

RHS

2021 - 2022

Educational Planning Guide

Roseburg
High
School

400 W. HARVARD
ROSEBURG, OR 97470
541-440-4142
WWW.ROSEBURG.K12.OR.US/RHS

Roseburg High School promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, national origin, marital status, age or disability. If, for any reason, you believe that you are being discriminated against because of your race, color, religion, sex, sexual orientation, national origin, marital status, age or disability, please contact the Principal of Roseburg High School.

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A diversity of ways to get involved at Roseburg High School:

Club and Activities

American Sign Language	Ms. Smith	German Club/German	
Art Club	Mr. Eckman	American Partnership	
ASB Leadership	Ms. Stanton	Program (GAPP)	Mr. Taylor
Astra Club (ALTRUSA)	Mrs. Stevens-Garcia	GSA (Gay/Straight Alliance)	Ms. Cooper
Auto Club	Mr. Zell	Hiking Club	Mr. Eckman
Baccalaureate (Seniors)	Ms. Weiss	Impact Club	Mr. Gompf
Band	Mr. Hansen	Interact Club	Mrs. Stevens-Garcia/Ms.
Battle of the Books	Mrs. Felgentrager	Painter	
Bowling Club	Ms. Cates	Key Club	Ms. Jackson
Brain Bowl	Ms. May	Lacrosse	Ms. Cheatam
Campus Life	Mr. Oltman	Link Crew	Ms. Brooks
Clay Club	Ms. Hibbert	Magic the Gathering	Dr. Warnock
Choir	Ms. Cherry	Math Club	Mr. Richards/Ms. Stanton
Color Guard/Flag Team	Mr. Hansen	Men of Note	Ms. Cherry
Competitive Shooting Club	Mr. Wicks/Mr. Bartlett	Multicultural Club	Mrs. Felgentrager
		National Honor Society (NHS)	Mrs. Felgentrager
Creative Writing	Ms. Jones	Orange R (Student Paper)	Ms. Smith
Cribbage Club	Ms. Smith	R.C. Club	Mr. Hanson
Drama Club	Mrs. Moroney	Robotics Club	Mr. Wier
Dungeons & Dragons	Mr. Eckman	Roseburg Runners Club	Mr. Eckman
Equestrian Club	Ms. Conner	Science Club	TBA
Esports	Mr. Bowen	Skills USA (VICA)	Mr. Dever
ETS	Mr. Gompf	Spanish Club	Mr. Hibbert
Family, Career & Community		Starfleet Academy	Mr. Eckman
Leaders of America (FCCLA)	Ms. Carson/Ms. Malepsy	U Dub (United Way)	Ms. Brooks
Fellowship of Christian		Unified Partners/Sports Club	Ms. Shilts/Ms. Buller
Athletes (FCA)	Mr. Pardon	Unified Cheer Club	Ms. Drury
First Class Catering	Ms. Carson	Upward Bound (Career Ctr)	TBA
French Club	Mr. Flesher	Wrestling Pin Pals	Mr. Lander
Future Business Leaders of		Yearbook	Mrs. Eckman
America (FBLA)	Dr. Warnock		
Future Farmers of America			
(FFA)	Ms. Chenoweth		

Student Government

Student Body President, Student Body Vice-President, Leadership Students

Publications

Yearbook - Mrs. Eckman; Orange R - Ms. Smith

Athletics

Boys - Football, Cross Country, Soccer, Basketball, Wrestling, Swimming, Baseball, Track, Tennis, Golf, Rally/Cheer

Girls - Cross Country, Soccer, Volleyball, Basketball, Swimming, Track, Tennis, Golf, Softball, Rally/Cheer

Introduction

RHS Student,

This Educational Planning Guide was developed to provide you and your parents/guardians with information necessary to thoughtfully choose the classes and co-curricular activities that will make for a successful future. Now is the time to be thinking ahead and planning for your future. Those dreams and goals should guide the courses and activities. The choices you make will affect those next steps and opportunities of your life. So, please consider all the offerings, develop a plan, and select those classes that will benefit your future. We encourage you to take the most challenging core classes that you can to be best prepared. Also, take electives that will allow you to explore those interests that you may have.

In addition to attending class and earning good grades, all students need to demonstrate a high level of proficiency in math, reading, writing, and the career related learning standards to earn an Oregon diploma. Additionally, high school should be the foundation for future careers, professions, and post secondary opportunities. This guide should be used to inform you of your graduation requirements (page 7), what you need if you plan to go to college (pages 11-13), and course descriptions for more information in your course selections (pages 14-74).

Within the 2021-2022 Roseburg High School Educational Planning Guide you will find both a description of the courses that are offered and an explanation of the requirements that must be met. Roseburg High School makes every effort to have available a variety of educational opportunities to meet individual student ability and interest levels. We are also here for support, guidance, and assistance with courses, activities, and school involvements for a successful future. Take time to familiarize yourself with the educational planning guide materials, and challenge yourself to plan for enjoyment and a strong education. Our staff is here to assist you in any way we can for your success during the 2021-2022 school year.

Best wishes in your academic planning for a successful high school experience and future goals.

Jill Weber, Principal,
and the Roseburg High School Staff

Multi-Tiered Instruction (MTI) System

Roseburg High School is committed to serving and growing ALL students. In response to this commitment, the very rigorous state course standards and graduation requirements, and our desire to prepare students for post-secondary opportunities, we have designed and implemented an MTI system. This system supports all students in moving forward with their academic learning. To graduate with a standard high school diploma, students must exhibit proficiency of the state standards through their course work and meet the State-required Essential Skills. This system is designed to meet the learning needs of our diverse population of students by carefully identifying a student's ability and then serving them strategically at their academic level.

This system includes teams of teachers, counselors, administrators, and our instructional coach that make up our reading, writing, and mathematics data teams. They are responsible for the detailed analysis of students' academic data, consisting of state wide assessments, work samples, grades, and teacher input to make placement decisions at all levels within our multi-tiered system. Most of these classes are in addition to a "core" math or English class. The overall goal of these intervention courses is to provide more time for students to increase their knowledge and understanding in mathematics, reading, or writing, as well as to give targeted support in the student's specific area(s) of need.

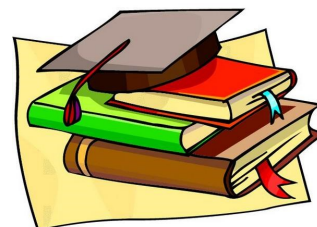
Course Registration Procedures

Students will receive a course selection sheet for their grade level and an Educational Planning Guide is available on the RHS website. During the registration process in the spring, students need to complete the Course Selection Sheet with the following information:

- A) All desired courses listed by their full title
- B) Parent/Guardian signature (required to indicate involvement in the selection of courses)
- C) At least three alternative electives, listed in order of preference
- D) Where required, teacher recommendation/signature to verify completion of prerequisites or instructor's approval

Elective course selections should be done carefully. Schedule changes after registration will be extremely difficult to make because courses are staffed based on student registration. Changes are only allowed in the event that a student is placed incorrectly in a course, needs to change levels in a core class, IEP placement needs, duplicate courses or there is a hole in the schedule.

Please be aware that the course selection sheet reflects the courses we are offering this year. If student selection and hence enrollment numbers are low for any one course, it will not be offered in the master schedule and those students will be placed in one of their other choices. Therefore, choosing alternate courses is very important. The Educational Planning Guide reflects all of the courses that we might offer given available resources and staffing.



Graduation Requirements

Credits

- 1/2 Credit = credit received in an area of study in one semester.
- 1 Credit = credit received in an area of study normally acquired in two semesters, which is one school year.
- To receive credit, a student must earn a passing grade of “D” or better. **Many colleges require a grade of “C” or better in all core classes as a part of their entrance requirements.**

Proficiency in the Essential Skills

Students must demonstrate proficiency in reading, writing, and mathematics. This is done through passage of the state assessment, work samples, or other approved assessments.

Personalized Learning

Freshmen House and Economics classes cover the Educational Plan & Profile, Career Related Learning Experiences, and Extended Application requirements for graduation.

Credits by Subject	Graduation Requirement (standard diploma)
English/Language Arts	4
Mathematics	3—Algebra I & above
Science	3
Social Sciences	3
Physical Education	1
Health	1
Career & Tech. Ed., The Arts, and/or Second Language	3 (in any combination)
Electives	6
Total Credits	24
Proficiency in Essential Skills	
Writing	✓
Reading	✓
Mathematics	✓
Personalized Learning	
Education Plan & Profile	✓
Career Related Learning Experiences	✓
Extended Application	✓
Freshmen House program	✓



Roseburg High School Education Plan

Name: _____ Graduation Requirements

Diploma Requirements

Subject:	9th 1st Sem	9th 2nd Sem	Summer/ Online	10th 1st Sem	10th 2nd Sem	Summer/ Online	11th 1st Sem	11th 2nd Sem	Summer/ Online	12th 1st Sem	12th 2nd Sem	Summer/ Online	Required	Earned	Need
English													4		
Math													3		
Science													3		
Wellness/ Health													1		
Wellness/ P.E.													1		
Social Science													3		
Career & Tech. Ed., The Arts, and/ or Second Lang.													3 In any combo		
Electives													6		
Total													24		

This planner is intended as an overall guide to help achieve your goal of graduating high school and planning for your higher education. It in no way guarantees high school graduation or entrance into an institute of higher learning. Every attempt has been made to keep the data reflected within up to date with current state and federal guidelines. To ensure most current requirements, please contact individual establishments or your counselor.

Algebra I _____ Geometry _____ Algebra II _____ Higher Math _____
World History _____ U.S. History _____ Economics _____ Government _____
Reading Benchmark Met _____ Writing Benchmark Met _____ Math Benchmark Met _____
Career Related Learning Standards _____

Notes:

“Where Excellence is Tradition”

Dual Credit Programs

Students involved in CTE (Career Technical Education) courses at Roseburg High School are given the opportunity to earn college credit at no cost. These dual credit programs are designed to provide students with a sequential program of study that will allow them to receive credit for skills and knowledge acquired, then transition into an advanced program of study at the community college level without having to duplicate course work. These programs are articulated with Umpqua Community College and other community colleges in Oregon. Below is a list of the current courses and instructors where students have the opportunity to earn community college credit. Each instructor in these areas has additional information on how students can earn these credits.

Agricultural Sciences—Ms. Chenoweth
Automotive - Mr. Zell
Business - Ms. Warnock
Drafting - Mr. Dever

Early Childhood Education - Ms. Malepsy
Health Occupations - TBA
Hospitality, Tourism, Recreation— Ms. Carson
Manufacturing Technology - Mr. Stinnett
Woods - Ms. Danville

The CC and Advanced Placement (AP) Program

These two programs consist of college-level courses and exams for secondary school students. These courses will be conducted in a thorough and rigorous manner to better prepare exceptional junior and senior students considering post secondary education. High academic skills will be expected and emphasized in writing, reading and researching while formulating good study habits. Students have the opportunity to receive college credit through the dual credit programs sponsored by Umpqua Community College and Southern Oregon University.

Students enrolled in Advanced Placement courses (and other students who believe they are prepared) may wish to take the AP examinations in particular subject areas during the 2nd and 3rd weeks in May. Candidates scoring well on tests may be granted college credit or have certain required freshman courses waived.

The tests are administered at the high school. The College Entrance Examination Board, responsible for the AP Examinations, charges a fee for each test. Students need to notify their AP instructor of their intent to take the exam.

Roseburg High School offers the following Advanced Placement Courses provided the minimum number of students needed to make a course have signed up.

ACCP and AP classes or college credit (CC) classes offered at Roseburg High School are the following:

<u>RHS Course Title</u>	<u>UCC Course Title</u>	<u>UCC Credits</u>	<u>SOU Course Title</u>	<u>SOU Credits</u>
English 12 AP/CC	WR 121, 122, 123	12 credits per year		
U.S. History AP/CC	HST 201, 202, 203	3 per term/9 per year		
Government AP/CC	PS 201, 202, 203	3 per term/9 per year		
Calculus AP/CC	MTH 251, 252, 253	15 credits per year		
Spanish III AP/CC	SPAN 101, 102, 103	4 per term/12 per year		
Spanish IV AP/CC	SPAN 201, 202, 203	4 per term/12 per year		
German III/IV AP/CC	GER 101, 102, 103	4 per term/12 per year		
Pre-Calculus	MTH 111, 112	10 credits per year	MTH 111, 112	8 credits per year
Fine Arts II			ART 133	4 credits per year
Fine Arts III			ART 199	8 credits per year
AP Fine Arts IV				
AP Biology				
AP European History				

* Please note that not all colleges/universities accept AP/CC courses. Please check with potential college/university admission offices.

Talented and Gifted Program

Roseburg High School offers our Talented and Gifted students a variety of opportunities through curriculum offerings, advanced learning strategies and co-curricular activities. Students are identified for this program, by current instructors and parent recommendation. Selection is based upon state and nationally employed assessments. For further information, contact an administrator.

Other Credit Options

The goal of the entire staff at Roseburg High School is to help students reach their personal goals. Listed below are some options available to students. In **all** of these options, communication and **pre-authorization** by your counselor is required for either substitution of certain credits or addition of others.

1. The Counseling Center and the Career Center have information regarding online classes. Successful completion of these courses will be accepted toward the required credits necessary for graduation.
2. Roseburg High School continues to pursue avenues that best meet the needs of individual students. To ensure appropriate processing of any other “**Alternative Credit**”, Roseburg High School requires a student/parent/counselor conference to discuss alternative education options.
3. Students 16 years and older may take courses at Umpqua Community College with counselor pre-approval and have these posted on their high school transcript (one college course will be represented by .5 high school credit). Contact the counseling Center for more information.
4. The State Board of Education has adopted a revised version of the Credit Options OAR (581-022-1131). This rule requires that all students have the option to earn credit by demonstrating proficiency. This means that a student is given credit for successful demonstration of knowledge and skills that meets or exceeds defined levels of performance. Students may demonstrate proficiency through classroom work and/or documentation of learning experiences outside of school or through a combination of these means. Students interested in earning proficiency credit should check with their counselor to receive information outlining the process and requirements. No credit will be awarded without preapproval.

College Financial Support

"Financial Aid" and scholarships are available for graduating seniors to pursue post-high school education. Annually, our students qualify for over three million dollars in assistance for college. All students and their parents are encouraged to attend the annual fall Scholarship and Financial Aid Workshops.

Completing the Free Application for Federal Student Aid (FAFSA) is an important step in receiving aid. The FAFSA can be filled out starting October 1st of a student's senior year. Students and parents are encouraged to complete the FAFSA, however, within the first couple of weeks of October.

- Completing the FAFSA will determine if a student qualifies for Pell Grants, State Grants, Institutional Grants, Work-Study and Low Interest Loans.
- Merit Based Scholarships - Merit based scholarships are the largest source of scholarship monies available to most students. Merit based scholarships take into account high school GPA, course selection, and SAT/ACT scores. Note that many colleges don't award Merit based scholarships without a completed FAFSA.
- Talent/Athletic Scholarships – Many schools offer assistance based solely on the student's artistic, musical, or athletic abilities. These can range anywhere from books and fees to full tuition plus room and board. Talent based awards often require an audition.
- While most of the scholarship and financial aid process is completed in the senior year, preparation starts as early as the freshmen year. Students are encouraged to get involved in school and community activities as soon as possible.

For more detailed information on the financial aid/scholarship process, pick up a current copy of “Your College and Scholarship Connection,” available in the Career Center.



Oregon Public University (OPU) Admission Requirements

Roseburg High School is committed to preparing all students for further study after graduation. College entrance requirements vary greatly. In order to be considered for freshman admission, students must meet each of the minimum requirements (or alternatives) specified below. Students must also satisfy the specific admission requirements for the college or university to which they apply.

High School Graduation Requirement. High school students must graduate from a standard or accredited high school.

Grade Point Requirements. The OPU schools have different GPA requirement. A student must have a C- or better in all required subject areas noted below.

Subject Requirements. High school graduates must satisfactorily complete at least fifteen units of college preparatory work, including the following English-4; Math-3; Science-3; Social Science-3; World Languages-2. The University of Oregon requires 16 units of subject requirements (the 15 OPU subject requirements and one additional academic credit). Additional college preparatory coursework may be considered by some colleges and universities for selectively admitting students.

Language Arts (4 units) Shall include the study of the English language, literature, speaking and listening, and writing with an emphasis on frequent practice in writing expository prose all four years.

Mathematics (3 units) Shall include first year algebra and two additional years of college preparatory mathematics such as geometry (deductive or descriptive), advanced topics in algebra, trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, probability and statistics, or courses that integrate topics from two or more of these areas. (One unit is highly recommended in the senior year. Algebra and geometry taken prior to the ninth grade is acceptable.) Computer science does not qualify as a substitute for math.

Science (3 units) Shall include analysis of societal issues and events. It is strongly recommended that one year be taken as a laboratory science and that a total of three years of science be taken.

Social Sciences (3 units) Shall include analysis of societal issues and events. It is strongly recommended that study includes knowledge and use of geographic information, patterns of United States history, patterns of human history, structures and systems of US government, and analysis of economic systems.

World Language (2 units) Shall include two years in the same high school-level world language, or a C- or above in the third year of a high school-level language, or two terms of a college-level second language with a grade of C- or above, or satisfactory performance on an approved assessment of second language proficiency. Demonstrated proficiency in American Sign Language meets the second language requirement. Students failing to meet this requirement must complete it with a grade of C or above or with two terms of the same college-level second language.

Admissions Test Requirements. You must submit official scores on the SAT Reasoning or American College Test (ACT) that include a standardized writing examination. See page 13 for 2021-2022 test dates.

The Oregon Public University (OPU) includes the University of Oregon, Southern Oregon University, Oregon State University, Portland State University, Western Oregon University, Oregon Institute of Technology, and Eastern Oregon University. Admissions requirements are noted below. Alternatives to the course requirements, as well as all other admission requirements, can be obtained from the admission office of individual colleges or universities.

Oregon Public University (OPU) Admission Requirements (Continued)

	EOU	OT	OSU	PSU	SOU	UO	WOU
High School Graduation	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Subject Requirements (14)	Yes	Yes	Yes	Yes	Yes	Yes ⁴	Yes
SAT Reasoning/ACT ¹ Scores	Yes	Yes	Yes	Yes	Yes	Yes	Yes
High School GPA	3.00 ²	3.00	3.00 ³	3.00	2.75	3.00 ⁴	2.75
Additional Campus Review Required (Evidence of proficiency, if available, will be consid- ered here.)	Below 3.00 Portfolio required	2.50 To 2.99	Below 3.00 or fewer than 14 subject units	2.70 to 2.99	Below 2.75	Below 3.25 or fewer than 16 subject units	Below 2.75

Tests for College

Which Ones and When?

Bulletins on each of the tests listed below are available in the Career Center. Costs for the SAT Reasoning Test, SAT Subject Tests, and ACT vary from year to year. Fees are listed in the information booklets.

1. **PSAT/NMSQT** The PSAT/NMSQT is administered in October. The State of Oregon pays for all sophomores to take the test. College bound juniors are encouraged to take the test as well. The registration deadline for juniors is September 30 in the Career Center. There is a nominal charge for juniors that take the test.

The PSAT is a shorter version of the SAT Reasoning Test which is used by many colleges for admission purposes. Research shows that students who use the results from the PSAT to develop a study plan score better on the SAT. Results of the PSAT are used to select finalists for National Merit Scholarships.

2. The **SAT Test** is a 3-hour test measuring basic verbal and mathematical abilities and writing skills. It is one of the two most widely used national tests for college admissions. Students who plan to enroll in a 4-year college immediately following high school should register in the Spring of their Junior year or the Fall of their Senior year.

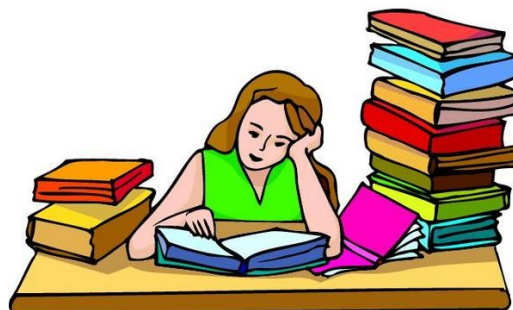
Registration is done online at www.collegeboard.com.

3. **ACT** (American College Test). The aptitude test is used for college admissions purposes. The test covers four areas--English, mathematics, social science, and natural sciences.

To register for the ACT go to: www.actstudent.org.

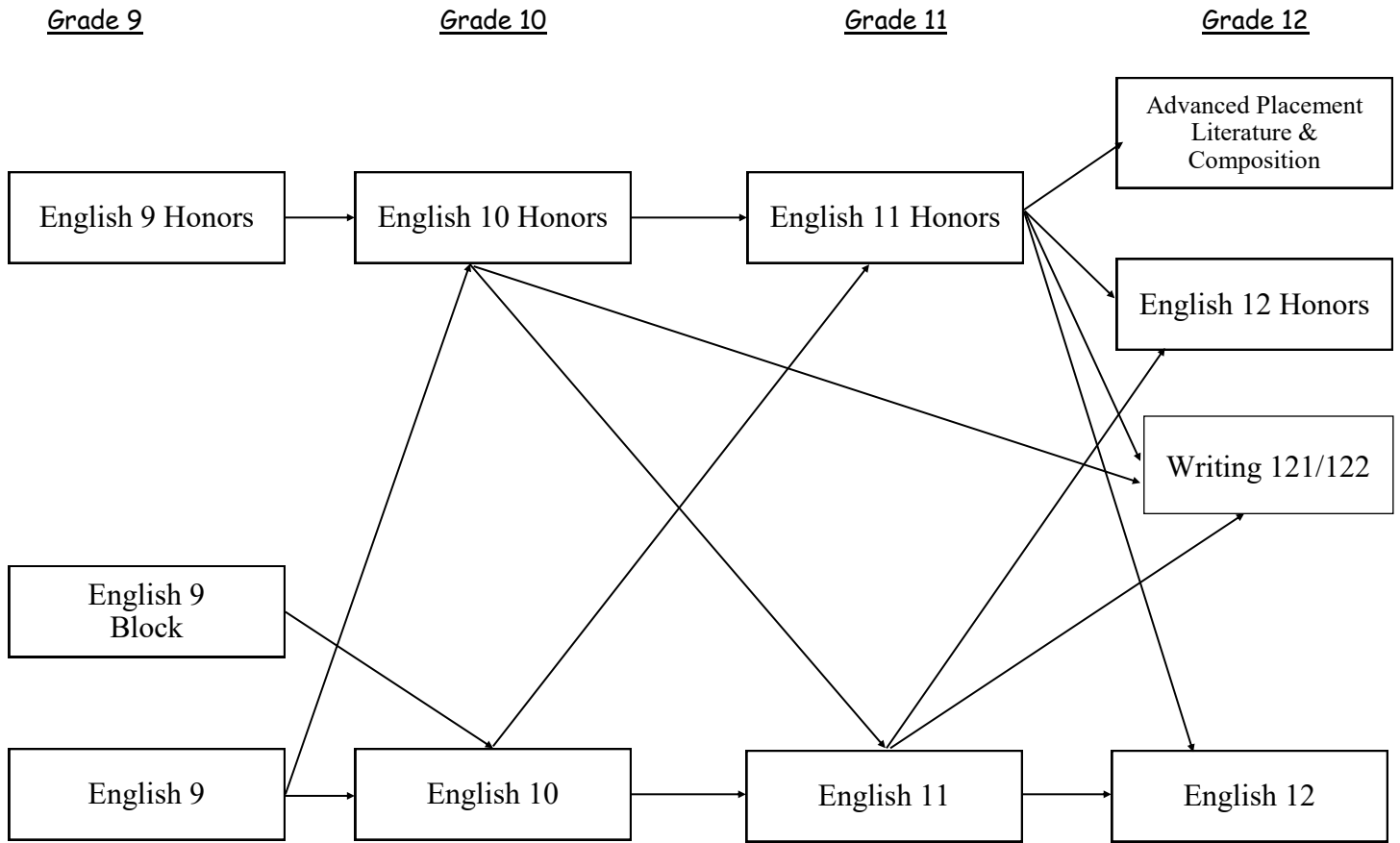
5. **AP** (Advanced Placement Tests). All students enrolled in advanced placement courses have the opportunity to take the Advanced Placement tests in May. Most colleges waive or give credit for qualifying scores. Student must notify the teacher of the intent to take an AP test. Students may take an AP exam for a course they are not enrolled in as well. See Mr. Early in the Career Center for more information.

SAT Test Dates For 2021-2022	
PSAT Testing	October 14, 2020
SAT Testing	August 28, 2021 October 2, 2021 November 6, 2021 December 4, 2021 March 12, 2022 May 7, 2022 June 4, 2022
ACT Testing	September 11, 2021 October 23, 2021 December 11, 2021 February 5, 2022 April 9, 2022 June 11, 2022



English Division

The English Division



****Plus**

Reading Intervention

- Reading Support
- Reading Strategies

****Plus**

Reading Intervention

- Reading Support
- Reading Strategies

Writing Intervention

- Writing Support
- Writing Strategies 10

****Plus**

Reading Intervention

- Reading Support
- Reading Strategies 11

Writing Intervention

- Writing Support
- Writing Strategies 11

****Plus**

Reading Intervention

- Reading Strat. 12

Writing Intervention

- Writing Strat. 12

Available to students enrolled in English 12.

****** An intervention course in addition to the “core” course for students who are identified by the data team as needing additional support

English Core Classes

English 9 Block

Grade Level: 9
Length of Course: Year
Pre-requisite: Data Team Decision *
Credit: 1 English and 1 Elective

Course Overview: This program will be aligned with 9th grade standards for English 9 as well as provide additional reading support. Students will work with grade level material in the areas of informational texts, short stories, Greek mythology, and the novel. Shakespearean plays will be introduced. Students will be given the opportunity to complete narrative and explanatory writing samples and a reading work sample in preparation for graduation requirements. This is a two period class; students will receive core English 9 credit and intervention elective credit.

English 9

Grade Level: 9
Length of Course: Year
Pre-requisite: None
Credit: 1 English

Course Overview: This course is designed for students who are successful working, reading, and writing at grade level. Students should have met or nearly met eighth grade reading and writing standards; if not, the student may be placed in English 9 Block by the Data Team. In English 9, students will improve their skills in both reading and writing; students will read and analyze non-fiction as well as a variety of literary genres including short stories, myths, drama, poetry, and the novel. Students will be given the opportunity to complete reading and writing work samples in preparation for graduation requirements. Writing includes the personal narrative and explanatory modes. Students will also prepare for demonstration of the Common Core State Standards through the Smarter Balanced Test (taken junior year) or alternative assessments.

English 9 Honors

Grade Level: 9
Length of Course: Year
Pre-requisite: Eighth Grade Instructor Approval or placement test; Smarter Balanced score of 2567 or better (Level 3); Writing Work Samples of Fours and Above
Credit: 1 English

Course Overview: This course is intended for highly motivated students who are accelerated in their reading and writing skills and have a desire to excel. Students should have exceeded or nearly exceeded standards on the Smarter Balanced reading and writing assessment and have writing scores of 4s, 5s, or 6s in all of the six analytic traits. Students will begin preparing for the complex writing tasks and analysis skills they will need in a college or university. Fiction readings include a genre approach to literature including an analytic study of Shakespeare's *Romeo and Juliet*, Homer's *Odyssey*, and a classic novel. Students are required to read a novel from the college preparatory reading list on their own. Non-fiction texts will be read and analyzed as well. Writing includes personal narrative, explanatory, and explanatory with citations. Students will also prepare for demonstration of the Common Core State Standards through the Smarter Balanced Test (taken junior year) or alternative assessments.

English 10

Grade Level: 10
Length of Course: Year
Pre-requisite: None
Credit: 1 English

Course Overview: This course is designed to prepare students to meet graduation requirements and state standards in reading and writing. Students will develop explanatory and argumentative writing techniques and write on-demand essays to prepare for the state assessments. Students will also produce 2-3 mini-research projects. Students will also apply specific literary terms to produce written literary analysis responses. Readings include a genre approach to a broad selection of literary works: short story, novel, drama, and poetry. Reading non-fiction texts for information will also be included. Students will also prepare for demonstration of the Common Core State Standards through the Smarter Balanced Test (taken junior year) or alternative assessments.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to reading and/or writing.

English 10 Honors

Grade Level: 10
Length of Course: Year
Pre-requisite: English 9 or English 9 Honors with an A or B; Instructor Approval; assessment data analysis; Two Writing Work Samples with Scores of Four and above in all Six Traits (at least one of which should be an on-demand)
Credit: 1 English

Course Overview: This course is designed to prepare highly motivated students for the complex writing tasks and analysis skills they will need at a college or university. Students will produce writing in which they demonstrate ability with modes required for graduation, essays of literary analysis and poetry. A three to five page typed research paper based on a Modern issue is also required. Readings include a genre approach to literature with an emphasis on college preparatory texts: Shakespeare's *Julius Caesar*, poetry, Sophocles' *Antigone*, and at least one classic novel. Students will also prepare for demonstration of the Common Core State Standards through the Smarter Balanced Test (taken junior year) or alternative assessments.

English 11

Grade Level: 11
Length of Course: Year
Pre-requisite: 2 passing Writing Work Samples; SBAC proficiency with scores of threes or above; Instructor Approval
Credit: 1 English

Course Overview: This course further develops the critical thinking, reading, and writing skills necessary for post-secondary education. Students will undertake a broad survey of American literature, including several short stories and novels such as *Of Mice and Men*. Writing will include both on-demand and other essays as well as responses to literature and a position research paper. Students will also prepare for demonstration of the Common Core State Standards through the Smarter Balanced Test.

English 11 Honors

Grade Level: 11
Length of Course: Year
Pre-requisite: English 10 Honors with an A or B; Two on-demand Writing Work Samples with scores of fours and fives; assessment data analysis; Instructor Approval and at least one passing on-demand Reading work sample
Credit: 1 English

Course Overview: This course is designed to continue preparing students for the complex writing tasks and analysis skills they will need at a college or university. Readings include a comprehensive survey of American literature from colonial to contemporary times. *The Adventures of Huckleberry Finn*, *Of Mice and Men*, and *Catcher in the Rye* are some of the novels studied. Students will produce argumentative, explanatory, and analytic writings. Writing work samples will also include responses to literature, as well as a required position research paper. Students will also prepare for demonstration of Common Core State Standards through the Smarter Balanced Test or alternative assessments.

English 12

Grade Level: 12
Length of Course: Year
Pre-requisite: None
Credit: 1 English

Course Overview: This course is designed to prepare students for the analytical thinking, analytical research, and types of writing required in a post-secondary setting. Readings are selected to encourage the student to develop a life-long appreciation of literature through a survey of British and American literature. Writings will include reflective and analytic responses to a variety of perspectives and genres: the novel, drama, short story, and non-fiction, including a study of *Fahrenheit 451*, *Animal Farm*, and a Shakespearean play. Students will produce personal, explanatory, argumentative, and analytic writings in preparation for college or university entrance. Students will also be given the opportunity to complete writing work samples for graduation requirements. A research recommendation report (process and product) is also required.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to reading and/or writing.

English 12 Honors

Grade Level:	12
Length of Course:	Year
Pre-requisite:	English 11 Honors or English 11 with an A or B; assessment data analysis; a Smarter Balanced score of 2583 or better (level 3); proficient writing work sample scores at fours and fives including two on-demands; Instructor Approval
Credit:	1 English

Course Overview: This course prepares students for the analytical and evaluative research and writing required in college or university coursework. Readings include a comprehensive survey of English and World literature from ancient to modern times including selections like *Beowulf*, *The Inferno*, and *Lord of the Flies*. Students will produce personal, explanatory, argumentative, and analytical writings in preparation for college or university entrance. A position research paper (process and product) is also a course requirement.

Advanced Placement Literature & Composition

Grade Level:	12
Length of Course:	Year
Pre-requisite:	English 11 Honors with an A or B+ OR WR 121/122 with a C or higher; assessment data analysis; a Smarter Balanced score of 2682 or better (level 4); exceeding writing work sample scores on at least two on-demands; Instructor Approval
Credit:	1 English
College Credit:	Advanced Placement Exam for college credit

Course Overview: This Advanced Placement course presents a college level study of literature and literary argument in preparation for the AP exam administered in May. Students who take and pass the exam with a score of three or higher may be granted college credit in literature at most colleges and universities throughout the nation. The course begins with a traditional chronological study of the evolution of British literature through the 18th century, then moves to a genre approach to British, American, and World literature: the novel, short story, poetry, and drama. Summer reading is assigned at the end of the junior year for completion prior to beginning the class in the fall.

Writing 121/122

Grade Level:	11, 12
Length of Course:	Year
Pre-requisite:	2 passing Writing Work Samples; 2 passing Reading Work Samples; SBAC proficiency with scores of threes or above; Instructor Approval
Credit:	1
College Credit:	8 UCC credits

Course Overview: This course is a dual credit composition class offered through Umpqua Community College. Students successfully completing this course with a “C” or better will earn 8 college writing credits. The successful student must be prepared and motivated to undertake a focus on rhetorical reading, thinking, and writing as a means of inquiry through the first half of the course. The second half of this course will focus on argument, research, and multimodal composition along with metacognitive competencies understood through the lens of a rhetorical vocabulary.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to reading and/or writing.

English Intervention Classes

Reading Support

Grade Level: 9, 10, 11, 12
Length of Course: Year (Can be repeated)
Pre-requisite: Data Team Decision *
Credit: 1 Elective

Course Overview: This course is designed to accelerate the reading of intermediate readers and increase students competency with the Common Core State Standards in reading. The focus of instruction will be on strengthening and applying effective strategies for decoding multisyllabic words, improving fluency, increasing comprehension across a broad range of literature and informational texts, parts of speech, grammar, application of higher order thinking skills, and pulling information and examples from text to support comprehension questions and improve writing skills. This class is a full year.

Reading Strategies

Grade Level: 9, 10, 11
Length of Course: Semester
Pre-requisite: Data Team Decision *
Credit: ½ Elective

Course Overview: This course is designed to provide a literacy-building environment for students. It will implement a balanced literacy program by teaching students reading strategies with rich and varied reading experiences, including fiction and nonfiction. Special emphasis will be given to comprehension, literary vocabulary development, and specific reading strategies. The class is not designed to replace regular English classes but as a supplement to enhance literacy skills

Reading Strategies 12

Grade Level: 12
Length of Course: Semester/(Can be repeated)
Pre-requisite: Data Team Decision *
Credit: ½ Elective

Course Overview: This course is designed to provide reading intervention for struggling readers. In this class, students will receive weekly, individualized feedback on their reading while learning the specific skills necessary to become proficient readers. Special emphasis will be given to literal, inferential, and evaluative comprehension, vocabulary strategies, and English content terminology. The focus of this course is to prepare students to graduate by meeting the state standards by passing reading work samples. The class is not designed to replace regular English classes but as a supplement to enhance literacy skills.

Writing Support

Grade Level: 10, 11
Length of Course: Year
Pre-requisite: Data Team Decision *
Credit: 1 Elective

Course Overview: This course is designed to support students who are working towards meeting the state writing standards. Students learn reasoning skills that help them to understand what they see, hear, and read. Students will have the opportunity to improve their skills in the following areas: following directions, putting objects into categories, using clues to answer a question, finding and correcting unclear statements, drawing conclusions, writing formal deductions, using evidence to support a conclusion, understanding arguments and deciding whether they are valid, identifying faulty arguments and explaining why they are flawed, and writing clear, specific instructions.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to reading and/or writing.

Writing Strategies 10

Writing Strategies 11

Grade Level: 10, 11
Length of Course: Semester
Pre-requisite: Data Team Decision *
Credit: 1/2 Elective

Course Overview: These courses are designed to provide writing intervention for struggling writers. Students will receive weekly, individualized feedback on their writing while learning specific skills necessary to become proficient writers. Special emphasis will be placed on the six writing traits: ideas and content, organization, voice, word choice, sentence fluency, and conventions. In addition, students will work on skills including sentence and paragraph writing, as well as receive support for writing taking place in their regular English classes. This course is to be taken in conjunction with regular English classes.

Writing Strategies 12

Grade Level: 12
Length of Course: Semester/Year
Pre-requisite: Data Team Decision*
Credit: ½-1 Elective

Course Overview: This course is designed to provide writing intervention for seniors who have not passed the state writing test or two on-demand writing samples. Students will receive weekly, individualized feedback on their writing while learning specific skills necessary to pass writing standards. Special emphasis will be placed on the six writing traits: ideas and content, organization, voice, word choice, sentence fluency, and conventions. In addition, students will work on sentence and paragraph writing, as well as receive support for writing in their core English class. This course may be taken in conjunction with regular English classes.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to reading and/or writing.

English Elective Classes

Journalism

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: B Average in Previous English Classes; Instructor Approval
Credit: 1 Elective

Course Overview: This introductory course is designed to prepare students for positions on the school newspaper, *The Orange R*. Topics covered include interviewing, journalistic writing, page design, layout, and desktop publishing.

Orange R

Grade Level: 11, 12
Length of Course: Year (Can be Repeated)
Pre-requisite: Instructor Approval Only
Credit: 1 Elective

Course Overview: Journalism students are given the opportunity to put into practice their journalism skills as they publish the school newspaper, *The Orange R*.



English

Creative Writing

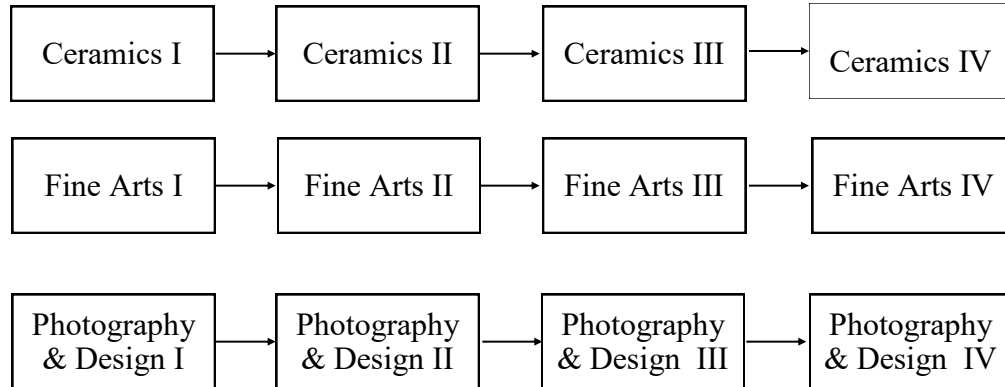
Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ - 1 Elective

Course Overview: Creative Writing is a course designed for students who are self-motivated writers. The course includes the study and examination of the writing process; the how, when, and where of finding inspiration; online writing and digital-literacy; the copyediting and revising processes; polishing and publishing. This course will expose students to renowned contemporary writers, bloggers, and poets. It will immerse them in a variety of writing types and include numerous opportunities for students to create their own works, such as short-stories, character sketches, blogs, poetry, plays, graphic-novel shorts, and multimodal works.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to reading and/or writing.

Fine Arts Division

Visual Arts

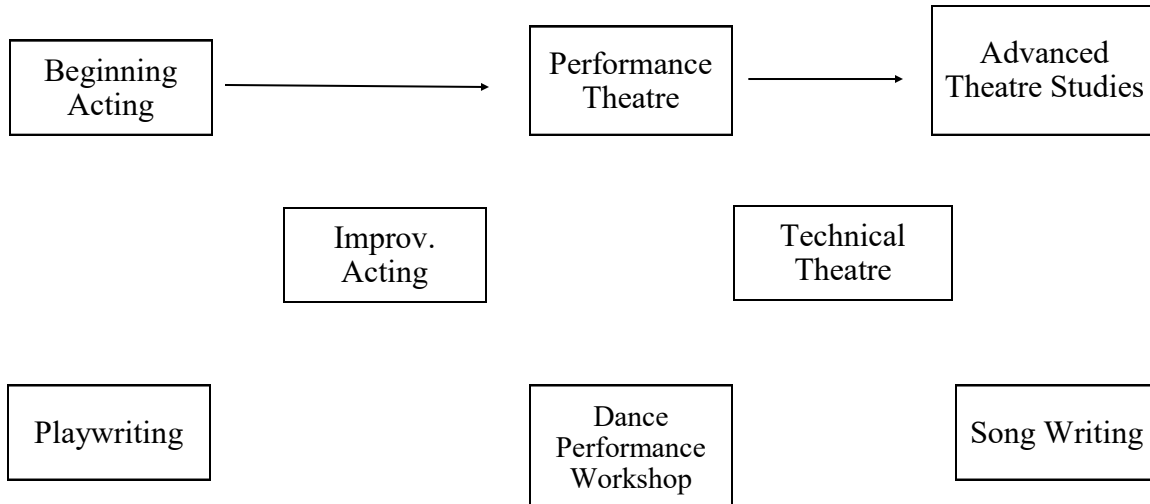


Art History
(9th-12th Gr.)

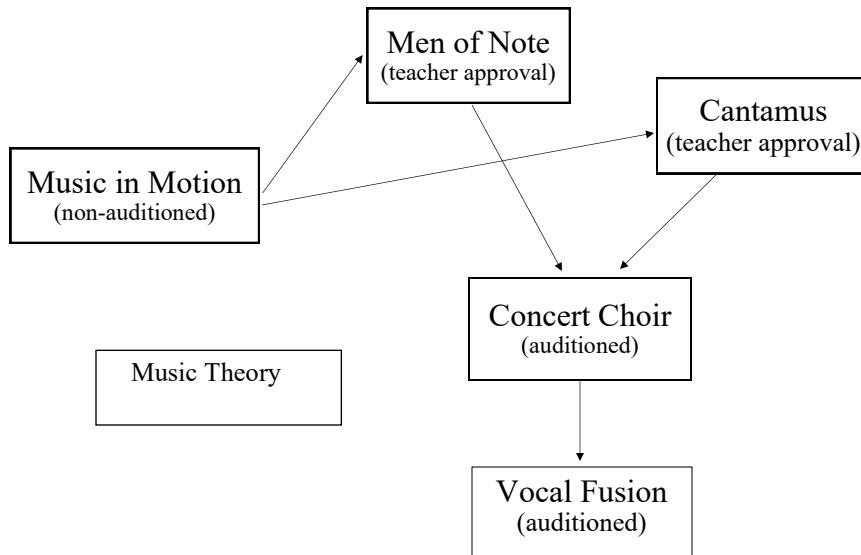
Yearbook
(Teacher Appr.)

Film Studies
&
Production

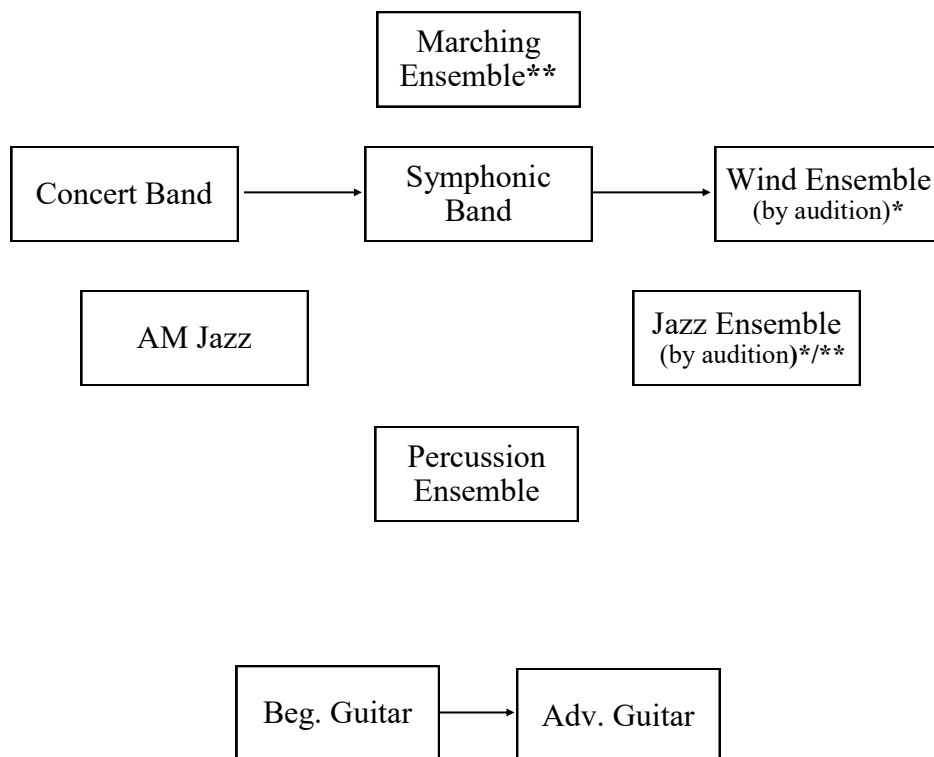
Theatrical Arts



Vocal Arts



Instrumental Arts



*Marching Ensemble participation is required with this course.

** Requires participation in another band class.

Ceramics I

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: Ceramics I is an introduction to the clay process. Students will create a variety of forms in clay and use techniques of hand building. Explorations in line, form, functionality, texture, color, volume, and aesthetics will be investigated in clay and glazes. Several projects will be based on other cultures, art history, and modern artists. Emphasis will be on technical skill and design concepts, as well as reflection and analysis of choices made.

Ceramics II

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: Ceramics I
Credit: ½ Elective

Course Overview: Ceramics II is a basic studio course to further develop skills learned in Ceramics I. Focus is on development of introductory wheel throwing, motor skills and hand building skills. Projects will be similar to beginning clay with an elevated production, skill level, and analysis expected. Students will have the opportunity to be inspired by, sketch, and write about other cultures and historical artists. The class will be separated into two parts: one half will focus on the wheel while the other half works on hand building. Students will switch off at the quarter.

Ceramics III

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Instructor Approval
Credit: 1 Elective

Course Overview: There will be an array of projects that students will complete throughout the year. Students will have an extended amount of time for each project. Students have developed familiarity with clay, motor skills, and concepts of form and function. Investigations into culture and art history will be necessary, as an artist of the student's choosing will inspire at least one project. Guidance and supervision of projects will be a factor throughout the term.

Ceramics IV

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Instructor Approval
Credit: 1 Elective

Course Overview: Ceramics IV is specifically designed for ceramic students who are exploring career-related opportunities and want to continue to work on a more independent basis. The class is also designed to set students up with a specific area of focus chosen by the student and mentored by the instructor. Students will have the option to develop a portfolio for post-secondary opportunities.

Fine Arts I

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1 Elective

Course Overview: If you love to draw and paint, this is the class for you! If being a creative person is important to you, please sign up! If you enjoy good music, hanging out with good people, and like making good art, find your Dixon Ticonderoga. Fine Arts I is designed to develop and broaden critical and creative thinking skills, understanding of and appreciation for the visual arts and culture, and increase students' proficiency in visual art techniques and processes. Students are provided with general assignments but are encouraged to think outside of the box while meeting and exceeding their own expectations.

Fine Arts II

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Fine Arts I with Instructor Approval
Credit: 1 Elective
College Credit: Up to 4 SOU credits (Art 133)

Course Overview: Students will explore different and more sophisticated approaches to drawing and painting while applying the elements and principles of design to develop skills and sensitivity to line, shape, color, value, texture, and composition. Opportunities for taking risks with artworks are provided with assignments such as experimental painting and mixed media/found object art exploration. Students will be expected to develop technical skills and their own styles of drawing. Students will have the opportunity to publicly display their art as well as go on field trips to art schools and museums. Fine Arts II runs concurrently with Southern Oregon University's Art 133 class. Students can earn four Southern Oregon University College Credits while taking Fine Arts II.

Fine Arts III

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Fine Arts II with Instructor Approval
Credit: 1 Elective
College Credit: Up to 8 SOU credits (Art 199)

Course Overview: This advanced course's primary goal is to promote a life of art making and appreciation. Students in this class will build a portfolio of work that is suitable for a job interview, college admission or the AP studio art test. A variety of mixed media, drawing, and painting techniques will be explored. Students will also have the opportunity to show their artwork in group and solo art shows and develop their own project as a truly independent artist. Fine Arts III runs concurrently with Southern Oregon Universities Art 199 class. Students can earn eight Southern Oregon University College Credits while taking Fine Arts III.

Fine Arts IV

Grade Level: 12
Length of Course: Year
Pre-requisite: Fine Arts III with Instructor Approval
Credit: 1 Elective
Other: Advanced Placement option

Course Overview: In this class, you officially earn your wings as an independent artist. Much of the curriculum in this class is based around the primary goal of giving students the skills and confidence necessary to be a life-long artist or, at the bare minimum, a person who uses and appreciates art throughout their life. This year-long course is for highly motivated, committed students interested in the study of art. The course emphasizes making art as an ongoing process that involves the student in informed and critical decision making. Students enrolled in this class are required to complete a summer project and a considerable amount of work outside the classroom. Students in this class will build a portfolio of work that is suitable for a job interview, college admission, or the AP studio art test.

Photography and Design I

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: If you love to take photos, this is the class for you. It is an introductory course in photography and graphic design intended to offer experiences with a wide range of media and techniques. Students will be exposed to drawing, painting, printmaking, lettering and typography, photography, and photoshop. Owning your own digital camera is helpful but not required for this course.

Photography and Design II

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Photography and Design I or Fine Arts I with Instructor Approval
Credit: 1 Elective

Course Overview: In this course, students will further investigate concepts covered in Photography and Design I. Students will take lots of photos, learn how to shoot in manual mode for more creative control, explore advanced printmaking and computer generate art using the latest versions of Photoshop and Illustrator. Owning your own digital camera is helpful but not required for this course.

Photography and Design III

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Photography and Design II with Instructor Approval
Credit: 1 Elective

Course Overview: In this course, students will further investigate concepts covered in Photography and Design II. Plan to explore various media and techniques, as well as create many student-led projects. Students will have the opportunity to build a portfolio for AP Studio Art. Owning your own digital camera is helpful but not required for this course.

Photography and Design IV

Grade Level: 12
Length of Course: Year
Pre-requisite: Photography and Design III with Instructor Approval
Credit: 1 Elective

Course Overview: In this course, students will further investigate topics (photography, design, Photoshop and Illustrator) covered in Photography and Design III. Students will have the opportunity to create many independent, student-led projects and to complete an AP Studio Art portfolio. Visual communication, story-telling, and creativity will be the focus of our learning. Owning your own digital camera is helpful but not required for this course.

Yearbook

Grade Level: 9, 10, 11, 12
Length of Course: Year (Can be Repeated)
Pre-requisite: Application Submittal and Instructor Approval
Credit: 1 Elective

Course Overview: Yearbook students are responsible for recording the school year's history through word and photography. Students will find opportunities to grow in journalistic interviewing, writing, layout, design, photography, and creative expression. Highly desirable skills for enrollment in the class include computer skills, photography, strong writing skills, an ability to meet deadlines, a willingness to meet and work with new people, and the ability to cooperate with fellow students. We act as a team, work hard and have lots of fun. Upon application to the class, staff members will be screened and selected by the advisor. Students are expected to enroll for the full year. One-half credit will be given for each semester.

Film Studies & Production

Grade Level: 9, 10, 11, 12
Length of Course: Semester/Year
Pre-requisite: Instructor Approval
Credit: ½ - 1 Elective



Course Overview: Are you into film? Do you want to learn how to create your own? Join us in Film Studies & Production! This class will teach you the basics of filming, including camera use, shots and angles, and how to use sound and locations effectively. We study a variety of film genres, and you get the opportunity to create your own short films for class exhibition.

Art History

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1 Elective

Course Overview: In this class, students will use art history as a starting point to gain a better understanding of different cultures, artistic periods, artists, and our artistic muse (inspiration). The class will start with cave painting and end with contemporary art. Students are required to keep a sketchbook, make a habit of drawing, and taking notes in it regularly. In this course, students will study major forms of artistic expression from a variety of cultures spanning the ancient world to the present. Students will also learn to look at and analyze works of art within their historical context and to articulate what they see or experience in a meaningful way.

Beginning Acting

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: Welcome to your rookie troupe! Whether you are a seasoned local actor or a totally freaked beginner, we will introduce you to the exciting world of live stage performance. Using a supportive troupe circle approach, you'll be introduced to a variety of warm-ups and exercises designed to focus your mind and build confidence in your vocal and physical skills. You'll write and perform original monologues and scenes, and the course will culminate in a showcase of original one-act plays written, rehearsed, directed, and performed by you!

Improvisational Acting

Grade Level: 9, 10, 11, 12
Length of Course: Semester (can be repeated as space is available)
Pre-requisite: None
Credit: ½ Elective

Course Overview: Students are given a basic knowledge of acting techniques, specifically the concept of developing and improving one's craft through the art of improvisation. Various acting exercises will be explored with specific emphasis on character development, creating conflict, and working as a team.

Performance Theatre

Grade Level: 10, 11, 12
Length of Course: Semester (Can be repeated)
Pre-requisite: Beginning Acting or Instructor Approval AND audition (auditions held annually in the spring)
Credit: ½ Elective

Course Overview: You're ready for the big step-up into performance theatre, a more advanced semester or year-long course which is repeatable for credit. Emphasizing a troupe approach to acting, writing, directing, children's theatre, film, and one-act plays, you'll get your chance to write, edit, direct, and perform in a variety of theatrical forms with a terrific troupe of supportive and crazy actors. Your original play will be done just in time for the annual Celebration of Literacy Children's Theatre production. Your spot in the circle is waiting!

Advanced Theatre Study

Grade Level: 11, 12
Length of Course: Semester (Can be repeated)
Pre-requisite: Performance Theatre AND Instructor Approval
Credit: ½ Elective

Course Overview: This is our most challenging acting course, specifically designed for the student who wants to focus on acting technique. Warm-ups and exercises are designed to bring out expressiveness in the voice, body, and gestures. Through script analysis, in-depth character work, and explorations in accents, acting for stage, stage combat, and directing, the actor will gain skills, confidence, and expressiveness as well as a toolbox with which to create a thousand subtle characters.

Technical Theatre

Grade Level: 9, 10, 11, 12
Length of Course: Semester (Can be repeated)
Pre-requisite: Instructor Approval
Credit: ½ Elective

Course Overview: This class is designed to build the basic skills necessary to put on all the magic in the Rose Theatre. Starting with tech badge and safety tests, students learn the fundamentals of stage lighting, sound design, set design and construction, prop design, and stage management. Tech students are also responsible for several after school events in the Rose Theatre, in which they will gain valuable experience with theatre clientele.

Playwriting

Grade Level: 9, 10, 11, 12
Length of Course: Semester (Can be repeated)
Pre-requisite: None
Credit: ½ Elective

Course Overview: Hone your skills as a writer and observer in this class! We focus on all elements of writing a play, from brainstorming ideas and creating believable characters to writing a comprehensive plot and story arc. This is a workshop-style class, so you will submit your scripts to the group for reading and revision. You will even get to put on staged readings of your scripts, and submit them for consideration to our one act play festival if you choose. Whether you love being onstage or you prefer a quiet creative writing circle, this class is designed to bring out the best in you as a writer!

Dance Performance Workshop

Grade Level: 9, 10, 11, 12
Length of Course: Semester (Can be repeated)
Pre-requisite: None
Credit: ½ Elective

Course Overview: You're a dancer and you know it. You just have two left feet. Or, you're an accomplished dancer who wants to explore the athletic and passionate challenges of the salsa, tango, and swing. Either way, your place in the Black Box is waiting for you in this class. This is a one-semester course that will take you from where you are and develop your sense of rhythm, grace, and fun in motion to a variety of dances: ballroom, swing, Latin, Stomp, Hip Hop and more. No experience necessary. After this semester class, you'll never feel awkward on the dance floor again!

Songwriting

Grade Level: 9, 10, 11, 12
Length of Course: Semester (Can be repeated)
Pre-requisite: None
Credit: ½ Elective

Course Overview: Through use of creative games, well-established song craft tricks, technology, and a recording studio, we will work to unleash the unique songs in you. Develop your confidence with rhythm, melody, harmony, genre, and lyric writing so as to create catchy, tuneful songs. Grab that guitar, piano, or pencil, and start writing the soundtrack of your own life!

Music in Motion

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: Meeting with Director (for peer singing partners)
Credit: 1 Elective

Course Overview: This course is open to any and all singers! Music in Motion is a singing ensemble that focuses on connecting music with movement and/or choreography. Our special needs students are paired with "peer singing partners" and prepare pop and show tunes to perform at all evening school concerts.

Men of Note

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: Meeting with Director
Credit: 1 Elective

Course Overview: This group of tenor and bass voices will study and perform a wide variety of choral music written specifically for their ranges and voice types. Singers study basic vocal technique, ensemble skills, music reading, and perform at school concerts and select festivals outside school hours.

Concert Choir

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: By Audition Only
Credit: 1 Elective

Course Overview: This advanced choir represents RHS at OSAA competitions and other festivals in addition to the school concerts. They perform advanced (often a cappella) music from various time periods, cultures, and styles. Periodically this group also fundraises to go on tour. Performances outside school hours are common.

Vocal Fusion

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: By Audition Only, must also be a member of Concert Choir
Credit: 1 Elective

Course Overview: This a cappella group performs more than any other vocal group at RHS. Students must first be accepted to Concert Choir to be considered for Vocal Fusion. The ensemble learns a significant amount of repertoire for their numerous performances, and singers are required to learn their own parts and practice outside of rehearsal. Group is limited to 14 members.

Cantamus

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: Meeting with Director
Credit: 1 Elective

Course Overview: This group of treble voices will study and perform a wide variety of choral music written specifically for their ranges and voice types. Singers study basic vocal technique, ensemble skills, music reading, and perform at school concerts and select festivals outside school hours.

Music Theory

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: 1 year HS Band/Choir
Credit: 1 Elective

Course Overview: Students will develop the ability to recognize, understand and describe the materials and processes of music that are heard or presented in a score. This goal will be achieved through integrated approaches to the student's development of aural, sight-singing, written, composition, and analytical skills. Content to be covered includes (but is not limited to): melodic and harmonic dictation, realization of figured bass and roman numeral progressions, analysis of repertoire, sight-singing, functional harmony in four-voice texture, cadences, compositional processes, phrase structure, form, Rhythm and meter, and modulations to closely related keys.

Beginning Guitar

Grade Level:	9, 10, 11, 12
Length of Course:	Semester
Pre-requisite:	None
Credit:	½ Elective
Course Fee:	None (limited number of school guitars available for borrowing, if a student brings an electric guitar, they must provide their own amp and headphones)

Course Overview: This class is for the person with little or no previous experience. Instruction includes chords, strumming patterns, finger picking, barre chords, and reading tablatures and staff notation. Playing assignments and a semester final recital in class are included.

Advanced Guitar



Grade Level:	9, 10, 11, 12
Length of Course:	Semester
Pre-requisite:	Completion of beg. guitar at a competent level or passing the entrance pretest for skills.
Credit:	½ Elective
Course Fee:	None (Students need to provide their own guitar, acoustic or electric. If electric, must also have an amp and headphones.)

Course Overview: This course is open to students who can pass the entrance requirements and have their own instrument. It will be structured so that each student can explore the musical style of their choice. Students will be expected to perform weekly for the class and be able to work independently during the rest of the class time with limited instructor input (self-directed learning). There will be a recital for the public during each semester. Playing with the idea of performing being the end result will be stressed.

Marching Ensemble

Grade Level:	9, 10, 11, 12
Length of Course:	Fall Quarter (meets after school)
Pre-requisite:	All members MUST attend August band camp
Credit:	½ Elective
Course Fee:	Possible rental fee may apply if student uses school instrument (annual)



Course Overview: The Roseburg Marching Ensemble is comprised of wind, percussion, pit, and colorguard performers from grades 9-12. The RME gives the most public performances of all the RHS bands and plays at every home football game as well as several marching band festivals. All members are required to attend the August band camp which lasts roughly two weeks. **Members of Wind Ensemble and Jazz Ensemble are required to participate in the RME. Members of RME must also be enrolled in a traditional band class that meets during the day.** * This course may be repeated for additional credit.

Concert Band

Grade Level:	9
Length of course:	Year
Pre-requisite:	Must have at least two years experience on a band instrument or Director's consent
Credit:	1 Elective
Course Fee:	Possible rental fee may apply if student uses school instrument (annual)

Course Overview: Concert Band is a non-auditioned performance ensemble made up largely of Freshmen and Sophomores as well as some older students. This ensemble performs three to five times a year. The class will focus on the mechanics of tone production, balance, blend, and intonation, and will also cover some music theory and history. * This course may be repeated for additional credit.

Symphonic Band

Grade Level:	10, 11, 12
Length of course:	Year
Pre-requisite:	Must have at least two years experience on a band instrument or Director's consent
Credit:	1 Elective
Course Fee:	Possible rental fee may apply if student uses school instrument (annual)

Course Overview: The Symphonic Band is Roseburg High School's second instrumental music ensemble. Members are Sophomores, Juniors, and Seniors. After their freshman year in Concert Band, these students complete a chair placement audition with Mr. Hansen to help determine their part in Symphonic Band. This ensemble puts on numerous concerts and participates in a few festivals each year. Members of the Symphonic Band continue to develop their musical and technical abilities in preparation for participation in the RHS Wind Ensemble. * This course may be repeated for additional credit.

Wind Ensemble

Grade Level:	10, 11, 12
Length of Course:	Year
Pre-requisite:	Audition required. Must be enrolled in Marching Ensemble to participate
Credit:	1 Elective
Course Fee:	Possible rental fee may apply if student uses school instrument (annual)

Course Overview: The Wind Ensemble is Roseburg High School's premier instrumental music ensemble. Members are typically Juniors and Seniors. All members must pass an audition with the Director. This ensemble puts on the most concerts and participates in more festivals than any other concert ensemble. A high level of musicianship and focus is necessary to be successful in this ensemble. Members are required to participate in Marching Ensemble in order to enroll in Wind Ensemble. * This course may be repeated for additional credit.

AM Jazz

Grade Level:	9, 10, 11, 12
Length of Course:	Spring Semester
Pre-requisite:	Must have at least two years experience on a band instrument or Director's consent
Credit:	½ Elective
Course Fee:	Possible rental fee may apply if student uses school instrument (annual)

Course Overview: AM Jazz is RHS' non-auditioned Jazz Band class. Although students need to have at least two years prior experience on their instrument, they do not need to have any past jazz experience. This class is open to **all** concert instruments including non-traditional jazz instruments (flute, clarinet, etc.) as well as rhythm section instruments (drums, piano, guitar, bass). AM Jazz explores the fundamentals of Jazz, Latin, and Funk music while exploring important concepts such as tone, rhythm, articulation, style, and improvisation. This group performs at several concerts a year and emphasizes the music of artists such as Art Blakey, Miles Davis, Dave Brubeck, and John Coltrane. This class meets zero period three times a week after marching season is over, which is usually around early November. * This course may be repeated for additional credit.



Jazz Ensemble

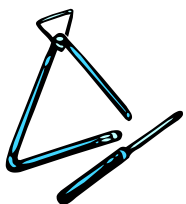
Grade Level:	10, 11, 12
Length of Course:	Year
Pre-requisite:	Audition required. Must be enrolled in Marching Ensemble to participate
Credit:	1 Elective
Course Fee:	Possible rental fee may apply if student uses school instrument (annual)

Course Overview: Jazz Ensemble is a group made up of only traditional jazz band instruments (trumpet, trombone, saxophone, rhythm section). This ensemble is one of the most traveled at RHS and performs regularly for the local community and also at various festivals. As one of RHS' top groups, this ensemble rehearses and performs difficult literature of varying styles. Members are required to participate in Marching Ensemble in order to enroll in Jazz Ensemble. * This course may be repeated for additional credit.

Percussion Ensemble

Grade Level: 9, 10, 11, 12
Length of Course: Semester (Can be repeated)
Pre-requisite: Must have at least two years experience on percussion instruments or Director's consent
Credit: ½ Elective

Course Overview: During Percussion Ensemble, students begin to study percussion literature that is more classical in nature. Repertoire might even include “novelty” pieces, which employ everything from buckets to balloons as instruments. Percussion Ensemble members also participate in Concert Band, Symphonic Band, and Wind Ensemble performances. * This course may be repeated for additional credit.



Health/ Physical Education Division

Health/Physical Education Division

Grade 9

Grade 10

Grade 11

Grade 12

Wellness	Wellness 10, 11, 12	Wellness 10, 11, 12	Wellness 10, 11, 12
Adaptive PE	Adaptive PE	Adaptive PE	Adaptive PE
Strength & Conditioning 9/10, Girls, Varsity	Strength & Conditioning 9/10, Girls, Varsity	Strength & Conditioning Girls, Varsity	Strength & Conditioning Girls, Varsity
Sport Activities 9/10	Weight Training	Weight Training	Weight Training
	Personal Fitness	Personal Fitness	Personal Fitness
	Sport Activities 10/11/12	Sport Activities 10/11/12	Sport Activities 10/11/12
	Advanced Fitness	Advanced Fitness	Advanced Fitness
		Early Childhood Education (Health Credit)	Early Childhood Education (Health Credit)
			Senior Health

Health/Wellness Overview

Health/Wellness classes cover information related to safe living, stress management, physical fitness, and nutrition. One credit of health education and one credit of physical education are required for graduation. All freshmen are required to take wellness. It is a full year course that fulfills the freshman health requirement (½ credit) and physical education requirement (½ credit).

An additional semester (1/2 credit) of health must be taken during the senior year. The senior year health requirement may also be fulfilled by one of the following options: Intro to Child Development or Healthy Relationships.

Wellness

Grade Level: 9
Length of Course: Year
Pre-requisite: None
Credit: ½ Health, ½ PE

Course Overview: Students learn about wellness and study ways to maximize their potential as individuals. Special emphasis is placed on fitness, nutrition, drug education, stress management and interpersonal relationships. This course fulfills ½ credit of health and ½ credit of PE necessary for graduation.

Wellness 10, 11, 12

Grade Level: 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Health Credit (wellness health credit)

Course Overview: This class is designed for students who are lacking their ½ health credit after the ninth grade year. It covers the ½ credit that was missed because of situations like transferring. This is not to be used in place of Wellness or Senior Health.

Senior Health

Grade Level: 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Health Credit

Course Overview: Students learn the correct procedures for administering first aid and CPR. Interpersonal relationships are explored as they pertain to Sexually Transmitted Diseases (STDs), AIDS, dating, marriage, pregnancy, childbirth, and adulthood.

Adaptive Physical Education

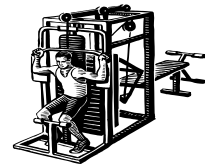
Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: Instructor Approval
Credit: ½ PE credit

Course Overview: An adaptive physical education course that teaches a variety of skills, rules, fundamentals and strategies will be taught for a variety of individual and team sport activities. Safety and sportsmanship will be emphasized. Activities include, but are not limited to: basketball, soccer, volleyball, badminton, kickball, Frisbee golf, hand-eye coordination activities and other individual fitness movements.

Strength and Conditioning

Grade Level: 9, 10, 11, 12
Length of Course: Semester (One per Year)
Pre-requisite: Instructor Approval
Credit: ½ PE Credit

Course Overview: This course provides the student the opportunity to engage in activities designed to enhance their ballistic strength, flexibility and aerobic/anaerobic conditioning. This is not a body building class. This class is offered for various grades and ability levels.



Weight Training

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: Instructor Approval for Freshmen
Credit: ½ PE Credit

Course Overview: This course provides students the opportunity to engage in weight training activities to enhance muscle strength and muscle endurance. This class is designed for general body conditioning. (Enrollment limited to one semester per year).

Personal Fitness

Grade Level: 10, 11, 12
Length of Course: Semester
Pre-requisite: Instructor Approval for Freshmen
Credit: ½ PE Credit

Course Overview: Personal Fitness is an entry level class designed to improve one's cardiovascular endurance, muscle endurance, flexibility, and overall body fitness level. Students will participate in a variety of aerobic and conditioning activities, as well as flexibility and strength building exercises. Focus is on developing a lifelong fitness plan and improving one's cardiorespiratory endurance. This class will take a gradual approach to conditioning, and the individual will work at his/her own pace. (Enrollment limited to one semester per year).

Advanced Fitness

Grade Level: 10, 11, 12
Length of Course: Semester
Pre-requisite: Personal Fitness, Strength Training, or Wellness/Instructor Approval for Freshman
Credit: ½ PE Credit

Course Overview: This advanced class is designed to improve a student's muscular strength, muscular endurance, flexibility, cardiovascular endurance, and body composition. Improvement will be through speed and agility training, plyometric, cross-training, running, and other aerobic exercises.

Sports Activities 9/10 Sports Activities 10/11/12

Grade Level: 9 and 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ PE Credit

Course Overview: The focus of this course is on the development of motor skills and social behaviors through a variety of individual, dual, and team sports. Students will learn basic skills, development, and rules for activities such as: football, soccer, softball, badminton, pickle ball, volleyball, basketball, and other recreational activities. (Enrollment limited to one semester per year.)



Math Division

The Math Division

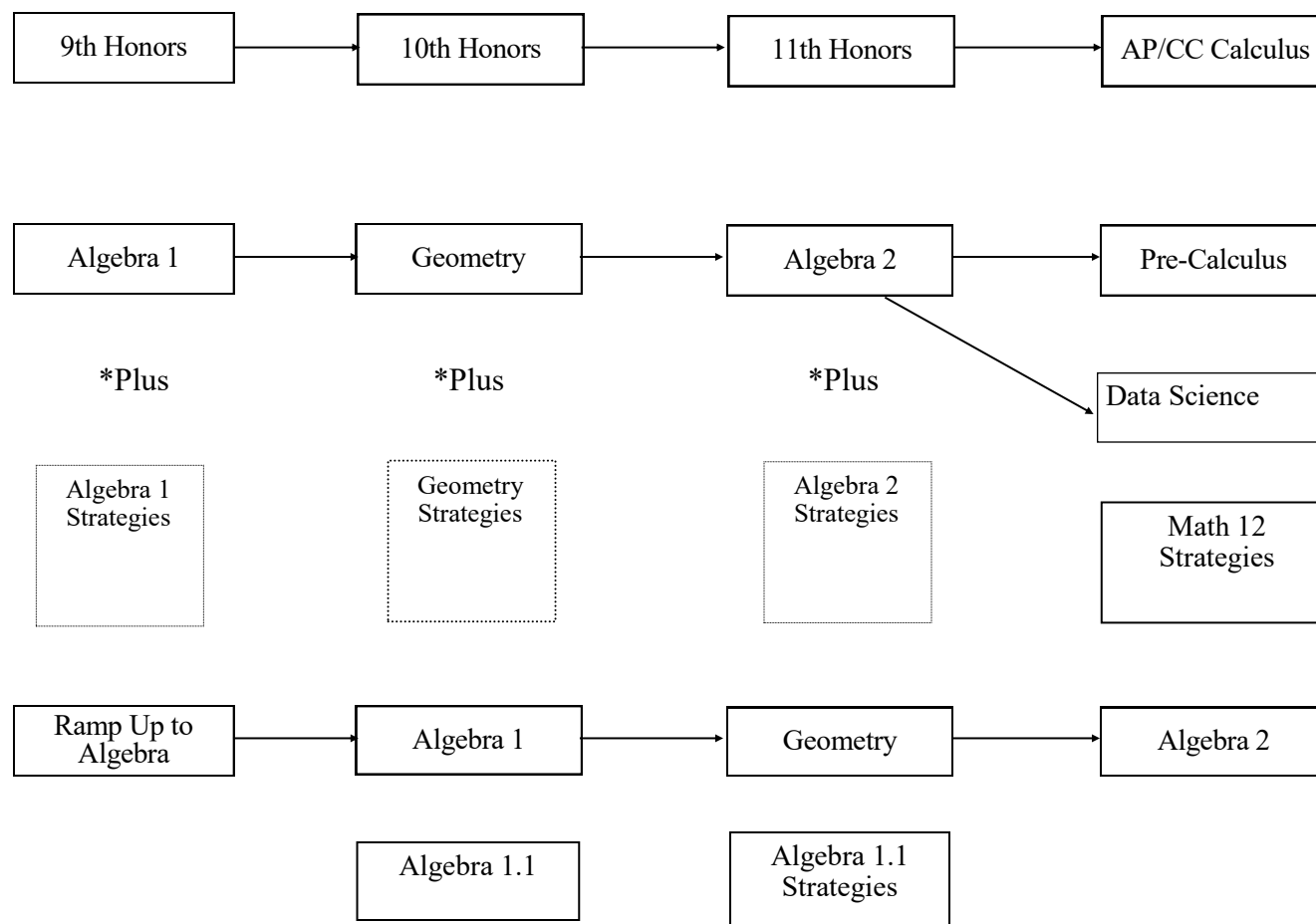
The mathematics department has designed a curriculum in scope and sequence to suit the needs of all students.

- Courses are offered for students with all post-high school goals including college, vocational training, and immediate entrance into the work force.
- All courses align with the Common Core State Standards (CCSS) for mathematics and post-high school entrance requirements.
- Appropriate use of technology, mainly graphing calculators, will be a component of each course.
- All students are required to take and pass three years of high school mathematics at Algebra 1 and above.

Note: colleges and universities highly recommend four years.

- Each course in math builds on the student's math knowledge. A "D" grade in a math class indicates a potentially weak foundation, and the student may be recommended for additional supports.

Please use the appropriate outline for course selection. Read the table from left to right to determine your course sequence. Counselors from both the middle schools and the high school will assist parents and students in seeking the proper math course for the student.



* An intervention course in addition to the "core" course for students that are identified by the data team as needing additional support

Ramp Up to Algebra

Grade Level: 9
Length of Course: Year
Pre-requisite: Data Team Decision*
Credit: 2 Elective

Course Overview: This two-period combined core and intervention course is designed to provide varied and rich experiences to accelerate students' mathematical knowledge and understanding. Instruction includes the foundations of algebra, the number system, geometry and measurement, proportionality, statistics, algebraic expressions and equations, and relationships with graphs. The course also explicitly examines and deals with common mathematical misconceptions.

Algebra 1

Grade Level: 9, 10, 11
Length of Course: Year
Pre-requisite: None
Credit: 1



Course Overview: This course is the first in a series of classes designed to prepare the student for further education. Students will be able to use various problem-solving strategies in order to analyze problems and formulate appropriate solution strategies. The emphasis of this course is linear and quadratic equations and inequalities in one or two variables and systems of equations/inequalities. Students will also explore single-variable statistical models and proportional reasoning.

Algebra 1 Strategies

Grade Level: 9, 10, 11
Length of Course: Semester/Year
Pre-requisite: Data Team Decision*
Credit: $\frac{1}{2}$ Elective per Semester

Course Overview: The overall goal of this intervention course is to increase students' knowledge and understanding in mathematics, as well as give targeted support in specific area(s) of need. Instruction uses a balance of conceptual understanding, problem solving, and computational skills. The course also explicitly focuses on students' mathematical misconceptions. This course is to be taken in conjunction with Algebra 1.

Algebra 1.1

Grade Level: 10, 11
Length of Course: Year
Pre-requisite: Instructor Approval
Credit: 1

Course Overview: This course is a fresh look at Algebra 1 concepts using real-world examples for those repeating Algebra 1. In addition to regular class work, this course seeks to improve math fluency and skills.

Algebra 1.1 Strategies

Grade Level: 10
Length of Course: Semester/Year
Pre-requisite: Data Team Decision*
Credit: $\frac{1}{2}$ Elective per Semester

Course Overview: The overall goal of this intervention course is to increase students' knowledge and understanding in mathematics, as well as give targeted support in specific area(s) of need. Instruction uses a balance of conceptual understanding, problem solving, and computational skills. The course also explicitly focuses on students' mathematical misconceptions. This course is to be taken in conjunction with Algebra 1.1.

9th Honors

Grade Level: 9
Length of Course: Year
Pre-requisite: Instructor Approval
Credit: 1

Course Overview: Students who enroll in this accelerated class will be taking a challenging course. The content of this class will be a rigorous combination of a full geometry curriculum and a full algebra curriculum. There will also be an emphasis placed on extending and enriching number sense. The pace of the course will demand that the student be able to perform at high levels on a daily basis.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to mathematics.

Geometry

Grade Level: 9, 10, 11
Length of Course: Year
Pre-requisite: Algebra I, Algebra 1.1, or Instructor Approval*
Credit: 1

Course Overview: This course is designed to provide students with a contextual experience in developing geometry skills. Problem solving drives the exploration of numbers, algebra, geometry, measurement, and probability. Students learn about spatial concepts such as attributes of two and three dimensional shapes, proof techniques, trigonometry, and proportional reasoning.

Geometry Strategies

Grade Level: 10, 11
Length of Course: Semester/Year
Pre-requisite: Data Team Decision*
Credit: 1/2 Elective per Semester

Course Overview: The overall goal of this intervention course is to increase students' knowledge and understanding in mathematics as well as give targeted support in specific area(s) of need. Instruction uses a balance of conceptual understanding, problem solving, and computation skills. The course also explicitly focuses on students' mathematical misconceptions. This course is to be taken in conjunction with Geometry.

10th Honors

Grade Level: 10
Length of Course: Year
Pre-requisite: 9th Honors and Instructor Approval
Credit: 1

Course Overview: This accelerated course is a continuation of 9th Honors. Students will cover an enriched Algebra 2 curriculum, investigating relationships between algebra and geometry, with special emphasis on the structure of real and complex numbers and the concept of functions and their inverses. A graphing approach will be stressed. Topics covered are linear equations and inequalities in one or two variables, problem solving, coordinate plane, quadratic functions, logarithmic functions, analytic geometry, polynomial equations, and combinations and permutations, probability, and statistics.

Algebra 2

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Geometry or 9th Honors, Instructor Approval
Credit: 1

Course Overview: This course presents algebra as a structure of real numbers with an emphasis on functions. Major topics addressed are sequences, exponential functions, quadratic functions, systems of equations, and logarithmic functions.

Algebra 2 Strategies

Grade Level: 11, 12
Length of Course: Semester/Year
Pre-requisite: Data Team Decision*
Credit: 1/2 - 1 Elective

Course Overview: The overall goal of this intervention course is to increase students' knowledge and understanding in mathematics as well as give targeted support in specific area(s) of need. Instruction uses a balance of conceptual understanding, problem solving, and computational skills. The course also explicitly focuses on students' mathematical misconceptions. This course is to be taken in conjunction with Algebra 2.

11th Honors

Grade Level: 11
Length of Course: Year
Pre-requisite: 10th Honors and Instructor Approval
Credit: 1

Course Overview: This accelerated course is a continuation of 10th Honors. Students will cover an enriched pre-calculus curriculum, including investigations of trigonometry, complex numbers, sequences and series, logarithms, logic, elementary functions, vectors, matrices, number theory, and proofs.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to mathematics.

Pre-Calculus

Grade Level:	11, 12
Length of Course:	Year
Pre-requisite:	Algebra 2 or 10 th Honors and Instructor Approval
Credit:	1
College Credit:	Up to 9 UCC credits (Mth 111, 112) or 8 SOU credits (Mth 111, 112)

Course Overview: This course is designed to prepare students for calculus. Topics covered include polynomial, rational, exponential, logarithmic, and trigonometric functions. Students will also explore complex numbers, combinations and permutations, and sequences and series. This course provides students with the opportunity to earn 8 credits through Southern Oregon University or 9 credits through Umpqua Community College, in addition to high school credits.

Math Strategies 12

Grade Level:	12
Length of Course:	Semester/Year
Pre-requisite:	Data Team Decision *
Credit:	1/2 Elective

Course Overview: This course is designed to provide mathematics intervention for seniors who have not met the math essential skills graduation requirement through state testing or on-demand work samples. Students will receive weekly, individualized feedback on their math knowledge and understanding while learning specific skills necessary to demonstrate proficiency in the math standards. Special emphasis will be given to the algebra, geometry, and statistics & probability strands. This class is not designed to replace regular math classes.

Calculus

Grade Level:	12
Length of Course:	Year
Pre-requisite:	Pre-Calculus or 11 th Honors and Instructor Approval
Credit:	1
College Credit:	Up to 9 UCC credits (Mth 251, 252) or 8 SOU credits (Mth 251, 252)

Course Overview: This calculus course covers differentiation and integration of elementary algebraic, trigonometric, exponential, logarithmic, and rational functions. Other topics included are conic sections, polar coordinates, and infinite series. This course provides students with the opportunity to earn 8 credits through Southern Oregon University or 9 credits through Umpqua Community College, in addition to high school credit.

AP/CC Calculus

Grade Level:	12
Length of Course:	Year
Pre-requisite:	11 th Honors and Instructor Approval
Credit:	2
College Credit:	Up to 13 UCC credits (Mth 251, 252, 253)
Other:	Advanced Placement option

Course Overview: This accelerated course is a continuation of 11th Honors, presenting a rigorous college level study of calculus in preparation for the Calculus AP exam administered in May. This two-period block course provides students with the opportunity to earn 13 college credits through Umpqua Community College in addition to high school credit. The course covers differentiation and integration of elementary algebraic, trigonometric, exponential, logarithmic, and rational functions. Other topics included are conic sections, polar coordinates, and infinite series. This course is recommended for students intending to pursue advanced studies in mathematics.

Data Science

Grade Level:	11, 12
Length of Course:	Semester/Year
Pre-requisite:	Algebra 2
Credit:	½ - 1

Course Overview: This course will be an introductory course in probability and statistics. The course will integrate real-world applications with content based in the adopted curriculum. Class can be taken as a semester or year long course.

*Using historical assessment data, work samples, grades, and/or teacher input, the Data Team will recommend placement in this intervention course if a student is performing below grade level in the Common Core State Standards (CCSS) and/or is not on track for graduation in regards to mathematics.

Career Technical Education Division

Career and Technical Education Division

Business & Marketing

Marketing I & II

Business Foundations

Business Communications

Career Development

Accounting I & II

Web Design

Business Leadership & Ethics

Advanced Applied Business

Hospitality, Tourism & Recreation

Foods I & II

International Foods

Life in the Real World

Hospitality, Tourism & Recreation

I, II, III & IV

Early Childhood Education

Planning Activities
for Young Children

ECE Practicum I, II,
III, IV, & V

Intro to Child Development

Intro to Education

Healthy Relationships

Teen Parent Resource

Agriculture & Natural Resources

Veterinary Science

Intro to Agriculture

Agriculture I & II

AgriBusiness Management

Ag Leadership & Development

Forestry

Health Occupations

Intro to Health Sciences

Certified Nursing
Assistant I

Carpentry

Intro to Woodworking

Woodworking I, II & III

Manufacturing

Intro to Welding

Intermediate Welding I

Intermediate Welding &
Fabrication II

Advanced Welding

Automotive

Automotive Tech Intro I & II

Automotive Tech Fundamentals III & IV

Automotive Tech Applications IV

Equipment & Diesel Technology

Drafting

Drafting I

Technical Drafting

Architectural Design

Drafting & Automated Manufacturing

Manufacturing I & II

CAREER AND TECHNICAL EDUCATION

Automotive Technology Introduction I

Grade Level: 9, 10
Length of Course: Semester
Pre-requisite: None
Credit: ½

Course Overview: Students will analyze theories and principles of the 4-stroke engine, maintenance and repair of modern automobiles. Class will include safety and hazardous materials handling, tools, basic electrical systems, mechanical inspection or testing of various automobile operating systems. Learning through written, PC based, and hands-on assignments will strengthen the understanding of complexities of the automobile.

Automotive Technology Introduction II

Grade Level: 9, 10
Length of Course: Semester
Pre-requisite: Automotive Technology Intro I or Instructor Approval and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: ½

Course Overview: Basic vehicle maintenance and vehicle inspections will be applied during this course. Student will apply basic electrical and electronics in various vehicle systems. Computer based software will be accessed for training and repair manuals. The course will include theory as well and application of modern suspension, steering, and front-end alignment systems.

Automotive Technology Fundamentals III

Grade Level: 10, 11
Length of Course: Year
Pre-requisite: Automotive Technology II or Instructor Approval and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: Students will learn theory and application of brake systems, maintenance, engine performance, and apply suspension and alignment systems. Computer based software will be used to access repair manuals and write repair orders. This course provides the foundation for entry into the automotive industry as a technician, service writer/manager, or future vehicle builder. Each student will earn multiple industry SP2.org safety certifications.

Automotive Technology Applications IV

Grade Level: 11, 12
Length of Course: Year
Pre-Requisite: Automotive Technology III satisfactory rating on the CTE Employability Rating Form, or Instructor Approval
Credit: 1

Course Overview: Students will demonstrate and apply advanced electrical diagnosis and repair, advanced brake systems, suspension, steering systems, and advanced diagnostic equipment for automotive repair. Students can earn Umpqua Community College (UCC) dual enrollment credit for three tuition-free automotive courses, and optional tuition-free Fiat Chrysler Automobiles (FCA), Ford, Toyota, and Subaru factory certifications. Each student will earn industry SP2.org safety certifications and can take the Entry Level Automotive Service Excellence (ASE) automotive industry accepted certification tests.

Equipment and Diesel Technology

Grade Level: 10, 11, 12
Length of Course: Semester
Pre-requisite: Automotive Technology Introduction 1 and Automotive Technology Introduction 2 or Instructor Approval
Credit: ½

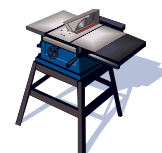
Course Overview: This course will focus on Agricultural Equipment, Introduction to Diesel Technology, Vehicle Electricity, Preventative Maintenance of equipment, and Over the Road Trucking Industry.

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Introduction to Welding

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½

Course Overview: This course is designed to introduce students to basic welding and fabrication procedures as used in the manufacturing process. Students develop skills in bench work, welding applications, and shop safety. Students are exposed to oxy-fuel welding, shielded metal arc welding, gas metal arc welding, and oxy-fuel cutting. Students will learn through a combination of classroom instruction, demonstrations, and lab work. Students must wear safety glasses and adhere to safety rules at all times.



Intermediate Welding I

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Intro. to Welding and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: This course will increase the students' knowledge of basic welding skills. Knowledge and skill development in fabrication are emphasized in order to accomplish course goals. Students develop skills through a project based learning environment to facilitate individual and group activities. Students increase their skills in oxy-fuel welding, shielded metal arc welding, gas metal arc welding and oxy-fuel cutting. Welding standards are in compliance with AWS guidelines. Students will demonstrate safe shop practices at all times.

Intermediate Welding and Fabrication II

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Intermediate I or Instructor Approval, and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: This course is designed for those students who have shown proficiency with a "C" or better in the Intermediate I course or with Instructor's Approval. Students will be introduced to new concepts in metallurgy, equipment maintenance, visual and destructive tests, and blueprint reading. Students will have the opportunity to use prior skills to fabricate larger projects, repair/restore projects, and utilize the larger industrial machines. An emphasis will be put on becoming proficient in aluminum work, both wire feed and TIG. This course will introduce the Programming and use of CNC Plasma and CNC End Mill. There will be a strong focus on students working with the RHS drafting/engineering department on collaborative projects and communications with local Industry.

Advanced Welding

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Intermediate Metal Fabrication and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: This course is designed to allow students to develop welding skills that lead to AWS (American Welding Society) certification. Students receive in depth training in oxy-fuel welding, shielded metal arc welding, gas metal arc welding and oxy-fuel cutting. In addition, students develop a working knowledge of blueprint reading, metallurgy, fabrication mathematics and current industry practices in order to master entry-level welding and fabrication skills. Curriculum is aligned with Umpqua Community College Welding Program.



Introduction to Woodworking

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½

Course Overview: This is an entry level class that all students are required to take to work in the woodshop with woodworking classes. The class will include basic skills of working with wood, shop equipment, power and hand tools, and shop safety, construction concepts, reading of drawings/plans, cost determination, building materials, and the exploration of the variety of trades for employment opportunities.

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Woodworking I

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: Intro. to Woodworking and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: ½

Course Overview: In this course, students will build on what they learned in Intro to Woodworking. They will also learn more techniques that include basic joinery, design, and finishes. Students will be making intermediate level projects and will be required to pay for materials involved in these projects. Again, these are projects to take home.

Woodworking II & III

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Woodworking I and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: In this course students will build on safe work habits learned in Woodworking. Students will be using hand and power tools, the safe and correct use involving more applications, wood processes and techniques. These will include advanced joinery, design, and finishes. The students will be making larger and more complex projects than those in the introductory class. Students will be required to pay for materials involved in these larger projects. Again, these are projects to take home. Safe work habits and entry level job skills will also be taught and emphasized.

Construction II & III

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Intro to Woodworking and Woodworking II/III and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: Focuses on materials, hardware and techniques used to build industry standard product. Covers productive uses and safe operation of hand and power tools as well as equipment and machinery used for the production of an industry finished product. Generate shop drawing and subsequently machine, mill and assemble an industrial standard product.

Drafting I

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1
College Credit: Up to 3 UCC credits (CIV 112, Computer Aided Drafting I)

Course Overview: This is an introductory course in technical drawing. Basic drafting standards and the use of AutoCAD are the primary focus. Students develop basic computer and drafting skills in compliance with ANSI/AMSE standards and local industry practices. Sketching and problem solving skills are emphasized by the completion of a variety of computer generated drawings. Students develop 3D models while solving simple geometry to complex mechanical parts.

This course is articulated with Umpqua Community College Engineering Program of Study. Students can receive college credit through College Now Program. Credits: (3) CIV 112; Computer Aided Drafting I.

Technical Drafting

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Drafting I
Credit: 1
College Credit: Up to 3 UCC credits (CIV 113, Computer Aided Drafting II)

Course Overview: This is an advanced course that emphasizes AutoCAD as a drafting and problem-solving tool. Students receive in depth exposure to the world of computer-aided design as used in mechanical and civil engineering. This course heavily emphasizes the use of 3D modeling geometry and advanced AutoCAD skills. 3D animation is used to analyze 3D models relative to design and function. Student work adheres to ANSI/AMSE dimensioning standards. Students develop skill mastery by completing a variety of technical drawings replicating industry standards and conventions. Students at this level have the opportunity to seek job opportunities with local industries.

This course is articulated with the Umpqua Community College Engineering Program of Study. Students can receive college credit through College Now Program. Credits: (3) CIV 113; Computer Aided Drafting II.

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Architectural Design

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Drafting I
Credit: 1
College Credit: Up to 3 UCC credits (CIV 116, Computer Aided Structural)

Course Overview: This is an introductory course in Architectural Design and Engineering Applications. The first semester focuses on architectural drawing that gives the students a basic understanding of residential design, building requirements, codes, and working drawings. Students develop a floor plan, elevations and required details. The second semester emphasizes engineering principles related to Architectural Design. AutoCAD is used extensively. Current industry practices are applied to practical tasks in presenting a realistic approach to a workplace environment. Architectural students have the opportunity to seek job opportunities with local industries and participate in local area design projects.

This course is articulated with the Umpqua Community College Engineering Program of Study. Students can receive college credit through College Now Program. Credits: (3) CIV 116; Computer Aided Structural.

3D Animation

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Drafting I and/or Instructor Approval and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: 3D Animation is specifically designed to teach the fundamentals and principles of 3D animation. Students will begin with the basics and develop 3D geometry to control movement and function. Render schemes and balance are emphasized as a presentation concept. Students progressively develop a working knowledge using the software Maya. Students develop animated AVI files depicting a variety of given scenarios. This class requires mature problem-solving skills and an intuitive learning style.

Animation II

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Animation I and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: Fundamentals of 3D modeling, animation, surfacing, and special effects; understand the processes involved in the creation of 3D animation and how to balance the interaction of vision, budget, and time constraints within productions. Develop an understanding of the diverse methods available for achieving similar results and the decision-making processes involved at various stages of project development. Gain insight into the differences among various animation tools. Understand the opportunities and career tracks available within the field of 3D animation.

Drafting & Automated Manufacturing

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Drafting I and/or Intermediate Manufacturing Technology and Instructor Approval and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: This is an introductory course into CNC (Computer Numerical Control) applications. Students develop skills in numerical control operations as used in industry, through hands-on application of CAD and CNC controlled machines. This course combines a students' knowledge in math and science with AutoCAD, Inventor, SolidWorks, machining and welding all into one learning environment. The CAD system, CNC plasma table, CNC end mill, and CNC lathe are the primary instructional components. Students develop a working knowledge of CNC and applied technologies through a variety of hands-on projects. Students work in an active problem solving environment to develop skills leading to industry certification at Linn-Benton Community College.

Manufacturing I/II

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Accepted Application by instructor review of Mr. Dever & Mr. Stinnett
Credit: 2

Course Overview: This class will simulate an industry working environment while teaching manufacturing concepts. Students will be familiarized with major manufacturing processes and correlate the material type with the possible fabrication processes. Students will describe the operations and tools for major manufacturing processes and be able to highlight the process design parameters to eliminate defective products, as well as becoming familiar with quality assurance principles and techniques.

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Mechanical Design (Independent Study)

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Drafting I, Technical Drafting, Instructor Approval and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1
College Credit: Up to 3 UCC credits (ENGR 245, Engineering Graphics)

Course Overview: This is an advanced course in mechanical engineering applications and design. Students work at an independent pace in applying skills they have already mastered in AutoCAD to the SolidWorks format. Students develop advanced design skills while mastering the SolidWorks software program. SolidWorks is a required course in the Oregon State Engineering Program. Students must pass the qualifying exam with a B or better to receive transfer credit.

This course is articulated with the Umpqua Community College Engineering Program of Study. Students can receive college credit through College Now Program. Credits: (3) ENGR 245; Engineering Graphics.

Intro to Computer Programming in JavaScript

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: The CodeHS introduction to computer science curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the CodeHS Introduction to Computer Science course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript.

Foods I

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½

Course Overview: A semester course that introduces: 1) basic food preparation skills with an emphasis on chemical and biological reactions and nutrient preservation and 2) nutrition planning with an emphasis on nutrients, food availability and social influences. Leadership development is integrated into the instructional program and further enhanced through the opportunity to participate in Family, Career and Community Leaders of America (FCCLA) activities.

Foods II

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: Foods I
Credit: ½

Course Overview: This semester course reinforces and builds on basic food preparation skills and nutritional planning taught in Foods I. Shopping and management principles are used in food preparation skills and used in the planning and preparation of nutritious meals. More complex food preparation skills are introduced along with the proper techniques for food preservation. Leadership development is integrated into the instructional program and further enhanced through the opportunity to participate in Future Family and Community Leaders of America (FCCLA) activities.

International Foods

Grade Level: 10, 11, 12
Length of Course: Semester
Pre-requisite: Foods I and II
Credit: ½

Course Overview: This is a semester course that enables students to gain experience about other countries in regard to geography, topography, climate, career opportunities, religion and government. The course provides students with the opportunity to prepare and present authentic cuisine from these countries. Leadership development is integrated into the instructional program and further enhanced through the opportunity to participate in Future Family and Community Leaders of America (FCCLA) activities.

Hospitality, Tourism and Recreation I

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: The purpose of this course is to provide specialized classroom instruction and practical experience to prepare students for employment in the hospitality, tourism and recreation industry. This course emphasizes safe and efficient work practices, basic occupational skills, and employability skills. First semester will emphasize food/restaurant management. The class participates in the catering business, First Class Catering. Leadership development is integrated into the instructional program and further enhanced through the opportunity to participate in Future Family and Community Leaders of America (FCCLA) activities.

Hospitality, Tourism and Recreation II

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Passing Hospitality, Tourism and Recreation I and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: The purpose of this course is to provide specialized classroom instruction and practical experience to prepare students for employment in the hospitality industry with an emphasis on lodging. The final quarter focuses on lodging management. The class participates in the catering business, First Class Catering. Student internships are available for those who want to put in 400 hours and try for National Certification in the Hospitality Industry. Leadership development is integrated into the instructional program and further enhanced through the opportunity to participate in Future Family and Community Leaders of America (FCCLA) activities.

Hospitality, Tourism and Recreation III

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Passing Hospitality, Tourism and Recreation II and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: The purpose of this course is to provide specialized classroom instruction and practical experience to prepare students for employment in the hospitality industry with an emphasis on resort management. This course will also deal with tourism and travel opportunities, as a career and as a consumer. The final quarter focuses on recreation - as a career choice and as a consumer. The class participates in the catering business, First Class Catering. Student internships for those who want to put in 400 hours and try for National Certification in the Hospitality Industry. Leadership development is integrated into the instructional program and further enhanced through the opportunity to participate in Future Family and Community Leaders of America (FCCLA) activities. Students who complete at least two full years of HTR and pass with 80% or higher and work in a catering business, can earn up to 6 college credits towards a culinary arts degree from one of the articulated post-secondary schools.

Hospitality, Tourism and Recreation IV

Grade Level: 12
Length of Course: Year
Pre-requisite: Passing Hospitality, Tourism and Recreation I, II, and III and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: The course will offer year two of the American Lodging Association's curriculum. Successful completion of all four years of HTR would help prepare students for a career in the hospitality industry. Students must help with the school run catering business, First Class Catering. If a student meets the criteria, there are scholarship opportunities available in the hospitality industry.

Introduction to Child Development

Grade Level:	9 (with Instructor Approval), 10, 11, 12
Length of Course:	Semester
Pre-requisite:	None
Credit:	½ (waives senior health)
College Credit:	3 UCC credits

Course Overview: The Introduction to Child Development class will be a foundational building block of the Early Childhood Education Program. Students will gain knowledge and understanding of the physical, intellectual and social-emotional development of children from the prenatal period through age six. Students will be exposed to various theories and theorists associated with the study of Early Childhood Education. Students will apply their knowledge of growth and development as they learn to recognize and utilize developmentally appropriate practices to plan for Early Childhood Educational instruction and services. Lab opportunities will exist for students to further develop their understanding of child development and their skills in planning, implementation and evaluation of developmentally appropriate activities. This course is designed for students who wish to pursue a career in education, child care, pediatric care or other fields that require direct contact with children. Three UCC credits may be earned through this course.

Introduction to Education

Grade Level:	11, 12
Length of Course:	Semester
Pre-requisite:	Intro to Child Development and meet minimum Standard in each category of the Employability Skills Student Rating form
Credit:	½

Course Overview: This course is designed for students interested in the education and training career pathway. Students will explore how people learn and grow, as well as how teachers teach. This class analyzes current trends and issues in education and provides students with a framework to make decisions about entering the teaching profession. The goal is to provide students with engagement strategies to enhance effective learning and teaching in regular and special education settings. Special attention will be given to creating effective learning experiences for diverse learners and understanding general education curriculum and instruction.

Healthy Relationships

Grade Level:	9 (with Instructor Approval), 10, 11, 12
Length of Course:	Semester
Pre-requisite:	None
Credit:	½ (waives senior health)

Course Overview: The Healthy Relationships course will give students the opportunity to explore and analyze the various roles and relationships within the family. Emphasis will be placed on interpersonal relationships, positive communication and conflict management strategies for use in the family setting, school setting and career setting. Additionally, students will be required to analyze the roles and responsibilities of parents today as well as identify the parenting practices that maximize children's growth and development. Students will explore goal setting and decision-making practices. Students will practice stress management techniques and identify healthy habits for physical and mental well-being.

Planning Activities for Young Children

Grade Level:	10, 11, 12
Length of Course:	Semester
Pre-requisite:	Must pass Child Development and meet minimum Standard in each category of the Employability Skills Student Rating form
Credit:	½
College Credit:	3 UCC credits

Course Overview: Planning Activities for Young Children is a key component of the Early Childhood Education Program and is a pre-requisite for the ECE Practicum courses. Through this class students will learn to identify age and developmentally appropriate practices when planning activities for young children. Students will have the opportunity to plan, implement, and evaluate activities in each of the nine identified content areas as they develop an activity file for use in an Early Childhood Education setting. Weekly lab opportunities will exist for students to gain hands-on experience planning for infants and young children, implementing lesson plans, and evaluating developmentally appropriate activities for children. This course is designed for students who wish to pursue a career in education or the early childhood field. Three UCC credits may be earned through this course.

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Early Childhood Education (ECE) Practicum Experience I/II/III/IV

Grade Level:	11, 12
Length of Course:	Year
Pre-requisite:	Child Development and Planning Activities for Young Children and meet minimum Standard in each category of the Employability Skills Student Rating form
Credit:	Up to 12 UCC credits available

Course Overview: The Early Childhood Education Practicum Experience course is a work experience course. Students will be placed as teacher aides in the Roseburg High School Child Development Center. As part of the practicum experience, students will be expected to develop and implement activities with the infants and children, as well as assist teachers in the daily routine of the classroom they are placed in. This course is designed for students who want to pursue a career in education, child care, pediatric care, or other related fields. Students will also be trained in the areas of safety, sanitation and basic first aid for children.

Teen Parent Resource

Grade Level:	9, 10, 11, 12
Length of Course:	Semester/Year
Pre-requisite:	Instructor Approval
Credit:	½ - 1 Elective

Course Overview: The Teen Parent Resource will provide instruction in child development and parenting specific to the needs of the teens in the class. In addition, life management and study skills, as well as individual case management will be provided to our pregnant and parenting teens in order to facilitate their successful completion of high school and transition to college or the work force.

Life in the Real World

Grade Level:	10, 11, 12
Length of Course:	Semester
Pre-requisite:	None
Credit:	½ Elective



Course Overview: To help students meet the challenge of managing their daily lives, both now and in the future. This course will help students make wise decisions about food, clothing, transportation, housing, credit, savings and investments. Leadership development is integrated into the instructional program and further enhanced through the opportunity to participate in Family, Career and Community Leaders of America (FCCLA) activities.

Accounting I

Grade Level:	10, 11, 12
Length of Course:	Year
Pre-requisite:	Algebra I recommended
Credit:	1

Course Overview: Students will learn basic personal finance principles followed by accounting principles and procedures for businesses in the private enterprise economy. Students will understand the importance of profit in ensuring business success. Preparation for entry-level accounting jobs will be stressed. Students will be introduced to accounting software including QuickBooks and Excel. This course is eligible for 5 college credits.

Accounting II

Grade Level:	11, 12
Length of Course:	Year
Pre-requisite:	Accounting I
Credit:	1

Course Overview: This second year course is specifically career-oriented. It is planned for the student who wants to become a bookkeeper or an accountant's assistant upon graduation from high school, to attend college and major in a business field, or to learn more about accounting processes and procedures than could be learned in the first year course. Students will learn to use more advanced features of QuickBooks accounting software and will expand their knowledge of spreadsheet software through business simulations. This course is eligible for 5 college credits.

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Advanced Applied Business

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Business Foundations AND Acctg I & II OR Marketing I & II AND Instructor Approval and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: 1

Course Overview: In this course, advanced business students perform real-world business tasks in bookkeeping and/or marketing depending on their prior coursework and experience. Bookkeeping students use proper accounting procedures to maintain accounts for the school coffee shop and hydro pod businesses, create purchase orders, order inventory, track inventory, analyze costs, produce financial reports, and report accounting information to the manufacturing and culinary departments. Marketing students develop marketing materials, manage the website and social media channels, conduct market research, and make recommendations about branding and product development.

Business Communications

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: Students will learn how to apply effective communication techniques in a business setting. They will gain competence in oral and verbal communication of data, rules and regulations, vision, and strategy through hands-on activities and role-playing. In addition, students will learn basic conflict resolution and group facilitation techniques appropriate for entry-level management or program coordination. Finally, students will learn proper formatting of business communications using word processing software. This course can be taken for college credit.

Business Foundations

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: Prefer Computer Skills
Credit: ½

Course Overview: This course provides an introduction to the business world including business structures, workplace safety, how businesses interact with the government, how businesses are financed, human resources, and taxation. Students will work with each other to solve real business problems through case studies and role-playing. This course is eligible for 4 college credits.

Business Leadership & Ethics

Grade Level: 11, 12
Length of Course: Semester
Pre-requisite: Business Foundations, Career Development and meets minimum Standard in each category of the Employability Skills Student Rating form
Credit: ½

Course Overview: In this course, students will learn business leadership theory and principles of business ethics. They will develop a personal leadership profile and will work with their class to design and complete a community service project while applying leadership theory and business ethics. This class can be taken for 3 college credits.

Career Development

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½

Course Overview: Students will learn how to find, get, and keep a job. This course includes development of soft skills, a resume and cover letter, and an electronic career portfolio. Students will learn about different industries and explore a single job in-depth while using a variety of computer software they may encounter in the workplace. This course is eligible for college credit.

Marketing I/II

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Business Foundations recommended
Credit: 1

Course Overview: Marketing is an introduction to the world of marketing and entrepreneurship. Students will learn the seven functions of marketing, including information management, distribution, product management, pricing, promotion, selling, and financing. Students will develop useful marketing skills as they review current business applications of marketing and complete a variety of real-world marketing activities. Students will work with other students to create a complete marketing plan portfolio for a product they develop and will explore other entrepreneurial possibilities. This course is eligible for 3 college credits.

Introduction to Agriculture

Grade Level: 9
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: Interested in your own garden? Want to provide the best care to your livestock or companion animals? Introduction to Agriculture is a beginners class to all the agriculture industry. Study soil science, plant physiology, animal feeds and health management. Dive into agriculture industry terms and understanding of how production, processing and marketing work together from farm to fork in our lives. Explore career related hands-on application through participation in the Roseburg FFA Career Development events. Open to currently enrolled Agriculture education students. Certification in Youth Quality Cares opportunity presented.

Agriculture I

Grade Level: 9 (with instructor approval only), 10
Length of Course: Year
Pre-requisite: Intro to Agriculture or instructor approval / Passing of Introduction to Agriculture Test
Credit: 1 Elective

Course Overview: Douglas County and Oregon have two main agriculture industries. Animal Science and Forestry. During this year we will study the importance of soil resources in our natural resources and how that impacts crops and animal feed which in turn influences animal health. This is a course required with a passing score of 80% or better to be able to test and receive your certifications in the fourth level Veterinary Science and Forestry courses. UCC credit offered for Soils 101 course. National Tractor/Machinery Certification (NSTMOP) provided in after school hours (36). Beef and Pork Quality Assurance Certification available in class. Explore career-related hands-on application through participation in the Roseburg FFA Career Development events. Open to currently enrolled Agriculture education students.

Agriculture II

Grade Level: 10, 11
Length of Course: Year
Pre-requisite: Agriculture I
Credit: 1 Elective

Course Overview: After familiarizing yourself with the two main agriculture industries on the local and state level, Agriculture 2 dives into the meat of our program as we begin to explore veterinary sciences, animal anatomy and physiology and the world of sustainable natural resources around us. Students will work with a greenhouse setting to learn vegetable and floral plant growth and greenhouse management. They will explore the basic aspects of Processing and Marketing livestock and plant by-products within our local community. Students will routinely explore career related hands-on application through participation in the Roseburg FFA Career Development events. Open to currently enrolled Agriculture education students. OSHA 10 Certification and AET-Agribusiness Good Record Keeping Badge provided with completion or certification testing at 90% or better. Dual credit course with Soils 101 at UCC (transferable to Oregon State University).

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Forestry

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Agriculture 1 & Agriculture II
Credit: 1 Elective

Course Overview: Those seeking a degree in Forestry or Natural Resources Management will want to take this course. A dual credit class worth 3 UCC credits transferable to OSU, this course dives into the sustainability of our natural resources. Soils Science, Forest Management, Biodiversity and Wildlife Management are all integral parts of this course helping you to gain a better understanding of our most important resource, the Douglas Fir tree. Students will gain hands-on knowledge of tree and equipment identification, how to measure trees and determine profitability of tree stands, identification of tree diseases and forest health and a basic understanding of our wildland fires and how they can benefit and harm our forests. Exploration and participation in FFA Career Related Development events allows students to see what a day in the life of a forester involves.

AgriBusiness Management

Grade Level: 11, 12
Length of Course: Semester
Prerequisite: Agriculture 2 & Agriculture 2 AND either Vet Science or Forestry and Instructor Approval
Credit: ½

Course Overview: For students interested in pursuing a career in Agribusiness. Learn about the ins and outs of processing raw agricultural products and how to make money off the by-products associated with it. Projects include keeping financial records, determining your target market, pricing products as well as money management in an ever-changing market. This course is for those who have already completed the Veterinary Science or Natural Resources Pathways and want to explore the more business side of our agriculture industries. This course is an independent study course available only with instructors approval. College credit TBD.

Agriculture Leadership and Development

Grade Level: 11, 12
Length of Course: Semester
Prerequisite: Agriculture 1 & Agriculture 2 AND either Veterinary Science or Forestry and Instructor Approval
Credit: ½

Course Overview: Agriculture Leadership and Development prepares students to work with people involved in agriculture and life sciences. This course emphasizes the development of leadership capabilities and communication skills. Designed to develop students for leadership positions in local, state, regional and national organizations and agencies involved in the agriculture industry. Students will study leadership theory, team building, personal leadership development, change theory and how to apply these theories and models in real world situations. Students learn how to work with people and think organizationally and community oriented. This course is an independent student course available only with instructor approval. College credit TBD.

Introduction to Health Sciences

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½

Course Overview: This course helps students decide if they want to pursue a career in the medical field. Students will learn about the history of healthcare, general overview of human body systems, introduction to vital signs, medical terminology, safety issues, medical asepsis, proper use of medical equipment and aging. Emphasis will be placed on professionalism.

* College credit is available for many of the CTE courses. Parents and/or students will need to check with the instructor as to what needs to be done to receive credit and for which institutions.

Veterinary Science

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Agriculture I & Agriculture II
Credit: 1 Elective

Course Overview: A course where you can learn all about the ins and outs of working in a veterinary hospital. Students will be proficient in animal behavior and handling, common hospital laboratory and hospital procedures, and clinical examinations for companion animals. Students will be expected to administer vaccinations, simple livestock surgical procedures and all safety and sanitation practices. Students will be given the opportunity to job shadow (10 hours) with local veterinary hospitals where they can gain hands-on application of our curriculum. Veterinary Medical Applications Certification opportunities provided (ELANCO). Oregon FFA State Degree eligible.

Certified Nursing Assistant I

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: 16+ years of age, application process
Credit: 1 HS credit

Course Overview: Nursing Assistant Level One (CNA1) is offered in partnership with Umpqua Community College (UCC). Accepted candidates will be dually enrolled in RHS and the UCC CNA1 program. Classroom and skill lab instruction will occur at RHS during school hours, while clinical experiences require the candidates to work nights and weekends in off-campus care facilities. This course is a commitment for the school year and does require 100% attendance.

The Nursing Assistant Level One program is an Oregon State Board of Nursing (OSBN) approved course. The course is a 164+ hour training course, which combines classroom, skills lab instruction, and hands-on clinical experience, designed to prepare students for the nursing assistant role in health care agencies. The course includes instructions in basic bedside nursing skills, basic restorative skill, mental health and social service needs, personal care skills, and knowledge of clients' rights. Students will gain the knowledge and skills necessary to care for clients in long-term care and acute care facilities that are under direct care of a licensed nurse.

Course requirements: Mandatory attendance, self-transportation to off-campus clinicals including nights and weekends, and extensive background check prior to program admittance.

Science Division

SCIENCE DIVISION

Grade 9	Grade 10	Grade 11	Grade 12
Physics*	Chemistry* OR Honors Chemistry*	Chemistry* OR Honors/CC Chemistry* (Beginning 2022 Biology)	Students can take the following elective courses provided they meet all pre-requisites: Environmental Science Forensic Science Medical Terminology I & II Honors Physics Anatomy & Physiology AP Biology
	In addition, students can take the following elective courses provided they meet all pre-requisites: Chemistry Honors/CC Chemistry Environmental Science Forensic Science	In addition, students can take the following elective courses provided they meet all pre-requisites: Environmental Science Forensic Science Medical Terminology I & II Honors Physics	

* Indicates a Required Course

Physics

Grade Level: 9
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: Physics emphasizes the conceptual understanding of mechanics, fundamental forces of nature (gravity, electricity, magnetism, nuclear), and waves (light and sound). The focus is on understanding physics concepts, seeing how they apply to everyday experience. This course is designed for students who enjoy learning about the world around them.

Biology

Grade Level: 11
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: Biology is designed to introduce students to the basic concepts and skills associated with the living world. The course utilizes a variety of instructional methods including laboratory investigation, class discussion, and lecture. Major topics include: cell structure/function, energy needs within an organism, genetics/heredity, evolution, and ecology.

Honors Biology

Grade Level: 11
Length of Course: Year
Pre-requisite: "A" in 9th grade science (Integrated Science or Physics) and planning on taking AP Biology
Credit: 1

Course Overview: Honors Biology is a rigorous course designed for students who have a high interest in the life sciences. It will introduce students to the concepts and skills associated with the life sciences. The course emphasizes in-depth laboratory experiences and enrichment to reinforce the classroom instruction and uses inquiry to develop critical-thinking skills while making real-world connections. Major topics include cell structure/function, genetics and heredity, evolution, diversity, and ecology. This course is designed for students who plan to take AP Biology.

AP Biology

Grade Level: 12
Length of Course: Year
Pre-requisite: B in Chemistry or Honors/CC Chemistry; Completion of Honors Biology; Instructor Approval.
Credit: 1
Other: Advanced Placement option

Course Overview: The AP Biology course allows students to participate in an internationally recognized program. The course emphasizes the major themes and concepts of biological science. The course will utilize laboratory activities to allow students to experience the hands-on discovery aspect of science. The class has a rigorous schedule that will allow eager and able students to receive instruction in an advanced form of biology. Areas of study include: ecology, molecules and cells, heredity, evolution, speciation, and populations. Students will have the opportunity to take the AP exam in May.

Medical Terminology I

Grade Level: 11, 12
Length of Course: Semester
Pre-requisite: B in Biology/Honors Biology; Chemistry/Honors/CC Chemistry; Instructor Approval
Credit: ½

Course Overview: This course emphasizes the terminology related to the health care profession and specialties, equipment, drugs, symbols and abbreviations, the anatomy, physiology, and pathophysiology of the digestive, urinary, reproductive, nervous, and cardiovascular systems. The approach is one of practical application in the workplace using case studies, diagnostic, and laboratory reports.

Medical Terminology II

Grade Level: 11, 12
Length of Course: Semester
Pre-requisite: Must complete Medical Terminology I with an A/B
Credit: ½

Course Overview: This is the continuation of the body systems covered in Medical Terminology I. The focus of this course is the respiratory, lymphatic, musculoskeletal, and integumentary systems. Oncology and radiology will also be discussed. The origin of terms and the use of anatomical, general, operative, and symptomatic terms are explored using a variety of techniques. Both of these classes are the stepping-stones into an entry-level occupation in the Health Services field.

Anatomy and Physiology

Grade Level: 12
Length of Course: Year
Pre-requisite: Biology or Honors Biology both semesters; Chemistry or Honors/CC Chemistry; Instructor Approval
Credit: 1

Course Overview: Anatomy and Physiology is a course designed to familiarize students with the major anatomical structures, the related physiology, and various diseases of the human body. Students will identify macroscopic and microscopic structures in the body. Areas of study will include histology, skeletal, muscular, digestive, circulatory, and urinary. Emphasis will be placed on the medical aspects of these systems. Dissections are part of this course.

Chemistry

Grade Level: 10
Length of Course: Year
Pre-requisite: Physics or Integrated Science
Credit: 1

Course Overview: Chemistry is a college preparation course. It is designed to present concepts and processes associated with the properties of matter. In addition, students will apply chemical concepts to “real world” situations and study the impact of chemistry on history and society. Concepts and topics of chemical genesis, chemical/physical properties, metals, periodic tables, ions, moles, bonding, nuclear chemistry and organic chemistry will be emphasized.

Honors/CC Chemistry

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Enrolled in Algebra II or Math 10 Honors, A/B in previous science class, Instructor Approval
Credit: 1

Course Overview: Honors Chemistry is a college prep course designed for students who have an interest in pursuing a career in the field of science. It provides a solid theoretical foundation for future science courses. The curriculum includes problem-solving, experimentation and manipulative skills presented in greater detail and complexity than in regular chemistry.

Honors Physics

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Completed Algebra II, Instructor Approval
Credit: 1

Course Overview: Honors Physics is a rigorous course designed to introduce students to some of the major concepts in physics in greater depth and complexity. The course uses laboratory experiences to reinforce the classroom instruction, and seeks to develop critical-thinking skills while making connections to real-world phenomena. Major topics include: vectors, motion, forces, momentum, work, energy, wave theory, sound, light and electricity.

Environmental Science

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: Environmental Science is designed to be an exploration of the Earth and its many different ecological systems. The course will cover topics such as Ecology, Humans and the Environment, and Earth's Resources. Students will be exposed to practical aspects of the above topics; and will participate in a variety of activities designed to provide a framework for learning inquiry-based science.

Forensic Science

Grade Level: 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½

Course Overview: Forensic Science introduces and develops the skills, understanding and knowledge of scientific processes and their application to the field of forensic science. Topics include physical evidence, crime scene analysis, fingerprint analysis, trace evidence, impression evidence, blood evidence, toxicology, and DNA analysis. Students will learn the scientific techniques used in forensic investigation through a variety of class activities.

Please see agricultural classes, which qualify for science credit, listed in the Career-Technical section.

Social Science Division

Social Science Division

Grade 9

No required core
classes
*See available
electives

Grade 10

World History

or

European History
AP

Grade 11

U.S.
History

U.S. History
AP/CC

Grade 12

Government
and
Economics

Government AP/CC
(full year gives both
Govt. & Econ. cred-
it)

Elective Options (By Grade Allowed)

<u>Class</u>	<u>Grade</u>	<u>Length</u>
*Modern Issues	9-12	Semester
*Native American Studies	9-12	Semester
European History AP	11-12	Year
Psychology	10-12	Semester

* Electives do not meet core class requirements for Social Science credit.

Note: Seniors take
Government and
Economics (one semester
each) or one full year of
Gov. AP/CC

World History

Grade Level: 10
Length of Course: Year
Pre-requisite: None
Required Credit: 1

Course Overview: World History focuses on major eras and events that shaped the modern world, from the late eighteenth century through the present. Students will develop an understanding of current world issues and events and relate them to their historical, geographic, political, economic and cultural contexts. Students will consider multiple accounts of events in order to understand international relations and developments from a variety of perspectives.

European History AP

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: Received an A in English 9 Honors both semesters, recommendation from English 9 teacher, and enrolled in English 10 Honors. (Current 10 and 11 grade students interested in this course should speak with their social science teacher regarding placement criteria)
Credit: 1 Required for World History or 1 Elective
Other: Advanced Placement option

Course Overview: This course is intended for qualified students who wish to complete classes in secondary school equivalent to a college introductory course in European history and prepare for the AP European History exam administered in May. Students will examine, analyze, and evaluate European intellectual, cultural, political, and economic history. Study of European history from the High Renaissance to the present will develop an understanding of the principal themes in modern European history. Students will be expected to provide historical interpretation through projects, discussion, debate, and writing.

U.S. History

Grade Level: 11
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: United States History is designed as an exploration of the major events and movements throughout our country's history. Students will be involved in exploring slavery, civil rights, expansion of the West and the industrial revolution. We will also closely examine the boom and bust cycles of the 1920's and 1930's and foreign policy decisions that include the Spanish American War, World Wars 1 and 2, along with the Cold War. We hope to use the tools of historical analysis and be able to relate the past to the present issues of today. Students will focus on our political, economic, and social institutions and how they changed over time.

U.S. History AP/CC

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: Completion of English 10 Honors with B or better, completion of World History with a grade of A or AP European History with a B or better, and enrolled in English 11 Honors. Recommendation from World History teacher required. Students who do not meet this criteria but wish to enroll, should see their counselor for information regarding the application process.
Credit: 1
College Credit: Up to 9 UCC credits (HST 201, 202, 203)
Other: Advanced Placement option

Course Overview: U.S. History AP/CC is a chronological survey of United States history organized around Umpqua Community College's history program as well as the advanced placement U.S. History program in association with the college board. It prepares students for the AP US History exam administered in May. Students will receive high school credit and community college credit upon successful completion of the course. The course is designed for accelerated learners and will provide them with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Designed to prepare the student for intermediate and advanced college courses, the demands placed on students in terms of reading and writing, are equivalent to those made by full year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and to weight the evidence and interpretations presented in historical scholarship.

Economics

Grade Level: 12
Length of Course: Semester
Pre-requisite: None
Required Credit: ½

Course Overview: Economics is the study of how resources are utilized to satisfy peoples' wants and needs. Students will analyze and evaluate market economics. Emphasis will be placed on applying the principles of market economics to both private and public economic problems. This course will also focus on financial literacy and investment planning.

Government

Grade Level: 12
Length of Course: Semester
Pre-requisite: None
Required Credit: ½

Course Overview: U.S. Government is a required course designed to prepare students to be well-informed American citizens. Students will study the history of the U.S. government system, from its precursors to the present day, and will analyze the Declaration of Independence, the U.S. Constitution, state and federal laws, Supreme Court decisions, and other significant primary sources in order to glean an understanding of American government and how it became what it is.

Government AP/CC

Grade Level: 12
Length of Course: Year
Pre-requisite: Completion of English 11 Honors with B or better, completion of either 11th U.S. History with an A or 11th U.S. History AP/CC with B+ or better, enrolled in English 12 Honors or English 12 AP/CC. Recommendation from U.S. History teacher. Students who do not meet the criteria, but wish to enroll should see their counselor for information regarding the application process
Credit: 1
College Credit: Up to 9 UCC credits (PS 201, 202, 203)
Other: Advanced Placement option

Course Overview: Advanced Placement/College Credit Government is a course designed to instill a greater civic awareness in students while preparing them for the rigors of postsecondary coursework. Students will analyze the U.S. government system via comparison to other governments and through the lens of various philosophical frameworks. Students will learn and question the purpose of government, the advantages and disadvantages of the American model, and the current state of affairs. Success in this course requires extensive reading, research, discourse, and writing. Student may receive UCC credit for Political Science 201, 202, and 203.

Modern Issues

Grade Level: 9, 10, 11, 12
Length of Course: Semester (May only be taken 1 semester)
Pre-requisite: None
Credit: ½ Elective

Course Overview: Modern Issues is a one-semester elective course designed to cultivate an understanding of the complexities and dilemmas of the modern world. Course work involves development of logical and rhetorical acumen, writing skills, and public speaking. Modern Issues will be available to any student for credit up to twice during a high school career.

Native American Studies

Grade Level: 9, 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: Native American Studies is a one-semester elective course to cultivate an understanding of the rich history of Native Americans in our community and throughout the nation. The course will focus on the practices, histories, cultures, and political statuses to build an understanding of contemporary Native American lives.

Psychology

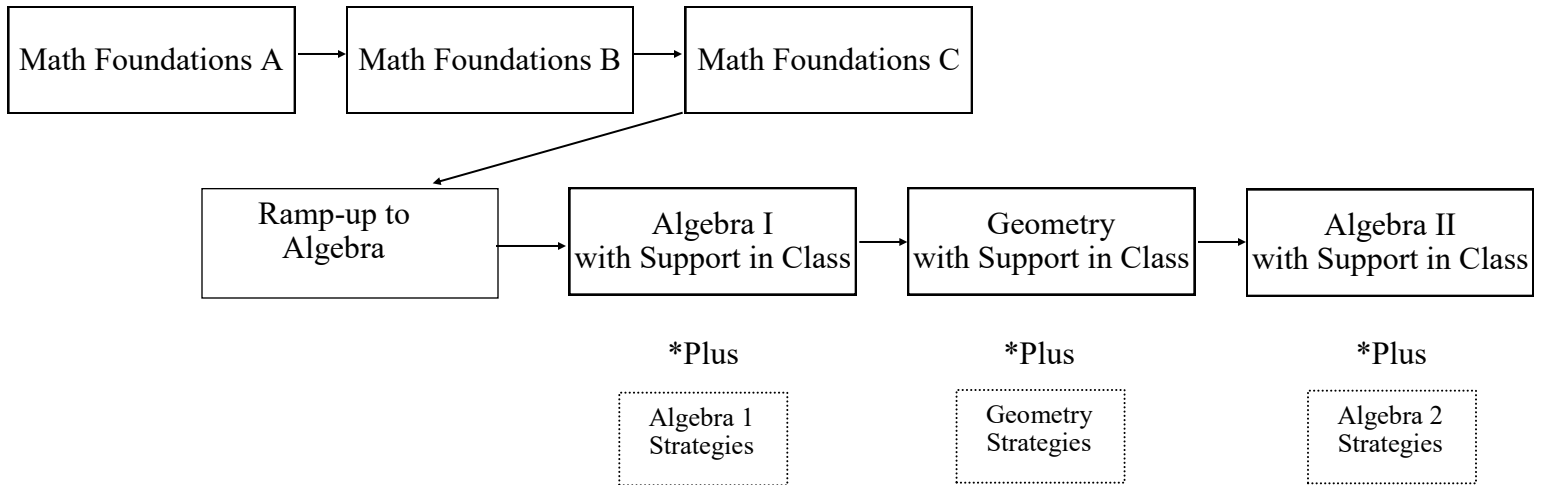
Grade Level: 10, 11, 12
Length of Course: Semester
Pre-requisite: None
Required Credit: ½ Elective

Course Overview: Psychology is a one semester elective course designed to create an awareness of human behavior. The course investigates the sensation processes, anatomy and function of the human brain, the states of consciousness, development and social behavior. Theories of learning, personality, and abnormal behaviors will also be analyzed, evaluated and examined through reading, discussion, writing, and film. This course is available to 10th-12th grade students.

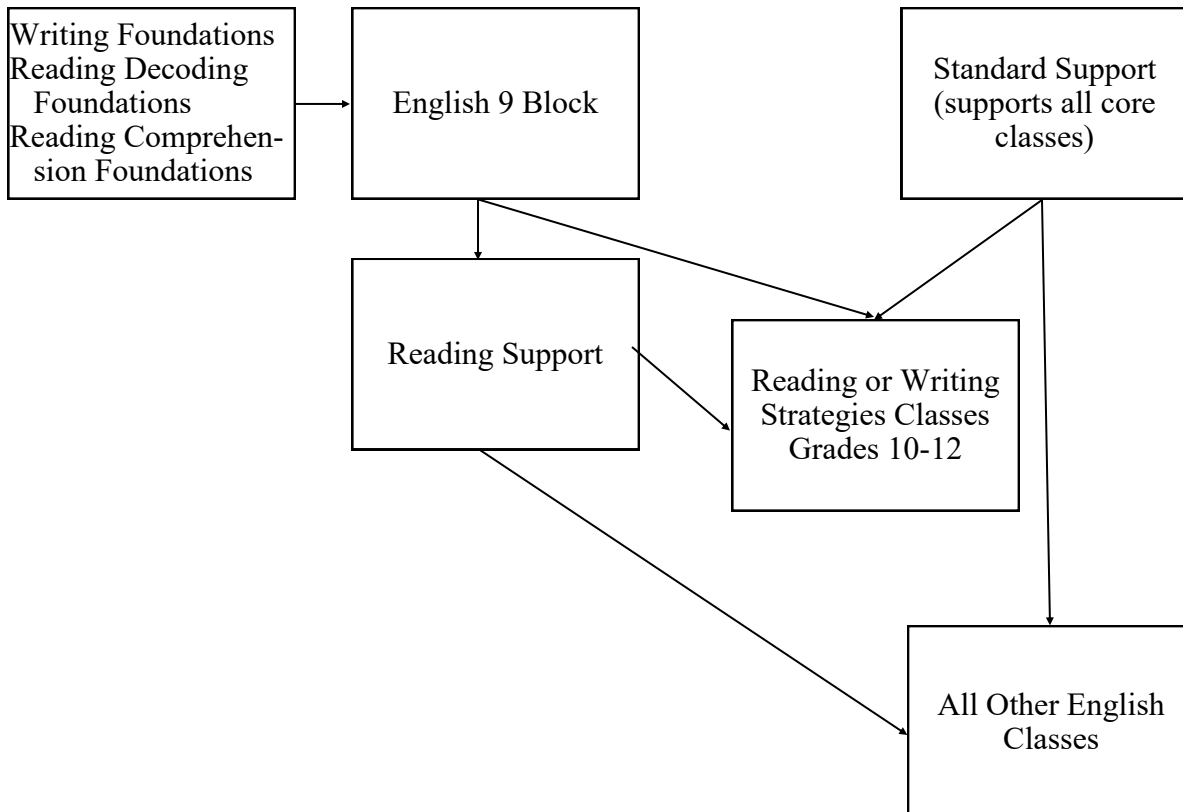
Student Services Division

Student Support Services

Math Division



English Division



ELD 1

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: Identified ELL, Instructor Approval
Credit: 1

Course Overview: This course is designed for students whose first language is not English and whose proficiency level is Beginning to Early Intermediate. Its purpose is to help students develop their English Language skills. This class will provide English Language Development through systematic and explicit instruction of vocabulary, grammar and syntax. Prior determination of proficiency level by ELD teacher is provided.

ELD 2

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: Identified ELL, Instructor Approval
Credit: 1

Course Overview: This course is designed for students whose first language is not English and whose proficiency level is Intermediate and above. Its purpose is to help students develop their English Language skills. This class will provide English Language Development through systematic and explicit instruction of vocabulary, grammar and syntax. Prior determination of proficiency level by ELD teacher is required.

Educational Development and Supportive Programming

Math Foundations A

Year. Pre-requisite: Data Team Decision. 1 Modified Math Credit.

This course is for students who have previously been approved by their IEP team and require specially designed instruction in math skill development. This class provides scientifically based math instruction emphasizing the five critical elements of mathematics proficiency: understanding, computing, applying, reasoning, and engaging. This program provides intensive focus on developing mathematical understanding and skills, and includes explicit instruction designed to meet the individual needs of each student. The activities are specifically targeted to address foundational understandings and are engaging for all students.

Math Foundations B

Year. Pre-requisite: Data Team Decision. 1 Modified Math Credit.

This course is for students who have previously been approved by their IEP team and require specially designed instruction in math skill development. This class is a progression from Math Foundations A. The class provides intense focus on real life math applications. This one-credit class provides intensive focus on developing mathematical understanding in the five elements of mathematical proficiency: understanding, computing, applying, reasoning, and engaging.

Math Foundations C

Year. Pre-requisite: Data/IEP Team Decision. 1 Modified Math Credit.

This course is for students who have previously been approved by their IEP team and require specially designed instruction in math skill development. This class is a progression from Math Foundations B. Instruction includes foundations of algebra, numbers and the number line, decimals and percents, geometric measure, multiples and factors, operations with fractions, data and integers, and ratio and graphs. Students will analyze concepts to consider the validity of their problem-solving strategies, and to explain their work to a partner or small group. Students will also explore multiple applications of the concepts, discuss similarities and differences, and investigate faulty strategies. This course is a customized mathematics program focused around the goal of developing conceptual knowledge.

Writing Foundations

Year. Pre-requisite: Data Team Decision. 1 Modified English Credit or 1 Elective Credit.

This course uses the “reasoning and writing” direct instruction writing program as a base for its curriculum. This class focuses on learning and improving current writing skills. This curriculum introduces higher-order thinking skills as the foundation for writing skills. Features of this curriculum are clear, scripted lessons, tightly sequenced instruction, and careful teaching of analysis and logic skills improving the way students communicate in all subject areas.

Reading Decoding Foundations

Year. Pre-requisite: Data Team Decision. 1 Modified English Credit or 1 Elective Credit.

This class focuses on the “decoding” skill for reading using a program that was developed to meet the needs of delayed readers, students with language-based learning disabilities, and students who have not developed literacy despite participation in literacy instruction. Direct instruction curricula is taught in this course. This class individualizes for each student, based on historical placement data, and learning begins at the student’s current skill level.

Reading Comprehension Foundations

Year. Pre-requisite: Data Team Decision. 1 Modified English Credit or 1 Elective Credit

This is a class that focuses on reading comprehension utilizing a research-based program that was developed to meet the needs of delayed readers, students with language-based learning disabilities, and students who have not developed literacy despite participation in literacy instruction. This comprehensive program teaches the many separate skills necessary to read skill level textbooks, learn new information, and respond to written questions that involve deductions and rule applications.

Foundation to Pathways/Life Skills

Semester /Year. Pre-requisite: Instructor/Team Approval. ½ or 1 Elective Credit.

This is a class that focuses on the “world around us” and encompasses many different topics. This class is designed for students who have been pre-approved by their IEP team for participation in the Transition Program after 12th grade graduation. The focus of this course is to introduce, develop, and enhance skills in all academics, and also incorporates many functional skill activities such as cooking, health, science, social science, preparation for adult living in our community, and more.

Connections A

Semester. Pre-requisite: Instructor/Team Approval. ½ Elective Credit.

Designed for secondary students to learn how to improve their relationships with others. The lessons and activities teach basic social skills, help students to see themselves as others see them, and how to make behavior adjustments to meet our cultural expectations. This class begins with an exploration of our cultural “norms” and expected behaviors in all real-life situations. Social skills are presented in small sequential steps: activities, discussions, examples, and role-play are all used to aid students in learning these new skills. The topics covered are serious and important, however, humor and fun are always included whenever possible.

Pathways (18+)

Grade Level: Beyond 12th Grade
Length of Course: Year
Pre-requisite: Team Decision

Course Overview: This program is designed for students who are 18-21 years old and have been awarded a Modified Diploma/Certificate of Attendance from RHS, but would benefit from additional training and practice in the community in the following domains (domestic, vocational, community, and recreation/leisure.) This program is designed for students who have difficulty generalizing learned skills from the classroom to other settings (i.e. the community) and would benefit from full-day instruction in life skills and vocational training.

Developmental Learning Center (DLC)

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: Team Decision

Course Overview: This program provides for maximum teacher – student interaction in a highly structured environment. The curriculum offers a variety of learning experiences that will help students gain the skills necessary for semi-independent or independent adult living, i.e., basic language skills, daily living skills, social skills, and pre-vocational/vocational skills. Students who are enrolled in the program have an opportunity to apply the skills learned to real life situations in the community and on the job. Teachers and parents work cooperatively to prepare students for their transition to community living.

Success

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: Team Decision
Credit: 1 Elective Credit

Course Overview: The Success program has been developed to benefit students with a unique set of needs that will benefit from academic coaching throughout their high school career. Success provides the opportunity for students to acquire credits in a small, supportive setting. Success endeavors to develop citizens who are physically, mentally, and emotionally fit, have a high degree of self-reliance evident in such qualities as initiative, courage, and resourcefulness, have a positive personal character, have the desire and skills to help others, have a keen respect for basic rights of all people, and are prepared to participate in society.

General Elective Classes

Freshman House (Required Elective)

Grade Level: 9
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: The Freshman House period is designed for all ninth grade students to increase the significant relationships with their teachers and peers, to provide studies rich in rigor and relevance, and to create an environment for success during the transition into high school that will continue to benefit students as they move through RHS towards graduation.

Library Media Aide/Library Assistant

Grade Level: 9, 10, 11, 12
Length of Course: Semester/Year
Pre-requisite: Media Specialist Approval
Credit: ½ - 1 Elective

Course Overview: This course is designed for the student who wishes to learn the basic operations involved in library services by assisting the professional media center staff with daily library operations. In addition, the course addresses the National Network of Business and Industry Associations' Common Employability Skills. Good attendance, attention to detail, and a positive attitude are mandatory requirements for this class. This course may be taken more than one year.

Student Aide

Grade Level: 10, 11, 12
Length of Course: Semester/Year
Pre-requisite: Instructor/Counselor Approval
Credit: ½ - 1 Elective
Other: P/NP only

Course Overview: Student Aides are involved in the daily operations of various school offices or assisting teachers in a variety of tasks in the classroom. They will have the opportunity to become familiar with selected office machines, telephone procedures, greeting the public, and interacting with school staff as employees. A student may only be enrolled in **one** aide class per semester and may apply no more than four semesters of aide credit toward graduation requirements.

Pre-Teach

Grade Level: 11, 12
Length of Course: Semester/Year
Pre-requisite: Interest in Education as Future Career, Application Approved by RHS Pre-Teach Coordinator
Credit: ½ - 1 Elective

Course Overview: Pre-Teach gives students an opportunity to work with a supervising teacher in an elementary or middle school setting. Activities include material preparation, record keeping, assessment, bulletin boards, physical education and a variety of classroom projects. As these skills are demonstrated, the pre-teach student will work individually or in small groups helping children. Prior to the pre-teach field assignment, students will participate in an orientation session to review program goals, activities, and expectations.

Leadership

Grade Level: 10, 11, 12
Length of Course: Semester/Year
Pre-requisite: Elected by Student Body or appointed by the advisor
Credit: ½ - 1 Elective

Course Overview: This class provides self-directed learning situations, leadership opportunities, and the development of organizational skills. Responsibilities include planning projects and activities from inception to completion, working collaboratively with students and staff, in addition to self and group evaluation. The students are accountable for attendance during in-school and out-of-school activities, fund raising, responsible time management and project performance. The class consists of A.S.B. officers, class officers and appointed representatives from various organizations.

Surviving Life After High School

Grade Level: 11, 12
Length of Course: Semester
Pre-requisite: None
Credit: ½ Elective

Course Overview: The purpose of this transition class is to better prepare students for post-secondary living by researching student career choices, skills, abilities, interests, and education requirements for enrollment in colleges or universities. The class also addresses budgeting, financial issues (i.e. financial aid for college), credit/debt awareness, needs vs. wants, etc. Upon completion of this course, students will have a personal portfolio containing research of careers, colleges, skills, interests, and abilities, as well as a resume, letters of reference, sample job application, transcripts, and their culminating research project presentation.

Credit Retrieval

Grade Level:	9, 10, 11, 12
Length of Course:	Varies
Pre-requisite:	Counselor Approval
Credit:	Varies

Day Lab: Offered during school hours as a scheduled class, this program serves the various needs of all students. Using educational online software, students have the opportunity to work in a quiet setting on challenging curriculum that is assigned for their specific needs. This program gives students the opportunity to work at a self-regulated pace to assist in graduation. All Core courses offered at RHS are also offered in Credit Retrieval (aside from PE). Students have their choice of over 60 different electives, many of which are not offered anywhere else on campus.

After School Credit Retrieval (ASCR): ASCR is a free after-school program for credit retrieval using the online educational platform. ASCR is offered from 3-4 pm on school days. This program gives students who are behind on credits the opportunity to work at a self-regulated pace to bring themselves back up to the point where they are on course for graduation. It is intended for students who have already failed a class in a traditional classroom. Students have 35 days to complete coursework for a half-credit course. All Core courses offered at RHS are also offered in Credit Retrieval (aside from PE). Students have their choice of over 60 different electives, many of which are not offered anywhere else on campus.

Reading Support

Grade Level:	9, 10, 11, 12
Length of Course:	Year
Pre-requisite:	Data Team Decision *
Credit:	1 Elective Credit

Course Overview: This intervention course is designed to accelerate the reading of intermediate readers. The focus of instruction will be on strengthening and applying effective strategies for decoding multi-syllabic words and increasing comprehension across a range of literature and informational text. This class is a full year.

Writing Support

Grade Level:	10, 11
Length of Course:	Year
Pre-requisite:	Data Team Decision *
Credit:	1 Elective Credit

Course Overview: This intervention course is designed to increase students' competency with the Common Core State Standards in writing. Instruction in this class will focus on parts of speech, grammar, sentence refinement, and pulling information and examples from text to support and improve writing skills.

Standards Support

Grade Level:	9, 10, 11, 12
Length of Course:	Semester/Year
Pre-requisite:	None
Credit:	½ or 1 Elective Credit

This course is designed to support students who are working toward the state standards. Students in this course will receive additional instruction in specific skills to assist them in participating fully in their general education courses. Instruction may include fluency, comprehension, effective strategies for reading a variety of text, organizational skills, as well as strengthening written communication. Research-based instructional skills will be taught to increase academic success at the secondary level.

Non-Credit Options

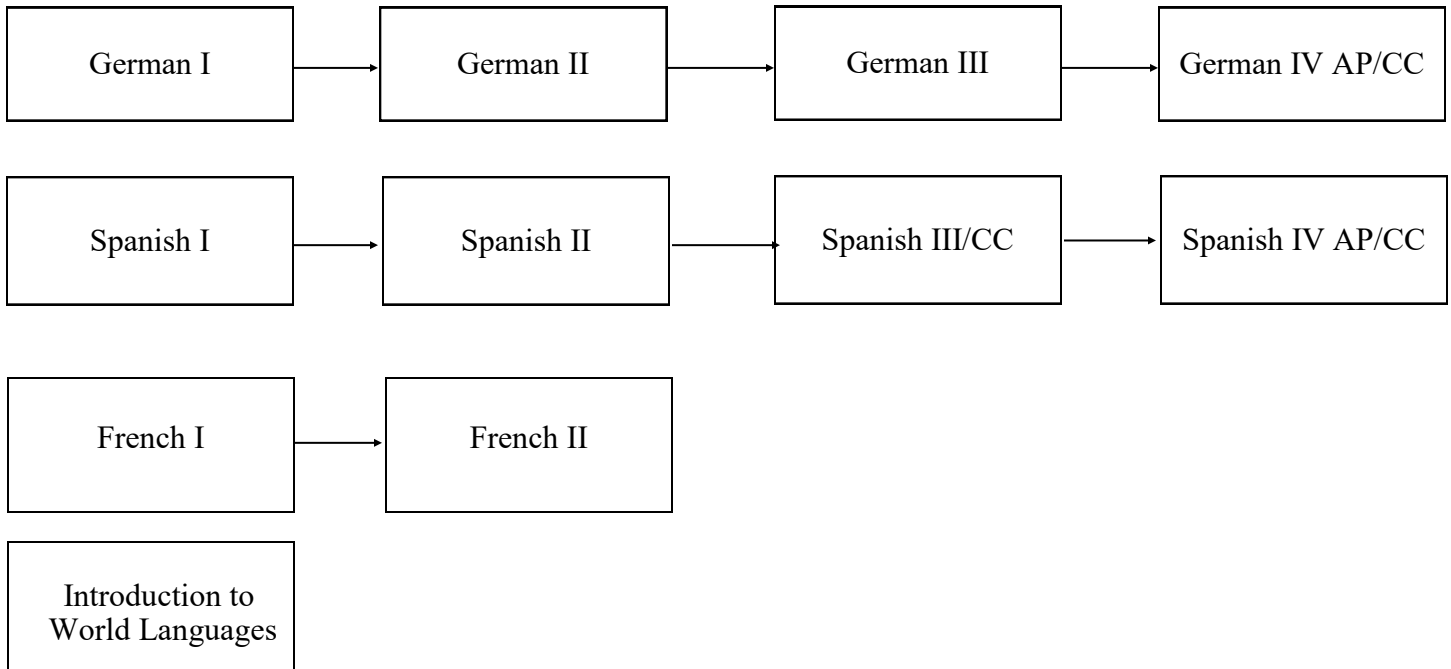
Release Time (Religious Study)

Grade Level:	9, 10, 11, 12
Length of Course:	Semester/Year
Pre-requisite:	Parent Request
Credit:	None

Course Overview: This option allows students the opportunity to take advantage of off-campus religious education. The request should be initiated through the individual student's counselor.

World Language Division

World Language Division



Becoming proficient in a new language can open up many doors in future travel and career choices! As an incoming 9th grader, you have the opportunity to begin learning a new language at Roseburg High School, to continue the study of that language for four years, and to earn college credit for the language in the advanced levels.

Here are some FAQ's to help you decide if you are ready to enroll in a beginning level French, German or Spanish class at RHS:

Do I have to take a language to graduate from high school?

*There is no current language requirement for a high school diploma, but a language counts towards the three credits of foreign language/art/career and technical electives needed for a high school diploma. **A minimum of two years high school language IS required for entrance into a four-year university.** Many state and private universities recommend **three years or more of a language.***

Students must pass the first semester of their World Language course in order to continue in the second semester.

What will help me to be successful in a language class?

Students experience success in our classes if they are:

- *At or above grade level in reading.*
- *Self-directed learners with good homework habits.*
- *Able to work with a variety of partners each day.*
- *Positive class participants who are willing to try to speak the language every day and play an active part in role-play situations and skits.*
- *Students with excellent attendance.*
- *Students with strong listening skills and the ability to memorize.*

Introduction to World Languages

Grade Level:	9, 10
Length of Course:	Semester
Pre-requisite:	None
Credit:	½

Course Overview: Introduction to World Languages allows students to study German, French and Spanish and their cultures, at an exploratory level. Students will discover and appreciate the value of learning another language and increase motivation for future language study. We will experience basic language, food, music, history and travel. Students completing this course will receive a general elective credit.

Spanish I

Grade Level:	9, 10, 11, 12
Length of Course:	Year
Pre-requisite:	None
Credit:	1

Course Overview: This course is for students with no previous study or exposure to the Spanish language. The five communication skills: listening, speaking, reading, writing, and cultural competence are developed and assessed. Students will demonstrate comprehension from a variety of sources to gain information on a range of topics. They will express themselves in simple conversations. Students will write simple sentences and paragraphs and will demonstrate appropriate verbal and non-verbal ways of communicating within the cultural context of the Spanish language.

Spanish II

Grade Level:	9, 10, 11, 12
Length of Course:	Year
Pre-requisite:	Spanish I or Instructor Approval
Credit:	1

Course Overview: Second year students expand their knowledge of the language, culture, vocabulary, and grammar that they began in the first year. All five-communication skill areas are strengthened through practice with authentic texts, culture, native speakers, and class activities. Students will begin to express themselves in other time frames such as past and near future tenses. Self-expression is limited to high-frequency topics and ideas. During the second year, students will be assessed on their language proficiencies.

Spanish III/CC

Grade Level:	10, 11, 12
Length of Course:	Year
Pre-requisite:	2 Years of Spanish and/or Instructor Approval & Successful Completion of Proficiency Exam
Credit:	1
College Credit:	Up to 12 UCC credits (Spanish 101, 102, 103)

Course Overview: This course is conducted primarily in the target language. Students expand their knowledge of the language, culture, and geography while strengthening all five-language skills: speaking, listening, reading, writing, and cultural competence. Students write short essays and give presentations in the target language. Students express their opinions, describe, and narrate in present, past, and future tenses. The use of authentic texts such as short stories, articles, books, and songs expose students to contemporary culture as well as provide them with a historical perspective. Contextual projects are created, polished, and presented. UCC Spanish 101, 102 & 103 credits available.

Spanish IV AP/CC

Grade Level:	11, 12
Length of Course:	Year
Pre-requisite:	3 Years of Spanish including Spanish III or equivalent, permission of the instructor
Credit:	1
College Credit:	Up to 12 UCC credits (Spanish 201, 202, 203)
Other:	Advanced Placement option

Course Overview: This is a college level course for students wanting to excel in Spanish. Discussions in Spanish revolve around current events, culture, and history of Spanish speaking countries as well as aspects of students' own lives. Students write in detail and focus on reading literary works, articles, and many other authentic texts. Students in their fourth year of Spanish may receive college credit. The class will prepare for the Advanced Placement exam and candidates will need to see their world language teacher for the summer reading/assignment requirements. UCC Spanish 201, 202 & 203 credits available.

German I

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: German I introduces the learner to the language and culture of German-speaking countries. During this first year, students will develop the ability to communicate about many topics revolving around the daily lives of young people, including: free time, interests, shopping, foods, clothing, home, friends, and family. Authentic materials from sources such as magazines, newspapers, the Internet, music, and films are carefully selected to fit the novice level of the learners. Students will be actively engaged in the process of learning to understand, speak, read, and write the language through partner, group, and whole class activities and projects. After successfully completing two years of German, students will have met their minimum college language entrance requirement for Oregon public universities.

German II

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: German I, or Instructor Approval
Credit: 1

Course Overview: German II continues the development of the skills acquired in German I. As in the first level, culturally authentic materials are used to promote language development and knowledge and appreciation of Germanic cultures. Topics at this level include a simulated trip to Germany, music and film, holidays, and grocery shopping. Upon completion of the second year of German study, students will have met their minimum college language entrance requirement for Oregon public universities. Students enrolled in German II will also be eligible to apply for the German American Partnership Program that Roseburg High School has every two summers with our sister school in Lüneburg, Germany.

German III

Grade Level: 10, 11, 12
Length of Course: Year
Pre-requisite: German II and Instructor Approval, or successful completion of Proficiency Exam (SLIM)
Credit: 1

Course Overview: German III is a total immersion experience in the language. Through their commitment to using only German in class, students will progress rapidly in all areas of language learning. By the end of the course, students will be able to communicate fluently at the intermediate level through role-playing, skits, and group projects. Higher level thinking skills are developed throughout the course, in units such as Planning a Personalized Tour Through Germany, Healthy Living, My Ideal House, Cultural Comparisons and Historical Perspectives, and Plans for the Future.

German IV AP/CC

Grade Level: 11, 12
Length of Course: Year
Pre-requisite: German III and Instructor Approval
Credit: 1
College Credit: Up to 12 UCC credits (German 101, 102, 103)
Other: Advanced Placement option



Course Overview: This course presents a college level study of the German language and culture in preparation for the AP German exam. This advanced level course will emphasize refinement of all the skills required in the first three years of German study, using a thematic approach that integrates vocabulary and structures with German film, history, literature, current events, and art. Units include the Expressionist Cinema (silent era), Science and Technology, Media Influence, and the Environment. This course is conducted entirely in German, and students have the option of earning 12 college credits through UCC, transferable to any college in the Oregon State System.

French I

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: None
Credit: 1

Course Overview: Take the first step in learning to communicate with over 200 million French-speaking people on five continents as a first or second language! We'll start with communicative themes from daily life activities, including sports/leisure time, family life, school, shopping and dining! Listening, reading, speaking and writing skills in a contemporary cultural context will make each and every day engaging as students are introduced to France and the Francophone world! Allons-y!

French II

Grade Level: 9, 10, 11, 12
Length of Course: Year
Pre-requisite: French I or Instructor Approval
Credit: 1

Course Overview: Bienvenue to French II! Students will continue to develop their skills in all forms of communication including speaking, reading, writing and listening. We will engage in activities designed to promote authentic communication in French and monitor our progress through a variety of formative and summative assessments. Students can look forward to expanding their knowledge of diverse cultural practices, products and perspectives for the French-speaking world. Continuons!

