

# SHERMAN COUNTY JUNIOR SENIOR HIGH SCHOOL MISSION

*To develop well educated, responsible, productive and mature citizens by providing inspiring and challenging educational opportunities.*

## **Belief Statement**

*We believe in respecting and caring about each individual.  
We believe in pursuing intellectual, artistic, and athletic excellence.  
We believe in fostering integrity, imagination, and moral responsibility.  
We believe in high expectations for student achievement.  
We believe in lifelong learning and our strong community partnership.*

## **Student Guidelines for Success**

- 1. Relentless commitment to results and growth as a learner.*
- 2. Willingness to risk stretching beyond what one currently knows to new horizons.*
- 3. The insight to engage in self-assessment of one's strengths and weaknesses.*
- 4. The fortitude to be present daily.*
- 5. To reflect upon prior knowledge and apply new learning.*

*The students, parents, and staff of Sherman County Jr./Sr. High School are a close community engaged in the process of education. We, as with any group of individuals working toward certain goals, need policies and procedures to facilitate their attainment. The proper function of the school community, however, relies on the broader concept of personal honor based on integrity, common sense, and respect for civil and moral law. In effect, the basic criterion is the assumption that students will conduct themselves as ladies and gentlemen at all times, both on and off the campus.*

### **ADMINISTRATIVE STAFF**

Wes Owens	Superintendent
Bill Blevins	Principal
Kim McKinney	Business Manager
Jeanie Pehlke	District Secretary
Audrey Rooney	Attendance/Athletic Secretary

### **CLASSIFIED STAFF**

Debbie Bird	Instructional Assistant
Connie Greenwood	Instructional Assistant
Darcy Henry	Food Service Assistant
Marylou Martin	Library/Media Supervisor
Ree Ella von Borstel	Food Service
Craig Wood	Head Custodian

### **CERTIFIED PERSONNEL**

Gerald Casper	Math/Technology/Online
Jared Collins	Ag/Technical Industries
Jarek Bartels	Band
Carrie Danchok	Health/PE
Amanda Justesen	Science
Gabriella Sohl Taylor	English
Jill Jenson	Special Education/ Home Ec
Jan Leonard	Counselor
Kyle Pfeifer	Social Studies
Dezi Remington	Math/Robotics
Kalie Rolfe	Speech Pathology
Gary Shelton	Guidance
Kristen Whitley	Spanish/ Early College Ed

## Sherman Jr./Sr. High School Academic Program Planning Guide 2016-17

Welcome to Sherman Jr./Sr. High School, home of the Huskies! Our school features a rich academic, athletic and co-curricular history. We offer many opportunities for each student to personalize their education and to prepare them for the future. In addition to the inspiration students will find in our programs, they will also discover a staff filled with passionate and dedicated educators committed to helping each student succeed.

As students plan for their four-year course of study, they should keep in mind the requirements outlined on the next 3 pages. All students should follow an ambitious course of study in high school. Those who are planning on attending college or other advanced educational opportunities should pursue challenging academic programs, which often means taking more than the minimum required courses.

### **Course Offering Scope and Sequence**

Please refer to the next page for a flow chart of courses that students take during their time at Sherman High School. Please contact Gary Shelton at 541-565-3500 if there are any questions about the academic courses offered, their prerequisites, possible sequences, credits necessary for graduation and post-high school plans.

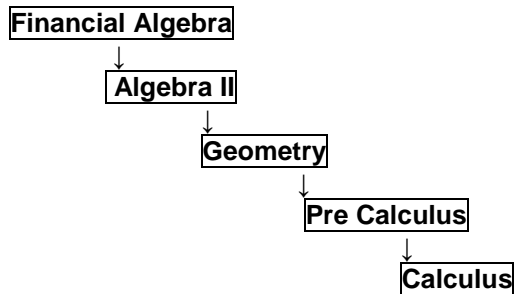
The secret for success at Sherman Jr./Sr. High School is simple: take high school seriously and plan ahead. Planning is critical for each student to achieve their goals and receive the most from their studies. With a plan, students know what they must do and how much room they have to explore new intellectual territory. Each student should keep in mind that high school is about much more than earning a diploma. This is the time to learn about maturing talents, to pursue dreams, to explore careers, and to discover who they are. It is also a time to ensure that colleges and future employers are made aware of each student's strong work ethic, desire to learn, and ambition to be the best they can be by selecting a challenging course of study. In addition, students will commit to participating in one of the many co-curricular and extra-curricular opportunities awaiting them. At Sherman Jr./Sr. High School, there are a multitude of ways for students to get involved and give back to our school and community.



**SHERMAN Jr./Sr. HIGH SCHOOL  
SCOPE AND SEQUENCE**

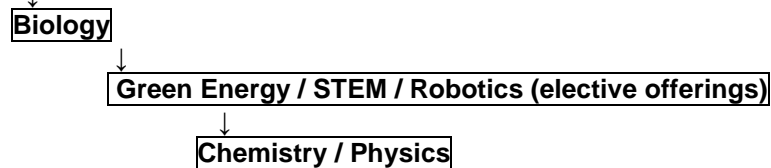
**MATHEMATICS**

**Algebra I**



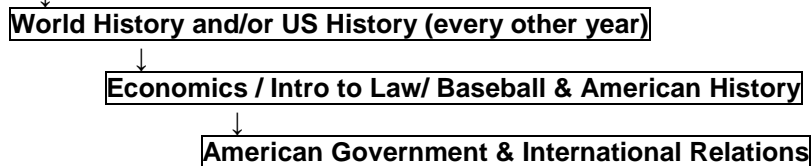
**SCIENCE**

**Integrated Science**



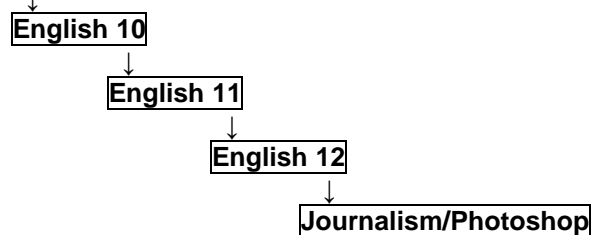
**SOCIAL STUDIES**

**Human Geography**



**ENGLISH**

**English 9**



### **Graduation Requirements**

To graduate from Sherman Jr./Sr. High School, a student must earn 25 credits (one credit equals one year of successful completion of a class), and must perform 30 hours of Public Service during their Senior Year.

<b>Subject</b>	<b>Required Credits per Subject</b>
English	4
Math	3*
Science	3
Social Studies	3
Health	1
PE	1
Career Tech Ed, Arts or Second Language	3
Personal Finance/Careers	1
Electives	6
<b>TOTAL</b>	<b>25</b>

\*At Algebra I level and higher

In addition, students will be required to meet Career-Related Graduation Requirements and Essential Skills. These requirements have been set by the State of Oregon. For more information please visit the Department of Education website at: <http://www.ode.state.or.us/search/results/?id=52>. These are additional expectations all students must complete before the end of their senior year in order to graduate. Listed on the next page are the Education Plan and Profile, Career Related Learning Standards (CRLS), Career Related Learning Experiences (CRLEs), and Extended Application, along with a brief description of the mechanisms we have implemented to assist students in meeting them.

### **College Bound Student Athletes/NCAA Eligibility Requirements**

**It is the student's responsibility to know the NCAA requirements and deadlines.** Students who have the potential of participating in athletics at the NCAA Division I or Division II level need to log on to the NCAA Website to find out what the NCAA academic requirements are to be certified by the NCAA Clearinghouse. Additional information can be found at:

Website: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

Address: NCAA Clearinghouse – Forms Processing P.O. Box 4403 Iowa City, IA 52243-4043.

FAX: (319) 337-1556.

Phone (800) 638-3731

### **Schedule Changes**

All schedule changes must be done through the counselor and receive approval by the teachers involved and the principal or his designee. No changes will be made after the first five days of a semester unless initiated by a teacher or parent, or for disciplinary reasons. If a student withdraws from a class or changes classes after the 10<sup>th</sup> day of a semester, they will receive a withdrawn grade of F.

Educational Plan & Profile	CRLS (Career Related Learning Standards)	CRLEs (Career Related Learning Experiences)	EA (Extended Application)	Public Service
<p><b>REQUIRED</b></p> <p>Students identify personal, secondary, and post-secondary academic, and career interests and goals; plan learning experiences and programs of study (coursework) to prepare for the "next steps" after high school graduation; and track and document progress (CIS and District Portfolio of Evidence).</p> <p>Educational Plan and Profile begins in grades 7-8 as a review and plan.</p> <p>Grade 9 start plan in Career Development.</p> <p>Grades 10-12 Review Plan and Profile quarterly in Advisory.</p>	<p><b>REQUIRED</b></p> <p>Sufficiently demonstrate six CRLS components with a score of 2 or higher in at least 4 of these components by one adult rater (can be scored as often as needed and all categories do not need to be validated at the same time).</p> <p>Students demonstrate capabilities in the area of Personal Management; Problem Solving; Communication; Teamwork; Employment Foundations; and Career Development (CIS and CRLS Proficiency Evaluation).</p> <p>CRLS written in selected planned course statements.</p>	<p><b>REQUIRED</b></p> <p>Participate in at least 8 validated hours or two validated opportunities of CRLEs grades 9-12.</p> <p>Students participate in activities connecting classroom learning with experiences outside the classroom relevant to their interests and post-high school goals (CIS).</p> <p>Work-Based Experiences: Experiences in private and public sectors, such as job shadows, internships, paid and unpaid work, clinical practicums and mentorships. Also includes informational interviews related to guest speakers and job site tours and college visitations.</p> <p>Community-Based Experiences: Volunteer experiences through community service projects, community organizations such as 4-H or scouting, or faith-based service activities.</p> <p>Field-Based Investigations: Experiences in courses or outside the classroom that involves fieldwork and substantive contact with adults in business, industry, education, or community institutions that have expertise in an area of study in order to pursue solutions to real-world problems or issues.</p> <p>School-Based Learning: Experiences through student-managed business enterprises, projects or other activities on campus, such as project-based learning coursework, collection of coursework assignments or projects on a related topic, school based enterprises, school newspaper or yearbook, student leadership activities, and workplace simulations.</p> <p>Technology-Based Learning: Experiences using a variety of technology communication and research tools to connect with adult mentors or experts in career-related fields for individual guidance, assistance with in-class projects, etc.</p>	<p><b>REQUIRED</b></p> <p>Sufficiently meet three EA components with a score of 2 or higher in at least two of these components by one adult rater. (Extended Application Evaluation)</p> <p>Students demonstrate through written, oral, or multimedia product the application and acquisition of career-related skills and knowledge related to their interests and post-high school goals as identified in their educational plans. Must include collaboration with an adult mentor/advisor. May incorporate and be designed to meet CRLS, CRLEs.</p>	<p><b>REQUIRED</b></p> <p>Public Service of 30 hours.</p> <p>A student may fulfill a portion of the Public Service requirement by participating in selected volunteer career related experiences.</p> <p>Students who choose this option will be eligible for dual hours in Public Service and CRLEs, when required forms are completed and approved by appropriate teacher/advisor (required forms: CRLEs Reflection and Public Service Log).</p>

**The Essential Skill proficiency requirements are now as follows:**

All graduates are required to:

- ✓ **Read and comprehend a variety of text**
- ✓ **Write clearly and accurately**
- ✓ **Apply mathematics in a variety of settings**

**Technical Industry Skills**

This class has been developed to prepare students to work in the technical and agricultural industries (farming, welding, and contracting). This class has also been developed to expand students' knowledge of how our nation was created and engineered through the use of steel, wood and new advancements in technology. Students will be successful in this class if they show a strong work ethic, a desire to learn and the ability to stay organized. Throughout the course of one school year students will cover the following subjects: welding, woodworking, GPS and GIS software, electricity and greenhouse production.

*Fee: \$25.00 Class Fee for One Semester (\$40.00 Class Fee for Both Semesters)*

**Ag Science Technology 1**

Ag Science and Technology 1 is a part of a four-year program designed to introduce the student to the broad spectrum of agriculture and agribusiness with emphasis on basic concepts and possible careers in agriculture sales and service, processing, and production agriculture. This class will also look at the history and the importance of the National FFA Organization. Opportunity is provided for each student to explore careers in agricultural fields and to develop individual interest, abilities and the FFA program.

**Ag Science Technology 2**

This class will be taught simultaneously with Ag Science Technology 1. Students who have taken Ag 1 and are now enrolled in Ag 2 will take a leadership role in the class by helping Ag 1 students understand key concepts. In addition students enrolled in Ag 2 will be exposed to new and more advanced concepts within the agricultural curriculum.

**Ag Science Technology 3**

This class has been designed to take a more advance look at the agricultural industry. Students enrolled in the class will learn and develop the needed tools to be successful in specific areas of agriculture. The class will be highly active and hands on. Students will gain skills by preparing for several FFA Career Development Events (CDE's) though out the course of the class. Students that take this will need a strong work ethic and the determination to be successful.

**Ag Science Technology 4**

This class will be taught simultaneously with Ag Science Technology 3. Students who have taken Ag 3 and are now enrolled in Ag 4 will take a leadership role in the class by helping Ag 3 students understand key concepts. In addition students enrolled in Ag 4 will be exposed to new and more advanced concepts within the agricultural curriculum.

**Horticulture**

This class Introduces students to one of the most rapid growing agricultural industries, Horticulture. Students will cover basic plant science, soils and fertilizers, plant selection, and plant pests. This class will also cover installation, maintenance, and basic plant production techniques, which will be performed in the Sherman Jr. /Sr. High School greenhouse on a daily basis. Students will be evaluated based upon their ability to understand key Horticulture concepts and also their ability to maintain a strong work ethic and carry out the need tasks in the greenhouse.

**Small Engines**

Small Engine and Equipment Maintenance is a comprehensive compilation of small engines and the maintenance practices that are required to maintain the efficiencies and durability of residential and commercial power equipment. The materials have been designed to support and entry-level small engines program and a small engines owner looking to prolong their power equipment investment. Quick response code technology is incorporated throughout that references easy-to-understand procedures and identifies critical operation components. The learner will reference this well after they leave the classroom.

**Careers**

This course is designed to prepare students for the world of work. Part of the course will be looking at careers in the following areas: exploring careers, developing a career plan, discussing workplace ethics, health and safety and interpersonal relationships. Part of the course will also be introducing students to basic computer applications in the following areas: word processing, spreadsheets, presentations, and web design. Students will be using these computer programs to complete projects in Careers.

**Personal Finance**

Personal Finance is a required course to earn a Sherman Jr./Sr. High School diploma. This course is usually taken during a student's junior year. The course is a semester in length. Students will learn about many finances they will deal with as they become employed in the near future. Students learn about getting a job, pay checks and the taxes involved. They will also learn about filing tax forms. Banking services such as checking and savings account are covered and practiced. Purchasing a home and automobile is introduced. Health, Life and Social Security Insurances are also introduced in this course. This course not only introduces the above topics, but provides the students a chance to practice dealing with these real-life situations.

**School to Work Program**

The School to Work Program gives students valuable experience and training, while helping them to develop the initiative and maturity needed to compete in the full-time work force. Students will apply to work for an approved individual or business. Each student will set personal goals for improvement and keep a weekly journal to document and assess their own progress on these goals. Students will be evaluated by their employer in order to provide feedback for how students have progressed toward meeting their goals.

**Health 9**

This class is designed to provide students with information about current health issues and practices. It includes the study of various components of health. The students will compile a notebook to help with organizational skills. They will define vocabulary words, for each chapter assigned to increase their vocabulary and language skills. To improve reading and comprehension skills, the students will complete summaries of selected current health articles.

**Health 10**

The purpose of this course is to provide students information about current health practices and issues. It will include the study of all six components of health: physical, mental, emotional, social, spiritual, and environmental. The students will compile a notebook which is to be divided into four parts: daily work, tests and quizzes, vocabulary words, and current health article summaries. The students will define key terms for each chapter assigned to increase their vocabulary and language skills. They must also complete a minimum of five CHA summaries per quarter, which will focus on reading and comprehension skills.

**Medical Terminology**

The purpose of this course is to introduce students to the basics of medical terminology in preparation for college classes in the healthcare professions. The focus of the class will be three fold. First, students will analyze words by dividing them into component parts. As students become familiar with word parts and learn what each means, they will be able to recognize those word parts in totally new combinations in other terms. Second, students will relate the medical terms to the structure and function of the human body. Medical terms are explained in the context of how the body works in health and disease. Third, students will practice reading from medical journals to experience medical terminology in a professional context. These readings and summaries will focus on comprehension and critical reading skills.

### **Introduction to Health Occupations**

Provides an overview of the health care professions, including employment trends, ethics, current health issues, and job search strategies. Job shadowing experiences chosen by the student, with input from the instructor will compose a large part of this curriculum.

### **Emergency Medical Responder**

The purpose of this course is to provide the participant with the knowledge and skills necessary to work as an Emergency Medical Responder in an emergency to help to sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help can arrive. The course content and activities will prepare participants to make appropriate decisions about the care to provide in an emergency. The course teaches the skills an Emergency Medical Responder needs to act as a crucial link in the emergency medical services system. The general objective for this class will be to prepare students to successfully pass the practical and written exams for state certification as an Emergency Medical Responder. All students will receive American Heart Association Healthcare Provider CPR certification during the class.

### **Health Services I**

This class is aimed at high school students who are interested in pursuing further education in a variety of healthcare professions. In order to pursue a healthcare profession at the post-secondary level, students must have an understanding of the general principles of anatomy, physiology, and medical terminology. In addition, this class will provide opportunities for students to explore healthcare careers in depth, develop skills in written and verbal communication, and apply information about healthy lifestyles. Ultimately, students will demonstrate the ability to provide appropriate emergency and non-emergency medical care to people in need. Students will study the historical contributions of different cultures to modern medicine.

### **Physical Education (grades 9-12)**

This class is designed to introduce life sports, maintain or improve good physical conditioning, and to participate in team sports. The course will allow for individual challenges plus allow for team competition. Emphasis is placed on conditioning and improving students' self concepts.

*Fee: \$5.00 Towel Fee per Semester*

### **Strength & Conditioning**

Students will develop an understanding of the physiological aspects of weight training and human movement. They will also be introduced to the various types of training programs and identify the benefits of each. An emphasis will be placed on proper form, technique and an understanding of core and auxiliary lifts.

## **COURSE DESCRIPTIONS**

## **LANGUAGE ARTS**

### **English 9**

Each quarter, the student will read 400 pages of outside reading and complete an oral and written book report. The student learns ten new vocabulary words each week. This course focuses on understanding, analyzing, and producing elements of literature in its various genres. Literary terms are learned to assist with higher-level thinking in the analysis of short stories, poetry, and novels. Students write several different types of essays, poetry, and speeches.

### **English 10**

English 10 is a year-long required course of world literature including: short stories, poetry, drama, novels and non-fiction. Emphasis will be placed on vocabulary building, writing effective sentences, paragraphs and compositions, a research paper, personal writing, independent reading, library usage, speaking and listening.

### **English 11**

Each quarter, the student will read 400 pages of outside reading and complete an oral and written book report. The student learns ten new vocabulary words each week. This course looks at American Literature. "Classic" American novels are read, as well as fundamental and influential essays that helped form and explain our country and its roots. Students analyze, evaluate, and create their own work, and study the work that has come before them.



## **English 12**

Each quarter, the student will read 400 pages of outside reading and complete an oral and written book report. The student learns ten new vocabulary words each week. The focus of this vocabulary is the terms used in literature and writing. This course is spent reading novels, plays, short stories, poetry, and essays from both French and British literature. Analysis, evaluation, and creation of personal work are included. The student will also be required to interact with text in meaningful reflective ways like writing and presenting. This course will prepare the student for college and workplace reading and writing. The focus will be on perfecting writing through usage, mechanics, grammar and spelling skills, as well as, improving editing and publishing skills. Critical thinking skills will be encouraged. Students will experiment with a variety of different types of writing. Various novels and short stories or plays may also be assigned to be read as preparation for literary analysis assignments.

## **Journalism: Newspaper Production/ Photo Shop**

This class presents an overview of the field of journalism and mass communication and teaches students to be consumers of media and to understand news-gathering and production. It includes basic news writing, reporting, editing and legal and ethical issues. Students will write, edit, design and layout the school newspaper, *The Husky Times*. Leadership, cooperation and high standards of achievement are essential in all staff members.

<b>COURSE DESCRIPTIONS</b>	<b>FOREIGN LANGUAGE</b>
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### **Spanish I**

Spanish I is a yearlong elective course open to student in grades 9-12 in which students learn the language and culture of Spanish-speaking countries. The goal is to gain minimum proficiency in the four basic language skills of listening, speaking, reading and writing to prepare to pass an oral proficiency exam at the end of two years of language study. Successful completion of this course fulfills one credit toward the fire arts requirement for graduation and fulfills one of the two years of foreign language entrance requirements for 4 year colleges.

### **Spanish II**

Spanish II is a yearlong elective course open to students in grades 10-12 in which students continue to learn the language and culture of Spanish-speaking countries. The goal is to gain proficiency in the four basic language skills of listening, speaking, reading and writing to prepare to pass an oral proficiency exam at the end of two years of language study. Pre-requisite: successful completion of Spanish I. Successful completion of this course fulfills one credit toward the fire arts requirement for graduation and fulfills the second year of the two-year foreign language entrance requirement for 4 your colleges.

<b>COURSE DESCRIPTIONS</b>	<b>MATHEMATICS</b>
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### **Algebra I**

This course is the foundation for high school mathematics courses. It is designed to cover the topics of Algebra IA and Algebra IB in a one year course. It is the traditional high school Algebra course outline. It is the bridge from the concrete to the abstract study of mathematics. It is a study of the language, concepts, and techniques of Algebra that will prepare students to approach and solve problems following a logical succession of steps. Skills taught in the course lay groundwork for upper level math and science courses and have practical uses. Algebra I is offered 7<sup>th</sup> through 12<sup>th</sup> grade. The majority of students take Algebra I as 8<sup>th</sup> or 9<sup>th</sup> graders. Topics include simplifying expressions, order of operations, properties, operations on real numbers, probability and odds, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations, systems of linear equations and inequalities, polynomials, factoring, quadratic and exponential functions, radical and rational functions.

### **Financial Algebra**

Financial Algebra is an applied mathematics course that can act as an alternative to Algebra 2. The course will pair classic calculation and problem solving with modeling and written projects. This course focuses on practical financial applications of algebra within personal budgeting, consumer credit, home and vehicle ownership, retirement planning, and stock market analysis. This course is aligned to the common core and counts as a math credit. Students planning on attending a four year university will want to enroll in Algebra 2 prior to college.

### **Algebra II**

This course is designed to prepare students for advanced mathematics, including college math. Students will be solving many types of equations and working with functions. Topics covered include quadratic functions and inequalities, polynomial functions, trigonometric functions. Graphing will also be completed on paper and with graphing calculators.

### **Geometry**

Geometry is usually for students that have completed Algebra I and are preparing for Algebra II. Students may choose to take Algebra II prior to Geometry. Students will discover many conjectures that involve the following geometric topics: Lines, triangles, quadrilaterals, trigonometry and triangles, circles, polygons, area and volume.

### **Pre-Calculus**

This course extends and integrates concepts from algebra and geometry. It is for students who are well-prepared for advanced mathematics and who will probably go on to take another mathematics course. Previous experience with trigonometry is helpful, but not a prerequisite. The pacing assumes that no review of second-year algebra is needed. Topics include a review of linear relations and functions, systems of linear equations, and the nature of graphs. Topics covered will include a study of polynomial, rational, exponential, logarithmic and trigonometric functions, inverse and second degree relations and their graphs. Other topics include complex numbers, polar coordinates, vectors, sequences and series.

### **AP Calculus AB**

AP Calculus AB is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least a semester of calculus at most colleges and universities, perhaps to a year of calculus at some. Algebraic, numerical, and graphical representations are emphasized throughout the course. Students will complete prior AP assessments and will learn how the assessments are scored as part of the regular course. Students will be held to the AP assessment level of performance throughout the course.

<b>COURSE DESCRIPTIONS</b>	<b>MUSIC</b>
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### **High School Band**

This is an accomplished performing group designed for high school students. They play a variety of challenging music and perform frequently. Performances include home football and varsity basketball games, pep rallies and school concerts. This group also travels to perform at community events, public meetings, festivals, tournaments and a variety of other venues. PREREQUISITES: Two years of previous band experience or consent of instructor.

*Fee: \$10 per Semester*

<b>COURSE DESCRIPTIONS</b>	<b>SCIENCE</b>
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### **Biology**

Biology investigates the web of life by introducing students to the fundamental concepts of molecular, cellular biology, genetics, ecology, botany and zoology. Students learn biology via textbook activities, microscope exercises and laboratory dissections during this two semester course. This course is designed for those

students interested in life science. Sophomores, juniors, and seniors are encouraged to enroll in this class if considering a career in animal sciences.

### **Chemistry**

This course examines the composition of matter and the changes that matter undergoes. It also shows how chemistry touches our lives almost everywhere and everyday; in medicine, the clothes we wear, the games we play, as well as the industries that make the things we use. The basics of chemistry, periodic table and simple compounds are covered as well as an introduction to Organic Chemistry. Virtual labs will be integrated into the curriculum as are hands on labs to give students the feel of working in an inquiry based situation.

### **Integrated Science**

Integrated science is a two semester integrated science class, which introduces fundamental concepts of physics, chemistry, biology and earth science. Students will improve their thinking skills by making observation, organizing data, communicating data results, inferring, and relating cause and effect. In this class, students will perform both textbook labs and inquiry labs. This class is designed to prepare students for their state science test given during their junior year of high school

### **Green Energy**

This class is designed to explore energy and alternative fuels, primarily in the contexts of physics, chemistry, biology and earth science. Even if students do not expect to become scientists, their lives will be fuller and healthier if they understand energy resources. The information in this course provides a basis from which students will be able to make informed decisions in the future.

### **STEM**

Introduction to STEM (Science, Technology, Engineering, and Math) – This course will provide a hands-on project-based learning experience where students will be introduced to the following subjects: Engineering with simple machines, programming, circuitry, and Wind Challenge in partnership with Columbia Gorge Community College.

### **Physics**

Physics is the study of the physical world. In physics many hands on Inquiry based labs will be used to help students develop a better understanding of the world in which they live. The goal of this class is to use a small number of basic concepts, equations and assumptions to describe the physical world. This introductory class to physics will build upon prior science and mathematical knowledge to prepare students for future endeavors in science.

### **Robotics**

Robotics is a project based course focusing on the *FIRST* FTC competition. In this course students will develop and expand skills and knowledge to design and develop an FTC robot for competition. Students apply the engineering design cycle to principles of motion, motor controls, programmable logic controllers and object oriented programming mainly through Java. Students also will engage in all aspects of project management including engineering the actual robot, leadership, inventory management, fundraising, outreach, scouting, and professional multimedia communication.

<b>COURSE DESCRIPTIONS</b>	<b>SOCIAL STUDIES</b>
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### **American Government**

Taken during the first semester of the senior year, this course exposes students to the historical and philosophical foundations of American government. Students also engage in critical explorations of the current trends in American politics and governance, with the end goal of helping them become more informed and discerning participants in our democratic republic.

### **US History**

Offered every other year, this sophomore/junior level course builds upon the foundation laid in the 8<sup>th</sup> Grade social studies course. Picking up the historical narrative after Reconstruction (1877), students explore modern American history through the Vietnam War.

### **International Relations**

Seniors take this course during the second semester and embark on a study of the role the United States plays in our global society. Course units include: Globalization, U.S. Immigration Policy, the United Nations, Human Rights, Foreign Aid, Nuclear Weapons, and Terrorism. Students use primary source documents, readings, and new media sources as they consider past and future U.S. international policy. Students will explore, debate, and evaluate multiple perspectives on U.S. policy concerned with problems and issues in current world affairs. Each unit includes a role play in which students are asked to work in cooperative groups to advocate for one of multiple options the U.S. faces when making international policy decisions.

### **Intro to Law**

Intro to Law is a semester-long elective class in which students will explore the law and the individual in society. Topics of study will include the development of law, understanding our legal system, the basic procedures of civil actions and criminal prosecutions and examinations of different types of laws and their sources including: criminal law, tort law, constitutional law. Activities in the course include cooperative learning, debates, media analysis, individual and group presentations, research projects, current events discussion and analysis, problem-based learning, and mock trials.

### **World History**

Offered every other year, this sophomore/junior level course explores modern world history on a thematic basis. Major themes include revolution, industrialism, nationalism, imperialism, and warfare in the modern world across a broad range of time periods and geographical regions.

### **Geography**

Students will study people, places, and environments at local, regional, national, and international levels from the spatial and ecological perspectives of geography. Students will be able to locate major physical and human (cultural) features of the Earth. Students will compare and analyze physical and human characteristics of places and regions and understand why place and regions are important to human identity and serve as symbols to unify or fragment society. Students will analyze the causes of human migration and its effects.

### **Baseball and American History**

This course will explore the significant role that baseball played throughout American History. Baseball is more than just an entertainment spectacle or organized sport. It provides us with a lens through which to view many facets of American history and life. Our focus will be on what the history of baseball can tell us about the following themes in American History:

- The impact of industrialization, urbanization, and immigration on American life
- Patriotism and the articulation of an American identity
- The conflicts between labor and capital
- Racial prejudice, segregation and integration in American society
- Evolving idea about men and women and their “place” in public life
- And the role of myth in American life.

During this semester, we will work to make connections between the game of baseball and the larger story of American culture and society. Throughout this course, I will ask you to not only consider how baseball has reflected larger trends in American life, but also to analyze the different ways that the game itself has influenced American history and the world we occupy today.

### **Economics**

This course is designed to deepen student understanding of the American economic system and fundamental economic principles. Students will understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions and government. Students will weigh economic trade-offs and explore the costs and benefits to individuals and society. Students will study the factors that affect the allocation of available resources in an economy and the interdependence of the global economy.

<b>COURSE DESCRIPTIONS</b>	<b>SPECIAL SERVICES/LEARNING RESOURCE ROOM</b>
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### **Special Services**

Special Education courses are designed to meet the needs of students who are on an Individual Education Plan (IEP). These courses contain the regular curriculum concepts and essential learning skills presented in a manner which addresses the academic and transitional needs of these students.

<b>COURSE DESCRIPTIONS</b>	<b>MISCELLANEOUS</b>
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### **Annual Class**

This year-long class plans and creates the yearbook that covers the current academic year. From photography to page layouts, each student will be involved in all aspects of publication, as we print the yearbook ourselves. They will select the theme, design the cover, map the contents, and create the pages using the Elements of Design. Students will also write effective headlines, copy and captions that will be factual and provide the reader with pertinent information.

### **Art**

This class is designed for students as an introductory course in the visual arts. Students problem solve and explore drawing, painting, printmaking, and 3-Dimensional Design while using a wide variety of mediums. Students concentrate on building skills developed from direct observation and through imagination. Art elements and principles are explored and used as student work is used to build a portfolio. Students develop an understanding of the historical and cultural contexts in which art is created.

### **Drama**

The purpose of this course is to introduce students to the basic concepts, skills, and vocabulary of the theater arts. Students will develop their acting skills in a highly participative environment. Students will create and perform scenes, observe and evaluate drama club rehearsals and performances, and perform several monologues. Students will study pantomime, choral reading, stage design, improvisation, and literary devices in theater including conflict, theme, and plot structure.

### **Online Learning**

This is an opportunity for a responsible student who is college bound to take advantage of courses available through various colleges. Pre-requisite: School Administration and High School Counselor must approve courses.

### **Sherman Online Academy Courses**

Online classes are meant to augment the curriculum, not take the place of an existing course. Educational research indicates that face-to-face contact between educators and students produces better understanding and academic growth. We therefore place priority on educator/student personal contact. Furthermore, please consider that online classes are oftentimes more difficult than courses taught in a classroom setting. Research shows that students who struggle in the regular setting also experience difficulty when taking online courses. Students may have the option to participate in Sherman Online Academy Courses under the following guidelines:

1. Junior or Senior status (\*Exception #2 and #4 and #6 Below)
2. If the student has previously failed a course at SJSHS or previous high school they may take a corresponding online course upon counselor and principal approval.
3. Online courses may only be taken if they are not currently offered at SJSHS.
4. When extreme scheduling conflicts occur (Administrative Approval).
5. Admission into an alternative program (Administrative Approval).
6. If online courses are taken and completed during the time period from the last day of school in May/June until the first day of School in August/September (grade posted no later than September 15). Courses taken during the summer session will not be financially supported by the school district. All students are open to registering in on-line courses during this session if pre-approval is granted.
7. Grading of on-line courses will follow our Academic Grades/G.P.A policies as outlined in the Student Handbook with one exception. A 70% (C-) is required to pass the on-line course.
8. On-line classes, during the academic year and summer session will only be approved when they augment the curriculum and when they advance the individual student's academic plan, not take the place of an existing course.
9. The student needs preauthorization in writing from the principal/designee prior to enrolling in the specific course.

The “Early College” program will be offered once again in conjunction with Columbia Gorge Community College (CGCC). It will provide qualified students the opportunity to get a head start on their college education by earning dual credits. To qualify students must successfully pass a college placement test known as the Compass Placement Test. The Compass Placement Test will be held mid-May each year. Funding this optional program will only cost your qualified student \$150 per term. College credits and book store costs will be covered by the Sherman County School District.

**CG 111** – Study Skills

**Writing 121** – English Composition

**Writing 122** – English Composition

**Psychology 201** – General Psychology

**Psychology 202** – General Psychology 2

**Political Science 202** – US Government

**English 254** – American Literature

**SP 111** – Public Speaking

**BA 218** – Personal Finance

**CG 130** – Today's Careers

**General Science** –

**Arts & Letters Elective**

**HPE 295**

**MTH 95**

**MTH 111**

**MTH 112**

**Cultural Diversity**