



COURSE CATALOG

2018-2019

Our Mission

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

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 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.

Sherman County School

Course Catalog

2018-19

Welcome to Sherman County School 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

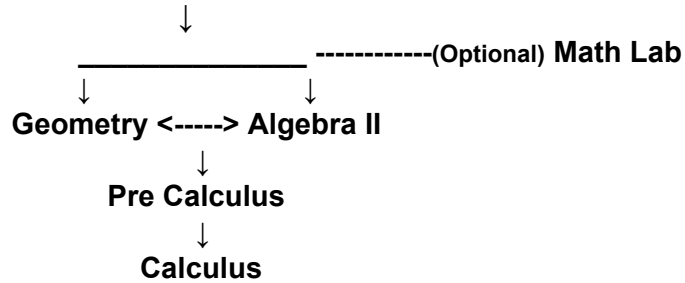
Please refer to the next page for a flow chart of courses that students take during their time at Sherman County School. Please contact Angie Totaro at 541-565-3500 if there are any questions about the courses offered, their prerequisites, possible sequences, credits necessary for graduation and post-high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

The secret for success at Sherman County 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 County School, there are a multitude of ways for students to get involved and give back to our school and community.

**SHERMAN COUNTY SCHOOL
SCOPE AND SEQUENCE**

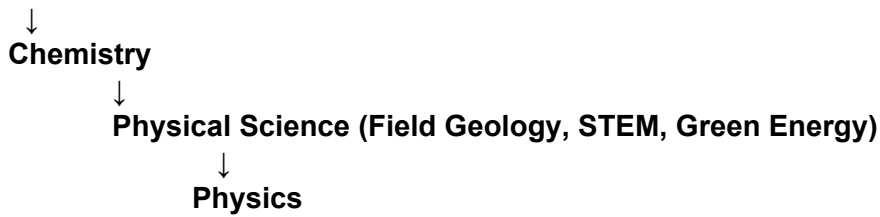
MATHEMATICS

Financial Algebra -----> Algebra I



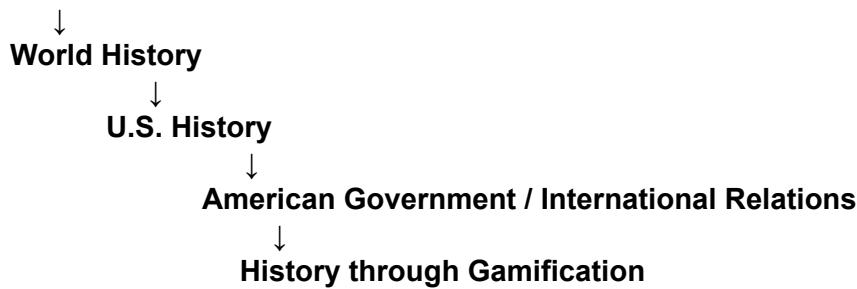
SCIENCE

Biology



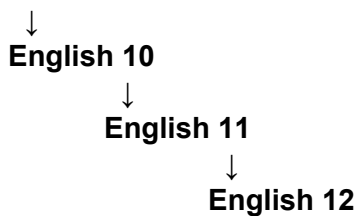
SOCIAL SCIENCES

Human Geography



ENGLISH

English 9



Graduation Requirements

To graduate from Sherman County 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.

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

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 10th day of a semester, they will receive a withdrawn grade of F.

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Educational Plan & Profile	CRLS (Career Related Learning Standards)	CRLEs (Career Related Learning Experiences)	EA (Extended Application)	Public Service
<p>REQUIRED</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</p>	<p>REQUIRED</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>REQUIRED</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</p>	<p>REQUIRED</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</p>	<p>REQUIRED</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/advis or (required forms: CRLEs Reflection and Public Service Log).</p>

quarterly in Advisory.		research tools to connect with adult mentors or experts in career-related fields for individual guidance, assistance with in-class projects, etc.	meet CRLS, CRLEs.	
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The Essential Skill proficiency requirements for graduation are as follows:

- ✓ **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) throughout 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.

COURSE DESCRIPTIONS

BUSINESS

Career Development

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 County 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, paychecks 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 workforce. 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.

COURSE DESCRIPTIONS

PHYSICAL EDUCATION & HEALTH SERVICES

Health I

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 II

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.

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
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English 9

English 9 is a year-long required course focused on laying the foundation of the Common Core Standard areas of communication – reading and writing – and of communication (rhetorical) analysis. The first foundational element of learning and instruction is that of vocabulary building, with regular tests of both recall memory and contextual understanding. Deep reading, inference making, techniques are introduced and practiced. Distinguishing between different modes and genres of speaking and writing are introduced and practiced. Students are required to demonstrate their learning by producing their own narrative and expository pieces of communication and by analyzing those modes in the works of others. Poetry, drama/theater, fiction and non-fiction pieces both in the text book and supplemental materials are utilized.

English 10

English 10 is a year-long required course building on the foundation of the Common Core Standard areas of communication – reading and writing – and of communication (rhetorical) analysis begun in English 9. Vocabulary building with regular testing for both recall memory and contextual understanding remains a central emphasis. Deep reading, inference making, techniques are reviewed and practiced. Distinguishing between different modes and genres of speaking and writing are reviewed and practiced. A particular emphasis is placed on the argument and persuasive modes of communication and their analysis. Students are required to demonstrate their learning by producing their own narrative, expository and argument pieces of communication and of demonstrating an ability to thoughtfully analyze those elements in the works of others. Poetry, drama/theater, persuasion, fiction and non-fiction pieces both in the text book and supplemental materials are utilized.

English 11

English 11 is a year-long required course seeking mastery of the Common Core Standard areas of communication – reading and writing – and of communication (rhetorical) analysis begun in English 9 and 10 in preparation for the State critical reading and writing exams. Vocabulary building with regular testing for both recall memory and contextual understanding remains a central emphasis. Deep reading, inference making, techniques are reviewed and practiced. Distinguishing between different modes and genres of speaking and writing are reviewed and practiced. A particular emphasis is placed on the argument and persuasive modes of communication and their analysis. Students are required to demonstrate their learning by producing their own narrative, expository, argument, and persuasive pieces of communication and by analyzing those elements in the works of others. Argument, persuasion, fiction and non-fiction pieces both in the text book and supplemental materials are utilized.

English 12

English 12 is a year-long required course seeking mastery of the Common Core Standard areas of communication – reading and writing – and of communication (rhetorical) analysis begun and developed in English 9-11. This course will seek to remediate those in need of passing the State critical reading and writing exams as well as to master reading and writing skills necessary for college readiness. Vocabulary building with regular testing for both recall memory and contextual understanding remains a central emphasis. Deep reading, inference making, techniques are reviewed and practiced. Distinguishing between different modes and genres of speaking and writing are reviewed and practiced, especially as relates to critical analysis theories. A particular emphasis is placed on the argument and persuasive modes of communication and their analysis. Students are required to demonstrate their learning by producing their own narrative, expository, argument, and persuasive pieces of communication and by analyzing those elements in the works of others. Historic and contemporary poetic, dramatic/theatrical, expository/informational, argument, persuasion, fiction and non-fiction pieces are utilized.

COURSE DESCRIPTIONS	FOREIGN LANGUAGE
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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. Prerequisite: successful completion of Spanish I. Successful completion of this course fulfills one credit toward

the fine arts requirement for graduation and fulfills the second year of the two-year foreign language entrance requirement for 4 your colleges.

COURSE DESCRIPTIONS

MATHEMATICS

Financial Algebra

Financial Algebra is an applied mathematics course that counts as a math credit. 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 insurance. This class can be taken prior to Algebra I to build on concepts preparing for Algebra I, otherwise it is recommended for students in their junior or senior year that need to satisfy their final math credit and couldn't obtain it through previous courses.

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 7th through 12th grade. The majority of students take Algebra I as 8th or 9th 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.

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.

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 / Apps. Students planning on attending a four year university will want to enroll in Algebra II prior to college.

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.

COURSE DESCRIPTIONS	MUSIC
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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

COURSE DESCRIPTIONS	SCIENCE
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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

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.

COURSE DESCRIPTIONS	SOCIAL STUDIES
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Human 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.

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.

US History

This sophomore / junior level course builds upon the foundation laid in the 8th Grade social studies course. Picking up the historical narrative after Reconstruction (1877), students explore modern American history through the Vietnam War.

International Relations

This sophomore through senior level social sciences elective course is offered during the second semester and embarks 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.

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.

History Through Gamification

This is a counterfactual elective history course taught via gamification. In essence, gaming techniques are built into the class to facilitate the students' acquisition of life and leadership skills, such as actionable goal setting, self-directed engaged learning, a willingness to take on challenges, critical thinking, embracing different perspectives, focus, research (as opposed to assumptions), strategy, and effective communication.

In this class, students choose to represent a country (or stateless group of people) and researches that people in order to represent them in this class. As always, "the devil is in the details," and things get interesting!

COURSE DESCRIPTIONS	SPECIAL SERVICES/LEARNING RESOURCE ROOM
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Learning Resources

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.

COURSE DESCRIPTIONS	MISCELLANEOUS
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Yearbook

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.

ORVED Online Learning

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

COURSE DESCRIPTIONS

EARLY COLLEGE PROGRAM

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

COMM 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

KEEP THE FOLLOWING FOR NEXT YEAR

Accelerated English 10

Accelerated English 10 is a year-long course of world literature with an accelerated and more intensive look at various elements of literature including: vocabulary, writing (personal and research based), independent reading, speaking, and listening. Critical thinking, questioning, and analysis are key elements of this course.

Accelerated Biology

This class takes the study of life to the next level. Inquiry based learning mixed with correlating text book knowledge and everyday examples will challenge students thinking and application skills. Students will have the opportunity to read novels with scientific plots and make connections to classroom learning. Journal article and podcast will also be reviewed to increase scientific literacy.

Advanced Placement (AP) European History

An elective that possibly qualifies students for college history credits; this course investigates key European historical questions and problems in a level of depth to be expected at the university level. A significant emphasis will be placed on the development of written analysis and argumentation skills, preparing students for the next step in their academic career.

7th & 8th Home Ec

This is a nine-week course that introduces the junior high students to Family and Consumer Sciences. During this short course, 8th grade students are introduced to Foods and Nutrition, while 7th grade students become acquainted with Textiles and Sewing. Very basic skills are introduced to students, along with becoming familiar with equipment used in FACS classes.

Health 7

This course is designed to give students an overall understanding of current health issues and practices. The beginning of the course will focus on Project Alert (a mini-course to increase awareness and encourage use of refusal skills). The class will also study growth and development, relationships, nutrition, lifetime activities and how lifestyles affect health.

Health 8

The purpose of this course is to study the various body systems and how they are interrelated. The course will begin with the skeletal and muscular systems and progress toward the reproductive system and genetics. The students will also be expected to read, write about and demonstrate comprehension of health concepts. Each student will compile a notebook to improve organizational skills.

Physical Education 7

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 on personal physical improvement.

Fee: \$5.00 Towel Fee per Semester

Physical Education 8

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 on personal physical improvement.

Fee: \$5.00 Towel Fee per Semester

English 7

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. Time is spent focusing on the fundamentals of writing and its process. Students write and put together portfolios to learn various skills to improve writing and critical thinking. Novels are read for both enjoyment and the quest for higher-level thinking.

English 8

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. Time is spent focusing on the fundamentals of writing and its process. Students write and put together portfolios to learn various skills to improve writing and critical thinking. Novels are read for both enjoyment and the quest for higher-level thinking. Students learn various techniques and elements of plot.

Accelerated English 11

Accelerated English 11 takes a more intense look at American literature. The course includes the elements of outside reading and vocabulary found in English 11; however, this course will include an author study and requires independent and group skills and work to complete a major research paper. Students will study the facets of an American author and his/her perspectives.

Accelerated English 12

Accelerated English 12 takes a more intense look at the literature and writing. The course includes the elements of outside reading, vocabulary, and writing found in English 12; however, this course will cover more text and require a more rapid level of participation as we interact with text. 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.

7th & 8th Grade Spanish

7th and 8th grade Spanish are exploratory courses that meet every day for one semester. The language and culture of Spanish-speaking countries is introduced, with a focus on vocabulary and some verbs. All four language skills are introduced: listening, speaking, reading and writing.

Assessment Math

This course is designed for those students that have not met the levels of requirement to be successful in a high school Algebra I class. It has been designed as a recovery course for skills and concepts that the individual student has missed. This class will not count as a high school math credit for students graduating in 2014 or there after unless it is on a modified diploma.

Consumer Math

This course is designed for those students that have not met the levels of requirement to be successful in a high school Algebra I class. It has been designed for the student needing to focus on the daily life skills with math. This is an individually paced class. This class will not count as a high school math credit for students graduating in 2014 or there after unless it is on a modified diploma. Topics include budgeting, bill paying, working with insurance, rents, etc. The fundamental skills they will need when out of school.

Choir

A fun, creative class designed to help students learn to sing in a group. Students will sing a wide variety of different styles of music, perform concerts here at Sherman Jr./Sr. High School, travel to watch performances, travel to perform, and become a more confident singer. No singing experience required.

Concert Band

This class is for 7th and 8th grade band students and is designed to help students become better musicians in a school band setting. Opportunities exist for learning new instruments, traveling, performing in different settings and playing solos. PREREQUISITES: Previous band experience or consent of instructor.

Fee: \$10 per Semester

Forensics

Forensic science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. Forensic science includes all areas of scientific endeavor, such as medicine, psychiatry, psychology, geology, physics, chemistry and biology. This class will explore only those areas of chemistry, biology, physics and geology that are useful for determining evidential value of a crime scene. Students will explore forensic science via textbook activities, laboratory exercises and individual projects. This course is designed for

motivated college bound students interested in the application of science to criminal investigations.

Science 7

Earth Science is the central topic for this class offered to 7th graders. Students will begin the class learning science safety, metric measurement and the characteristic steps of the scientific method when performing laboratory investigations. Astronomy is the first discipline of science taught, with emphasis on moon phases, seasons, stars and our place in the universe. Geologic forces that occur in and on the earth, such as plate tectonics, earthquakes, volcanic eruptions are next explored. Erosion and deposition is investigated using stream tables in the laboratory. Next fossils and the geologic time scale are explored. The last quarter of the class focuses on weather and climate. Students do laboratory investigations, take tests, create brochures, and present power point presentations in class.

Science 8

Physical Science is the focus for this class offered to 8th graders. Students will begin the class reviewing science safety and proper laboratory procedures. The first concepts taught in physical science will be on motion and forces. Newton's three laws, work, simple machines and energy will be explored during the first nine weeks. Second quarter students will discover the fascinating world of chemistry. Studying electricity and magnetism along with sound and light will complete this physical science class. Throughout the year, students will do laboratory investigations, take tests, create brochures, explore career opportunities and present power point presentations.

Psychology

The scientific study of behavior and mental processes defines the study of psychology. In this class junior and seniors will explore how people view themselves, their world and why they behave the way they do. Case studies will be discussed and careers in psychology will be explored during the semester class.

Social Studies 7

The focus in this class is an introduction to World History. Students learn about civilizations from the ancient world including Mesopotamia, Egypt, Greece, India and China to the Renaissance. Students will use their mapping skills throughout this class. They will also create and present brochures and PowerPoint presentations to their classmates. Projects involving theater, art, and constructing ancient structures are also incorporated into this class.

Social Studies 8

Students consider major historical questions and problems in American history from the early exploration of North America through the Civil War (1865). A wide range of analytical skills are developed in order to hone written and oral expression.

Jr. High Service Learning

This year-long course is designed for junior high students that are not part of the Middle School Band. In this class, students learn by doing projects for other groups and organizations. Whether it is advertising and making posters, cleaning and washing windows, recycling, picking up litter,

making healthy snack for the after school program, or any of the many other projects we might do, students will learn to make a plan and follow through on it.

Advanced Placement (AP) United States History

An elective that possibly qualifies students for college history credits, this course investigates key American historical questions and problems in a level of depth to be expected at the university level. A significant emphasis will be placed on the development of written analysis and argumentation skills, preparing students for the next step in their academic career. Students will be required to take AP test at the conclusion of this course.

Debating 1st Amendment Issues Today

Students will explore First Amendment concepts as applied to the past and present through court cases, current events and debate. The semester will be divided into 5 units - Unit 1: Speech, Unit 2: Religion, Unit 3: Press, Unit 4: Assembly, and Unit 5: Petition. The class will help students visualize the transformation of the First Amendment and understand where their constitutional rights as students have evolved from. Student will be exposed to current First Amendment issues and participate in civic debate on a regular basis.

Civics

Civics will allow students to explore how the governments of the United States and Oregon run. The course is designed to help students become good and active citizens in the future. At the completion of this course students will understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution. Students will be familiar with the three branches of government and will understand personal and political rights of citizens in the United States.

Fish & Wildlife

If you are considering a career in natural resources, this course will be of interest to you. The sciences of zoology and ecology are the focal point for this semester class. Wildlife conservation, animal habitat, and human interactions with wildlife, will be discussed and explored through a wide variety of classroom activities; group and individual project; computer simulations, plus field experiences. This is a semester class involving field studies and independent animal/career projects for juniors and seniors who have passed a laboratory biology class.

Intro to Veterinary Sciences

This class has been developed to give students knowledge of both the small and large animal Veterinary Profession. Students enrolled in this class will learn livestock and companion animal anatomy and physiology. Students will also learn basic animal terminology, nutrition, vaccination protocols, animal handling techniques and phenotypical evaluation. Students will be evaluated on their ability to grasp new terminology and skills related to the Veterinary industry.

Marine Science

This is an introductory course focusing on the history and methodology of the study of the ocean and marine environments. Marine Biology units concentrate on life in the sea, while Oceanography unites with physical geology characteristics of the sea. Marine Science will give a hands-on approach to learning with inquiry labs and portfolio projects to demonstrate learning.

Students may also have the opportunity to travel to the Oregon Coast and study the marine environments first hand.

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.

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.

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 8th 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.

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.

Human 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.

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.

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 online courses during this session if pre-approval is granted.
7. Grading of online 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 online course.

8. Online 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 pre authorization in writing from the principal/designee prior to enrolling in the specific course.