This handbook includes descriptions of courses offered at Sisters High School and is available on the Sisters High School website and on school loop. Printed copies are available in the high school counseling center.

Note: It is a work in progress to a small degree so please be aware a few courses do not have complete descriptions yet. Also, some courses are not offered every year, so students should begin by looking at the two page “elective / selective” sheet for classes planned to be offered in 2017-18
# TABLE OF CONTENTS

## Required Courses
- **English** 3
- **Mathematics** 7
- **Social Sciences** 13
- **Science** 16
- **Health** 20
- **Physical Education** 23

## Elective Courses
- **Foreign Language** 25
- **Creative & Visual Arts** 28
- **Music & Performing Arts** 31
- **Design / Technical / Vocational Arts** 33
- **Business & Leadership** 37
- **Culinary Arts** 39
- **Other Electives** 42
ENGLISH

4.0 credits must be successfully completed for graduation.

ENGLISH 9: LITERATURE, SELF, AND SOCIETY
1.0 Credit; Required
In this class students will think about who we have been, who we are, and who we could become. Students will read and analyze literature from a wide range of genres and historical contexts to gain an understanding of coming of age themes, issues of power in society, and the value and role of the individual in the world. Students will build on past instruction in grammar and language usage to engage in careful reading, critical literary analysis and thoughtful personal reflection and application. Narrative, imaginative and expository writing will be done. There will also be a focus on speaking and listening well in informal and formal settings.

HONORS ENGLISH 9: LITERATURE, SELF, AND SOCIETY
1.0 Credit; Selective
Prerequisite: None, but previous success in English may be considered.
In this class students will think about who we have been, who we are, and who we could become. Students will read and analyze literature from a wide range of genres and historical contexts to gain an understanding of coming of age themes, issues of power in society, and the value and role of the individual in the world. Students will build on past instruction in grammar and language usage to engage in careful reading, critical literary analysis and thoughtful personal reflection and application. Narrative, imaginative and expository writing will be done. There will also be a focus on speaking and listening well in informal and formal settings. For this Honors class, the course work expectations will be more rigorous, there will also be additional readings and projects, and the pace will be quicker.

AMERICAN STUDIES: AMERICAN LITERATURE (STANDARD OR HONORS/AP)
1.0 Credit
Prerequisite: Successful completion of 9th and 10th grade level English courses.
This humanities course combines the study of American Literature with the study of U.S. History. Throughout the course, we will explore our nation's political, intellectual, cultural, social, and economic development from B.C.E. to the present. The history portion of this course is divided into nine historical periods; the literature portion of this course is divided into eight literary movements. Students will be enrolled in one of two course strands: Honors American Literature and A.P. U.S. History or American Literature and U.S. History. Both courses will focus on the same body of work, but the Honors/A.P. strand will be more rigorous in terms of pace, depth, and complexity.

SHAKESPEARE (Not offered 2017-18)
(11/12).5 Credit/Selective
Prerequisite: Successful completion of 9th and 10th grade level English courses.
Course description available soon.
INTERDISCIPLINARY ENVIRONMENTAL EXPEDITION (I.E.E.)
(11) 3.0 Credits; Selective
This integrated studies course is composed of a community of learners working together to gain a balanced, in depth understanding of the natural environment. Students taking this course DO NOT need to register for other Grade 11 level English classes. In addition to one English credit, one science credit in Environmental Science and one credit for P.E. will also be included. Using an integrated course model, students will be provided with the educational experience and opportunity to study and learn about the natural environment through a hands-on format. Students will learn experientially by applying knowledge and skills to their immediate environment. Students will be given the opportunity and the necessary tools to create positive change within the school and surrounding environs. This course is committed to developing community partnerships that result in a shared vision of stewardship and a sense of appreciation and responsibility to the world around us. Readings will be American literature, focusing on the American Experience and the American Dream across cultures. Students will write in expository and/or persuasive modes, using primary and secondary sources to support assertions. Literary analysis, research skills, MLA format and documentation will prepare students to write a research paper that will become a formal speech to a community audience. Students will give either a persuasive or informative speech, following a speech-writing process. In addition, advanced techniques in oral and written communication will be taught. There is an additional cost for the fall expedition and for the spring expedition.

ADVANCED PLACEMENT (AP) LITERATURE AND COMPOSITION
(11/12) 1.0 Credit; Selective
The AP English course in Literature and Composition will engage students in the careful reading and critical analysis of literature. Students will consider a work’s structure, style, and theme as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes active, intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Careful attention to both textual detail and historical context will provide a foundation for critical interpretation. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Some writing assignments encourage students to write effectively under the time constraints they will encounter on the AP exam and on essay examinations in college courses in many disciplines, including English. The AP exam is within the first two weeks of May. There is no cost for class, but there is a cost to take the AP exam. Depending on exam score, credit, advanced placement, or both, are awarded by most colleges and universities.

FILM AS LITERATURE: CLASSICS (offered 2017-18)
(11/12) .5 Credit; Selective
This course offers students an opportunity to learn about film as an art form and form of literature. The course is designed to address the Common Core standards in English, and therefore can be taken for either English or Elective credit. The curriculum is designed to provide students with a working understanding of basic film techniques and how they impact the message of a movie. Some concepts to be covered are historical significance, cultural significance, and aesthetic significance of film. These concepts will be studied in the larger context of film as a medium of communication, in which social values and the questions of ethical/unethical behaviors are explored.

FILM AS LITERATURE: SPORTS (not offered 2017-18)
(11/12) .5 Credit; Selective
This course offers students an opportunity to learn about film as an art form and as a form of literature. The course is designed to address the Common Core standards in English, and therefore can be taken for either English or Elective credit. The curriculum is designed to provide students with a working understanding of basic film techniques and how they impact the message of a movie. These concepts will be studied in the larger context of the ways in which films both reflect the society in which we live, and also have the power to help shape that society. Sports films, in particular, often deal with social issues and the struggle of the marginalized to achieve equality. As such, the study of sports films affords students the opportunity to examine the past, understand the present and consider the future.

**FILM AS LITERATURE: CINEMATOGRAPHY (Not offered 2017-18)**

*(11, 12)* .5 Credit; Selective

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

**FILM AS LITERATURE: CULTURAL PERSPECTIVES (OFFERED 2017-18)**

*(11/12)* .5 Credit; Selective

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

**GRAPHIC NARRATIVES: HEROES AND VILLAINS**

*(11/12)* .5 Credit; Selective

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

**WRITING 121: ENGLISH COMPOSITION (COLLEGE CREDIT)**

*(11/12)* .5 Credit; Selective

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

**CREATIVE WRITING**

*(11/12)* .5 Credit; Selective

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

3.0 credits must be successfully completed for graduation, Algebra 1 & above.

PRE-ALGEBRA

1.0 Credits (Placement by recommendation)

This course begins with a thorough review of basic math skills, and then introduces the essential skills required for success in Algebra.

Students will:
- Review procedures for hand calculation including addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions.
- Demonstrate understanding of rational values expressed as fractions, decimals, or percents, and be able to convert values from one form to another.
- Be able to use fractions, decimals, and percents to solve problems.
- Evaluate expressions correctly using the rules for order of operations.
- Demonstrate understanding of prime and composite numbers.
- Be able to perform calculations with positive and negative numbers, including operations on integers, decimals, and fractions.
- Study commutative, associative, distributive, and identity properties.
- Be able to create, simplify, and evaluate algebraic expressions.
- Solve simple algebraic equations.
- Understand the coordinate plane and its use in algebra.

ALGEBRA 1

(9, 10, 11, 12) 1.0 Credits; Required

Prerequisite (At least one of the following):
- C or better in Pre-algebra
- 80% or better on Pre-algebra Proficiency exam
- C or better in middle school math
- Instructor recommendation

This course covers basic algebra skills. It emphasizes the process of solving equations, as well as the relationships among tables, graphs, and equations of linear functions.

Students will:
- evaluate and simplify expressions following rules for order of operations
- evaluate and simplify expressions involving positive and negative numbers, and absolute value
- interpret graphs of data
- calculate measures of central tendency
- solve simple linear equations and inequalities and graph solutions on a number line correctly use the commutative, associative, distributive and identity properties
- interpret and create tables, graphs, and equations of linear relationships
- solve simple systems of equations and inequalities
be able to simplify monomials using exponent rules
learn to add, subtract and factor polynomials
explore various methods for graphing quadratic equations
learn several methods for solving quadratic equations including graphing, and factoring.
develop an elementary understanding of functions including domain, range, dependent variable, independent variable, etc.
explore elementary radical functions.

To be successful in this class students must first be able to:
perform hand calculation including addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions.
demonstrate understanding of rational values expressed as fractions, decimals, or percents, and be able to convert values from one form to another.
use fractions, decimals, and percents to solve problems.
evaluate expressions correctly using the rules for order of operations.
demonstrate understanding of prime and composite numbers.
perform calculations with positive and negative numbers, including operations on integers, decimals, and fractions.
create, simplify, and evaluate algebraic expressions.
solve simple algebraic equations.
derstand the coordinate plane and its use in algebra.

GEOMETRY
(9, 10, 11, 12) 1.0 Credits; Required
Prerequisite (At least one of the following):  
C or better in Algebra 1
75% or better on Algebra 1 exit exam
This course begins with a review of basic algebra skills, and then covers essential concepts of plane Geometry. Problem solving using the tools of geometry will be emphasized.

Students will:
use a protractor to measure and create angles
use algebra and computation to indirectly find measures of complementary, supplementary, vertical, exterior and remote interior angles
do simple constructions using compass and straight edge
understand relationships of angles created by a transversal crossing parallel lines
learn methods of proving triangle congruence and similarity
complete simple proofs involving triangles, quadrilaterals, and other polygon
be able to calculate the angle measures, area and perimeter of various polygons
use right triangle trigonometry and the Pythagorean Theorem to find missing sides and angles
explore geometric probability
understand circle geometry including circumference, radius, central angle, arc length, chords, secant and tangent lines, inscribed angles etc.
be able to calculate surface area and volume of spheres, prisms, pyramids, cylinders, cones, and other solids

To be successful in this class students must first be able to:
demonstrate competence with basic calculations, fractions, decimals, and percents
Applications of ALGEBRA 2

(10, 11, 12) 1.0 Credit; Required

Prerequisite (At least one of the following):
- C or better in Algebra 1
- C or better in Geometry

The focus of this course is on advanced algebra topics.

Students will:
- Understand patterns, relations, and functions
- Represent relations and functions as graphs, tables, formulas
- Understand and use graphical, table of values and equation representations of functions
- Solve, factor, find roots and graph higher order polynomials
- Apply linear, quadratic, rational, exponential, and logarithmic functions in real world settings

This class is designed to help students:
1. Gain confidence and skills to think mathematically in their lives
2. Gain math and student skills that will prepare the student for success in the traditional algebra 2 course at SHS
3. Heal the student’s perspective of themselves in math classrooms. Help the student to learn strategies to deal with math anxiety in a productive and calming way

Applications of Algebra 2 is not designed to prepare students for Math 111/112 in the college setting. Applications of Algebra 2 will certainly help to prepare students for Math 111/112 but will likely need to take additional math classes in order to be ready for Math 111/112.

ALGEBRA 2

(10, 11, 12) 1.0 Credit; Required

Prerequisite (At least one of the following):
- B or better in Algebra 1
- B or better in Geometry

The focus of this course is on advanced algebra topics.

Students will:
- Understand patterns, relations, and functions
- Represent relations and functions as graphs, tables, formulas
- Understand and use number systems to include; natural numbers, whole numbers, integers, rational numbers, real numbers, complex numbers
- Develop and use the quadratic formula
- Demonstrate understanding of probability and statistics to include scatter plots and regression lines
- Understand and use graphical, table of values and equation representations of functions
- Understand and use graphical and equation representations of conic sections
● Solve, factor, find roots and graph higher order polynomials

To be successful in this, class students must first be able to:

● demonstrate essential algebra and geometry skills from Honors Math 1
● simplify monomials using exponent rules
● add, subtract and factor polynomials
● be familiar with various methods for graphing quadratic equations
● use several methods for solving quadratic equations including graphing, factoring, and the quadratic formula
● show a basic understanding of probability and statistics
● understand circle geometry including circumference, radius, central angle, arc length, chords, secant and tangent lines, inscribed angles etc.
● calculate surface area and volume of spheres, prisms, pyramids, cylinders, cones, and other solids

MATH 111 (COLLEGE ALGEBRA)
(11, 12) .5 High School Credit, 4 College Credits, Selective

Prerequisite (At least one of the following):

● Pass the College Placement Exam
● Algebra 2, C or better
● Instructor recommendation

This course is the study of functions including linear, quadratic, polynomial, rational, exponential and logarithmic. Presents a study of the complex number system along with the algebra and application of functions. Solving applied and real world problems. Group activities, writing assignments and laboratory activities may be required. A graphing calculator will be used and is required.

Students will:

● determine domain and range of functions
● read and write functional notation
● determine increasing, decreasing
● determine relative minimums and maximums
● determine even, odd or neither functions graphically and algebraically
● shift, reflect, stretch and transform graphs
● arithmetically combine and composition functions
● determine if a function is one-to-one
● find the inverse of a function algebraically and graphically
● write quadratic functions in standard form
● use graphing, leading coefficient test, long division, synthetic division, the rational zero test to factor and find the zeros of higher order polynomials
● do operations with complex numbers
● determine complex conjugates
● plot complex numbers in the complex plane
● understand the Fundamental Theorem of Algebra
● accurately graph functions, including zeros, asymptotes and intercepts
● use logarithmic properties and the change of base formula to rewrite expressions
● solve exponential and logarithmic equations
● solve applied real world problems involving functions
● use a graphing calculator to create appropriate graphs that represent mathematical models, determine appropriate viewing windows and accurately interpret and draw inferences regarding the meaning, implications and
MATH 112 (COLLEGE TRIGONOMETRY)
.5 High School Credit, 4 College Credits, Selective
Prerequisite (At least one of the following):
● C or better in MTH 111
● Instructor recommendation
A pre-calculus course covering circular and trigonometric functions. Applications and the use of a graphing calculator will be emphasized throughout the course. Group activities, writing assignments and laboratory activities may be required. A graphing calculator is required.

Students will:
● use degree and radian measures of angles and convert from one to another
● find coterminal, complementary and supplementary angles in both degrees and radians
● understand and use the unit circle
● know the six trigonometric functions
● evaluate the six trigonometric functions using the unit circle, a calculator, reference angles and identities
● apply trigonometric identities
● solve applications involving right triangles
● graph the six trigonometric functions
● solve problems involving the inverses trigonometric functions
● solve problems involving bearings
● solve problems involving harmonic motion
● verify trigonometric identities using a calculator
● solve trigonometric equations
● use trigonometric formulas
● use the law of sines to solve problems
● determine ambiguous cases of SSA
● use the law of cosines to solve problems
● use Heron’s formula
● find the component form of a vector
● perform vector operations
● use unit vectors and direction angles in the application of vectors
● find the angle between vectors and the components of vectors
● write complex numbers in trigonometric form and perform operations

ADVANCED PLACEMENT (AP) CALCULUS (AB)
1.0 Credit; Selective
Prerequisite (At least one of the following):
● Math 111 and 112, B or better; 83% on Math 111 and 112 exit exam;
● Instructor recommendation
AP Calculus is a course that develops the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course will work under the premise that students will take the AP exam in May. Students will:
● Work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal and should understand the connections among these representations.
● Understand the meaning of the derivative in terms of a rate of change and local linear approximation and will use derivatives to solve a variety of problems.
● Understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and will use integrals to solve a variety of problems.
● Understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
● Be able to communicate mathematics both orally and in well-written sentences and should be able to explain solutions to problems.
● Be able to model a written description of a physical situation with a function, a differential equation, or an integral.
● Be able to use technology to help solve problems, experiment, interpret results, and verify solutions.
● Be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
● Develop an appreciation of calculus as a coherent body of knowledge.

To be successful in AP Calculus, students should complete four years of secondary mathematics designed for college-bound students. They must:
● Understand functions to include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise defined
● Understand the algebra of these functions
● Understand the graphs of these functions
● Understand the language of functions to include domain, range, odd, even, periodic, symmetry, zeros, intercepts, asymptotes, increasing, decreasing, one-to-one, etc.
● Know the values of the trigonometric functions of the numbers 0, π/2, π/3, π/4, π/6, and their multiples (unit circle)
● Know the basic trigonometric identities
● Have experience in use of graphic calculators, including basic computation, graphing functions, finding roots of equations, recognizing function behavior, knowing the limitations of the calculator.

APPLIED ALGEBRA/GEOMETRY
(12).5 Credit; Selective
This course will provide students with instruction on and opportunity to apply algebra and/or geometry skills to real world scenarios. Students will have the opportunity to show their mastery of the application of math concepts to real world scenarios on Oregon Department of Education work samples.
SOCIAL SCIENCES

3.0 credits must be successfully completed for graduation.

GLOBAL STUDIES
1.0 Credit; Required
This course will focus on providing materials leading to a general understanding of the features that have helped shape human societies. Emphasis will be given to the cultural, political and economic development and diversity among nations and the role of the U.S. in an increasingly interdependent world.

AMERICAN STUDIES; US HISTORY (STANDARD OR HONORS/AP)
(10) 1.0 Credit; Required
This humanities course combines the study of American Literature with the study of U.S. History. Throughout the course, we will explore our nation's political, intellectual, cultural, social, and economic development from B.C.E. to the present. The history portion of this course is divided into nine historical periods; the literature portion of this course is divided into eight literary movements. Students will be enrolled in one of two course strands: Honors American Literature and A.P. U.S. History or American Literature and U.S. History. Both courses will focus on the same body of work, but the Honors/A.P. strand will be more rigorous in terms of pace, depth, and complexity.

GOVERNMENT
(12) .5 Credit; Required
Students will examine the foundations of modern government starting with the basic philosophies of John Locke and Thomas Hobbes. From this students will build a core of knowledge that will allow them to understand the concepts of limited government and of an individual’s rights and responsibilities in a democratic society. Students will learn about the evolution of our government through historical study of primary and secondary sources in addition to the textbook. Opportunities will be presented to the students for them to express their opinions in which they will have to reach logical conclusions using the Constitution and other relevant documents, such as Supreme Court Cases.

AP GOVERNMENT: THE CONSTITUTION
(11/12) .5 Credit each; Selective
Pre-requisite AP U.S. History or Instructor Recommendation;
AP Government: The Constitution begins with the curriculum developed by Classroom Law Project, for the We the People program. The course begins by examining the Constitution of the United States in detail. The Constitution’s position as the cornerstone of our democracy is established firmly in the lives of the select students participating in this course. Our society is not defined by religion, race, ethnicity, language or national origin ... but instead, by a common commitment to the ideals contained in the Constitution, the Declaration of Independence, and the Bill of Rights. Students will come to understand how America is a unique adventure in ideas, and one in which they can and must participate.

Course Objectives
By the end of this course, students should have completed the following course objectives:
1. Students will develop an understanding of the historical and philosophical foundations of our country’s constitutional government.
2. Students will begin to understand how the Constitution was created.
3. Students will develop preliminary understanding of how the Constitution has developed over time.
4. Students will begin to understand the meaning of the various rights guaranteed in the Bill of Rights … and how these rights have changed over the past two hundred years.
5. Students will become ready to participate fully in their roles as citizens of American democracy.

AP GOVERNMENT: POLITICS AND POLICIES
(11/12) .5 Credit each; Selective
Pre-requisite AP U.S. History or Instructor Recommendation;
Advanced Placement Government: Politics and Policies is a class in which the political institutions and policies of the United States are examined in detail. The overall goal is to create a course in which students come to understand how our government works, as well as what our past and current policies—both domestic and foreign—are. Our society is not defined by religion, race, ethnicity, language or national origin … but instead, by a common commitment to the democratic ideals contained in the Constitution, the Declaration of Independence, and the Bill of Rights. These ideals are borne out in all levels of our government. To sustain our democratic society requires an ongoing commitment to invest in that democracy by being politically aware and by engaging in civil discourse aimed at achieving a society that promotes the common good. Democracy is a job. This course is designed to help students understand that our democratic government requires effort, and is a system in which they can and must participate.

Course Objectives
By the end of the course, students should have completed the following course objectives:
1. Students will develop an understanding of the US Constitution, the impact of federalism on our systems of government, and competing views of political power in the United States.
2. Students will examine the evolution of civil liberties and civil rights in the United States.
3. Students will analyze the role of public opinion and the media, as well as political parties, on politics and policy.
4. Students will examine elections and campaigns at all levels of government, from national to local, as well as the role of non-elected bureaucratic organizations.
5. Students will investigate the three branches of government, from their initial inception to their current configuration.
6. Students will trace the changes in both domestic and foreign policy, with an emphasis on current policy initiatives and their impact on American democracy.

CONSUMER ECONOMICS
(12) .5 Credit; Selective
This course is designed for the graduating senior. Topics to be included in this course include: budgeting, credit, employee benefits, banking services, investing, taxes, and insurance.
Successful completion of this course will give students the ability to budget their money and live within their means. Students will understand the advantages and pitfalls of credit, how to use it wisely, and why so many fall prey to its dangers. The class will also comprehend personal banking and how to balance a checking account. Investing will be discussed to some degree so that students are familiar with a few investment vehicles and their advantages and disadvantages. Finally students will understand our nation’s pay-as-you-go tax system and how to successfully fill out a W-4 form, federal1040EZ and Oregon 40S tax forms.
MOCK TRIAL (Not offered in 2017-18)

(10, 11, 12) .5 Credit; Selective

Mock Trial is a class in conjunction with the Classroom Law Project, an Oregon non-profit organization. It is a hands-on experience, providing students with a hypothetical case, where they practice courtroom procedures, act out witness statements and compete in a real courtroom against other area teams. It develops knowledge of the judicial system, critical thinking skills, interpersonal skills, and teamwork. Students will practice courtroom procedures throughout a trimester developing their case and practicing each role. It is intense, rewarding, unique and fun. The team first reads the case in December and the final trial is in March and takes place at the Deschutes County Courthouse.
SCIENCE

3.0 credits must be successfully completed for graduation.

BIOLOGY

(9, 10) 1.0 Credit; Required
The major topics covered in biology include an in-depth study of cells, DNA, cell energy, genetics, ecology, and evolution. The course involves field and lab inquiry, microscope work, dissections, research, hands-on projects and tests.

PHYSICAL WORLD (earth science)

(10) 1.0 Credit; Required.
Note: If students meet prerequisites and/or with instructor approval, students may opt to take Chemistry and Physics instead.
Physical World emphasizes introductory concepts and processes for science topics including chemistry and earth science. The course will focus on scientific inquiry, labs, and experiential learning. The properties of matter will be investigated, with an emphasis on the interactions of matter; other topics include learning about the geology of our area and beyond, natural resources, natural hazards and how changes in climate have influenced human activity. This course is designed for sophomores who have successfully passed Biology.

CHEMISTRY

(10, 11, 12) 1.0 Credit; Selective
Prerequisites: Biology and Geometry (with a grade of B or better in both classes) (or instructor approval)
NOTE: If students opt to bypass Physical World, they must get instructor approval. Students must complete Chemistry A with a passing grade to advance to Chemistry B.
The major topics covered in chemistry will be safe handling of chemicals and laboratory equipment, atoms and molecules, molecular bonding, chemical reactions and equations, compounds and mixtures, gases, and the periodic table of the elements. This class is highly recommended for college prep students. Good algebra skills are necessary for an understanding of this class. This class will involve chemical laboratory inquiry, book work and tests.

PHYSICS

(10, 11, 12) 1.0 Credit; Selective

COURSE OVERVIEW / EXPECTATIONS

Prerequisites: You must have completed the following courses at a grade B or better:

- Math equivalent to Geometry A/B or higher; we will apply basic trig functions (sin, cos, tan) extensively in this class. We will refresh and practice these skills, but students whose only exposure was in Geometry should consider how well they understood basic (SOH CAH TOA) trig principles when they first learned them as a guide to the appropriateness of this class.
- Biology A & B
- Physical World A & B or instructor approval
- Students must complete Physics A with a passing grade to advance to Physics B

Note: If you do not meet these requirements talk to the teacher or counselor immediately. This course will be extremely difficult to pass without these minimums.
Course Description

The first semester (Physics A) will cover mechanics, including Newtonian motion, vectors, momentum, energy, work, rotational kinetics and gravitation. The second semester (Physics B) will cover wave motion as applied to sound and light, electricity, magnetism, thermodynamics and nuclear physics and/or special relativity (as time allows).

Students will set up and conduct lab activities as a means of gaining insight into the physical laws related to these topics. Labs are an essential part of the course, and must be conducted safely in conformance with all safety procedures. Failure to adhere to our zero-tolerance safety standards will have an immediate impact on students’ participation in the class.

Grading for the course will be based on lab activities and reports, participation in class discussions / work activities, homework, problem sets, and tests according to the approximate targets shown on the back of this page.

Standards/Learning Objectives

1. Students will work in the lab, conduct experiments, and use equipment and technology in a safe and respectful way. (Physics A and B.)
2. Students will use the metric system in measurement and problem solving, and will present data with the appropriate number of significant digits, using scientific notation where appropriate, and using the Factor Label Method to convert answers to appropriate units. (Physics A and B.)
3. Students will organize and show computational work in a systematic way (summarizing information that is given and wanted, clearly identifying variables, solving formulas algebraically before substituting arithmetic values, and employing other best-practices for minimizing errors). (Physics A and B.)
4. Students will use computers and technology as an aid in experiments to collect, interpret and present data. (Physics A and B.)
5. Students will use the concepts and processes involved with scientific inquiry in experiments. (Inquiry skills are used in Physics A and B.)
6. Students will understand and apply the major principles of mechanics, motion, and energy. (Physics A.)
7. Students will understand and apply the principles of wave motion to light and sound. (Physics B.)
8. Students will understand and apply the principles of electricity and magnetism. (Physics B.)
9. Students will understand the principles of atomic and nuclear physics. (Physics B, optional depending on time in course.)

Student Responsibilities and Expectations

1. Students will need to supply themselves with a scientific calculator that can handle exponents and scientific notation, trigonometric functions (sine, cosine and tangent), and log functions. Students will not be permitted to use pre-programmed algorithms for assignments and tests.
2. Students will need to supply themselves with a bound composition book. In their composition book, students will keep class notes, reading notes, lab records and data, and written reflections. Because they are the primary reflection of the students’ work habits, these lab notebooks will occasionally be collected and graded.
3. In addition, students are expected to maintain a 3-ringed course binder where they will collect and organize (for their own use and reference) all materials which are handed out or generated during this course.
4. Students will also need a ruler/straightedge, highlighting pens (capable of writing in at least three different colors), and other typical class supplies.
5. Students will be issued a school text book (Conceptual Physics, by Paul G Hewitt, 1999). Students are expected
to take good care of the book, to make no marks in it, and to return it in the same condition it was issued to them. This is a highly readable and at times even entertaining book. Over the term of Physics A and B, each student is expected to read all applicable chapters of this book in their entirety, even if each page is not specifically assigned and “due” on a given day. Supplemental problem sets will be used to add rigor to the course.

6. Students are expected to arrive at class on time and prepared with all materials and equipment necessary to participate fully. In particular, each day they should have their textbook, calculator, lab book and pens/pencils with them in class.

7. Students will be courteous and respectful to all people in the classroom at all times, and will be held accountable for the maintaining a productive learning environment at all times.

8. Students will cooperate and work in groups during lab activities, working safely at all times. Team members will generally work together to collect data, but turn in separate lab assignments. Each member of a lab group is expected to understand and contribute to all aspects of the group activity, and to monitor each other’s safety.

9. Per school policies, students who are absent are expected to make up missed work as soon as possible and practical. If a student misses a lab activity, that student will be responsible for collecting lab data from other students and completing written assignments. In some circumstances (based on timing and feasibility), students may be required to make up the complete lab and generate their own data set outside of class time.

10. If students anticipate missing class for sport events or other pre-planned reasons, they are expected to pick up assignments in advance and complete work on the assigned schedule or immediately upon their return to class. Sports and other planned activities do not automatically qualify students for extensions to scheduled work.

11. Students are encouraged to anticipate and communicate scheduling conflicts in advance. I am generally charitable about granting extensions in advance, but hold a hard line about excuses after the fact.

12. Students who need additional help are encouraged to arrange time to come in to receive it. Most of the concepts in this course build on themselves; falling behind can be fatal to the course grade.

13. Homework is due at the start of class unless otherwise announced. Late work will be accepted up to one week after the original due date or before the applicable unit test, whichever comes first. Late work will receive 50% of the credit which would have been earned had it been on time. Some designated assignments will not be accepted late.

14. Students must pass the first semester to move on to the second trimester. Both semesters need to be taken in the same school year.

Grading
Grades for this college-prep course are heavily weighted toward tests and lab reports. Points will be allocated roughly:

~90% Demonstration of understanding of the various content strands of the curriculum, including:
  • Linear and Projectile Motion
  • Forces and Friction
  • Momentum, Work and Energy
  • Circular Motion

The primary vehicles for demonstration of proficiency in these content strands are tests and quizzes, although lab activities, presentations, and other work may be included under this heading.

~10% Work habits, which will include timely completion of all practice work assigned, active participation in all class-based activities and current, thorough and well-organized reading and class notes.

ADVANCED PLACEMENT (AP) BIOLOGY A & B
(11, 12) 1.0 Credit; Selective
Prerequisites: Biology & Chemistry
AP Biology offers students the opportunity to participate in an internationally recognized program of study. This program
has high standards that are widely known and regarded. The AP Biology course is designed to be the equivalent of a two semester college introductory biology course usually taken by biology majors during their first year. The course will unite the major content areas of molecules and cells, heredity and evolution, and organisms and populations. It will cover laboratory activities, book work, and tests.

INTERDISCIPLINARY ENVIRONMENTAL EXPEDITION (I.E.E.)
(See course description in English section)

ANATOMY & PHYSIOLOGY (see also under Health)
(10, 11, 12) .5 Credit; Selective
This course will cover topics in biology in more detail than in general biology and also some topics that were not covered. The main focus will be on the organ systems of the human body along with some review of biochemistry, cells, DNA and protein synthesis. Laboratory activities, especially dissections, will be a major component of this course.

ASTRONOMY
(10, 11, 12) .5 Credit; Selective
In this course, students will gain basic knowledge of astronomy and the universe as we currently understand it. Through learning about astronomy, students will build a greater appreciation of the stars, sun, solar system, and moon, and in turn become more cognizant of the world around them. Students will learn the concepts of spectroscopy and how to use a telescope to identify different celestial bodies. They will become fluent in the fundamental vocabulary. Through addressing the history of astronomy and the findings of famous astronomers, students will gain an understanding of how we have reached the knowledge we now have of the universe. The class will be projected-oriented and will include required star-gazing sessions.

APPLIED ENGINEERING: STEM (not offered 2017-18)
(10, 11, 12) .5 Credit; Selective
This course offers students an opportunity to work as a team to design and build a real-world engineering project. The class project will apply principles of science, technology, engineering and mathematics learned in other classes at Sisters High School. While the course will include intermediate and academic milestones, students will primarily be held accountable to the team for completion of their assigned portions of the overall project, just as they would when working on a project team in a real-world setting.

ORGANIC FARMING (GREENHOUSE)
.5 Credit; Selective
Prerequisites: Biology A & B
This course will look at the history of agriculture and its importance to our environment, economy and health. It will introduce students to basic plant physiological processes and help them develop the decision making skills needed to design, supervise and maintain a greenhouse. This greenhouse will eventually provide food for our schools and businesses in our Sister’s community.

HEALTH
1.0 credit must be successfully completed for graduation.
HEALTH 1
.5 Credit; Required
This required class is fast paced, hands-on and exciting. Discover why and how being healthy physically, mentally, socially and emotionally will benefit everything you are and will do in life. The topics that will be covered include: communication, social behavior, media influence, drugs and alcohol, adolescent sexuality, abstinence, nutrition, CPR and first aid, disease and illness, and body systems. This class will prepare students to be health literate (to obtain, interpret, and understand basic health information and services) and to use such information in health-enhancing ways.

HEALTH 2
.5 Credit; Required
Prerequisite: Health 1
Students will develop a “sense of person” and a “sense of action” for life-long healthy decision making. Topics of study include: personality awareness; disease and illness; environmental health; media influence; body image; personal abuse (eating disorders, alcohol addiction, drug addiction, suicide, and sexual promiscuity); violence (domestic violence, child abuse, sexual harassment, rape, hate crimes, bullying, school shootings, etc.); identify, prevent and treat the cycle of victimization; adolescent sexuality; mental health; and death and grief. Students will be prepared with the necessary tools to identify, prevent and take action on the many debilitating issues that plague our society.

MEDICAL / HEALTH CTE (Career Technical Education) PATHWAY

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
<th>CERTIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Care</td>
<td>9th-12th</td>
<td>* CPR/First Aid/AED Certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Wilderness First Aid Cert.</td>
</tr>
<tr>
<td>Medical Terminology 1</td>
<td>9th-12th</td>
<td>* Possible KCC credit</td>
</tr>
<tr>
<td>Medical Terminology 2</td>
<td>9th-12th</td>
<td>* Possible KCC credit</td>
</tr>
<tr>
<td>Sports Medicine</td>
<td>10th-12th</td>
<td>* CDC Concussion Cert.</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology</td>
<td>10th-12th</td>
<td>* COCC Credits (BI 121)</td>
</tr>
<tr>
<td>Health Occupations w/ St Charles Medical Rotations</td>
<td>10th-12th</td>
<td>* COCC (EMT 170) /KCC (AH 100)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* HIPAA Certification</td>
</tr>
<tr>
<td>EMS / Fire</td>
<td>10th-12th</td>
<td>* COCC Credits (SFS 101)</td>
</tr>
<tr>
<td>Health / Medical Internship</td>
<td>11th-12th</td>
<td>* CPR/First Aid/AED</td>
</tr>
<tr>
<td>Online CTE Courses: see offerings</td>
<td>10th-12th</td>
<td>*</td>
</tr>
</tbody>
</table>

Graduate with the prestigious Medical/Health CTE (Career Technical Education) Certificate when you pass at least 6 of the above courses.

EMERGENCY CARE*
(9, 10, 11, 12).5 Credit
You will fall in love with this exciting, hands-on, skills you will use for a life-time, eye opening, jaw dropping, practical class. Have you ever witnessed a person getting injured? Do you have a war-wound story of your own? Of course you
do. That is why this class is so practical. Injuries are inevitable, so learning the skills to identify, prevent and treat most first aid situations is something you can take from this class and use the rest of your life! This course will also enable you the opportunity to gain certification my Medic First Aid in Adult, Child and Infant CPR and First Aid and Automated External Defibrillation. There is a large Outdoor Survival and Wilderness First Responder section as well. Be ready for the Great Outdoors by learning the ins and outs of snow shelter building, avalanche safety and training, how to start a fire or collect water in a survival circumstance. Bottom line, this course can offer you the assurance of knowing that you have the skills necessary to help save a life… maybe even your own!

*For students seeking to graduate with the prestigious Career Technical Education Certificate for Health & Medicine, a total of 6 Medical/Health courses (3 credits) must be completed.

SPORTS MEDICINE*

(10,11,12) .5 Credit
Sports Medicine is a hands on class designed for students interested in the fields of athletic training, physical therapy, nursing, medicine, fitness training, EMT/Paramedic, exercise physiology, kinesiology, chiropractic, acupuncture, sports nutrition, x-ray/MRI, sports psychology, wilderness medicine or simply an athlete that wants the advantage of knowing how to prevent, treat and rehabilitate their own injuries. This class will involve hands-on instruction and application in taping injuries for prevention and treatment, injury assessment, splinting, bandaging, and simulations that identify different mechanisms of injury. Local medical/health professionals will provide presentations and hands-on labs to engage students in this most exciting form of medicine.

*For students seeking to graduate with the prestigious Career Technical Education Certificate for Health & Medicine, a total of 6 Medical/Health courses (3 credits) must be completed.

ANATOMY & PHYSIOLOGY*

(10, 11, 12) .5 Credit; Selective
This course will cover topics in biology in more detail than in general biology and also some topics that were not covered. The main focus will be on the organ systems of the human body along with some review of biochemistry, cells, DNA and protein synthesis. Laboratory activities, especially dissections, will be a major component of this course.

*For students seeking to graduate with the prestigious Career Technical Education Certificate for Health & Medicine, a total of 6 Medical/Health courses (3 credits) must be completed.

HEALTH OCCUPATIONS w/ ST. CHARLES ROTATIONS*

(11, 12) .5 Credit
This course provides an overview of the health care professions that include employment trends, continued education requirements, ethics, current health issues, job search strategies and the opportunity to gain HIPAA certification. Students can either be a part of the St. Charles Health Occupations Rotations or create their own health/medical job shadow experience (veterinary, chiropractor, ophthalmology, physical trainer, nutritionist, etc). St. Charles Rotations is limited to 20 SHS juniors or seniors that will experience 10 different departments at St. Charles Medical Center in Bend (cancer, lifeflight, pathology, maternity, E.R., nursing, clinical lab, etc).

*For students seeking to graduate with the prestigious Career Technical Education Certificate for Health & Medicine, a total of 6 Medical/Health courses (3 credits) must be completed.

E.M.S./FIRE*

(10, 11, 12) .5 Credit, COCC credits for EMT175 (Intro to EMS)
The Sisters-Camp Sherman Fire District will assist in this one-of-a-kind, impressive fire science and emergency medical program. No matter what medical field you seek, you will find epic, hands-on, experiential learning that will build your confidence in pursuing any medical field. Students who enroll in this course will learn first responder medical and
firefighting skills. Instructors with the Sisters-Camp Sherman Fire District, Oregon Department of Forestry, and Cloverdale Rural Fire Protection District will provide classroom and hands on training for students interested in a possible career in the emergency services industry. Guest instructors will include paramedics, firefighters, smoke jumpers, air ambulance paramedics, arson investigators, specialty rescue teams, x-ray technicians, etc. This course will offer opportunities for students to learn and even experience various careers in the emergency services industry; provide skills and personal connections for seasonal employment with wildland firefighting agencies, volunteer firefighting; and preparedness to apply for available full-ride scholarships to attend COCC (tuition and housing) for the paramedic/firefighting program.

*For students seeking to graduate with the prestigious Career Technical Education Certificate for Health & Medicine, a total of 6 Medical/Health courses (3 credits) must be completed.

HEALTH/MEDICAL INTERNSHIP*
(10, 11, 12) .5 Credit
Students interested in doing a medical/health internship with a local medical/health professional, can create an individual, long-term internship with Mrs. Johnson. Examples include, but are not limited to: physical therapy, physical training, veterinary medicine, dental, chiropractor, acupuncturist, massage therapy, nutritionist, volunteer firefighter, etc.

*For students seeking to graduate with the prestigious Career Technical Education Certificate for Health & Medicine, a total of 6 Medical/Health courses (3 credits) must be completed.

### Online Medical/Health CTE Courses:

<table>
<thead>
<tr>
<th>Online CTE Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Medical Terminology - A</td>
<td>0.5</td>
</tr>
<tr>
<td>Applied Medical Terminology - B</td>
<td>0.5</td>
</tr>
<tr>
<td>Health Science 1 – A</td>
<td>0.5</td>
</tr>
<tr>
<td>Health Science 1 – B</td>
<td>0.5</td>
</tr>
<tr>
<td>Health Science 2 – A</td>
<td>0.5</td>
</tr>
<tr>
<td>Health Science 2 – B</td>
<td>0.5</td>
</tr>
<tr>
<td>Introduction to Veterinary Science</td>
<td>0.5</td>
</tr>
<tr>
<td>Principles of Health Science – B</td>
<td>0.5</td>
</tr>
<tr>
<td>Psychology – A</td>
<td>0.5</td>
</tr>
<tr>
<td>Psychology – B</td>
<td>0.5</td>
</tr>
<tr>
<td>Child Development &amp; Parenting – B</td>
<td>0.5</td>
</tr>
</tbody>
</table>

See Mrs. Johnson for a full description of each Online CTE Course.
PHYSICAL EDUCATION

1.5 credits must be successfully completed for graduation.

FITNESS THAT FITS
(9, 10, 11, 12) .5 Credit; Elective
It is time for Body and Soul Fitness! Fitness that Fits YOU, your lifestyle and health goals. This class is ALL about overall Wellness (Mind – Body – Soul). Our class will introduce you modern exercise programs, phone apps and techniques of today that are designed to give you variety and fit your overall fitness goals. Yoga, Pilates, Martial Arts, Nature Walks/Jogs, Meditation, Deep Breathing, Visual Relaxation, Tai Qi, fitness games and a sampling of popular, effective programs such as: Focus T25, P90X, PiYo, Insanity, Hip Hop Abs, Brazilian Butt Lift, 21 Day Fix, TurboFire, Jillian Michael Shred and much more. On Wednesday Wellness Workshops, we will learn how to MOVE better, SLEEP better, EAT better, BREATHE better and BE better! We will work on ways to boost your metabolism, fine-tune your diet, bring balance to your life, and gain tools for healthier relationships, anger management, self-defense, how not to be a victim in life, and stress reduction. ANY level of Fitness is welcome – this is an individual program in a friendly, safe, supportive atmosphere.

PERSONAL FITNESS
(9, 10, 11, 12) .5 Credit; P.E. Elective
Course will include: 1. Basic human anatomy and physiology in relation to strength and conditioning training: 2. Basic lifting formats, circuits, and sets of primary and secondary lifts: 3. Information on machine and free weight, technique and safety: 4. Cardiovascular conditioning, from long aerobic work to explosive anaerobic activities. Lecture days will be interspersed throughout the trimester.

SPORTS FIT
(9, 10, 11, 12) .5 Credit; P.E. Elective
Sports Conditioning will utilize a Functional Training approach to maximize students' speed, agility, core power & strength, cardiovascular endurance, coordination, muscular balance and injury prevention strategies. Your body is designed to move, but under the premise that it has all the tools needed to move correctly and efficiently. This class is designed to create an environment that forces the athlete to learn how to use all aspects of muscular movement with increased athletic reaction. This class will combine core power and strength in the weight room, with functional and plyometric movements in the gym, sand pit and surrounding facilities. We will work at an intensity level that is uncomfortable to most, but necessary to achieve maximum gains over the next 12 weeks. This class is designed for the student who is serious and focused about maximizing his or her athletic ability – You must be all in!

PROJECT UNIFY
(9, 10, 11, 12) .5 Credit
A course description will be available soon. In the meantime, see Mr. Roth or Mr. Nordell for information.

INTERDISCIPLINARY ENVIRONMENTAL EXPEDITION P.E.
(11) 1.0 Credits; Elective – taken with other I.E.E. Courses
Each student is introduced to a variety of life-long fitness activities. These activities include: backpacking, rock climbing, orienteering, mountain biking, rafting, jogging, fly fishing and camping. This is a course that integrates physical activities with academic subject areas. The course leads to culminating outdoor activities in the fall and
spring. Students also learn to write a personal fitness plan and keep an exercise log during the trimester. (See also description under English section.)

INTERDISCIPLINARY ENVIRONMENTAL EXPEDITION INTERN

(12) 1.0 Credit; Elective

Prerequisite: Instructor approval and must have completed I.E.E.

Each student will be involved in a variety of outdoor oriented activities and will learn basic skills in each of these activities. Students will also be setting up youth recreation programs and will be involved with local recreational businesses. Students will serve as science and recreation mentors for a variety of classes, K-11.
ELECTIVE/SELECTIVE COURSES

FOREIGN/SECOND LANGUAGE

SPANISH 1
(9, 10, 11, 12) 1.0 Credit
This introductory course gives students the opportunity to learn about Spanish speaking countries, people, and their cultures. The basic grammar and vocabulary will help students communicate with each other as well as native speakers. Students will use a text, listen to tapes, interview classmates, write short compositions, and see films. With the addition of art and history, our introductory course is complete.

SPANISH 2
(9, 10, 11, 12) 1.0 Credit
Prerequisite: Spanish 1 or placement test
After reviewing basic grammatical structures and vocabulary learned in Spanish 1, students will expand their ability to orally express the language. Reading short articles and orally participating in class will increase their communication skills, cultural awareness and gaining oral proficiency. Tapes, films, music, and slides will be part of class activities in addition to oral communication, oral reports incorporating cultural and historical events of the foreign language, and original dialogues.

SPANISH 3
(11, 12) 1.0 Credit
Prerequisite: Spanish 2 or placement test
The third class offers a continuation of all previous work completed. In addition to the usual grammar and vocabulary building, students will read short stories, a short novels, poetry, and translate newspaper and magazine articles. There will be more emphasis on communicating only in Spanish. Students will sustain simple conversations, use questions and answers, and interact in limited situation in past, present, and future tenses.

CHINESE (MANDARIN) 1
(9, 10, 11, 12) 1.0 Credit
Prerequisite: none
This course will develop a working knowledge of the Mandarin sound system, basic sentence structure, and fundamental grammatical concepts with related terminology. The basic language skills of reading, listening, speaking and writing will be targeted. Students will also be introduced to the cultural and geographic environment of China.

CHINESE (MANDARIN) 2
(9, 10, 11, 12) 1.0 Credit
Prerequisite: A grade of a “C” or better in Chinese (Mandarin) 1B or equivalent demonstrated level of fluency.
This course continues Chinese (Mandarin) 1A & B in continued development of a working knowledge of the Mandarin sound system, basic sentence structure, and grammatical concepts with related terminology. The basic language skills of
reading, listening, speaking and writing will continue to be targeted. Students will also study the cultural and geographic environment of China in greater depth.

**CHINESE (MANDARIN) 3**

9, 10, 11, 12 | 1.0 Credit
---
Prerequisite: A grade of a “C” or better in Chinese (Mandarin) 2B or equivalent demonstrated level of fluency.

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

**ADVANCED PLACEMENT (AP) CHINESE (MANDARIN) 4**

9, 10, 11, 12 | 1.0 Credit
---
Prerequisite: Chinese (Mandarin) 3B or placement test

AP Chinese is a four trimester, two year program that covers the equivalent of a second year college Chinese course. Classes are taught in Chinese, meeting 3~4 times per week, in one hour ten minute sessions for eighteen weeks per semester.

To qualify for AP Chinese, students must complete six semesters or three years of Mandarin, or the equivalent of a first year college Chinese course.

The course is designed to provide students with varied opportunities to further develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); and the five goal areas (communication, cultures, connections, comparisons and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century.

**ADVANCED PLACEMENT (AP) CHINESE (MANDARIN) 5**

9, 10, 11, 12 | 1.0 Credit
---
Prerequisite: Chinese (Mandarin) 4B or placement test

AP Chinese is a four trimester, two year program that covers the equivalent of a second year college Chinese course. Classes are taught in Chinese, and meet 3~4 days per week, in one hour ten minute sessions for eighteen weeks per semester.

To qualify for AP Chinese, students must complete six semesters or three years of Mandarin, or the equivalent of a first year college Chinese course.

The course is designed to provide students with varied opportunities to further develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); and the five goal areas (communication, cultures, connections, comparisons and communities) as outlined in the Standards for Foreign Language Learning in the 21st Century.

**CHINESE (MANDARIN) 6**

9, 10, 11, 12 | 1.0 Credit
---
Prerequisite: A grade of a “C” or better in Chinese (Mandarin) 5B or equivalent demonstrated level of fluency.

Chinese Mandarin 6A & B is a continuation of Mandarin 5B. It is focused on preparing students for the Chinese AP test, given normally in May of each year.
CREATIVE & VISUAL ARTS

Drawing and Painting (formerly Art 1A)  
(9, 10, 11, 12) .5 Credit  
This art course is designed to introduce students to the basics of drawing by addressing observation, line quality, light and shade, rendering form, composition, surface manipulation, illusion of depth, mark making, and pattern. Students will also be introduced to the basics of painting by addressing color mixing, color theory and schemes, painting techniques, and composition based on research of historical art works. Emphasis will be placed on the following:
- Observation from life in charcoal and pencil
- Research of historical painters and their styles
- Pen and ink drawing
- Critique and aesthetics; judgement and analysis

2D and 3D Design (formerly Art 1B)  
(9, 10, 11, 12) .5 Credit  
This art course is designed to introduce students to different ways they can engage and compose 2D and 3D space through a variety of art making techniques. Students will learn to understand and use the elements and principles of design to describe, judge, and analyze artwork. Emphasis will be placed on the following:
- Art production in the areas of cut paper design, printmaking, jewelry, ceramic sculpture, and computer graphics
- Research of sculpture history
- Critique and aesthetics; judgement and analysis

ADVANCED ART – I/II/III/IV+  
(9 with prerequisites, 10, 11, 12) .5 Credit  
**Prerequisite:** Grade of B or better in both Drawing and Painting AND 2D and 3D Design or instructor approval  
This is a combined course for the more serious art student who is ready to take their basic skills and build upon them. Students may take Advanced Art as many times as they like. Projects will be rotated or altered so students are not repeating lessons. Students will delve more deeply into advanced techniques that build upon the skills learned in the beginning courses, Drawing and Painting and 2D and 3D Design. Each term project curriculum balances between 2D and 3D, and between technical skill and process/conceptual art. Curriculum does not include that which is covered in Jewelry and Ceramics courses. Emphasis will be placed on:
- Design and Creativity in Production
- Appreciation and Critique
- Art History
- Career Awareness
Responsibility and Independent work skills in a project-based setting

CERAMICS - I/II/III/IV+
(9, 10, 11, 12) .5 Credit

Prerequisite: 2D and 3D Design, or instructor approval
This course is designed to give students an overview of terms, techniques and processes, tools, and materials of ceramics (both hand-building and wheel). Projects become more complex as you continue into advanced levels. There are multiple levels of Ceramics within each course, each with their own skills and requirements.
Emphasis on:
Art/craft production and Quality
Design/creativity
Function
History/culture
Appreciation/aesthetics
Career awareness
Responsibility and safety in a project-based setting

JEWELRY – I/II/III/IV+
(10, 11, 12) .5 Credit

Prerequisite: 2D and 3D Design, or instructor approval
This course is designed to give students an overview of terms, techniques and processes, tools and materials for casting and fabrication in metal. Projects will become more complex as you progress into advanced levels. There are multiple levels of Jewelry within each course, each with their own skills and requirements. Emphasis will be placed on:
Art/craft production and Quality
Design/creativity
Function and wearability
History/culture
Appreciation/aesthetics
Responsibility and safety in a project-based setting

AP STUDIO ART – Drawing, 2D Design, or 3D Design
(11 with approval, 12) 1.0 Credit

Prerequisite: At least two terms of Advanced Art, Ceramics, or Jewelry
This is a yearlong independent capstone course for the serious art student who is ready to design their own study and focus in two parts: Concentration and Breadth. Drawing/2D students will make and submit 12 breadth pieces and 12 in a concentration of their choice. 3D students with make and submit 12 breadth pieces and 8 in a concentration of their choice. Students need to connect with a find a mentor artist to critique their work throughout the year. Emphasis will be placed on:
Design and Creativity in Production
Quality
Artist Voice/Expression
Documentation of Portfolio
Career Awareness
Submission of Portfolio to AP
Writing Artist Statement
Responsibility and Independent work skills in a project-based setting
MUSIC & PERFORMING ARTS

WIND ENSEMBLE (formerly Concert Band)
(9, 10, 11, 12) .5 Credit each term
Prerequisite: Middle School Band or previous private instruction
The Sisters High School Wind Ensemble is committed to musical excellence through performance of quality and varied musical literature. Students of the Wind Ensemble are required to perform three concerts (Fall, Winter and Spring), in some school assemblies, and for various festivals and competitions around the Northwest. They are also asked to march in two Spring parades (MOTH and Rodeo), as well as participate in pep band for football season and basketball season as schedules allow. Students who are proficient on string instruments (violin, viola, cello and double bass) are also encouraged to participate.

JAZZ BAND
(9, 10, 11, 12) .5 Credit each term; Offered as an Early Bird Class only
Prerequisite: Audition and instructor approval
Required: Concurrent enrollment in Wind Ensemble
The Sisters Outlaw Jazz Band is the premier instrumental ensemble in the district, and is available only upon a successful audition and instructor approval. The Jazz Band performs a variety of musical styles, including; swing, latin, funk, rock, and fusion, among others. Students will develop extended musical techniques, gain enhanced theory knowledge, and receive training in arranging and improvising. Each year this ensemble travels to festivals and competitions around the Northwest and beyond. The Jazz Band is also expected to participate in additional performances such as; football and basketball games, Holiday Showcase, My Own Two Hands, and other miscellaneous events throughout the year. Eligible instruments include; Saxophone (alto, tenor, bari), Trombone, Trumpet, Drum Set, Bass, Piano, and Guitar. Auditions are held in the Spring.

CONCERT CHOIR / MUSICAL THEATER CHOIR
(9, 10, 11, 12) .5 Credit each term (students are encouraged to be in choir all year)
The Sisters High School Concert Choir is committed to musical excellence through the performance of quality vocal literature. It is open to any interested students. Singing experience is helpful but not as important as a desire to learn. During the 2nd and 3rd trimesters, excellence will be achieved through the study of music theory and the performance of music from a variety of periods and styles. Participation in festivals and concerts is required.

During the 1st trimester of Concert Choir class, students will learn the art of musical theatre staging, dancing, vocal stylings and acting. Most rehearsals will take place during the school day. After school rehearsals and performances are sometimes required. Students will learn a full-scale musical or musical medley and perform it at the end of the trimester. Open auditions for lead roles occur at the end of the previous school year. All students are welcome to join the chorus without audition.
JAZZ CHOIR
(9, 10, 11, 12) .5 Credit per trimester; Offered as an Early Bird Class only
Prerequisite: Audition and instructor approval
Required: Concurrent enrollment in Concert Choir/Musical Theater.
The Sisters High School Jazz Choir performs a variety of vocal jazz styles. Singing experience is necessary as well as a willingness to try dance and movement when appropriate to the literature. Members will develop special performance techniques required by the many different styles of jazz. Emphasis will be on swing, blues, ballad, pop and vocal jazz. Students will be encouraged to perform both written and improvised solos. Participation in festivals, performances and fundraising activities is required. Every year the Jazz Choir takes an educational performing trip in the Spring. Auditions are held in the spring.

AMERICANA PROJECT
(9, 10, 11, 12) .5 Credit
Prerequisite: Highly encouraged to have access to guitar at home. 25 student cap.
This class is a study of the roots of folk music in our culture. The students are provided the opportunity to learn the basics of playing the guitar and songwriting, while they gain an understanding of how music has formed and shaped historical, cultural, and social events in America. Students will perform their songs in class, as well as have many opportunities to perform outside of school. World-Class professional musicians often visit the class and give workshops on songwriting and performing. Students also learn to engineer sound and recording equipment. At the end of every year, selected Americana Project students produce a full-length, professional CD of their original music.
DESIGN / TECHNICAL / VOCATIONAL ARTS

SHS Engineering, Design, Technology & Vocational

<table>
<thead>
<tr>
<th>COURSE</th>
<th>GRADE</th>
<th>CERTIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woods I</td>
<td>9th-12th</td>
<td></td>
</tr>
<tr>
<td>Introduction to Engineering and Design</td>
<td>9th-12th</td>
<td>Possible COCC credit</td>
</tr>
<tr>
<td>Manufacturing and Technology</td>
<td>9th-12th</td>
<td>Possible COCC credit</td>
</tr>
<tr>
<td>Architectural Design</td>
<td>9th-12th</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>9th-12th</td>
<td></td>
</tr>
<tr>
<td>Woods II</td>
<td>11th-12th</td>
<td></td>
</tr>
</tbody>
</table>

*Most of these courses work toward the Capstone class of building a Guitar in the Wood II class

ARCHITECTURAL DESIGN
(9, 10, 11, 12) .5 Credit

This class is in an architectural format. We will gain an understanding of basic house design, and architectural concepts while exploring careers that are connected to the building industry. A community project will be taken on where students will work as a team to create drawings that will be submitted to the county for approval. This activity will help the
student understand the process on building a house.

WOODS 1
(9, 10, 11, 12) .5 Credit
This is an introductory level course. The objective is to gain an understanding of basic woodworking, the use of woodworking tools and the standards for a safe woodshop. Class activities include a safety test on all tools used and the ability to complete a myriad of projects, including an Adirondack chair, a bowl, and individually designed projects.

WOODS 2 ~ Guitar
(11, 12) 1.0 Credit
Prerequisite:
- High School Woods 1 and Instructor Approval
- $200 fee for the course
In this course students build upon the skills learned in Woods I by expanding their scope and creativity to build an acoustic guitar. Students design their own instrument expressing their creativity in wood selection and inlay designs. This is a long term project that requires development of time and money management. Students have the opportunity to work with some of the best luthiers in the Pacific Northwest. This class is a two term class.

WOODS 2 ~ Ukulele
Prerequisite: High School Woods 1 and instructor approval/application.
(9, 10, 11, 12) .5 Credit
Description similar to Woods 2 Guitar but course is one term in length with an end product of a ukulele.

CONSTRUCTION 1
(9, 10, 11, 12) .5 Credit
Prerequisite: Instructor Recommendation
Construction class is designed to help students understand how to build a house. Safety and the use of tools and the standards for a safe jobsite will be an important part of this course. We will concentrate mostly on the framing of a house, starting with the foundation/floor systems, continuing on with walls, and roof. We will explore the career opportunities in the building industry in Central Oregon.
Skills and knowledge:
- Develop a vocabulary list
- Go over the terms of the trade
- Measurement Dimensions, Space, and Structures in U.S. Standards
- Understanding level, plumb, and square
- Estimate and calculate the amount of materials needed for a task or project.
- Calculate volumes (for concrete and fill)
- Understand the principles of, and how to use simple and complex machines
- Identify work site environmental and accidental hazards.
- Moving heavy objects.
INTRO TO ENGINEERING AND DESIGN
(9, 10, 11, 12) 1.0 Credit
This course is designed to introduce students to the popular computer aided drafting program Auto CADD. Work will include traditional engineering drafting assignments, as well as three-dimensional drawings. We will learn how to present problems/projects using a layout, scaling drawings, set-up or units, and limits. The class helps students understand geometry, and trigonometry using hands on curriculum.

MANUFACTURING TECHNOLOGY
(9, 10, 11, 12) .5 Credit
Manufacturing Technology is integrating systems through advanced design concepts. Students will research, design, build, and test products and processes using a number of engineering and manufacturing processes. Students will leave this class with proven experiences that will lead them on to future training and careers in business and industries related to manufacturing, transportation/power systems, and construction related fields.

FLIGHT SCIENCE CURRICULUM
Intro to Aviation/Flight Science
(9, 10, 11, 12) .5 credit
In this one semester class, students will gain a foundational understanding of all aspects of flight. Students will explore career paths and opportunities in aviation, history of aviation, basic aerodynamics, meteorology, physics, airplane instruments, aviation charts, navigation, weight and balance, and the prediction of airplane performance. In addition, students will have the opportunity to participate in an introductory flight provided by local Experimental Aircraft Association pilots. This experience automatically enrolls students in the EAA Young Eagles and will enable the students to access Sporty’s Pilot Shop online private ground school course.

Private Pilot Preparation
Prerequisite: Intro to Aviation/Flight Science
This is a year-long comprehensive private pilot ground school instructed by an FAA Certified Flight Instructor. The class will be taken concurrently with the Sporty’s Young Eagles Learn to Fly Course. The course is a practical and an academic pursuit, incorporating elements of chemistry, physics, mechanics, navigation, meteorology, and physiology as well as the legal, emergency, communication procedures all pilots must know. The final activity in this class is taking the FAA written private pilot knowledge test which covers these subjects in a comprehensive way, and serves as an authentic evaluation of student learning. Students who receive a passing grade on this examination will be ready for the next steps on their way toward their private pilot’s license.

Although the ground school portion of this class has been paid for by Sisters School District and a scholarship granted to each student by Sporty’s Pilot Shop and the Experimental Aircraft Association, to be successful in this class, students are encouraged to complete at least 30 hours of actual flight instruction from an FAA Certified Flight Instructor during the school year. This represents a financial investment of approximately $6000 per student, and although some of this may be covered by grants-in-aid, students are responsible for funding their own flight training through successful scholarship applications or personal support by their families and friends.

Due to FAA age limitations, students should only be enrolled in PPP if they will be turning 16 years of age during the course.
Sisters High School offers a yearlong class called Flight Science that meets every school day for a full period. The class is offered as an elective credit, and requires students to take the class all three trimesters of the school year, eventually earning 1.5 high school credits, while completing a comprehensive private pilot ground school. The course is a practical and an academic pursuit, incorporating elements of chemistry, physics, mechanics, navigation, meteorology, and physiology as well as the legal, emergency, communication procedures all pilots must know.

The final activity in this class is taking the FAA written private pilot exam which covers these subjects in a comprehensive way, and serves as an authentic evaluation of student learning. If students receive a passing grade on this examination they will not only earn a passing grade for the class, but will be ready for the next steps on their way toward their private pilot’s license.

Although the ground school portion of this class has been paid for by a scholarship granted to each student by Sporty’s Pilot Shop and the Experimental Aircraft Association, to be successful in this class, students are expected to complete at least 30 hours of actual flight instruction from an FAA Certified Flight Instructor during the school year. This represents a financial investment of approximately $6000 per student, and although some of this may be covered by grants-in-aid, students are responsible for funding their own flight training through successful scholarship applications or personal support by their families and friends.
BUSINESS & LEADERSHIP

LEADERSHIP
(10, 11, 12) .5 Credit
Leadership is designed to help students develop skills in planning and carrying out student events at SHS. ASB and class officers are strongly encouraged to take the class, but it is open to all students who have the desire and self discipline to work on student driven projects. The school activities planned in class will include dances, assemblies, fundraisers, and service projects. Students will work on goal setting, time management, problem solving, building consensus, communication, and many other skills essential to an effective leader. In addition to project planning, students will do class presentations, readings about leadership, research, and public speaking. Community service performed outside of class is also required each trimester.

PURSUE YOUR PASSION (not offered 2017-18)
(9, 10, 11, 12) .5 Credit
This course will probe the soul of entrepreneurship by exploring the elements key to the development a ‘sellable’ business plan. The ‘final test’ will be the student’s formal presentation of their business plan to a panel of business experts in a competition for ‘seed money.’ This unique course offering has been developed by and around Sisters Country business people who have been directly involved with entrepreneurial ventures; start-ups from scratch. They will assist the lead teacher in presenting material and sharing their business experiences. The guiding mission of the presenters is to light a fire in the belly of Sisters High School students; to convince them that they really can start their own business in pursuit of their passion. The course is designed to provide the students with the academic tools to make their pursuit a success, and more importantly, to make life-long business community connections that can help them turn their dreams into reality.

SCHOOL-TO-CAREER
(10, 11, 12) .5 - 4.0 Credits
The purpose of School-to-Career is to integrate relevant work experience into the academic process and create broad opportunities for all students, whether college-bound or workforce bound. Each student is bound by a contract, and works with a business partner toward accomplishing specific learning goals.

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

Students must provide their own transportation to STC programs

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

- **Paid Work Experience**
  
  *Training hours: 80 hrs = .5 credit; Prerequisite: None*
  
  Designed to link education and work experience, this takes place at work site. Employment will be procured by the student. In order to be awarded credit through Work Experience, students will be expected to complete a student workbook, document work hours, and complete periodic evaluations. This class will be graded as a P/NP.
● **Unpaid Internship/ Mentorships**  
  *Training hours: Varies; Credit: .5; Prerequisite: May require teacher recommendation*
  
  Designed to align with the student’s career interest area in order to provide a broader understanding in this career area. To receive credit, students will be expected to complete weekly production reports, compile internship hours, keep a journal of work duties and activities, type a reflective paper and complete an evaluation on the career related learning experience. This class will be graded as P/NP.

● **Cadet Teacher Intern**  
  *Credit: .5 - 1.0; Prerequisites: Excellent attendance, teacher recommendation*
  
  This program is designed to provide students with the opportunity for a realistic experience in the field of education. Students will be assigned to work with an elementary or middle school teacher(s). Primary focus will be on actual contact with students involved in the learning process (working with small groups and one-on-one situations). Other duties will include such activities as grading papers, record keeping, preparing bulletin boards and presenting lessons to the class.

● **Community Service / Volunteer Work**  
  *Training hours: 50 hrs; Credit: .5; Prerequisite: None*
  
  Students can earn credit for community service/volunteer work. In order to be awarded credit through STC, students will be expected to complete weekly production reports, compile volunteer hours, keep a journal of work duties and activities, type a reflection paper and complete an evaluation based on the career learning experience. Community Service/Volunteer work must be for public service or humanitarian purposes.
CULINARY ARTS

INTRO TO CULINARY ARTS

(9, 10, 11, 12) .5 Credit
Intro to Culinary Arts is a hands-on course to introduce and study food and basic nutrition. Students will learn; how to prepare a variety of foods, read and understand standardized recipes, the proper use of knives and kitchen equipment, how to keep food safe by practicing sanitation and how to prevent kitchen accidents. Skills required for the class include, reading and basic math. Throughout the course, students will develop skills such as working as a team, critical thinking, planning and organizing work and decision making. Students will be able to cook for themselves, make healthy choices and be able to plan and prepare meals. Lab activities will be planned as a cook and eat experience. Students will have the opportunity to earn a Deschutes County Food Handlers Card.

CULINARY ARTS 2

(9, 10, 11, 12) .5 Credit
Prerequisite: Intro to Culinary Arts with a passing grade
Culinary Arts 2 takes off where Intro to Culinary Arts leaves off, exploring food and cooking techniques, safety & sanitation as well as nutrition. Students explore professional cooking, practice cooking techniques, and master knife skills. College credit can be earned in these courses through articulation with COCC.

CULINARY BUSINESS

(10, 11, 12) .5 Credit
Culinary Business is a hands on course to introduce and study food and basic nutrition and the business behind starting a food service operation. Students will learn: how to prepare a variety of foods, read and understand standardized recipes, the proper use of knives and kitchen equipment, how to keep food safe by practicing sanitation and how to prevent kitchen accidents. Skills required for the class include, reading and basic math. Throughout the course, students will develop skills such as working as a team, critical thinking, planning and organizing work and decision making. Students will be able to cook for themselves, make healthy choices and be able to plan and prepare meals. Lab activities will be planned as a cook and eat experience. INTERN —

INTERNATIONAL FOODS

(9, 10, 11, 12) .5 Credit
International Foods is a hands on course to introduce and study food and basic nutrition. Students will learn: how to prepare a variety of foods from around the world, read and understand standardized recipes, the proper use of knives and kitchen equipment, how to keep food safe by practicing sanitation and how to prevent kitchen accidents. Skills required for the class include, reading and basic math. Throughout the course, students will develop skills such as working as a team, critical thinking, planning and organizing work and decision making. Students will be able to cook for themselves, make healthy choices and be able to plan and prepare meals. Lab activities will be planned as a cook and eat experience.
CULINARY ARTS 3  
*(11, 12)* .5 Credit  
Students work hands on with the Nutrition Staff in the production kitchen preparing meals, checking in supplies, and taking inventory, ordering supplies, and helping with catered events. Skills required for this course include reading and basic math, willingness to work as a team, be able to work under time restraints and demonstrate proper sanitation and kitchen safety. Students are must follow the dress code set be the Sisters School District Nutrition Services Department  Students experience the actual food preparation and all aspects involved in the business of Quantity Food Services in the institutional food service world. Students will have the opportunity to earn a Deschutes County Food Handler’s Card.

**Curriculum offerings for Culinary Arts in the future will be:**
Culinary Essentials, Sanitation, Garde Manger, Food Science, Nutrition for the Food Service & Culinary Professional, Professional Baking, Professional Table Service, International Foods and the Professional Chef. (For a description of the different curriculums offered see below.) Students will also have the opportunity to be involved in the food service marketing and management at Sisters High School as well as be a part of catered events. Students will have the opportunity to earn their Deschutes County Food Handler’s Card.

**Professional Baking**
The goal of this class is to provide students with a practical foundation in baking practices, including selection of ingredients, proper mixing and baking techniques, make up and assembly and decoration and presentation. The emphasis is on producing high quality products. Recipes are selected to provide the students practice with a broad range of techniques. Students will be given the opportunity to receive college credit through articulation with COCC.

**Culinary Essentials**
The goal of this class is to give the student essential knowledge and skills that it takes to become a culinary professional. The student will learn the value of customer service; role of food service regulations, standards and management; why safety and sanitation must be controlled; how to use equipment found in a professional kitchen; how to use standardized recipes; and cooking techniques used in quantity food preparation. Students will be given the opportunity to receive college credit through articulation with COCC.

**Garde Manger**
The goal of this class is to provide the student with detailed coverage of cold food production, using proper selection, care and handling of ingredients; traditional preparation techniques and presentation ideas. Recipes are selected to give practical means of putting techniques to use and to provide recipes for a cross-section of foods found on menus worldwide. Students will be given the opportunity to receive college credit through articulation with COCC.

**Basic Sanitation**
The goal of this class is to provide the student with the ability to learn and retain comprehensive food safety knowledge. The student will learn all aspects of handling food, from receiving and storing to preparing and serving. The course gives science-based information on how to run a safe food service establishment. Students will be given the opportunity to receive college credit through articulation with COCC.

**Professional Table Service**
The goal of this class is to emphasize the importance of quality service. The student will learn proper handling of equipment; how to set up a waiters pantry and dining room; how to organize work schedules; establish service stations; how to understand the menu and its set up; set tables using the basic setup; and how to prepare for special events. Students will be given the opportunity to receive college credit through articulation with COCC.

**The Professional Chef**
The goal of this class is to provide the student with a look at cooking as a profession. The student who looks to cooking as a creative outlet will find this class valuable. The class will look at the history of cooking as a profession, and skills and attributes of a professional chef. The student will learn how to adapt recipes, review basic nutrition, science, safety and sanitation; how to pick the best quality ingredients. The student will achieve a good grasp of the basics that give the student the ability to apply the techniques and to begin to develop a sense of how cooking works. Recipes are selected to provide a wide range of possibilities to help master the basics and develop directions in their cooking careers. Students will be given the opportunity to receive college credit through articulation with COCC.

**Food Science**
The goal of this class is to study the production, processing, preparation, evaluation and utilization of food. The student will learn about food and how it affects their body. They will learn how food feels in their mouth and how important appearance, odor, sound as well as taste are in determining how they find food appealing or not. Experiments are selected to enhance the learning process using critical thinking and problem solving.

**Nutrition for Food Service and Culinary Professionals**
The goal of this class is to cover all aspects of nutrition that are essential to food service training. The class will cover personal nutrition, the role of nutrition in health, and the application of nutritional principals in food service operations, from purchasing to the preparation, management and marketing of healthy menu options. The course will give the student the foundation they need to put nutrition to work successfully in today’s food and beverage operations. Recipes are selected to help develop healthy menus. Students will be given the opportunity to receive college credit through articulation with COCC.

**International Foods**
The goal of this class is to explore different cultures and their preferences and traditions of each culture through the exploration of foods. Student class projects will include planning a meal around the culture of their choice, as well as providing a presentation of the culture. Recipes are selected to provide a wide range of cultural experiences.
OTHER ELECTIVES

AVID ELECTIVE

(9, 10, 11) 1.0 Credit

The AVID Elective is open to students in ninth, tenth and eleventh-grade. Students apply for acceptance into this course the spring before their ninth or tenth-grade year. This elective is a four-year commitment—students will take the AVID Elective as one of their elective choices each of their years at SHS. AVID is an elective class based on writing as a tool of learning, the inquiry method, and collaborative grouping. The three main components are academic instruction, tutorial support, and motivational activities. AVID’s mission is to close the achievement gap by preparing students for college-readiness and success in a global society. The AVID Elective student is a motivated student who would benefit from additional academic support to enable them to successfully complete rigorous course-work at SHS. In addition, AVID students are guided through the college application process and provided exposure to a wide array of college opportunities.

AVID TUTOR

(12) .5-1.0 Credit

The AVID Tutor Elective is a senior elective option that entails tutoring AVID students one of the three days in our three-day rotation, combined with a study-hall the other day of the rotation. AVID tutors apply during the spring of their junior year for the first term of their senior year, or December of their senior year for the second term. Tutors are essential to the success of our AVID students by facilitating tutorial sessions that enable our AVID students to successfully manage a rigorous academic curriculum. AVID tutors receive training in the AVID tutorial method and are overseen by the AVID Elective teacher.

EDUCATIONAL RESOURCE CENTER (ERC)

(9, 10, 11, 12) .5 – 1.5 Credit

The purpose of the Special Education Program is to provide services to identified students by developing an Individualized Educational Plan according to federal, state and local guidelines. To the greatest extent possible, students’ special needs are addressed within the regular school classroom but, when necessary, providing supplemental help and/or curriculum modifications. When needed, direct instruction in reading, mathematics and language arts are available.

A Directed Study Hall class is also available to assist students with their course work and to provide instruction in study skills. A major component of the Special Education Program is assisting students in making a smooth transition from school into independent adult life. A Transition Plan will be written for each Special Education student that addresses the areas of personal management, vocational and social skills, functional living, leisure and recreation.

YEARBOOK

(9, 10, 11, 12) .5 – 1.5 Credits; Selective

Prerequisite: Instructor approval required

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

TEACHER AIDE
(9, 10, 11, 12) .5 Credit
Prerequisite: Instructor approval required
Aides will be needed in the library, office(s), classrooms, and as tutors. If you are interested in any of these areas, you will need to receive approval from the appropriate staff person in charge of that area. A student may only be an aide for a total of two trimesters for credit during their four years at SHS. The class is offered pass/no pass only.

DRIVER EDUCATION
(9, 10, 11, 12) .25 Credit
Prerequisite: Students need to have obtained a permit
Driver Education is a six-week course offered at Sisters High School via the High Desert Educational Services District. Parents can sign-up for the course on line at: www.hddriversed.org. There is a fee for this course. The class is offered pass/no pass only. For more information, call the HDESD at 541/693-5699.

INDEPENDENT STUDY
(9, 10, 11, 12) .5 Credit
Prerequisite: Instructor approval required
Students may be able to arrange with the counseling department or with a teacher to do coursework independently. The teacher acts as the supervisor for the course and all goals and objectives of the course must be written by the teacher and approved by a counselor. Unless otherwise arranged, the course will be a letter graded course, A-F. The purpose of independent study is to allow a student the opportunity to take a course that would not be available otherwise. Independent study cannot be used to supplement athletic training.

Some Intern areas of study include:
- Front Office
- Communications
- Food Service
- History
- Technology
- Art
- Aspire
- Lit. Magazine

APPROVED RELEASE
(12)
Prerequisite: Parental, Principal approval required
Seniors may shorten their schedules as long as they have scheduled all the courses needed to graduate. Students with Approved Release will not receive any credit and are not allowed to be on campus during that time. Note: Athletes must be enrolled in a full-time classes to remain eligible to participate in sports activities.

SISTERS EDUCATION OPTIONS (SEO)
(9, 10, 11, 12)
The growing interest in online courses has generated questions about our program here at Sisters High School. The administrator of Sisters Education Online (SEO) is Mr. Mark Stewart. Mr. Stewart works together with the Sisters HS
counseling office in the placement of SHS students in online classes.

SHS students seeking to take a class online should be advised of the following reasons students may be enrolled in online courses.

1. A student wants to take a course that is not offered at SHS.
2. A student has a schedule conflict that prevents access to a class.
3. A student requests to repeat a course due to failure/no credit.
4. The student, parent(s), teacher and counselor agree that an online option is in the student’s best interests.

In general, online courses will not be available to students if the course is available in the regular classroom. It should also be noted that the National Collegiate Athletics Association (NCAA) restricts the use of online classes for athletic eligibility in many cases.

An agreement form is used in the process for application which includes signatures of the student, parent, teacher, counselor, and the SEO administrator. A face to face meeting is sometimes required.

Students who wish to transition from regular high school courses at SHS to full time online courses start the process with Mr. Stewart who will manage placement. He can be contacted at 541-549-4045 and via e-mail at mark.stewart@sisters.k12.or.us