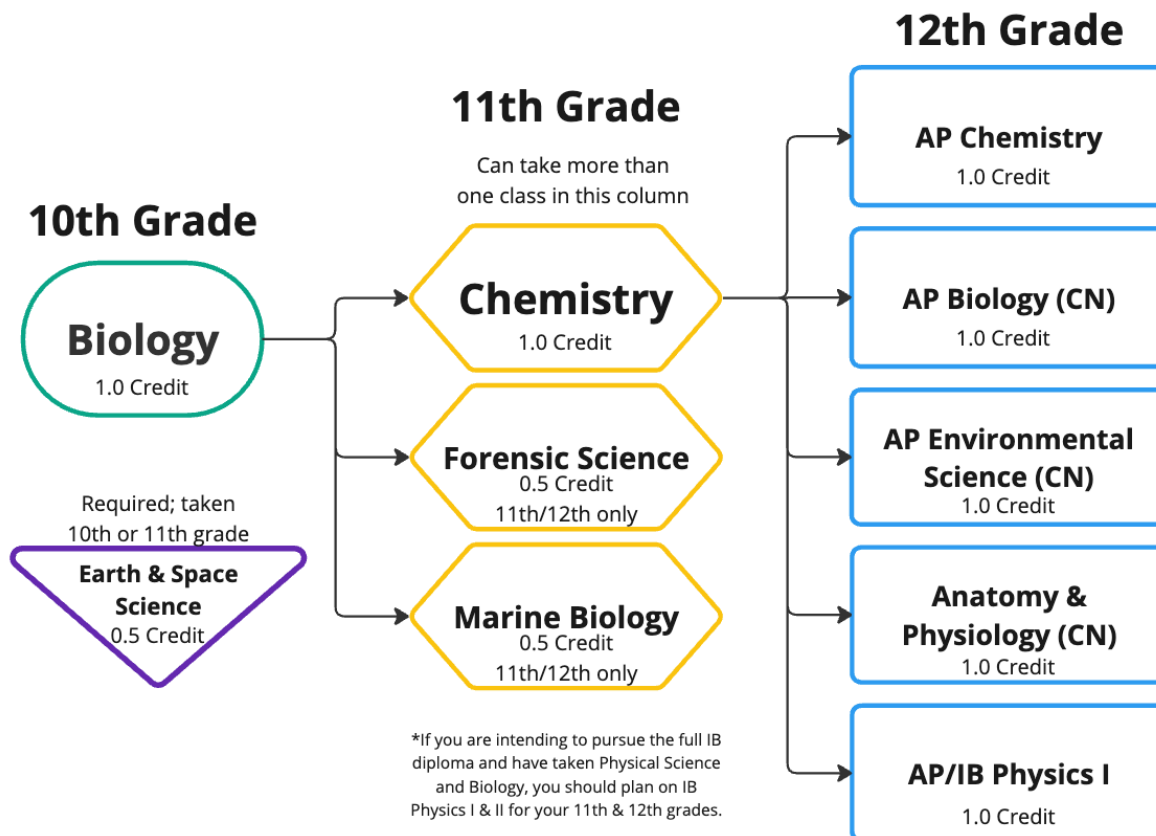
****Note that sequence matters. See the diagram below for potential pathways.**

- 9th Grade: Must take Physics
- 10th Grade: Must take Biology
- 11th Grade: Students who did not take Physical Science as a Freshman must take a Physics course. Other science classes are available to students in 11th grade to meet the three-year requirement: Chemistry, Forensic Science or Marine Biology. Students who did not complete Earth & Space Science in 10th will complete in 11th grade instead. See flowcharts on the next page to see what this might look like for the student's particular starting point.
- 12th Grade: Sciences available to students in 12th grade (if prerequisites are met): IB Physics II, Anatomy & Physiology, AP Environmental Science, AP Biology or AP Chemistry.

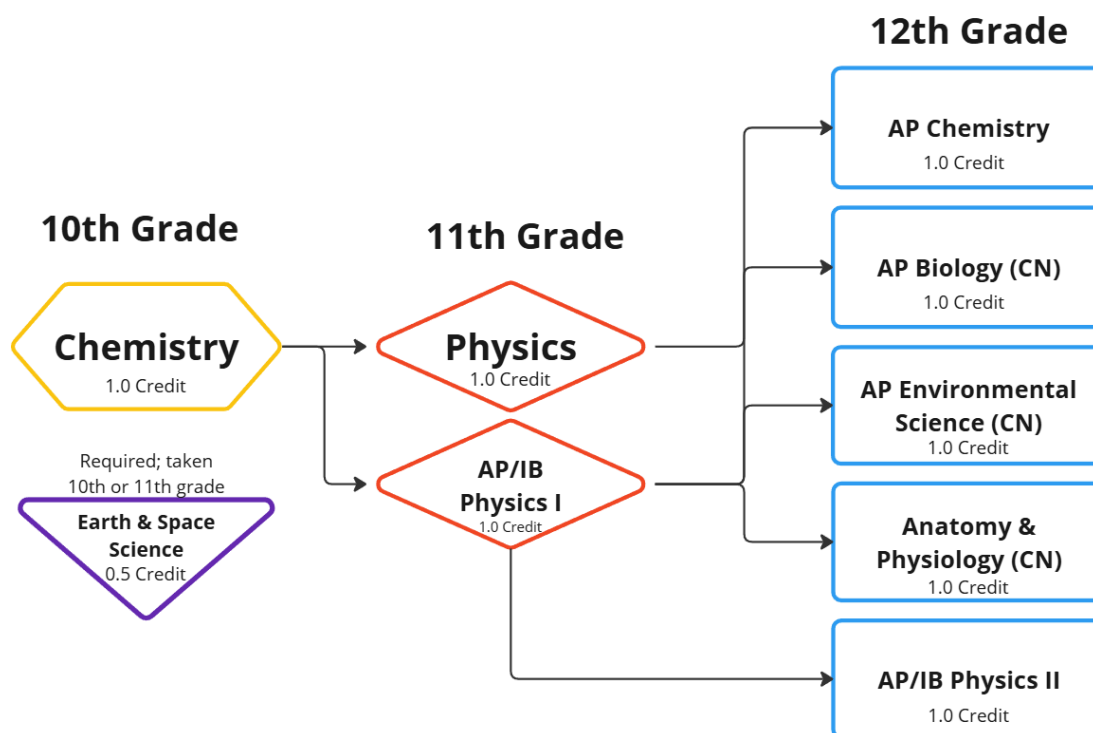
Science Sequence Flowcharts

For the Classes of 2026 and 2027

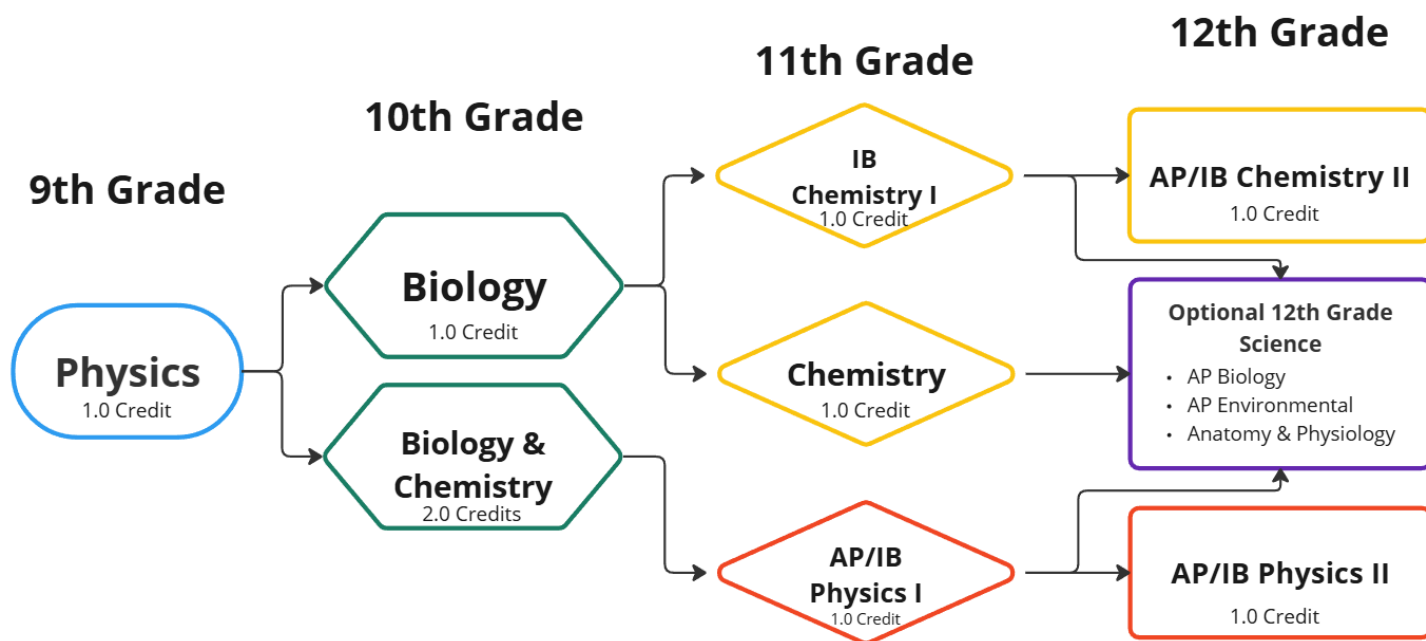
*If the student started in **Physical Science** as a Freshman, this is the flowchart showing their Science sequence*



*If the student started in **Biology** as a Freshman, this is the flowchart showing their Science sequence*



For the Classes of 2028 and beyond



Course Descriptions

Physics A & B.....1.0 Credit: Science, Yearlong

Standard 9th Grade Course

This physics course is centered on the Core Ideas of Motion, Stability, Waves, Energy, and Earth's Place in the Universe. Through hands-on experiences, computational thinking, technology, discussions, texts, and writing, students will explore the following topics: Velocity, Acceleration, Forces, Energy, Waves, Electricity, Magnetism, Power Production, Climate Science, and Gravity.

Biology A & B.....1.0 Credit: Science, Yearlong

While invisible to the naked eye, the microscopic world of living things includes the building blocks upon which all life as we know it depends. In the first half of the year-long biology course, students will investigate topics that include protein synthesis, biochemistry, cells, DNA, cell division, and photosynthesis and respiration. In the second half of the course, students will investigate topics that include genetics, ecology, and evolution. Students will also further develop their use of science and engineering practices through various scientific inquiry experiences, including labs, investigations, and problem-solving simulations.

Chemistry A & B.....1.0 Credit: Science, Yearlong

Chemistry is a laboratory-oriented course in which you will become acquainted with measurement and data analysis. Students will study the structure, composition, and reactions of matter. Topics include atomic theory, formulas, the mole concept, chemical reactions, stoichiometry, the periodic table, solutions, concentration, chemical bonding, organic chemistry, thermochemistry, acids and bases, and states of matter. Classroom lectures, lab work, demonstrations, discussions, and problem-solving are the basis of the course. Chemistry is recommended as the science class for most juniors. Note that Chemistry A and B are required for admission to most 4-year colleges and universities.

Earth & Space Science.....0.5 Credit: Science, 1 Semester

This course teaches topics central to Earth and its place in the Universe, focusing on the collection & interpretation of evidence. Students will delve into the dynamic interaction of Earth's systems (the hydrosphere, geosphere, and atmosphere) and how matter and energy cycle through them. They will analyze and interpret evidence about how Earth's natural systems have interacted throughout Earth's history, and investigate how human activity impacts these natural systems. Students will reach beyond Earth's atmosphere to explore our solar system and the Universe. They will study the star life cycle, galaxies & evidence revealing evidence to support the Big Bang Theory, the evolving universe, how climate has changed in the past on Earth (paleoclimate) and how climate is changing anthropogenically. In alignment with the Next Generation Science Standards, students will engage in science and engineering practices to develop their scientific inquiry skills, representing data and analysis.

Forensic Science.....0.5 Credit: Science, 1 Semester

Prerequisites: Physical Science or Physics and Biology

This course is designed to use project-based learning as a means to master topics such as fingerprinting, DNA analysis, blood typing, trajectories (for ballistics as well as blood spattering), fiber analysis, and the chemical analysis of drugs and poisons. Experimental design, engineering, and argumentation are weaved within all projects in which students also interpret data and apply the appropriate techniques for both the chemical and biological analysis of evidence. Students will learn about the different fields and careers within Forensic Science. They will play multiple roles as experts in the field and utilize teamwork to create and examine mock crimes.

Marine Biology.....0.5 Credit: Science, 1 Semester

Prerequisites: Physical Science or Physics and Biology

Marine Biology explores marine habitats, ecology, and organisms, focusing on the taxonomy, adaptations, and physiology of marine life. This semester-long course introduces students to the fascinating marine environment through lectures, dissections, projects, and possible field trips. We'll delve into the biology of the sea, including the diversity of marine invertebrates, fishes, and mammals, adaptations to the marine environment, and the impact of human activity on the ocean.

Anatomy & Physiology A & B (CN).....1.0 Credit: Science, Yearlong ([Video description](#))

Prerequisites: Two terms of Biology and at least one term of Chemistry

This course is aligned with the LCC courses Human Body Systems 1 and 2 (HP 150/152), and students who earn at least a C may earn three college credits per term. The two term course acquaints you with the structure and function of the human body's cells, tissues, organs, and organ systems. The main emphasis is on how these structures work together to maintain the health of an organism. Topics covered include the following body systems: integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive.

AP Biology A & B (CN).....1.0 Credits: Science, Yearlong ([Video description](#))

Prerequisites: Two terms of Biology and two terms of Chemistry

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

AP Chemistry A & B.....1.0 Credits: Science, Yearlong

College Board prerequisites: Chemistry and Algebra II

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics like atomic and molecular structure, chemical reactions, kinetics, equilibrium, and thermodynamics. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course will begin with a summer assignment and a brief review of Chemistry I, followed by states of matter, atomic theory, chemical reactions, thermodynamics, equilibrium, acids and bases, reaction rates, oxidation and reduction, nuclear reactions, and organic chemistry. Students will become proficient with many types of equipment in the lab, including the analytical balance, spectrophotometer, filtering crucible, and calorimeter. Students will also use Vernier software with pH, temperature, and conductivity probes.

AP Environmental Science (CN).....1.0 Credit: Science, Yearlong ([Video Description](#))

Prerequisites: Two terms of Biology and at least one term of Chemistry

AP Environmental Science course, also available through the LCC College Now program, investigates the science-based study of environmental problems, connections, and solutions. Focusing on the interrelationships of the natural world, students explore topics like population ecology, weather and climate, global warming, natural resources, pollution, and solid waste management. Through inquiry-based lab investigations, field work, and a collaborative approach, students delve into the four Big Ideas: energy transfer, interactions between earth systems, interactions between species and the environment, and sustainability. This interdisciplinary course draws upon various scientific disciplines, including Earth Systems & Resources, The Living World, Population Dynamics, Land and Water Use, Energy Resources, Pollution, and Global Change. Students will develop the scientific principles, concepts, and methodologies required to understand environmental problems, evaluate associated risks, and examine alternative solutions. Each semester offers 4 science credits through LCC.

IB Physics I A & B.....1.0 Credit: Science, Yearlong

Pre/co-requisite: Algebra II or equivalent

Physics is designed for students who wish to gain an understanding of the whole physical world. This is important as a background for further study in medicine, architecture, mathematics, and all the sciences. It is also valuable for any college-bound student who wants some exposure to our culture's central scientific ideas. Topics in modern physics will be introduced. We will continually refer back to current theories while we learn about classical, pre-twentieth century physics. We will study Newton's law of motion and gravity and see how they apply to earthly and celestial bodies. We will also study the various forms of energy and how energy travels by waves. The topics studied include kinematics, momentum, energy, optics, waves, electricity, and magnetism. We will learn how physics rules our world from labs, demonstrations/ lectures, independent research projects, and text. Problem-solving skills and experimental methods will be emphasized all year. At the end of the year, students will be prepared to take the SAT-II/Physics exam.

IB Physics II A & B.....1.0 Credits: Science, Yearlong

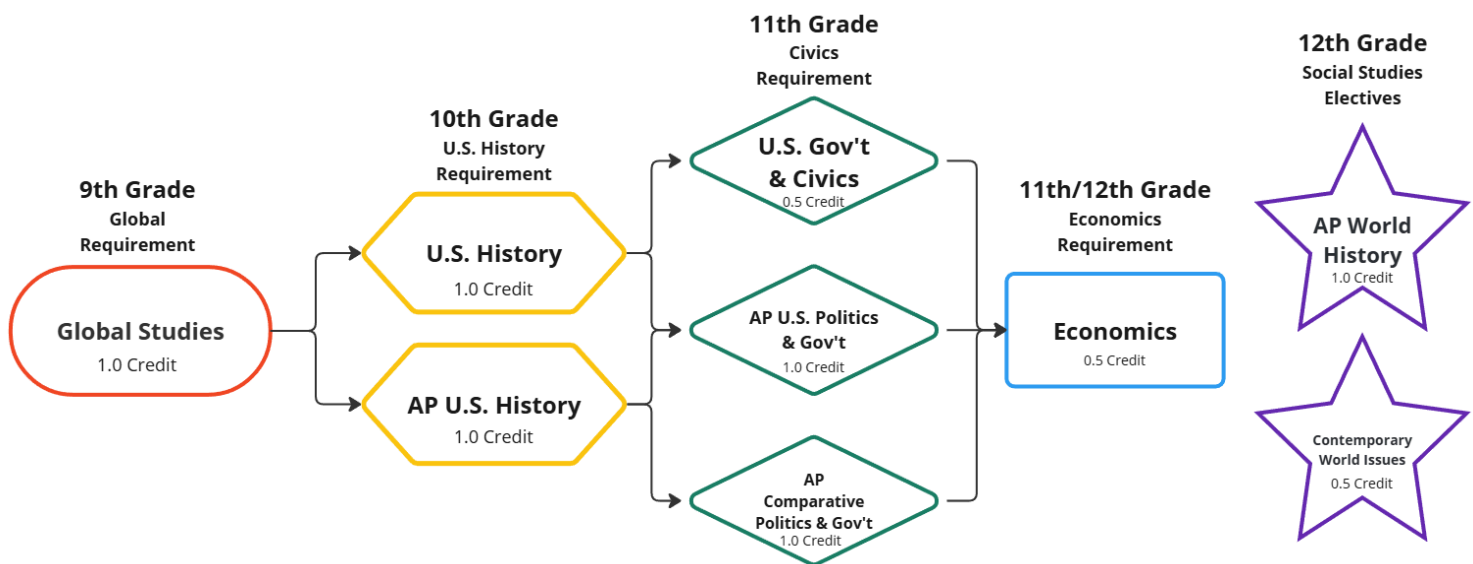
Prerequisite: IB Physics I. Completing Pre-Calculus or IB Math is recommended.

The primary focus is on learning physics - learning how fascinating the physical world around us is - and doing physics - actually investigating that physical world yourself to see what secrets it holds. We will build on the foundation laid last year in the fundamental physics of IB Physics I by revisiting many topics in greater detail and with greater mathematical sophistication and by exploring new areas of physics. These include electromagnetism, thermodynamics, digital technology, nuclear, quantum, and relativity. Be prepared to experience even more of the majesty and awe that comes with scientific investigation! This is the continuation of a two-year physics sequence that will prepare students to take either the Higher Level or Standard Level IB exam at the end of this year. After completing this sequence, students should be able to be placed into an honors-level first-year university physics course or a second-year university physics course.

Social Studies

Social Studies courses help students better understand our society, government, and the world they live in. Students will study and use concepts from geography, history, government, economics, anthropology, sociology, and psychology while advancing their literacy skills. These classes address applicable state Social Studies Standards and Common Core State Standards. Ninth grade students will be enrolled in Global Studies. Tenth grade students may take US History or AP US History. For the third year requirements, students choose a Civics course of either U.S. Government & Politics, AP U.S. Government & Politics or AP Comparative Government. Finally, during Junior or Senior year, students are required to take an Economics course. Students enrolled in Eugene IHS receive Social Studies credit through IHS and do not enroll in Classic Social Studies courses. ([See Eugene IHS Curriculum Guide](#))

Social Studies Sequence Flowchart



Course Descriptions

Global Studies A & B.....1.0 Credit: Social Studies, Yearlong

This course is required for all non-IHS 9th grade students.

This course is a comprehensive year-long class that examines the geography of planet Earth and explores interactions among people throughout history. Students will analyze major events and global issues in both their current and historical context. Students will study various themes such as globalization, belief systems, and identity. Throughout the course, students will examine social, political, geographic, and economic influences on contemporary events, while focusing on writing, research, and analytical skills. The curriculum covers physical and human geography, indigenous cultures, imperialism, climate change, and regional studies with an emphasis on conflict areas and global challenges.

US History A & B (10).....1.0 Credit: Social Studies, Yearlong

This course is designed to provide a comprehensive understanding of the nation's development from Reconstruction to the present day while emphasizing key themes such as democracy, civil rights, economic change, and technological advancements. Students will explore significant events, ideas, and influential figures that have shaped American history. The curriculum covers topics ranging from territorial expansion and social change to domestic and foreign policy issues. Emphasis is placed on fostering analytical skills and developing historical literacy. Through the study of historical chronology and critical analysis of primary sources, students will gain insights into the connections between past and present, preparing them for civic engagement and informed citizenship.

AP U.S. History A & B (10).....1.0 Credit: Social Studies, Yearlong

Students will learn about North America's history from early native settlements to the United States' development to the present day. The focus is on political, economic, social, and cultural themes. Readings will include selections from a college-level text, supplementary materials from primary sources, and noted historians' writings. Students will be required to complete research projects and several essays.

Economics.....0.5 Credit: Social Studies, 1 Semester

Required course, taken during Junior or Senior year

Economics offers students an introduction to both micro- and macroeconomic systems by exploring how local economic activities are interconnected with broader state, national, and global economies. Through simulations and practical applications, students gain insights into personal finance, stock markets, and national economies within a global context. By studying economic principles and current issues, students develop an understanding of resource allocation, trade-offs, and the impact of individual choices, market interactions, and government policies on personal, local, and global economies. The course aims to equip students with practical personal finance skills and a deeper comprehension of economic systems and their implications for individuals and society.

Contemporary World Issues.....0.5 Credit: Social Studies, 1 Semester ([Video description](#))

This class will help students understand current national and international issues and debates. Class is based on important events, ideas, and people who have shaped our modern history. The A course includes the following topics: citizenship, Oregon's history of exclusion, Domestic Terrorism and the effects of 9/11 including U.S. involvement in Afghanistan and Iraq. The topics will include effects and reaction to climate change, the China-Taiwan Conflict, and the rise of violent extremism, the threat to democracies as applied in the U.S. and abroad. We will study these events' social, political, and economic backgrounds and use various media and text to learn how our modern world works and what is implied for our future.

U.S. Government & Civics.....0.5 Credit: Social Studies, 1 Semester

This course will examine the foundations and structures of American government at the national, state, and local levels. Whenever possible, emphasis will be placed on making connections between course content and current events. Students will learn about the rights, responsibilities, and obligations that come with living in a participatory republic including how political decisions are made and influenced and how individuals can participate in the political process.

Civics is a graduation requirement for all students beginning with the Class of 2026.

AP US Gov & Politics A & B (11-12).....1.0 Credit: Social Studies, Yearlong

The objectives of this course go beyond a basic analysis of how our government "works." Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. We will discuss many fundamental issues that have shaped our Government and Political conscience. In as much, issues will be controversial at times, and will require kids to look at ideas that may differ from their preconceived notions. We will engage in an in-depth study of the five themes that will appear on the AP exam: Constitutional underpinnings of the US, government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of the national government; and public policy, civil rights and civil liberties. This course fulfills the Civics requirements in 4J. **Civics is a graduation requirement for all students beginning with the Class of 2026.**

AP Comparative Government & Politics A & B (11-12).....1.0 Credit: Social Studies, Yearlong ([Video description](#))

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. Students examine the political structures, policies, and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing approaches to many global issues. This course fulfills the Civics requirements in 4J. **Civics is a graduation requirement for all students beginning with the Class of 2026.**

AP World History: Modern A & B (11-12).....1.0 Credit: Social Studies, Yearlong

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

World Language

Language programs intend to grow students' proficiency level according to the ACTFL guidelines, meaning "what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context". Students must demonstrate level-appropriate proficiency to move to the next course in the sequence.

In addition, we focus on growth in Intercultural Communicative Competence or "the ability to interact effectively and appropriately with people from other language and cultural backgrounds... as the result of intentional goal-setting and self-reflection around language and culture, and involves attitudinal changes toward one's own and other cultures (ACTFL).

Recommendation: Language acquisition is dependent on developing a solid foundation of skills at each level. Depending on the language studied, College Now credit may be available at level 3 or higher.

Japanese

Japanese I A & B.....1.0 Credit: World Language, Yearlong

Study essential words and phrases, memorize basic sentence patterns and work on fundamental grammar and writing. Students will be provided conversational work in specific daily situations. The Japanese writing system of hiragana and katakana is complex, so students can expect to progress a bit more slowly in the beginning levels of Japanese than students in Romance languages.

Japanese II A & B.....1.0 Credit: World Language, Yearlong

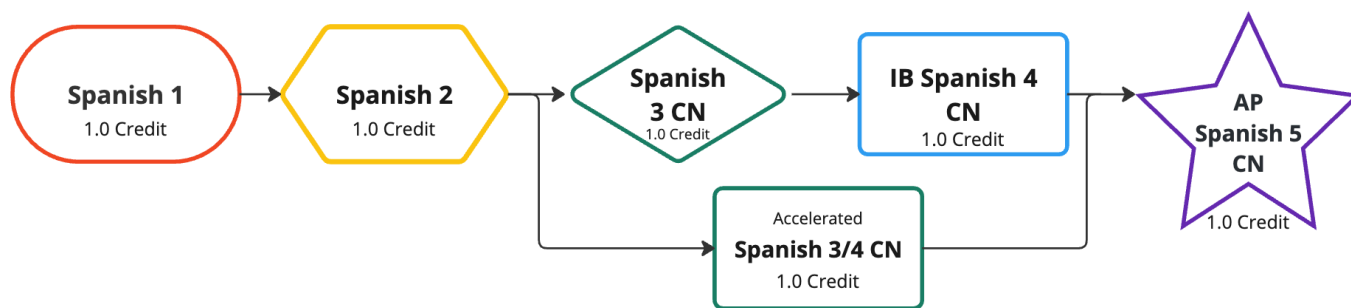
This course emphasizes conversational skills and additional work in reading and learning some Kanji characters. Students continue to study grammar and vocabulary.

Japanese III/IV A & B.....1.0 Credit: World Language, Yearlong

By the third year, students will be familiar with the fundamental sentence patterns and conversational situations. During this year, students are expected to utilize the language and create dialogues in various situations. Students will also continue learning Kanji and improve their reading skills. Level IV will continue with some emphasis on extemporaneous speaking. Students will practice and polish their skills to prepare for IB tests offered in May, if you are signed up for IB exams (not required). Students should be highly motivated, have excellent study habits, and have good grades in the language.

Spanish

Spanish Levels Flowchart



Course Descriptions

Spanish I A & B.....1.0 Credit: World Language, Yearlong

First-year world language classes are open to all students. By the end of the first year, students can use the target language in situations such as in restaurants, in asking and understanding directions, and in meeting people. Students will understand basic grammar, sentence organization, and basic vocabulary to enable them to read simple materials in the target language.

Spanish II A & B.....1.0 Credit: World Language, Yearlong

The second-year is a vital link to increased understanding and fluency. Students will continue to read and write in the target language, gain a feeling for the culture, and develop a better understanding of customs. We emphasize oral proficiency by using communicative activities.

Spanish III A & B (CN).....1.0 Credit: World Language, Yearlong

In the third year, students will continue to study the grammar and vocabulary of the target language. Students will express themselves through extemporaneous speaking and written composition. At the third-year level, the teacher will speak all class periods in the target language.

Spanish III/IV A & B (CN) (accelerated).....1.0 Credit: World Language, Yearlong

This class is intended for Juniors, but is open to other grades. This class will not teach IB-specific testing content

In this accelerated version of this course, students will continue to study the grammar and vocabulary of the language while covering the content in the typical Spanish III course and a large portion of the typical Spanish IV course. Students will express themselves through impromptu speaking and written texts. Individual commitment is necessary. At the third level, the teacher will speak all class periods in the target language. This class will allow students to be able to access AP Spanish by Senior year if they began in Spanish I in 9th grade.

IB Spanish IV A & B (CN).....1.0 Credit: World Language, Yearlong

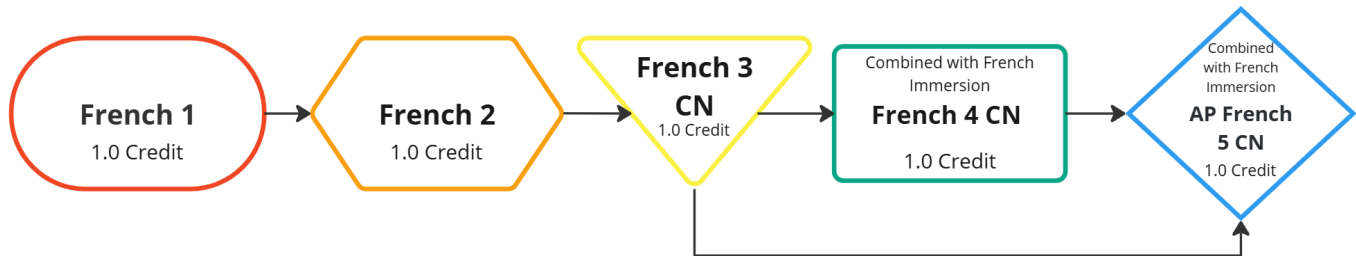
In level four of world language study, students will begin to feel at home in the language with less hesitation in speech. Students will read a variety of materials. Advanced grammar study and vocabulary development will increase the ability to communicate fluently. This class will teach IB-specific testing content. Registration for the IB exam is not required.

AP Spanish A & B (CN).....1.0 Credit: World Language, Yearlong

Students will practice and polish their Spanish skills and prepare for the AP exam offered in May. These classes are taught and spoken exclusively in the target language. Students should be highly motivated, have excellent study habits, and have good grades in the language. Registration for the AP exam is not required.

French

Classic French Flowchart



Course Descriptions

French I A & B.....1.0 Credit: World Language, Yearlong

First-year world language classes are open to all students. By the end of the first year, students can use the target language in situations such as in restaurants, in asking and understanding directions, and in meeting people. Students will understand basic grammar, sentence organization, and basic vocabulary to enable them to read simple materials in the target language.

French II A & B.....1.0 Credit: World Language, Yearlong

The second-year is a vital link to increased understanding and fluency. Students will continue to read and write in the target language, gain a feeling for the culture, and develop a better understanding of customs. We emphasize oral proficiency by using communicative activities.

French III A & B (CN).....1.0 Credit: World Language, Yearlong

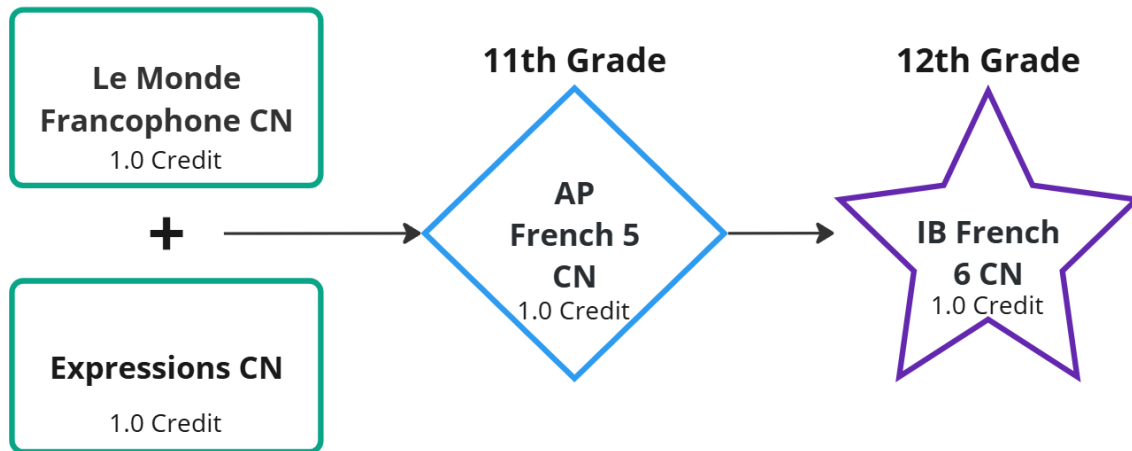
In the third year, students will continue to study the grammar and vocabulary of the target language. Students will express themselves through extemporaneous speaking and written composition. Individual commitment is necessary. At the third-year level, the teacher will speak all class periods in the target language.

French IV A & B (CN).....1.0 Credit: World Language, Yearlong

In level four of world language study, students will begin to feel at home in the language with less hesitation in speech. Students will read a variety of materials. Advanced grammar study and vocabulary development will increase the ability to communicate fluently. Combined with the French Immersion classes of Expressions or Le Monde Francophone.

French Immersion Flowchart

9th and 10th Grades



Course Descriptions

French Immersion Courses Required for French Immersion students

([See IHS Curriculum Guide](#))

Expressions/Le Monde Francophone A & B (CN).....1.0 Credit: World Language, Yearlong

Expressions/Le Monde Francophone is a two-year alternating curriculum for 9th and 10th-grade French Immersion students. Students will expand their proficiency in French language and culture as they investigate the products, practices and perspectives of the Francophone world while building vocabulary, reinforcing grammatical control and increasing confidence and ease in speaking, reading, writing, and understanding French. Course is entirely in French.

AP French A & B (CN).....1.0 Credit: World Language, Yearlong

Prerequisite: Expressions & Le Monde or French IV

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to communities, identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Course is entirely in French.

IB French Immersion A & B (CN).....1.0 Credit: World Language, Yearlong

Prerequisite: AP French. French Immersion. Grade 12 only

IB French is equivalent to an intermediate level college course. Students will expand and develop their language skills necessary to function in a variety of real-life situations they may encounter in French-speaking contexts, interactions, and environments. Students will continue to acquire and develop intermediate high to advanced intermediate reading, writing, listening, and speaking skills to communicate information about themselves, others, and relevant experiences. Students will utilize the appropriate vocabulary, linguistic components, and grammatical structures necessary to achieve tasks. In this course students will be exposed to the following themes: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet. Course is entirely in French.

Career & Technical Education (CTE)

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. The High School Success Act (HSSA) requires schools to plan around these three goals: Dropout Prevention, College Level Opportunities and CTE Expansion. So, why CTE Expansion? ODE published these stats: In Oregon...



- Students who passed 1 CTE class had an 88.1% graduation rate;
- Students who passed 2 CTE classes (concentrators) had a 92.8% graduation rate;
- CTE concentrators graduated at least 14% above the state average of 74% in every racial/ethnic student population measured.

Learn more about the national CTE initiative at [Career Tech](#).

Career Ready Practices that apply to all Programs of Study within CTE:

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Employ valid and reliable research strategies.
7. Utilize critical thinking to make sense of problems and persevere in solving them.
8. Model integrity, ethical leadership and effective management.
9. Plan education and career path aligned to personal goals.
10. Use technology to enhance productivity & demonstrate creativity and innovation.
11. Work productively in teams while using cultural/global competence.

The Oregon Department of Education (ODE) approved Programs of Study include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. For a sequence of courses to be an approved CTE Program of Study they must be:

- Approved by ODE
- Taught by a CTE licensed teacher
- Advised by a board composed of industry members
- Approved by a post-secondary partner / Aligned & Articulated (College Now)
- High-Wage/High-Demand
- 3 or more credits in length
- Culminate in a Work Based Learning Experience

Students interested in completing a Program of Study will choose from both Required and Optional classes.

School-based CTE



Career-Technical Education (CTE) prepares students for high-skill, high-wage, high-demand jobs where they can be creative, innovative, and self-directed after high school. CTE programs focus on real-world relevance, student collaboration, and leadership development. CTE sets students up for success in all levels of post-secondary education and entry-level employment, start-up entrepreneurship, and community leadership. All courses are built into subject area pathways within a CTE Program of Study. These pathways encompass three credits in which students begin with intro-level training courses and work their way up to advanced, hands-on, career-oriented classes.

CTE at South includes Computer and Information Sciences, Child Development, Culinary Arts, Media Arts (formerly known as Journalism), and Graphic Design program. While anyone may take these courses, we encourage all students to consider completing the 3-credit pathway (see below). Some CTE programs offer College Now credit, and pathways are connected to the senior-year CTE project, which can fulfill the Extended Application requirements for graduation. See the section in the graduation requirements section for more info.

South Courses of the CTE Programs of Study

CTE Pathways	1st Credit 9th-11th Grade	2nd Credit 11th-12th Grade	3rd Credit + CTE Completion, 12th Grade
Early Childhood Education	Child Development I Child Development II	Intro to Teaching Child Psychology	Advanced A/B or ECE Aide A/B
Culinary Arts	International Foods South Fork Catering I	South Fork Catering II Food Lab Aide (optional)	South Fork Catering III (full year) Food Lab Aide (optional)
Computer & Information Sciences	Computer Fundamentals Any Computer Class	Any 2 Computer Classes	AP Computer Science or any 2 Computer Classes
Graphic Design	Either: Basic Design CN or Studio Art I +	Graphic Design I CN Graphic Design II CN	Graphic Design III Special Projects Graphic Design IV Project Portfolio
Visual Arts	Either: Digital Photography or Animation	Studio Art II Drawing & Painting I	Drawing & Painting II Advanced Studio Art
Journalism & Media Arts	News Media I News Media II	News Media II (Broadcast Media or Newspaper, full year)	News Media II/III CN (Broadcast Media or Newspaper)
	Yearbook I Yearbook II	Yearbook II (full year)	Yearbook II/III CN (full year)



CTE: Child Development

Child Development I and/or II (CN) (9-12).....0.5 Credit each: Applied Arts, 1 Semester

Either can be taken first, but it's a better sequence to take them in order

Students will discover what's really going on in a child's world by studying their physical, social/emotional, cognitive, and literacy growth. In this class we will study the grand theories of child development and some of the emerging theories in the field. In Child Development II, students will build their knowledge of the first three developmental domains and study cognitive and language development in children. You will participate in hands-on work in South's preschool, "Kids Down South," the YMCA, Spencer View Co-op, UO Head Start or New Dream Childcare Center. Students who complete Child Development I and/or II may receive CN credits (ECE120 - Intro to Early Childhood and/or HDF5226 Child Dev).

Introduction to Teaching (CTE) (CN) (10-12)0.5 Credits: Applied Arts, 1 Semester

Pre/co-requisites: Child Development I & Child Development II

This course provides an overview of the early childhood education field for those considering a career in teaching young children. Students will explore various classroom environments, human development as a basis for the acquisition of knowledge, culturally responsive teaching practices, and engage in a practicum at an early childhood development center. Course also includes lesson planning, in-class observations and teaching opportunities. Students who complete Intro to Teaching may receive College Now credits (ECE 150 - Creative Activities for Children).

Child Psychology (CTE) (10-12)..... 0.5 Credits: Health, 1 Semester

Note: Sophomores have a prerequisite of either Child Development class; Juniors & Seniors do not have a pre-req

Students will study psychology in general, but look in depth at child psychology. This class is a requirement of the ECE CTE pathway.

Advanced Child Development A & B (CTE) (CN) (11-12).....1.0 Credits: Applied Arts, 2 semesters

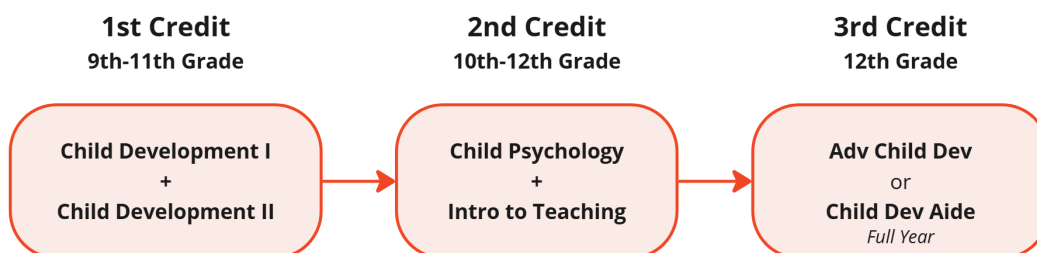
Pre/co-requisite: Introduction to Teaching

Students who enjoyed Child Development I and II and have an interest in furthering their hands-on opportunities in Early Childhood Education can take this class. Each session will have different assignments that are articulated with the corresponding LCC College Now course, ECE 240 - Supervised Student Teaching.

Child Development Aide A & B (CTE) (11-12)....1.0 Credits: Applied Arts, 2 semesters

Prerequisite: Child Development I or Child Development II

This class will focus on assisting the teacher in the classroom. There will be less direct involvement with children and more focus and what it takes to keep a classroom running. You may be asked to assist the teacher with instruction, prepare materials, organize the classroom and materials and help with the planning of lessons.





Computer and Information Sciences

The CIS CTE Program of Study has been designed to help South students become well-positioned to address this need upon graduation from high school. The skills developed and experiences gained through this Program of Study will also give them an advantage if they go to college. Students have the opportunity to earn college credit if they complete the Advanced Placement and College Now in this program of study.

CIS students will take six courses referenced below. In addition, students are encouraged to take Algebra 2 or equivalent, Data Science, and upper level writing courses. Candidates will be encouraged to take advantage of coding opportunities such as Hack for a Cause, the SERT Hackathon, and other Tech Industry coding events.

****Note:** To take ANY of the following computer classes, choose “Computer Fundamentals” in StudentVue. (Specific Area of Study will be determined in the first three weeks of classes)**

Computer Fundamentals (CN).....0.5 Credit: Applied Arts, 1 Semester

STUDENTS WILL FORECAST FOR THIS CLASS INITIALLY WHEN CONSIDERING ANY OF THE FOLLOWING COMPUTER CTE COURSES.

This is a hands-on introduction to personal computers and application software. Students will learn basic computer terminology, the role of computers in society, operating systems, and the use of word processing, spreadsheet, presentation, database, and Internet software. It's an excellent course for those wanting to learn their way around the computer or would like to expand their knowledge. The Computer Fundamentals course articulates to CIS 101 Computer Fundamentals at LCC.

Web Page Design (CTE).....0.5 Credit: Applied Arts, 1 Semester

Students taking this course will learn to write HTML and CSS, the primary languages used in Web Development. After exploring design and composition principles, typography, color, and graphics for the Web, students will have a much better understanding of how web pages work. Motivated students are welcome to go much further into web development and prepare themselves for clients.

Computer Apps: Games (CTE) (CN).....0.5 Credits: Applied Arts, 1 Semester

Do you love to play games on the computer and long to try your hand at making them? If so, then this course is for you! This course is an introduction to the field of game development. It includes a survey of computer game categories and platforms, an overview of the game design and development process, and an introduction to the tools used for graphics development and game development. Students are given the freedom to create at their level with several different software options available to explore. This Game Development course articulates to CIS 125G Software Tools 1: Game Development at LCC.

Computer Mobile App Development (CTE) (CN).....0.5 Credit: Applied Arts, 1 Semester

Would you like to learn how apps are developed and to be able to create them yourself? If so, then this course is for you! Students taking this course learn the fundamentals of programming and App Development using updated App Lab software. Motivated students are encouraged to explore Swift and Industry-standard App Dev Software, ultimately essential skills for working with clients in the technology industry. The Mobile App Development course Articulates to CIS 125M Software Tools: Mobile Development at LCC.

Computer Apps: Programming (CTE).....0.5 Credit: Applied Arts, 1 Semester

Programming is a course designed for CIS CTE candidates to prepare students directly for real work in the Lane County technology sector. Students in this course will work on individualized programming projects specifically organized for each level of learning. Whether you have never programmed before or are working on advanced projects in Python, this course is a fun way to pursue learning how to code no matter what level. Several languages are available, and motivated students are encouraged to seek advanced projects.

Interactive Media (Music Technology) (CTE).....0.5 Credit: Applied Arts, 1 Semester

Whether you and your DAW are besties or you have no idea what a DAW is, this course will enable you to dwell, grow, and create in the world of music - on the computer. Students will learn how the piece is constructed (music theory) related to electronic music production. Demystifying synths, you will explore many of the sound properties and learn how to manipulate them in a digital environment to create your songs!

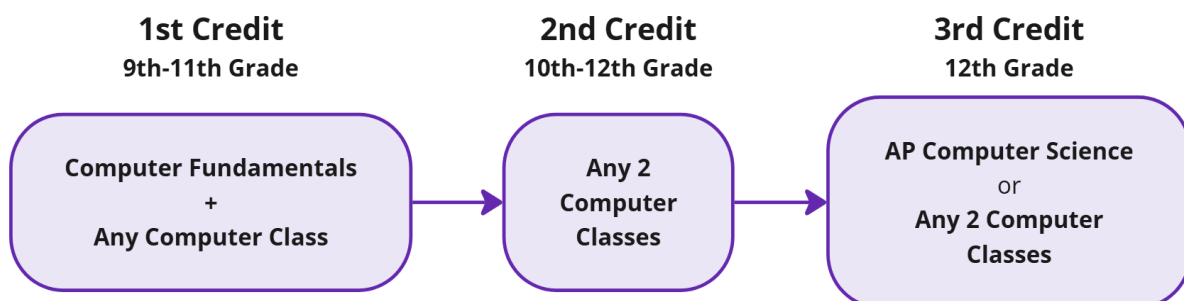
Advanced Computer Topics (CTE).....0.5 Credit: Applied Arts, 1 Semester

Prerequisite: Instructor consent is required for all areas of study and technology use.

Advanced Computer Topics is a “choose your own adventure” experience for students who can drive their learning of technology. It is ideal for mature students who have a passionate interest in developing skills in a technology area and need only time, technical resources, and independent learning materials to be productive. Topics can include anything of great interest to the student, including but not limited to 3D Modeling, 3D Animation, 3D Printing, Engineering Software (CAD), LINUX, IT Professional Certifications, Cyber Security, Advanced Game Development, Graphic Design, Digital Photography, and Video Production.

AP Computer Science Principles (CTE) (CN).....1.0 Credits: Applied Arts, Yearlong

In a delightful, two-term mashup of fantastic courses for a year-long AP Computer Science Principles course, students learn about Computer Science! The courses are: AP Computer Science Principles A - Using the BJC (Beauty & Joy of Computing) curriculum and Snap! Graphic User Interface, students create increasingly complex programs, learn some of the most potent computer science ideas, consider the social implications of computing, and prepare for the AP CSP exam, completing parts of the exam in class. AP Computer Science Principles B - This course provides an overview of computer hardware architecture, the study of algorithms, software design and development, data representation and organization, ethics, and the history of computing and its influence on society. The student is exposed to both low-level and high-level programming languages. Students will be completing the Create Task, and prepare, discuss and review for the AP CSP exam, which is taken during the Spring term.





Culinary Arts

International Foods (CTE) (10-12)0.5 Credit: Applied Arts, 1 Semester

International Foods and Culture is an introductory culinary arts class that focuses on global cuisine with a social justice lensed culture-learning component. Class discussion topics can include the current state of our food supply, the meat industrial complex, history of under-represented groups, ethnic origins, embracing diversity and equity, supporting the local economy, human rights, personal hygiene, teen development, diet, and exercise. Class activities will include culinary demonstrations, films, guest speakers, class discussions, assigned readings, worksheets, and kitchen labs.

Catering I, South Fork (CTE) (10-12).....1.0 Credit: Applied Arts, Yearlong

Prerequisites: International Foods

Join one of the biggest Oregon hospitality industries: The Food Service Industry. If you enjoy cooking, join South Fork Catering to help manage and operate South Eugene's prestigious student-run catering business. You will gain valuable on-the-job training as you prepare a wide variety of food items. The course emphasizes food preparation techniques, the managerial skills of running a business, and gives hands-on cooking practice.

Catering II & III, South Fork (CTE) (10-12).....1.0 Credits: Applied Arts, Yearlong

Prerequisite: 2 semesters of Catering I for Catering II and 2 semesters of Catering II for Catering III.

This is an advanced foods class with an emphasis on leadership. Food preparation, menu planning, organization of lunches and dinners, catering jobs, budgeting, and large batch cooking are learning examples.





Journalism, Media and Communication

New Journalism students who would like to join the Axe Magazine or Axe Report staffs should forecast for News Media I and II. ([Video description](#))

News Media I: Intro to Writing, Reporting & Multimedia Production for the News Media (CTE).....0.5

Credit: Applied Arts, 1 Semester

High school journalists wield power, which must be balanced with responsibility and ethics. At the high school level, journalism records what happens during our year together. In this class, students will learn to analyze news and sources; synthesize eyewitness accounts and research based on professional standards for law and ethics; write with precision and accuracy; and share your coverage through publication. This class will prepare students for the deadline-driven, student-run Axe newsmagazine class. During the first half of the term, students will learn the basic journalistic writing formulas, and how they differ from what is learned in literature and composition classes. We will use the second part of the term to work as the Rookie Axe Staff writing articles for possible publication in the Axe Newsmagazine.

News Media II: Axe Magazine/Axe Report – Adv. Writing, Reporting & Multimedia Production for News Media (CTE)0.5-1.0 Credits: Applied Arts, 1-2 Semesters

Prerequisite: News Media I

In this student-run, deadline-driven class, students will work as the staff for the Axe Magazine and/or Axe Report. Responsibilities will include pitching story ideas, reporting, writing and revising news briefs and features, and scripting reports for the Axe Report video coverage. Students will also have the opportunity to broadcast via the Axe Report, as well as to create visual elements like infographics, political cartoons and photo-journalistic essays for publication. Note: This class is open to photographers, videographers, and graphic designers. Photographers must be experienced in taking quality photographs. Photographers and graphic designers do not need to take News Media I before joining the staff, but they need advisor approval before enrolling.

News Media III: Axe Magazine/Axe Report – Production Leadership & Editing for the News Media (CTE).....1.0 Credits: Applied Arts, Yearlong

Prerequisite: News Media I & II and application

This class is for advanced journalism students in editorial leadership roles for the year. We will review copyediting, staff management and morale, team building, timelines and coverage for the year. Note: This class is open to photography editors, video editing and production crews, and graphic designers who have worked two terms. Photographers must be experienced in taking quality photographs. Photographers and graphic designers do not need to take News Media I & II before joining the staff, but do need advisor approval before enrolling.

Broadcast Media (CTE).....0.5 Credit: Applied Arts, 1 Semester, repeatable

This class will be dedicated to production of The Axe Report, as well as production of other school-related video communication projects as they come up/are requested. We already have CTE standards provided by ODE, as well as a production schedule we have been running in newspaper class.

Photojournalism (CTE).....0.5 Credit: Applied Arts, 1 Semester, repeatable

In Photojournalism, students will learn the mechanics of using a camera, as well as strategies for capturing the images that document and tell the story of an event. We will use the curriculum provided by Jostens as the foundation for instruction; work produced in this class will be used in student publications.

Yearbook I: Intro to Yearbook (CTE).....0.5 Credit: Applied Arts, 1 Semester

A school yearbook provides a publication to the student body that captures the tone and spirit of the year, and records the events of our time at school together. This is a collaboration-intensive, deadline-driven, student-run production class. There is a lot to learn – including basic photography, reporting and writing, and layout and design – but once students know the fundamentals, they work together to apply and improve skills through experience and hands-on assignments. Students will be expected to attend school activities and have the opportunity to connect with members from every area of our school's community – students, teachers, staff, admin, parents and coaches/advisers. Photographers should take high-quality photographs and bring work samples to the advisor before adding the class. *Note: This is for students who have never taken Yearbook at South before. Yearbook I is offered only in Semester 1. Students who are interested in joining the yearbook staff for the first time should forecast for both Yearbook I and Yearbook II for a full year of participation.*

Yearbook II: Advanced Yearbook Production (CTE).....0.5-1.0 Credits: Applied Arts, 1-2 Semesters

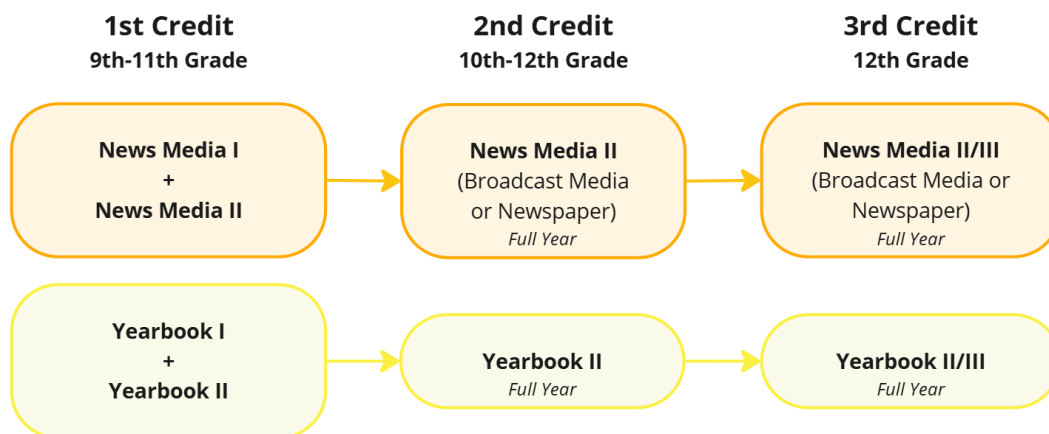
Prerequisite: Yearbook I

This collaboration-intensive, deadline-driven, student-run production class continues the work of providing a publication to South's student body that captures the tone and spirit of the year, and records the events of our time at school together. There is a lot to learn – including basic photography, reporting and writing, and layout and design – but once students know the fundamentals, they work together to apply and improve skills through experience and hands-on assignments. Students will be expected to attend school activities and have the opportunity to connect with members from every area of South's community – students, teachers, staff, admin, parents and coaches/advisers. Photographers should take high-quality photographs and bring work samples to the advisor before adding the class.

Yearbook III: Leadership & Editing for Yearbook Production (CTE).....1.0 Credit: Applied Arts, Yearlong.

Prerequisite: Yearbook I & II plus an application and are asked to commit to being in the class for the whole year.

This class is for advanced Yearbook students seeking leadership roles in yearbook production. We will review text, layout & photo editing; staff management, morale & team building; and timelines & coverage for the year. Applications for the following year will be available to current yearbook students before forecasting.





Graphic Design

Basic Design (CTE).....0.5 Credit: Fine Arts, 1 Semester

Learn the basics of composition and the elements and principles of art through hands-on art projects. Some use of Procreate, but mostly cutting, gluing, drawing, sketching, designing, and bookmaking with a graphic design focus. This class is a prerequisite for Graphic Design I and Animation.

Animation (CTE).....0.5 Credit: Fine Arts, 1 Semester

Learn how to do frame-by-frame animation by hand, stop-motion animation and digital animation with Adobe Animate. We will study contemporary and historical animation techniques as inspiration for our own choice-based projects.

Digital Photography (CTE)....0.5 Credit: Fine Arts, 1 Semester

Learn how to use a digital SLR camera and the art of making photographic compositions. Get out of the classroom to take photos of the environment and explore portraiture, product photography, and light painting.

Graphic Design I (CTE/CN).....0.5 Credit: Fine Arts, 1 Semester

Prerequisite: Basic Design

Learn digital illustration and the basics of typography to make posters, stickers, booklets, and packaging designs. This class teaches you all about Adobe Illustrator and how to make solid vector art like the pros. This course offers students the chance to earn college credit for ART 225 Digital Illustration.

Graphic Design II (CTE/CN).....0.5 Credit: Fine Arts, 1 Semester

Prerequisite: Graphic Design I

Learn digital design tools and how Illustrator, Photoshop, and InDesign work together. Earn your work-based learning credit by working with an industry mentor to create a style guide for a business. Students can earn college credit for ART 216 Digital Design Tools.

Graphic Design III & IV (CTE).....1.0 Credit: Fine Arts, yearlong

Prerequisite: Graphic Design II, Seniors only. Graphic Design III and IV is only for CTE completers.

Graphic Design III focuses on creating projects for actual clients. In this advanced course, you will work by yourself or with a small team to complete projects for real-world clients. Past projects have included stickers, posters, calendars, flyers, maps, wayfinding designs, and brochures. Graphic Design IV focuses on creating a portfolio for finishing the Graphic Design CTE pathway. In this capstone advanced course, you will continue to work in a team on client projects while completing your portfolio requirements. You will leave this class with a professional looking website that showcases the work you've accomplished in the pathway.

Visual Arts

Studio Art I (CTE).....0.5 Credit: Fine Arts, 1 Semester

Studio Art 1 course is a beginning art course for students who may have little to no experience with art. It introduces students to the foundational principles and techniques of visual art, fostering creativity, critical thinking, and technical skill development. Students will explore a variety of media, including drawing, painting, basic design, and mixed media, while learning to express their ideas and observations through visual language.

Studio Art II (CTE).....0.5 Credit: Fine Arts, 1 Semester

Prerequisite: Studio Art I or Art 2D I

The Studio Art II course is designed to deepen students' understanding and skills in visual arts through a combination of technique-building exercises, creative exploration, and critical analysis. Students will engage with a variety of media and processes, including drawing, painting, mixed media, and printmaking while honing their technical abilities and artistic expression.

Drawing & Painting (CTE).....0.5 Credit: Fine Arts, 1 Semester, Repeatable

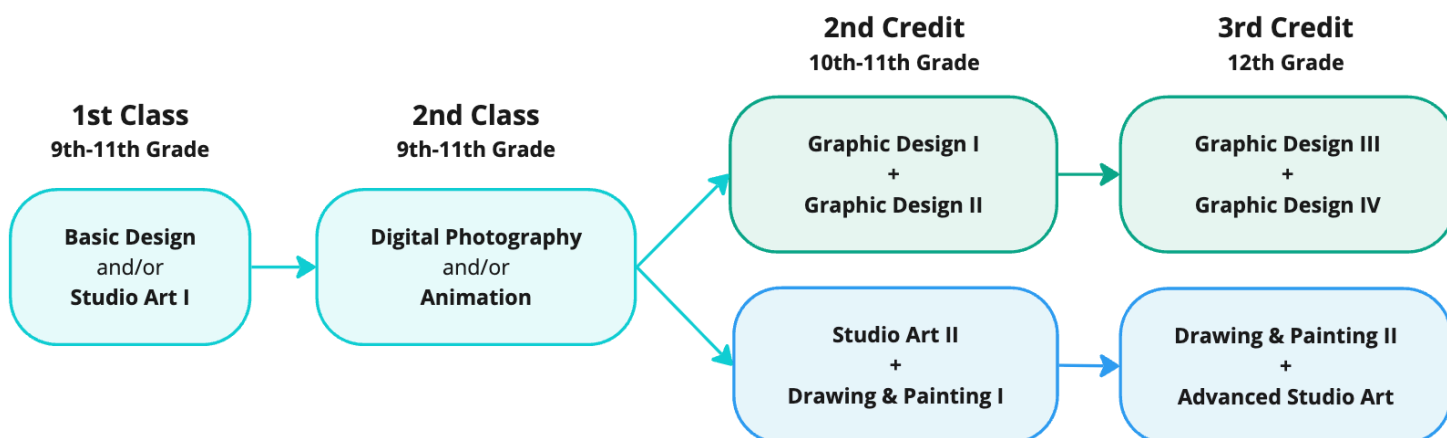
Prerequisite: Studio Art II or Art 2D II

Drawing and Painting is designed to enhance students' drawing and painting skills by encouraging exploration through various media and techniques after they have completed Studio Art 1 and 2. Students will engage in both traditional and experimental approaches to create art, building a personal creative vision while refining their technical abilities. The media explored will include pencil, marker, pen and ink, chalk pastels, oil pastels, charcoal, scratchboards, watercolors, acrylics, tempera, and mixed media. Students will have the opportunity to develop their own artistic voice, while working in a dynamic, studio-like environment that mirrors an art college setting. This course is open to all advanced art students eager to expand their creative practice.

Advanced Studio Art (CTE).....0.5 Credit: Fine Arts, 1 Semester, Repeatable

Prerequisite: 2 or more terms of single-subject visual arts.

This class is the next step for advanced Visual Arts students to broaden their style and explore post-secondary career options. Developing work under an individualized plan in different media, students will put their talents towards school and community projects, art production for sale, and developing career skills. Creating a digital portfolio will provide a contextual learning experience for students who wish to explore various post-high school options: careers in the visual arts, graphic design, and arts management. Options include 2-D Art Projects and Advanced Applications in 3D Art.



CALCI CTE Programs

Center for Applied Learning and Community Impact (CALCI) “Hub” Programs are district-wide Career-Technical programs that allow students to do a deep dive into a career pathway while earning high school credits and fulfill the Extended Application requirements to graduate (see the section in the graduation requirements sections for more information). These programs have no prerequisites to enter, have integrated credit, and are project-based and hands-on. Attendance is essential in these programs, so be aware that chronic absences or tardies may result in your removal from the program.

CALCI programs differ from school-specific CTE programs in these ways:

- 11th and 12th Graders only (school-based programs can start as early as 9th grade)
- Double periods each day, either in the mornings or afternoons, except Future Build which is the entire A Day or B Day (school-based programs typically have a single class period per term of the program).
- Completed in a single year (school programs take 2-3 years to complete)
- Integrated Credits offered in more than one graduation credit type (school programs are often a single credit type, Applied Arts: CTE)
- District Provided Transportation as students may need to go to different sites

Courses of the CALCI CTE Programs of Study



Future Build (CTE)

Future Build (CTE).....4.0 Credits: 2.0 Applied Arts, 1.0 Language Arts, 1.0 Math

Juniors & Seniors only, Yearlong, either the full A day or full B Day

Future Build is a 4J Career Technical Education Construction Program where students build a visionary and hopeful future for themselves and their community. Future Build students experience true authentic learning that provides opportunities for their own futures while simultaneously creating meaningful and sustainable changes for their community. Future Build students work with industry partners to co-create housing projects to tangibly and significantly transform people’s lives. Through Future Build, 4J CTE students will gain skills and knowledge that will prepare them for family wage, high demand Lane County jobs in trades that are hungry for a job-ready workforce. More info can be found on this [FLYER](#), in this [VIDEO](#) or this [VIDEO](#).

Courses in this program include:

Level 1- Year 1

- Context Math Const I & II, CTE (MA)
- Communicate in Trades I & II, CTE (LA)
- Trade Skills I, CTE/CN (AF)
- Construction I A & B, CTE (AF)
- Wk Based Learning I, CTE (AF)

Level 2 - Year 2

- Carpentry II A & B, CTE
- Trade Skills II, CTE/CN
- Wk Based Learning II, CTE



Creative Current Studio (CTE)

Creative Current Studio (CTE).....4.0 Credits: 3.0 Applied Arts, 1.0 Language Arts

Juniors & Seniors only, Yearlong, PM Session (periods 3, 4, 7, & 8)

Creative Current Studio is an innovative opportunity for students, delivering hands-on learning through design projects that benefit the community. At Creative Current you'll be part of a team that creates and operates a digital design company—a real business—developing logos, posters, videos, and digital marketing collateral for real clients, including district-based and local nonprofit organizations. After completing our one or two-year sequence, you'll be prepared for a variety of next steps, including entry-level jobs in the digital media or graphic design industry, starting your own business or doing freelance digital design work, or next-level education, either at the community college or university level. More information can be found on this [FLYER](#).

Courses in this program include:

11th/12th Grade English Lit & Comp (Language Arts)

Digital Media Studio 1 & 2 (Applied Fine Arts) (CTE)

Graphic Design Studio 1 & 2 (Applied Fine Arts) (CTE)

Design Production Studio 1 & 2 (Applied Fine Arts) (CTE)



EmpowerED (CTE)

EmpowerED (CTE).....4.0 Credits: 2.0 Applied Arts, 1.0 Language Arts, 1.0 Health

Juniors & Seniors only, Yearlong, AM Session (periods 1, 2, 5 & 6)

4J's newest K12 Education Pathway, EmpowerED, is designed to help students explore careers in the field of education. In this program, students will work with and learn from educational professionals, developing skills needed to design and lead 21st century classrooms. This program will explore what it means to support diverse populations of students with techniques that create opportunities for everyone to learn and thrive. Projects in this class may include interning in 4J classrooms, hosting an educational conference, and traveling to experience different learning communities. EmpowerEd is a half-day program, open to 11th and 12th graders from all 4J high schools. Students will earn English and health credits and CTE program completion in a single year. The location of this program is still being determined. Transportation to and from the program will be provided. More information can be found on this [FLYER](#).

Courses in this program include:

1st Semester

Ethnic Studies/English 1 (Language Arts) (CN)

Educational Psychology 1 (Health) (CTE)

Teaching Theory & Practice 1 (Applied Fine Arts) (CTE)

Teaching and Learning Lab 1 (Applied Fine Arts) (CTE)

2nd Semester

Ethnic Studies/English 2 (Language Arts) (CN)

Educational Psychology 2 (Health) (CTE)

Teaching Theory and Practice 2 (Applied Fine Arts) (CTE)

Teaching and Learning Lab 2 (Applied Fine Arts) (CTE)



HumaniTech (CTE)

HumaniTech (CTE).....4.0 Credits: 2.0 Science, 1.0 Applied Arts, 1.0 Math

Juniors & Seniors only, Yearlong, PM Session (periods 3, 4, 7, & 8)

Solve problems in your community through engineering, technology, and aviation with HumaniTech, 4J's new Humanitarian Engineering CTE program. In this project-based program, students will use engineering and manufacturing skills to create solutions for mobility, adaptive technology, and other challenges impacting our community. Students will work with local and federal agencies to secure certifications for emergency response, including drone piloting and amateur radio. HumaniTech is a half-day program, open to 11th and 12th graders from all 4J high schools. Students will earn science and math credits and CTE program completion in a single year. The program is located in South Eugene High School's new engineering lab (which has a dual seat flight simulator). More information can be found on this [FLYER](#).

Courses in this program include:

1st Semester

Engineering Math 1 (Math) (CTE)

Engineering/Design Lab: Electronics (Science) (CTE)

Design and Manufacturing 1 (Applied Fine Arts) (CTE)

Advanced UAS 1 (Science) (CTE)

2nd Semester

Engineering Math 2 (Math) (CTE)

Engineering/Design Lab: Chemistry of Materials (Science) (CTE)

Design and Manufacturing 2 (Applied Fine Arts) (CTE)

Advanced UAS 2 (Science) (CTE)

Other Subjects / Elective Credits

Leadership

Peer Navigator.....1.0 Credit: Other Subjects, Yearlong

Administrator approval required

Peer Navigators will be embedded into the 9th grade Academic Essentials class to provide mentoring for the 9th graders at the school. They will provide students with an introduction to the culture of their school so that they understand the school's structure and conventions and staff expectations. Additionally, they will be trained in a variety of social-emotional learning strategies, such as Collaborative Problem-Solving, Restorative Justice, and Sources of Strength. Students best suited for this opportunity want to develop their leadership skills, such as improving their interpersonal and communication in an authentic setting.

Community Leadership.....0.5 Credit: Other Subjects, 1 Semester, Repeatable.

This course is intended to coordinate and facilitate using the Steps Towards Change program, which seeks to answer these two essential questions: How do we create a community in which all students feel safe and included? What would education for our whole community benefit and change our culture for the betterment of all? These goals are focused on making the school more inclusive through student-led initiatives for increasing respect among students and between students and adults in the building. By identifying school-wide, student-led goals for respect, the school's vision of Steps Toward Change would increase a cohesive focus on large, social, and systemic changes at SEHS.

Sources of Strength.....0.5 Credit: Other Subjects, 1 Semester, Repeatable

This course is for those who are interested in a peer leadership opportunity that explores mental health and wellness through the lenses of hope, help and strength. It is taught using the Sources of Strength curriculum, which is described as such: "Sources of Strength is one of the first suicide prevention programs that uses Peer Leaders to enhance protective factors associated with reducing suicide at the school population level. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults." Read more about it here:

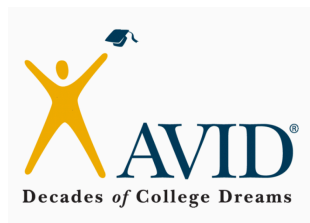
<https://sourcesofstrength.org>

Student Government Leadership.....1.0 Credit: Other Subjects, Yearlong, Repeatable.

Students must be elected into a Student Council position.

Students will demonstrate the ability to create and actualize a vision and mission statement focused on enhancing the high school experience for the entire student body. Students will demonstrate the ability to analyze school culture and activities to increase engagement, diversity, and unity. Students will also perform the duties and responsibilities associated with being an elected class official. Student Government will require students to participate in projects that will be completed outside the normal school day. Students may be required to leave the school during the class period to accomplish tasks associated with supporting school activities. *This is a required class for all ASB and Class Officers.*

AVID



Advancement Via Individual Determination (AVID) is an academic, elective course that prepares students for college and career readiness and success. This class is a year-long course and will be awarded 0.5 credit for each term of enrollment. Participants must complete an application and interview before acceptance into the AVID program. Applications are available on paper from any school counselor. All accepted students will sign a contract of commitment.

AVID 9.....1.0 Credit: Other Subjects

Successful middle school to high school transition; Critical reading and analytical writing skills; Strategic, focused note-taking skills; Time management and organizational strategies; Critical thinking through tutorials and Socratic seminars; Academic vocabulary preparation; Digital citizenship; Stress management, self care, and healthy habits.

AVID 10.....1.0 Credit: Other Subjects

Critical reading, text analysis skills and academic vocabulary preparation; Strategic, focused note-taking skills. Critical thinking through tutorials and Socratic seminars; Time management and organizational strategies; Preparation for College entrance exams/college & career exploration; Financial literacy.

AVID 11.....1.0 Credit: Other Subjects

Critical reading and text analysis skills; Strategic, focused note-taking skills. Participation in AP/IB courses as appropriate; SAT/ACT preparation; Scholarship applications/College portfolios/College applications; Financial literacy.

AVID 12.....1.0 Credit: Other Subjects

Critical reading and text analysis skills; Critical thinking and collaborative discussion strategies through tutorials and Socratic seminars; Strategic, focused note-taking skills. Participation in AP/IB courses as appropriate; Academic vocabulary and literacy, rhetorical reading and analytical writing; Preparation for college entrance and placement exams; College scholarship applications; College application completion; Financial literacy.

Additional Courses

Academic Essentials (AXE).....1.0 Credit: Other Subjects, Yearlong

Required for all Classic 9th grade students

Academic Essentials (AXE) is a foundational course designed for 9th-grade students to cultivate skills for academic success. Focused on the implementation of AVID (Advancement Via Individual Determination) strategies, students will develop organizational and study skills to navigate their other classes effectively. Additionally, the curriculum integrates social-emotional learning, fostering self-awareness, resilience, and interpersonal skills essential for holistic development.

Academics Unlimited (10-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable.

Prerequisite: Counselor/Teacher recommendation

Students will have time in class to complete homework and/or coursework from other courses. They will receive help and tutoring in completing work when they have questions or need assistance. Students will be asked to keep a daily log of coursework and homework from their other classes and a record of work completed in class. Students will be expected to communicate with other teachers and staff, maintain an organized notebook and backpack, and monitor their grades and attendance. They will learn about self-advocacy, communication, and executive functioning skills.

Higher Ed & Career Path (11-12) 0.5 credit: HC, 1 semester

Required for graduation for class of 2027 and beyond.

This course equips students with the knowledge and skills necessary for successful transitions to postsecondary education, careers, and lifelong learning. Students will explore personal strengths and career interests, develop self-advocacy and employability skills, and engage in career exploration and preparation activities. The curriculum emphasizes postsecondary readiness, including understanding college and career pathways, navigating admissions and financial aid processes, and preparing for the workforce through resume building, interview practice, and professional communication. Students will also investigate local resources, experiential learning opportunities, and strategies for making informed decisions about their futures. By aligning with Oregon's High School Higher Education and Career Path Skills standards, this course empowers students to define and pursue their individual goals while building a foundation for lifelong success.

Personal Finance (11-12) 0.5 credit: PF, 1 semester

Required for graduation for class of 2027 and beyond.

Gain essential knowledge and skills to achieve financial literacy and maintain lifelong financial well-being! This class has five different themes—Credit and Debt, Banking, Investing, Repayment and Saving, Budgeting and Money Management, Personal Income and Taxes, and Financial Well-being—it's a total exploration of personal finance. Students will learn to analyze credit scores, create budgets, compare investment strategies, and understand tax obligations. Additionally, the course delves into psychological and cultural influences on financial behavior and strategies to prevent fraud and identity theft. Through practical applications, such as developing budgets and evaluating repayment plans, students will gain the confidence to make informed financial decisions and build a secure financial future.

Sociology (11-12).....0.5 credit: Other Subjects, 1 semester

Sociology is the study of social and institutional forces that shape life. This course will provide a foundation for students to describe, analyze, and contribute to sociological forces impacting their lives through theories of knowledge, power, and identity. The guiding question for this course is "what are the ways that our society functions to produce inequalities?" Students will reflect on their own lives, and practice respectful listening and ethical dialogue with others to explore diverse experiences and outcomes in society. Activities emphasize students' experiences as well as examination of popular culture and media through community building, group work, discussion, personal writing/reflections, projects, and conferencing. Students can earn 4 college credits for Sociology 204 through LCC.

Aides & Tutors

Library Aide (10-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable

Prerequisite: Librarian consent. Pass/No Pass grade

The South Library is a vibrant and busy place, and we welcome students who are interested in learning about how a library functions. Working as a Library Aide is a professional, service-based class and you will need to have a cooperative and friendly attitude, as well as a willingness to help other students. You should also have the maturity required to work with both students and staff on confidential matters. Students will gain familiarity with processing new books, shelving, creating displays, working in the textroom, and helping students at the Circulation Desk. Attendance is critical for this class.

Office or Teacher Aide (11-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable. *Prerequisite: Teacher/Staff*

consent. Pass/No Pass grade

Work in a school office or for a teacher. Office duties include general clerical work, answering phones, and some typing and filing. Teachers request a variety of projects and assistance from aides. Dependability and consistent attendance are required.

Special Needs Aide (10-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable.

Prerequisite: Program consent. Pass/No Pass grade

Work with students in the LESD Life Skills program. Expectations include good attendance, communication skills and a cooperative & supportive member of the team.

Math Tutor (10-12).....0.5 Credit: Other Subjects 1 Semester, Repeatable

Prerequisite: Teacher Recommendation. Pass/No Pass grade

Are you interested in working with your peers on math-related tasks? Then being a math tutor is just for you! This class will study various best practice teaching strategies, including AVID tutorial training, effective feedback, growth mindset, and questioning strategies. Students then get hands-on experience applying these techniques in small group settings with students in our Algebra I, Algebra Success, and GeoStats courses. Students may take this course multiple times, and a two-term commitment is encouraged.

Peer Tutoring (10-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable

Prerequisite: Teacher/Staff consent. Pass/No Pass grade

If you are interested in teaching and helping other students learn and be successful overall, peer tutoring might be an opportunity for you. Students interested in being a Peer Tutor should select the course during forecasting and then stop by the counseling office to pick up and complete an application and be expected to complete training outside of the regular school hours. Peer Tutors must have a cumulative 3.0 GPA or higher, have strong skills in one or more areas (math, science, writing, world language, or organization). Peer Tutors receive a Pass or No Pass grade and credit for their service. Peer Tutoring will take place with a teacher's direction during every period of the day and before or after school.

Work Study

Work Study and Work Experience is a structured career-related learning program that gives students a chance to earn class credit, and document extended work-based experiences. These courses include career exploration (i.e., service-learning internships), on-the-job application of specific class instruction, and credit towards graduation for part-time employment. Participation in personal and professional development activities and employer evaluation is required each term.

Work Study (11-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable

Prerequisite: Enrollment in at least two regular classes, School to Career Coordinator approval which includes screening for grades, attendance, and progress towards graduation. Pass/No Pass grade

This course reflects a student's placement to explore and learn specifics about work culture, skill sets, and customer service. Participation in personal and professional development activities and mentor evaluation is required. Juniors and Seniors are eligible to apply for paid positions with various schools and departments within the 4J School District. This includes screening for grades, attendance, and progress towards graduation. Candidates must create a resume and complete a pre-interview with the School to Career Coordinator. Enrollment in the class occurs after students are hired. Work closely with the School to Work Coordinator to enroll in the course.

Work Experience (11-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable.

Prerequisite: Enrollment in at least two regular classes, and School to Career Coordinator approval. Pass/No Pass grade.

Students who are employed in the community may earn elective credit through this program. Specific requirements include work hours documentation, job skill curriculum assignments, a minimum of 120 hours of work, resume, and interview. Worksite supervisors verify that students apply skills to resolve real problems and use appropriate workplace skills and attitudes. This experience must be paid and may occur in a public, private or non-profit organization. Participation in personal and professional development activities and supervisor evaluation is required. A maximum of 2.0 credits can be awarded during a student's high school career. This class does not appear on a student's schedule, only on a transcript. This course can count towards OSAA enrollment requirements.

Coffee Cart (9-12).....0.5 Credit: Other Subjects, 1 Semester, Repeatable.

Prerequisite: 90% or higher attendance rate in the previous semester.

Learn to be a barista! Coffee Cart is an on campus, hands on class that offers students the opportunity to learn the skills to be a barista. Students will learn how to operate an espresso machine, make a variety of drinks, manage a storefront, advertise, clean and maintain equipment, interact with customers and work a cash machine. Space is limited.

Special Education Services

4J High School case managers provide Special Education Services to students with Individual Education Programs (IEP). Students have a Case Manager who will work with them throughout high school. We believe that students on IEPs should be involved in the decision-making process of their education, and that they are capable of achieving excellence. We aim to fully include all students in general education by employing accommodations and modifications in order to make all classes accessible. We teach personal responsibility, self-advocacy and self-determination as tools to use when navigating high school and post high school plans. Lastly, we create a strong learning community with students where all students feel connected to other students and both their Access Center and General Education teachers.

Access Center (9-12).....0.5 Credit: Other Subjects, Yearlong, Repeatable

Prerequisite: IEP and Case Manager approval.

Students will get 1 to 1 or small group support/tutoring to complete course work for their classes. Students will be asked to complete grade reports, check grades weekly and maintain an organized binder/tracking system for their classes.

Work Experience MD (9-12).....0.5 Credit: Applied Arts, 1 Semester, Repeatable

Prerequisite: IEP and Case Manager approval.

Students will be connected with an on-campus job. After meeting with the Case Manager and developing a plan, students will learn basic skills needed at the work site. Students may work in a variety of on-campus sites. Students on a modified diploma can earn more than 2.0 credits for this course.

Personal & Career Readiness 11.....0.5 Credit: Applied Arts, 1 Semester

Prerequisite: IEP and Case Manager approval.

In this class, students will learn about making the transition from high school to whatever post-secondary option the student may choose. Topics that will be covered are “the world of work”, (i.e. resume development, careers and jobs); “the world of post-secondary schooling”, (i.e. community colleges, college/4 year universities and trade schools); “the system of South,” (i.e. what is my IEP, credits/classes and what I need to graduate high school and being a self advocate). Students will also complete their Junior project in the class.

Personal & Career Readiness 12.....0.5 Credit: Applied Arts, 1 Semester

Prerequisite: IEP and Case Manager approval.

Students will work towards post high school college and career readiness. They will build resumes, complete applications, practice interview skills, receive feedback and complete mock interviews. Students will learn the needed skills for job readiness from applying, interviewing and making good work related decisions. In addition, students will explore college readiness by taking LCC placement tests, applying for other colleges, engaging in career exploration, visiting LCC campus, and debunking myths and fears about college. Lastly, we will consider what it takes to live independent of parents, understanding the needs of renting, bills and how much students need to earn to live on their own.

Off Campus

In this placeholder course, the student will be provided with the opportunity to not have an assigned class at the beginning or end of the day. The student will be off campus during this period. The student will not remain on/near campus or loiter at the neighboring businesses during any off campus period.

Note: 9th and 10th grade students must be fully scheduled so cannot have periods off campus, unless they are taking a class elsewhere.

Late Arrival (11-12)

This placeholder course indicates that a student will be arriving late to school because they do not have a class during the first period(s) of the day before lunch. The Late Arrival period will be attempted to be scheduled at the beginning of the school day. This means we'd avoid having a student coming to school, leave for a period, and then return for the rest of the day. It could mean that a student could have two periods off in a row.

Early Dismissal (11-12)

This placeholder course indicates that a student will be leaving school early because they do not have a class during the last period(s) of the day after lunch. The Early Dismissal period will be attempted to be scheduled at the end of the school day. This means we'd avoid having a student be at school, leave for a period, and then return for the last period of the day. It could mean that a student could have two periods off in a row.

Off Campus Education (9-12)

This placeholder course indicates that a student is taking a class at a different educational campus. This is typically used for students taking college-level courses. This can be any period of the day as determined by the off campus course timing. This is added to a student's schedule by their counselor; it cannot be forecasted.