



CHURCHILL  
HIGH SCHOOL

ACADEMIC PLANNING GUIDE

2016 – 2017

[WWW.CHS.LANE.EDU](http://WWW.CHS.LANE.EDU)

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*This guide is designed to help in high school planning. Some of the courses described in this guide may not be offered and this information is subject to change.*

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## Academic Planning Checklist

Planning is best accomplished with the help of parents, teachers, counselors and other adults. Students and parents should study graduation requirements and course options carefully and use them as guides for forecasting and post-secondary planning. Use the following checklist to help monitor progress in school, prepare for graduation and plan future educational steps.

### **Eighth Grade**

- Identify strengths, likes and dislikes, learning styles and academic styles.
- Identify tentative career interests, potential career paths, post-secondary education options.
- Attend eighth grade student/parent forecasting session.

### **Ninth Grade**

- Draft My Academic Plan & Profile related to educational and career interests.
- Review 9th grade transcript and courses you are currently enrolled in.
- Ask counselor or advisor for information and advice.
- Discuss educational and career plans with parent(s).
- Review graduation and post-secondary college/university entrance requirements.

### **Tenth Grade**

- Review My Academic Plan & Profile and revise as appropriate.
- Review transcript and courses you are currently enrolled in.
- Continue to work towards excellence in both course work and in co-curricular activities.
- Attend college visits in the Career Center

### **Eleventh grade**

- Review My Academic Plan & Profile in relation to graduation requirements and post-high school plans and make revisions as appropriate.
- Attend scheduled PSAT test held at CHS in mid-October.
- Check college entrance test (PSAT, ACT, SAT, etc.) dates and registration deadlines.
- Sign up to take tests in spring (ACT, SAT)
- Check specific entrance requirements (such as courses and test scores) for schools of interest.
- Attend college information presentations in the Career Center
- For the non-college bound student, research other career options such as military, apprenticeships, travel and work.

### **Twelfth Grade**

- Have you met required proficiency of essential skills? (math, reading, writing)
- Re-take SAT or ACT test if necessary
- Check and act on scholarship and financial aid opportunities and due dates.
- Apply to "Common Application" colleges in November, check requirements.
- Complete the Free Application for Federal Student Aid (AFFSA) as soon after January 1st as possible.
- Check selected college/university/vocational school's application deadline for admission.
- For the non-college bound student, research other career options such as military, apprenticeships, travel and work.

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## HIGH SCHOOL GRADUATION REQUIREMENTS

### Credit Requirements

To receive a standard diploma, students must complete 24 academic credits.

These credits are distributed as follows:

- 4.0 Language Arts (LA)
- 3.0 Mathematics (MA) – Algebra 1 & higher
- 3.0 Science (SC)
- 3.0 Social Studies (SS)
- 3.0 Applied Arts of Fine Arts or Foreign Language (AA/FA/FL)
- 1.0 P.E.
- 1.0 Health
- 6.0 Electives (OS): electives may be taken in any academic area

### ADDITIONAL REQUIREMENTS FOR GRADUATION

In addition to the credit requirements, the State of Oregon has instituted the following graduation requirements for all students.

- Educational Plan and Profile
- Career Related Learning Skills (CRLS) and Extended Application (LEAP)
- Essential Skills

Community service is required of all Churchill graduates.

### Educational Plan and Profile

Students will develop a plan and profile to guide his or her individual learning, and document progress toward personal, career and post-high school goals.

### Career-Related Learning Standards (CRLS)

Students will complete work to demonstrate Career and Employment readiness skills: *personal management, problem solving, communication, teamwork, employment foundations and career development.*

### Career Related Learning Experience – Extended Application - LEAP

Students will apply and extend their knowledge in new and often complex real world situations related to the student’s personal career interests and/or post high school goals. At CHS this requirement is generally referred to as LEAP.

### Churchill Community Service Graduation Requirement

Churchill students are expected to complete 10 hours of community service for each year of enrollment at CHS. For students enrolled in the Eugene International High School or for those in National Honor Society or earning an Honor’s Diploma, there are additional Community Service requirements. Contact Career and College Specialist if you have questions or need help with finding a community service opportunity.

For:	Hours Required	Notes
Standard Diploma	40	After completion of 8 <sup>th</sup> grade
Eugene International High School: Creativity, Action, Service (CAS)	150	See IHS Secretary (during junior/senior year)
National Honor Society	60	In addition to required CHS hours; some hours are independent but some require group projects.
4J Honors Diploma	120	Includes those required for CHS graduation.

### Essential Skills

Students must demonstrate an acceptable level of competency in the areas of Critical Reading/Writing and Mathematics. These competencies are demonstrated through satisfactory scores on designated state or national tests or by completion of work samples.

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## REQUIREMENTS FOR COLLEGE AND UNIVERSITY ADMISSIONS

Requirements vary greatly for college and university admissions. Parents and students are encouraged to meet with a counselor or with the Churchill College and Career Specialist to begin planning for post high school education. Essentially, entrance requirements are as follows.

### 2-year Community Colleges or Technical Schools

- Graduate from high school
- Complete Placement tests required by specific schools. *Students may take placement tests for Lane Community College during their senior year at Churchill.*
- Complete online application for enrollment and meet with an advisor from the school.
- Complete FAFSA (Free Application for Federal Student Aid) in January preceding Fall entry.

### 4-year College and University Requirements

- Graduate from high school with following completed:
  - English/Language Arts credits 4.0
  - Mathematics credits (recommended 4.0) 3.0
  - Science credits 3.0
  - Social Studies credits (1.0 each Global and US Studies) 3.0
  - World Language credits of same language 2.0
- Take either the ACT or SAT exam – preferably in May or June of 11<sup>th</sup> grade.
- Apply to specific institutions in fall of 12<sup>th</sup> grade.
- Complete AFFSA (Free Application for Federal Student Aid) in January preceding fall entry.

Many colleges and universities have additional course and testing requirements so it is prudent to begin your search early and include any of these specially required classes or tests in your plan.

## OREGON UNIVERSITY SYSTEMS (OUS) ADMISSION REQUIREMENTS

### GPA REQUIREMENTS:

*Eastern Oregon University (2.75), Oregon Institute of Technology (3.0), Oregon State University (3.0), Portland State University (3.0), Southern Oregon University (3.0), University of Oregon (3.0), Western Oregon University (2.75)*

All OUS institutions conduct comprehensive reviews of applicants who do not meet the minimum required GPA. Most OUS schools require at minimum 15 core academic units; 16 or more core units are recommended; Completion of the SAT or ACT; Minimum test scores are not set, but test results must be submitted and may be used during additional campus review processes. OUS universities require a standardized writing exam. A standardized writing exam is included in the SAT Reasoning Test. Students submitting the ACT should submit scores from the optional writing examination also. Automatic admission with a cumulative 3.4 GPA.

## CORE SUBJECT REQUIREMENTS

High school graduates need to satisfactorily complete at least 15 units of college preparatory high school classes (with one unit defined as the equivalent of one year or one credit). This must include 4 units of English, 3 units of Mathematics, 3 units of Science, 3 units of Social Studies, and 2 units of a Second Language, with a grade of C- or above or demonstrated proficiency. Pass/No Pass grades are not accepted. Night school classes at Sheldon do not meet the OUS requirements. No “D” grades in core subjects.  
\*Units= credits

It is important to check the particular admissions requirements of any university or college (private or public) to which you are interested in applying. Note that many colleges require additional units in particular subject areas and some require additional credits in fine arts.

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## COLLEGE CREDIT OPPORTUNITIES

The Counseling Department has information about other academic options that accelerate or offer opportunities for students to earn college credits prior to graduation. The following are among these programs. For details, please contact either counselor.

## ADVANCED PLACEMENT

Students may receive college credit based on College Board Advanced Placement exam scores. AP classes prepare students for exams in the spring, and also provide them with a college-level experience. University policies vary on what scores and classes they will accept for college credit. See the individual university to see requirements; most post their policies online.

## COLLEGE NOW

College Now classes are college level classes offered at Churchill. For completion of these classes students will earn both high school and college credit. The college credits are earned at no cost to students and provide advanced, challenging college level curriculum.

More info available at:  
[www.lanec.edu/hsconnections](http://www.lanec.edu/hsconnections).

## DUCK LINKS

Duck Link is a program through the University of Oregon for juniors and/or seniors who want to extend their learning, and may earn college and high school credit at the same time. Contact your counselor to discuss tuition cost and registration process. Please check university schedule for availability of classes.

## RTECH

RTECH is a program through Lane Community College for juniors and/or seniors who are interested in the technical class offerings at LCC. Students may earn college credit and high school credit at the same time. Contact your counselor to discuss tuition cost and registration process. Please check the college schedule for availability of classes.

## CBOP Credit by Proficiency

Students can earn graduation credits for new learning experiences outside of school. Students show proficiency based on demonstrating knowledge or skills that meet or exceed learning standards.

## INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate is a program for juniors and seniors enrolled in Eugene IHS. The IB program is recognized for college credit or for advanced standing placement by most colleges and universities. Students seeking the International Baccalaureate Diploma must pass six examinations, complete a 4,000 word extended essay, and complete projects in creativity, action and service. Eugene IHS students may also elect to take examinations in selected subject areas to earn IB certificates. Students passing these subject area exams earn certificates and often receive college credit at selected colleges and universities, similar to Advanced Placement credit. International Baccalaureate Diploma guidelines are outlined in detail in the IB Parent/Student Handbook available in the Eugene IHS offices.

**\*See pages 49-56 for more information**

**CHURCHILL ACADEMIES** See pages 42-48 for information on Churchill Academies

**NCAA ADVISING** National Collegiate Athletic Association

For students wanting to continue competitive athletics and/or earn an athletic scholarship at the collegiate level, Churchill offers individual counseling. There are definite requirements that students must meet on a specific timeline. **It is important to meet with a counselor before or during the 10<sup>th</sup> grade year if a student is considering this pathway.**

- More detailed information is available in the College and Career Center and on the website for the NCAA Eligibility Clearinghouse ([www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)).

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## College & Career Readiness



### **AVID: Advancement via Individual Determination**

AVID is a regularly scheduled elective class that prepares students with academic potential for success in advanced high school classes and in college.

AVID is designed to accelerate learning, develop reading, writing and critical thinking skills for higher-level inquiry, and provides support so that students can meet the expectations of rigorous courses. In addition, students get to know a group of like-minded and dedicated classmates who share the same vision: to graduate from high school with honors, prepared to go on to college. The AVID Family supports students' hopes and dreams for their future education.

\*Note: The AVID elective classes have a limited number of slots and candidates must go through an interview process. If you think you might be a good AVID candidate, and you are focused, dedicated, and motivated to go to college, talk to your counselor or principal.

### **SCHOOL-TO-CAREERS**

School-To-Careers opportunities are designed to broaden a student's understanding of the work world, as well as providing them with a variety of experiences that are intended to help them explore and understand their career interests. Work based experiences also provide hands-on learning and workplace skill building. Internships, student enterprises, job shadows and field trips are a part of Churchill's Career Academies requirements. However, we offer the opportunity to any student, who is properly prepared, to be involved in work-based experiences. See the School-To-Careers Coordinator for more information.

### **Field Trips Offered through School-to-Careers:**

Eugene Police, Fire, and EMS Career Day  
Construction and Utility Trades Career Day  
Lane Community College Hands On Careers Day  
WISE (Women In Science & Engineering) Symposium

## ADVANCED COURSE OFFERINGS AT CHURCHILL

### APPLIED ARTS - ENGINEERING

Principles of Engineering - College Now  
3D Maker – College Now

### ENGLISH

AP English Language & Composition  
AP English Literature & Composition

### GRAPHIC DESIGN

Graphic Design II-A,B – College Now  
Graphic Design III – College Now

### HEALTH

Medical Terminology A – College Now  
Advanced Health Occupations – College Now

### WORLD LANGUAGE

Japanese II, III, IV, V & IB - College Now  
Spanish III, IV, V & IB - College Now

### MATH

Pre-calculus IB - College Now  
AP Statistics  
Calculus – College Now  
Introduction to Contemporary Mathematics – College Now

### SCIENCE

Anatomy & Physiology – College Now  
AP/College Now Environmental Science  
Chemistry – College Now  
AP/IB Biology  
AP Physics

### SOCIAL STUDIES

AP World History  
AP U.S. History  
AP U.S. Government and Politics  
AP Psychology

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## CHURCHILL LIBRARY

The Churchill Library supports student learning by providing access to high-quality information resources; working to ensure that all students, teachers, and staff are effective users of information; and promoting a lifelong love of reading. The library has a professional teacher-librarian who works collaboratively with staff to teach specific units and research skills. These skills are vital for 21<sup>st</sup> Century learners. Our district library catalog, VIA, can be accessed from any computer, anytime.

<http://www.chs.lane.edu/lancer-library/>

**Contact the Churchill Library: 541-790-5139**

Library Hours: 7:45-4:00 daily

## TEXTBOOKS

Textbooks are available for checkout at the CHS library. Some teachers have textbooks checked out to students in advance and passed out in class. Students are responsible for their textbooks and all books must be returned to the library when the class is finished. If textbooks are not returned, the student will be charged for the retail value of the book. On the library

webpage choose the My Library Account link to see all library and textbooks you have checked out and the due dates.

## CHURCHILL ONLINE LIBRARY

Churchill's Online Library provides up-to-date, quality academic resources such as journals and periodicals (databases), video, news, primary sources, eBook encyclopedias and reference through our library website. Access to these research databases is available from the Library webpage:

- Gale Virtual Reference Library  
*1200+ Reference e-books*
- Opposing Viewpoints  
*Current & controversial issues*
- Global Issues in Context  
*Worldwide current events*
- ABC-CLIO  
*Social Studies databases*
- Learn 360  
*Streaming video*
- U.S. History in Context
- GREENR  
*Global Reference on the Environment, Energy, and Natural Resource*

## APPLIED ARTS: ENGINEERING

### ENGINEERING DESIGN - A, B

Area: AF      1.0 Credit      Grade Level: 9,10

*Preferred: Geometry*

This two-trimester course focuses on the design process and its application. Students learn how engineers create new ideas through engaging in hands-on projects, applying engineering standards and documenting their work using an engineer's notebook. Students are trained to use industry standard 3D modeling software to solve proposed problems using design solutions. In addition students will communicate solutions to peers and members of the professional community. Optional OIT credit by exam.

### PRINCIPLES OF ENGINEERING – A(Applied Arts) B(Science)

Area: AF      1.0 Credit      Grade Level: 10,11

*Prerequisite: Algebra 2, Engineering Design*

Students with a natural curiosity for understanding the way things work will enjoy this class. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students who

complete the second trimester of this class earn 0.5 Physics credit. Optional OIT credit by exam.

### ROBOTICS

Area: AF      .5 Credit      Grade Level: 9-12

*Preferred: Geometry, Engineering Design*

Students will learn the basic concepts of robot design. Students will design and build a variety of computer-controlled robotic devices, including a fully autonomous mobile robot. Topics will include: principles of mechanical design, gear trains, sensor fundamentals, feedback control, electronics and computer programming. Students may participate in a robotics competition concurrent with the class.

### 3D MAKERSPACE College Now

Area: AF      .5 Credit      Grade Level: 10 -12

*Prerequisite: Geometry, Engineering Design,*

*Preferred: Principles of Engineering,*

If you can dream it, you can make it. Join the Makerspace movement. Use professional CAD software to design useful items or build solutions to real problems. You will learn how to build 3D models, assemblies and technical drawings in SolidWorks. Final projects can be approved for fabrication on a 3D printer. Our 3D printer is the best in the district. Put it to its best use by building your skills as a maker and making your dreams into reality. (Size restrictions apply).



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## **Civil Engineering & Architecture College Now- A,B**

Area: AF .5 Credit Grade Level: 10,11,12

*Prerequisite: Geometry, Engineering Design*

*Preferred: Principles of Engineering*

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design and build electronic and physical models of residential and commercial facilities. Research the careers and trends in the design and construction industry, including new developments in energy efficiency, green technologies, and changing populations. Students learn important aspects of building and site design and development. Students will apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Be inspired to shape Spaces of the 21<sup>st</sup> Century. Optional OIT credit by exam.

## **AP Computer Science Principles - A,B Offered 2017-2018**

Area: AF .5 Credit Grade level: 10-12

*Prerequisite: Algebra II, Engineering Design*

Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming expertise and explore the workings of the internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. This course aligns with the AP Computer Science Principles course. Optional OIT credit by exam.

## **Advanced Occupational Leadership "Engineering Capstone/Internship"**

Area: AF .5 Credit Grade Level: 12

*Prerequisite: Algebra 2, Principles of Engineering, and one additional engineering elective or by instructor recommendation*

Capstone course offers students an opportunity to complete a faculty-guided project that also fulfills community service. The course will expose students to concepts, design, formal proposal, implementation, presentation and reporting on an engineering project. The Capstone project will pair students with advisers, mentors, local business or industry partners.

## **FINE ARTS**

### ***PERFORMING ARTS - DRAMA COURSES***

#### **DRAMA-ACTING I**

Area: AF .5 Credit Grade Level: 9-12

This course provides a survey of the art of the theater. Emphasis is placed on acting including movement, voice and the introduction of a basic system of acting. Instruction is a balance of theory, regular exercises and project-centered

learning. Modern acting theory is covered including the ideas of Stanislavsky, Stella Adler and Sanford Meisner. Units include the audition, the monologue, the two-person scene, and improvisation. Students are required to keep a journal, memorize lines, and attend West End Productions.

#### **Drama - Acting II - A**

Area: AF .5 Credit Grade Level: 9-12

*Prerequisite: Acting I and instructor's consent*

This course provides an in-depth study of styles of acting including, comedy, serious drama, playing Shakespeare and improvisation. Students will build on the working knowledge of acting theories covered in Acting I. Students will further develop the techniques of Sanford Meisner and look deeper into ideas explored in the introduction course. Instruction is a balance of theory, regular exercises and project-centered learning.

#### **Drama - Acting II - B**

Area: AF .5 Credit Grade Level: 9-12

*Prerequisite: Acting II A*

This course is part two of an in-depth study of styles of acting including, comedy, serious drama, playing Shakespeare and improvisation. Students will continue developing the knowledge of acting theories covered in Acting II A. Students will further develop the techniques of Sanford Meisner and look deeper into ideas explored in the previous Acting courses.

#### **Beginning Dance**

Area: AF .5 Credit Grade Level: 9-12

Dance Technique courses provide students with experience in one or several dance forms (i.e., modern, jazz, ballet, and tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving students' technique and may offer or require experience in choreography and dance evaluation.

#### **Intermediate Dance**

Area: AF .5 Credit Grade Level: 9-12

Dance Appreciation courses expand students' knowledge of dance as an art form and help develop students' ability to evaluate dance performances. Learning the history of one or several dance forms may also be included as a course objective.

### **WEST END CAPPA STUDIO – THEATRE TECHNOLOGY \*LEAP**

Area: AF .5 Credit Grades 10-12

*Prerequisite: Instructor Approval, Drama I & II*

Studio- Theatre Technology is a class where students survey, gain experience, work hands-on, develop and implement projects that support the West End Performing Arts Company. All aspects of backstage theatre and administration are open for student leadership and work that is a vital part of the daily

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operations of the Company. Work with guest artists and experienced peers will build a student's skills and knowledge in theatre work. Through this work, we crew our shows, provide technical help for non West-End theatre use, and make connections with local arts organizations and LCC and the UO Theatre. Seniors will develop and complete their Capstone Projects (LEAP) through Studio.

## **DESIGN THINKING**

Area: AF .5 Credit Grade Level 9, 10

\*Note: This is the beginning course for West End CAPP Academy Students. Design is what humans do. Students will practice solution-oriented problem solving combined with critical and collaborative thinking. Students learn visual thinking, visual tools and visual facilitation techniques. Students will learn presentation techniques and have experiences with presenting a final presentation to a client. Students will learn to utilize the Stanford Design School (called D-School) model of design thinking which follows five steps: empathy, problem definition, ideation, prototyping and testing.

## **FINE ARTS**

### ***PERFORMING ARTS - MUSIC***

A variety of experiences in music are offered to meet students' needs according to interest and achievement levels. The objectives of the music program at CHS are:

- To better understand music through performance and study.
- To help students improve their musical skills.
- To help students express themselves musically and increase their enjoyment of music.
- To help students experience their heritage through music of different styles and times.

Most music courses are offered for the full year, and participation in two or more trimesters is recommended to ensure the broadest musical experiences, the most rewarding student progress, and the finest musical ensemble performances. Some string, woodwind, and brass instruments are available for students with previous instrumental experience to use. Members of the performing music classes are expected to participate in all performances.

### **Concert Choir A,B, C**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15, plus performance outfit

*Prerequisite: Audition and/or instructor consent*

The Churchill High School Concert Choir is an advanced level performance class that focuses on excellence in singing of a wide variety of literature from many different genres and time periods. This class is by audition only, and a year-long commitment is expected by all accepted members. Throughout

the year, the Concert Choir will represent Churchill at various concerts, festivals, exchanges, and competitions that may sometimes involve overnight trips. To do well in the class, students must come to class on time, with a positive attitude, and ready to sing. Students are expected to follow directions immediately. Concert Choir is a class that relies on each student's willingness and ability to collaborate well with other students. Students are expected to actively participate in rehearsals and in every scheduled performance with a positive and respectful attitude.

### **Treble Choir A,B,C**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15

*Prerequisite: None*

The Churchill High School Treble Choir is a beginning to intermediate level class that focuses on a wide range of vocal and choral concepts taught through a comprehensive musicianship model. Students will learn healthy vocal production and sing a wide variety of literature from many different genres and time periods. Throughout the year, students in Treble choir will perform at school concerts and some out-of-school performances. To do well in the class, students must come to class on time, with a positive attitude, and ready to sing. Students are expected to follow directions immediately. Treble Choir is a class that relies on each student's willingness and ability to collaborate well with other students. Students are expected to actively participate in rehearsals and in every scheduled performance with a positive and respectful attitude.

### **Downing Street Singers**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15, plus performance outfit

*Prerequisite: Audition and/or instructor consent*

The Churchill High School Downing Street Singers is an advanced level small ensemble performance class that focuses on excellence in singing of several contemporary styles of music including Contemporary A'Cappella and Vocal Jazz. This class is by audition only, and a year-long commitment is expected by all accepted members. Throughout the year, Downing Street Singers will represent Churchill at many different concerts, festivals, exchanges, community performances and competitions that may sometimes involve overnight trips. To do well in the class, students must come to class on time, with a positive attitude, and ready to sing. Students are expected to follow directions immediately. Downing Street Singers is a class that relies on each student's willingness and ability to collaborate well with other students. Students are expected to actively participate in rehearsals and in every scheduled performance with a positive and respectful attitude.

### **MUSIC HISTORY "Rock History"**

Area: AF .5 Credit Grade Level: 9-12

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Students will study the history of rock music from the pioneers of 1940's pop music to music of today. Students will examine the progression of rock music from rhythm and blues by studying the bands that created the earliest forms of rock. We will look at how the music and culture grew into what we hear on the radio today

## **JAZZ ENSEMBLE – A,B,C**

Area: AF .5 Credit Grade Level: 9-12

*Prerequisite: Audition and instructor consent*

The Jazz Ensemble is for any musician who has an interest in jazz, jazz theory, and improvisation. The band will play a variety of different styles from Swing to fusion and blues. The band will give at least three concerts with the potential of many more. To participate in this band you must be in another large ensemble or obtain Instructor approval. Students in this course will also perform in the Pep Band for football and basketball games.

## **WIND ENSEMBLE – College Now**

Area: AF .5 Credit Grade Level: 10-12

*Prerequisite: Symphonic Band, teacher recommendation*

This is an advanced course for woodwinds, brass, and percussion. In this course, students will continue to develop their skills as soloists and ensemble players. Students in this course will also perform in the Pep Band for football and basketball games.

## **SYMPHONIC BAND – A,B,C**

Area: AF .5 Credit Grade Level: 9-12

*Prerequisite: Experience in middle school band is preferred.*

This course is available to all woodwind, brass and percussionists. Students will work on developing musical skills such rhythm, tone, balance, and instrumental technique. Students in this course will also perform in the Pep Band for football and basketball games. In addition, this group is the winter ensemble dedicated to supporting Lancer Athletics with music. This group will perform for a selection of men and women's home basketball games and may travel to various state sponsored basketball events. \* Note: Students will earn an additional .25 credit for performing in the Pep Band.

## **Music Technology - A**

Area: AF .5 Credit Grade Level: 9-12

This is a course for students who are interested in creating music using a computer. Using MIDI software, a computer and a keyboard, students will learn the fundamentals of music required to compose music digitally. They will apply these fundamentals by writing and manipulating sounds inside the computer. Students will choose their sounds, create rhythms and enter notes to build their own pieces. After creating a composition, students will edit their music using "plug-ins" and clean up their piece to make it sound as professional as possible. Each student's compositions will end in some form that can be made available on the internet.

## **Music Technology - B**

Area: AF .5 Credit Grade Level: 9-12

This course is a continuation of Music Technology A. Students will continue to work on their skill working with digital sound, add concepts of capturing "live" sound to their sound palette and use microphones to manipulate sound using the computer. Students will incorporate acoustic sounds with digitally created sounds and create a project of their design using this technology in a final project. Students who have completed this class may have opportunities to work in Theater Tech to learn sound reinforcement for West End Productions. Each student's project will end in some form that can be made available on the internet.

## **FINE ARTS**

### ***VISUAL ART AND GRAPHIC DESIGN***

The Art Department offers courses for students who are interested in the fields of fine art and graphic design. Introductory level courses as well as advanced courses are offered. The department offers Academy Honors in Graphic Design. The Visual Art Department also offers LCC's College Now program in Graphic Design so that students may receive free college credit for graphic design classes taken at Churchill. A \$15 lab fee is requested of students for studio classes. The fee is necessary to provide materials after which the students will own the final product.

### **DRAWING AND PAINTING**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15

Students will develop their technical and compositional skills by using a wide range of drawing media such as graphite, colored pencil, charcoal, and pastel. Students learn drawing skills using pencil, pen, and ink. A foundation will be provided in the elements of art and principles of design. Throughout the trimester, the emphasis of the class will be drawing from observation and composition studies.

### **VISUAL DESIGN - A Offered 2017 - 2018**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15

Formerly known as "Visual Design." This introductory course focuses on the basic Elements of Art such as value, texture, color theory, and shape. Students will expand their visual skills, creative capabilities, vocabulary, critical thinking, and creativity. This class will cover basic art techniques, color theory, and design foundations through a variety of mediums. \*Note: Visual Design A and Visual Design B may be taken in either order.

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## **VISUAL DESIGN - B**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15

This introductory course focuses on the Principles of Design such as emphasis, contrast, unity, and movement. Students will expand their visual skills, creative capabilities, vocabulary, critical thinking, and creativity. This class will cover basic art techniques, color theory, and design foundations through a variety of mediums. \*Note: Visual Design A and Visual Design B may be taken in either order.

## **ADVANCED ART "STUDIO"**

Area: AF .5 Credit Grade Level: 10-12

Course fee: \$15 - Additional materials are required to be supplied by students according to their individual area of artistic focus.

*Prerequisite: Drawing I, Art 3D, or Visual Design A or B*

In this course, students will work independently on higher-level projects to develop their own artistic focus and style. The course will be diving further into personal style and understanding all art forms, while expanding on personal style. Students are expected to self direct as they paint, create mixed media, collage, draw, and apply the Elements of Art and Principles of Design. The course will include group presentations, artist research, and portfolio development. Students will be expected to take part in-group critiques and write an artist statement.

## **DIGITAL PHOTOGRAPHY**

Area: AF .5 Credit Grade Level: 10-12

Course fee: \$15

This is a course in basic digital photographic techniques. Areas of emphasis include composition, camera functions, and manipulating images via computer programs. Students will learn about specific techniques and talents of master photographers, and come away with an understanding on how to compose a picture. Students should provide their own DSLR camera, thumb drive, and off campus access to the Internet. A very limited number of DSLR cameras are available on a check out basis.

## **Digital Media**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15

This is an entry level course which covers basic publication software and techniques from a journalistic viewpoint. Students will develop skills in layout and presentation in the digital world. Students will explore print, photography, presentation, video, and web page design.

## **ART- 3D "Visual"**

Area: AF .5 Credit Grade Level: 9-12

Course fee: \$15

Students will continue in intermediate studies of the elements of art and principles of design. Three-dimensional and sculptural artwork will be a primary focus. Students will

explore mediums such as mixed media, acrylic paint, modeling compound, and chipboard.

## **GRAPHIC DESIGN I**

Area: AF .5 Credit Grade Level: 10-12

*\*Foundational course for Graphic Design Academy.*

Course fee: \$15

Graphic Design challenges students to solve visual design problems using the interaction of type (lettering) and graphics (photos or images). Skill development in design process, typography, and layout will be incorporated with critique and vocabulary development. Students learn industry standard graphic design principles and techniques through the use of Adobe Illustrator and Photoshop software. Assignments vary from in-class exercises to units, which require several days of sustained work.

## **GRAPHIC DESIGN II – College Now II - A**

Area: AF .5 Credit Grade Level: 10-12

*Prerequisite: Graphic Design I*

Course fee: \$15

Practical application of Adobe Illustrator skills and techniques are emphasized. Students build on previous knowledge and skills to create logo, brochure, poster, and t-shirt design while studying target marketing and advertising. Professionalism, presentation, and industry standards are foundational as students use the design process (research, brainstorm, sketch, rough, refine, comprehensive) to create a public awareness campaign through a series of printed pieces. \*Note: Graphic Design II A and Graphic Design II B may be taken in either order. College Now course is articulated with ART225 Digital Illustration (3 units)

## **GRAPHIC DESIGN - College Now II - B**

Area: AF .5 Credit Grade Level: 10-12

*Prerequisite: Graphic Design I*

Course fee: \$15

Practical application of Adobe Photoshop skills and techniques are emphasized. Students rely on Photoshop's capabilities to adjust and altar digital images. Particular attention is given to layers, masking, filters, and non-destructive editing practices. Students build upon previous knowledge and skills. Professionalism, presentation, and industry standards are emphasized as student design, print, and construct all panels of as physical cereal box. \*Note: Graphic Design II A and Graphic Design II B may be taken in either order. College Now course is articulated with MUL212 Digital imaging (4 units)

## **GRAPHIC DESIGN – College Now - III \*LEAP**

Area: AF .5 Credit Grade Level: 11, 12

*Prerequisite: Graphic Design II A & II B*

*Capstone course of the Graphic Design Academy.*

Course fee: \$15

This class runs as a functioning graphic design business. Advanced students will produce brochures, logos, stationery,

# Churchill High School

and posters for paying clients. Students create stunning portfolios, refine their résumés, and explore career options. Students will fulfill LEAP and earn Academy Honors recognition. College Now course is articulated with ART216 Digital Design Tools (4 units) and GD110 Intro to Graphic Design (1 unit).

## **GRAPHIC DESIGN – IV “SPECIAL PROJECTS”**

Area: AF .5 Credit Grade Level: 11-12

*Prerequisite: Graphic Design II A and/or II B, instructor consent*

Course fee: contingent/TBA

This is an independent class where students determine their own course of study. The focus is on live jobs for real world clients. Students must display a strong work ethic and a desire to learn and apply professional graphic design skills. Additionally, students explore career options. Students must display a strong work ethic and a desire to learn and apply professional graphic design skills. Additional, students explore career options in this course.

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## **ENGLISH LANGUAGE ARTS**

The Churchill English Language Arts Department supports college and career preparation through rigorous writing instruction, literature to activate the heart and mind, critical thinking and analysis of fiction and non-fiction. Our curriculum helps students build college preparatory skills in reading, writing, speaking and listening. In addition to rich and diverse course offerings covering a large spectrum of literature and writing opportunities, two Advanced Placement courses are offered: AP Literature and Composition.

### **ENGLISH 9 - A, B**

Area: LA 1.0 Credit Grade Level: 9

Students will build a strong foundation of English language arts skills to prove proficiency in the Oregon Common Core Curriculum Standards including writing, reading, speaking, listening and language (grammar). Selected works may include: *Midsummer's Night Dream, Mythology (Hamilton), Night, Things Fall Apart, The Alchemist, Cantora, The Curious Incident of the Dog in the Nighttime*, and others.

### **ENGLISH 10 - A, B**

Area: LA 1.0 Credit Grade Level: 10

Students will continue to build on writing, reading, speaking, listening and language skills. Literature will be explored in-depth through novels, short stories, plays, non-fiction and poetry from many genres. Selected works may include: *Bless Me Ultima, The Bluest Eye, Of Mice and Men*, and other diverse American works. Proficiency in writing conventions (grammar, spelling, vocabulary, and punctuation) is emphasized as students prepare for the state writing assessments given in the junior year.

### **ENGLISH 10 Honors - A, B**

Area: LA 1.0 Credit Grade Level: 10

For students looking for an academic challenge, this course prepares students for Language Arts Advanced Placement classes and college level work. Students will gain a foundation for serious study as they explore content, skills and study practices that will contribute to future success by using English 10 texts in greater depth and concentration, and AP protocols such as timed essays and poetry analysis tools.

### **English 11 - A, B, C**

Area: LA/OS 1.5 Credit Grade Level: 11

*Prerequisite: English 10; Priority given to juniors in preparation for State of Oregon Writing Assessment.*

English Composition Writing emphasizes research writing in which students learn to support arguments with evidence. Research techniques such as note-taking, summarizing, paragraph structure, MLA formatting, and citations will be required in most assignments. Timed-writing essays will be given in preparation for taking the state writing assessment, an essential skill required for graduation. The writings of Wordsworth, Shakespeare, Frost, Welty, Angelou, King, Cisneros and others will be explored. This year-long class will also include support for completion of student career requirements in the Naviance program.

### **ADVANCED PLACEMENT (AP) ENGLISH LANGUAGE AND COMPOSITION – A, B, C**

Area: LA 1.5 Credit Grades: 11, 12

Summer reading requirement

*Prerequisite: English 10; Grade of B or better in current Language Arts class is recommended*

Students in this introductory college-level course read and carefully analyze a broad and challenging range of non-fiction prose selections, deepening their awareness of rhetoric. Through close reading and frequent writing, students develop their ability to work with language with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings are comprised of expository, analytical, personal and argumentative essays from a variety of authors and historical contexts. Students examine essays, letters, speeches, images as well as some poetry. Featured authors include: Maya Angelou, James Baldwin, N. Scott Momaday, Ralph Waldo Emerson, Barbara Ehrenreich, Elizabeth C. Stanton, Richard Rodriguez, Malcolm X, MLK Jr. and Orwell among many others. Students prepare for the AP English Language & Composition Exam given in May and upon passing may be granted college credit for Writing 121, depending on the college they choose to attend. (See college AP policy)

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## **ADVANCED PLACEMENT (AP) LITERATURE - A, B,**

### **C**

Area: LA .5 Credit Grade Level: 11,12

Summer reading requirement

*Prerequisite: English 10; Grade of B or better in current Language Arts class is recommended*

Through in-depth class discussions of drama, poetry and fiction students will analyze themes in literature such as the pain of love, the quest for self-knowledge, injustice, the clash between civilization and wildness, and hopelessness. Students will explore the world of literary criticism to analyze literature from various eras. Works of literature include: *How to Read Literature Like a Professor, Beowulf, Sir Gawain and the Green Knight, The Canterbury Tales, Hamlet, Heart of Darkness, As I Lay Dying, The Catcher in the Rye, Great Expectations, Old Man and the Sea, Shakespearean Sonnets,* and various poetry selections. Students prepare for the AP Literature Exam given in May and upon passing may be granted college credit for Writing 121 or Literature 201. (See college AP policy)

## **LITERATURE - COURAGEOUS CONVERSATIONS - A, B**

Area: LA .5 Credit Grade Level: 11, 12

*Prerequisite: English 10; Priority given to seniors*

This course develops speaking, listening, reading and writing skills as students investigate the dynamic interaction between race, class, culture, gender, identity and society. Students will study academic articles, documentaries, spoken-word poetry, and short stories. Through writing exercises and discussion activities designed to provoke critical thinking, students will grapple with complex, cultural realities. Rigorous vocabulary will challenge students to engage others and themselves in constructive and courageous dialogue around power, privilege, cultural awareness and pressing contemporary issues. Students will also be encouraged to see themselves as academically vital and powerful people allied with one another, and as agents of positive change in the larger community.

## **CREATIVE WRITING**

Area: LA .5 Credit Grade Level: 11,12

*Prerequisite: English 10; Priority given to juniors in preparation for State of Oregon Writing Assessment.*

Creative Writing is designed to allow students the opportunity to write imaginative works such as short stories, memoirs, poetry and screenplays. Literary forms such as point of view, voice, tone, and imagery will inform the student's exploration of the writing craft as students work together in a peer workshop model. Readings will include some of the masters of creative writing such as Hemingway, Alexie, Fitzgerald, Dickinson, and Angelou. Students also have the opportunity to publish their writing in a class literary publication.

## **WORLD LITERATURE - A, B “MODERN”**

Area: LA .5 Credit Grade Level: 11,12

*Prerequisite: English 10*

World Literature - Modern offers students the opportunity to read literary works of various global perspectives and cultural voices. The class explores how these perspectives and literary voices intersect with current events, personal concerns and our futures. Students will build proficiencies in reading, speaking, listening, and written communication. Selected works include: *The Kite Runner, A Thousand Splendid Suns, Snowflower and the Secret Fan, The Glass Castle and The Alchemist.*

## **AMERICAN LITERATURE - A,B Offered 2017-2018**

Area: LA 1.0 Credit Grade Level: 11,12

In American Literature students will read works written in the United States from the mid-nineteenth century to recent times. Selected works are chosen to represent the spectrum of literary periods as well as diverse groups in historical, political, and economic contexts as we explore through our literature what it means to be an American. Selected writings may include the following authors: Nathaniel Hawthorne, Emily Dickinson, Edgar Allen Poe, Frederick Douglass, Walt Whitman, Stephen Crane, Ernest Hemingway, F. Scott Fitzgerald, Mark Twain, Adolfo Anaya, Lorraine Hansberry, Kurt Vonnegut, Ken Kesey and Toni Morrison.

## **Literature-Essential Skills – “Reading Work Sample”**

Area: LA .5 Credit Grade Level: 11,12

*Reserved for students who have not met reading graduation requirements.*

Reading Work Sample – Reading focuses on becoming proficient in reading strategies for analyzing informational and literary texts. Students will practice comprehension strategies such as summarizing, recognizing inference, determining author’s purpose, and analyzing how an author constructs a text. Students are given individual support in a small class as they are given opportunities to meet the high school graduation requirement for reading.

## **Comp-Writing Essential Skill – “Writing Work Sample”**

Area: LA .5 Credit Grade Level: 12

*Reserved for students who have not met the writing essential skill graduation requirement.*

Work Sample - Writing will focus on skills students need to meet writing graduation requirements, such as sentence fluency, conventions (spelling, grammar and punctuation), organization, and paragraph structure. Students are given individual support in a small class as they are given opportunities to meet the high school graduation requirement for writing.

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## **HEALTH PHYSICAL EDUCATION**

The Physical Education Program is designed to meet a variety of student needs and interests. The major emphasis is on fitness and education for an active, healthy lifestyle. The physical education requirement is 1.0 credit or two classes. All PE courses will be .5 in credit, and there are no prerequisites a student can take any of the classes from the list below.

### **HEALTH EDUCATION “Lancer Health”**

Area: HE .5 Credit Grade Level: 9,10  
Health A 'Lancer Health' will explore numerous topics such as high school survival skills, goal setting, communication skills, decision making, stress management, self management, healthy lifestyle factors, relationships skills, as well as the state mandated topics of drug and sex education; including HIV/STD awareness. Students will address today topics that pertain to teen health issues

### **HEALTHY Lifestyles**

Area: HE .5 Credit Grade Level: 10,11,12  
*Prerequisite: Health A or equivalent*  
This class will explore topics that help students to develop healthful habits and skills. Units will include First Aid Certification, nutrition and fitness management, stress management, mental health, personal ethics, and health career exploration. This course would be an excellent choice for anyone who wants to explore a career in the health services.

### **HUMAN SEXUALITY**

Area: HE .5 Credit Grade Level: 11,12  
*Prerequisite: Lancer Health or Fundamentals of Healthy Lifestyle*  
Human Sexuality is an advanced health course for juniors and seniors only. Topics include relationship skills related to dating and family, anatomy and physiology of the male and female reproductive systems, communication skills, human sexual response, conception and pregnancy, childbirth, HIV/STDs, gender roles, and the effect of media on our sexuality. Students will also be required to write a research paper on a topic of their choice.

### **NUTRITION**

Area: HE .5 Credit Grade Level: 11, 12  
This class will be an extension of Exercise Physiology where we will explore the different types of Energy Systems that generate energy. We will look at what types of foods are best for different energy systems and try to debunk popular myths and fad diets. We will learn how these energy systems can be “trained” (improved) through different types of exercise. In short, students will learn about their body and how to take care of it.

## **SPORTS PHYSIOLOGY**

Area: HE .5 Credit Grade Level: 11, 12  
This class will spend time exploring the structure and function of muscle tissue. We will look at different movements and types of muscle groups that are utilized in exercising. The different types of muscle tissue and how to train in order to elicit desired adaptations. We will learn about the cardiovascular system and how it delivers nutrients to muscles and takes waste from them. With this knowledge we can learn how different types of training will increase aerobic and anaerobic performance.

### **Trends in Healthcare -College Now**

Area: HE .5 Credit Grade Level: 12  
*Prerequisites: Medical Terminology A and Medical Terminology B, Anatomy and Physiology*  
*Recommended: Healthy Lifestyles or private First Aid/CPR certification*  
*\*Student must be enrolled in the Health Services Academy*  
**Trimester 1:** This course will provide an in-depth survey of Health Services Careers. Career exploration will be enhanced by guest speakers and simulation workshops. Students will begin to collect skills and paperwork necessary to complete their 24hr senior medical internships. The course will focus enhancing clinical skills associated with diagnostic, therapeutic, biotechnical, and alternative medical fields. Topics covered usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, identification and use of medical equipment and supplies; laboratory procedures; and ethical and legal responsibilities. This course will be articulated with LCC HO120 providing the option of 3 college credits for students earning a B or better. *\*Students who have NOT taken Healthy Lifestyles will need to obtain their First Aid/CPR certification independently*

### **ADVANCED HEALTH OCCUPATIONS – College Now**

Area: HE .5 Credit Grade Level: 12  
*Prerequisites: Medical Terminology A and Medical Terminology B, Anatomy and Physiology*  
*Required: Healthy Lifestyles or private First Aid/CPR certification*  
*\*Student must be enrolled in the Health Services Academy*  
**Trimester 2:** The Advanced Health Occupations course will expand clinical skills in preparation for 24-hour student internship in the occupation of their choice. Along with advanced skills, students may enroll in Lane Community College’s Administrative Medical Assistant course for 3 credits. Skills include principles of filing and records management specifically for the medical facility. In addition, legal and ethical concerns of confidentiality & privacy, fundamentals of client reception, appointment scheduling, telephone techniques, and letter composition will be covered. Students completing this course with a B or better will earn credits towards the Basic Health Care Certificate. Students enrolled in this class will need to obtain a current flu shot,

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proof of vaccination history, proof of medical insurance, and a TB test prior to internship placement.

## **HEALTH SERVICES SENIOR SEMINAR\*LEAP**

Area: HE .5 Credit Grade Level: 12

*Prerequisites: Medical Terminology A and Medical Terminology B, Advanced Health Occupations*

*Required: Healthy Lifestyles or private First Aid/CPR certification*

*\*Student must be enrolled in Health Services Academy*

**Trimester 3:** Health Services Senior Seminar is the culminating course in the Health Services Academy. Students will complete their 24-hour internships, finalize their Health Services professional portfolio, participate in a service-learning project that applies the Career Related Learning Standards, and earn their LEAP certificate. Students enrolled in this class will need to obtain a current flu shot, proof of vaccination history, proof of medical insurance, and a TB test prior to internship placement

## **PHYSICAL EDUCATION**

### **GENERAL PE**

Area: PE .5 Credit Grade Level: 9-12

General PE is a basic course that will expose the student to a variety of individual, dual, team, and lifetime activities. The purpose of this class is to give the student a chance to find individual, dual, and team activities that they can do throughout their life. Some examples are; badminton, pickle ball, basketball, soccer, yoga as well as many others.

### **YOGA**

Area: PE .5 Credit Grade Level: 9-12

This course is designed to introduce students, to the basic postures, breathing techniques, and relaxation methods of yoga. Students will begin to experience the benefits of stretching, moving, and breathing freely as they relieve built up stress, learn to relax, and ultimately get more out of day-to-day life. This class will also include mindfulness techniques as well as guided meditations.

### **JOGGING**

Area: PE .5 Credit Grade Level: 9-12  
"offered fall term"

This course will focus on aerobic improvements no matter what your starting point is, we will customize workouts to improve your cardiovascular systems. This will be accomplished through a series of walking, jogging, and running exercises depending on your physical entry level. This class will also incorporate core strengthening as it is key to overall fitness.

## **CONDITIONING "ATHLETIC LEADERSHIP"**

Area: PE .5 Credit Grade Level: 9-12

This class is reserved for athletes who compete in various sports and is meant to prepare students for competition through strength/conditioning, and exercises pertaining to their upcoming sport. This class meets in zero period. The students signing up for these sections must be planning on participating in the sport

A: offered during fall term trimester 1, meant for athletes wanting to compete in winter sports; girls/boys basketball, wrestling, and swimming

B: offered during winter trimester 2, meant for athletes wanting to compete in spring sports; girls/boys tennis, track and field, baseball, and softball

C: offered during spring trimester 3, meant for athletes wanting to compete in fall sports; girls/boys soccer, volleyball, football, and cross-country. \*Note: *The PE class also offered in conjunction with 0 period is now its own course, strength and conditioning offered during the day.*

## **STRENGTH/CONDITIONING**

Area: PE .5 Credit Grade Level: 9-12

This class will teach the fundamentals of weight room lifts, principles, and safety. Strength/Conditioning will cover the different types of strengthening for examples, lifting for power versus size versus muscle endurance. Circuit/ bodyweight training will also be offered through modes such as tabata and other high intensity exercises.

## **TEAM SPORTS**

Area: PE .5 Credit Grade Level: 9-12

Team sports is designed for students who enjoy high energy competitive activities and can work with others on teams of different sizes. This class will place an emphasis on several different types of sports including basketball, football, ultimate Frisbee, soccer, team handball, slam ball, and a few dual sports. Students will be presented with the rules and regulations of each sport and practice the skills to be successful at each sport. You will have opportunities to take a leadership role as a captain or a team member to make your team successful. Team sports is meant for the more competitive student.

## **FITNESS for Life I**

Area: PE .5 Credit Grade Level: 9-12

This class is meant for the student that enjoys individual activities and will provide them with a variety of exercises, and activities that they can continue to do throughout their lifetime. These include but are not limited to: yoga, pilates, walking, tabata, and circuits. This class is intended to be a lower impact PE class.



# Churchill High School

## MATHEMATICS

Mathematics provides a foundation for the learning of science and technology as well as for the interpretation of quantitative information in other subjects. It teaches how to reason logically and develops skills that students can carry into other disciplines and many situations in real life. Mathematics helps students understand how the world works while exposing them to some of its unanswered mysteries. In order to graduate, the requirements by the School District 4j and the State of Oregon are 3.0 credit hours of mathematics (Algebra 1 and above) and to demonstrate proficiency of the essential skills through the Oregon Common Core State Standards Assessments.

### ALGEBRA I - A, B, C

Area: MA 1.5 Credit Grade Level: 9-12  
Topics covered are function notation; linear functions; calculating, finding and interpreting slope and  $x$ - and  $y$ -intercepts; simplifying exponents; multiplication of polynomials; solving equations and inequalities; writing, solving, and interpreting the solution to a system of linear equations. Exponential functions, including graphing and writing an equation; line of best fit; quadratic functions, including solving (factoring, completing the square, quadratic formula) and graphing will also be covered. Students will also make sense of problems including abstract and qualitative reasoning while using models and constructing arguments. Students will use appropriate tools and attend to precision while using patterns and generalizing rules to solve real world problems.

### GEOMETRY A, B

Area: MA 1.0 Credit Grade Level: 9-12  
*Prerequisite: Geo A - Algebra I B and C with C- or better Geo B - Geo A with C - or better, or incomplete*  
Topics covered include characteristics of shapes, rigid transformations, similarity and congruence, and basic probability and trigonometry, characteristics of quadrilaterals, angles and area of regular polygons, logical reasoning, properties of circles and solids, constructions, and conic sections. Special focus is placed on the Common Core Standards for Mathematical Practice. Equipment required: Scientific or graphing calculator, ruler (standard and metric), protractor, colored pencils and drawing compass. Next recommended course: Algebra 2A

### ALGEBRA II - A, B

Area: MA 1.0 Credit Grade Level: 9-12  
*Prerequisite: Geo B with C- or better, Geo A with C- or better and teacher recommendation or grad requirement*  
This is a two-trimester course that emphasizes further skills in Algebra. Students will work with algebraic expressions, linear and quadratic expressions, powers and roots, functions, logarithms, trigonometry, modeling math in real-world situations, and continue to apply geometrical ideas. This

course is required as a minimum level for students planning to attend a 4-year college.

Equipment required: Scientific calculator, Equipment recommended: Graphing calculator, TI-84. Teacher will demonstrate with TI-84. Next recommended course: College Now Precalculus, Contemporary Math, or AP Statistics

### IB PRECALCULUS - College Now - A, B, C

Area: MA 1.5 Credit Grade Level: 11,12

*Prerequisite: Algebra 2 with a strong B- or better*

This course provides a strong foundation of Precalculus concepts, techniques and applications to prepare students for IB Math Studies and more advanced work. Topics include functions, graphs, applications of trigonometry, data analysis, probability and statistics, and an introduction to calculus. Opportunities for using graphic calculators are integrated throughout. This course is required for students who planning to take the IB Math Studies exams. Equipment required: Graphing calculator (TI-84 recommended) Next recommended course: Calculus, Contemporary Mathematics, or Statistics

### CONTEMPORARY MATHEMATICS - College Now - A, B

Area: MA 1.0 Credit Grade Level: 11, 12

*Prerequisites: Algebra 2 with grade of C- or better or instructor consent*

This course is a survey of applications of mathematics topics for non-science and non-math majors, and will include statistics, linear programming, mathematical modeling, logic, graph theory and networks. Applications will include planning and scheduling, and the study of growth in biology and finance. Equipment required: Graphing calculator (T-84 recommended) Instructor demonstrates with TI-84

### PRECALCULUS - College Now - A, B

Area: MA 1.0 Credit Grade Level: 11, 12

*Prerequisite: Algebra 2 with grade of strong B- or better, or instructor consent*

This course is equivalent to Math 111 and Math 112 at most colleges and universities. Nine credit hours (5 for Math 111 and 4 for Math 112) of college transferable credit can be earned through LCC. First semester is a college level algebra course (Math 111) designed to study basic functions and their applications. Included will be polynomial, rational, exponential, and logarithmic functions and their inverses. Other topics include systems of equations and an intro to series and sequences. Second semester will cover trigonometry, and is equivalent to Math 112. Major topics covered include radian measure, circular functions and their graphs, right triangle ratios and related trigonometric functions, identities, solving trigonometric equations, law of sines, law of cosines, and applications. As time allows, other topics will include polar coordinates, parametric equations,

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and conic sections. Equipment required: Graphing calculator (TI-84 recommended). Instructor will demonstrate with TI-84.

## CALCULUS - College Now - A, B

Area: MA      1.0 Credit      Grade Level: 11, 12  
*Prerequisite: IB Precalculus or College Now Precalculus with B- or better*

Calculus is a full-year course equivalent to the first two terms of calculus at most colleges and universities. The primary objective is to give students a substantial understanding of differential and integral calculus. The course provides the opportunity to earn 5 college credits for Math 251 and 5 credits for Math 252 through LCC as a part of the College Now Program. These credits are transferable to most universities and are in addition to the 1.0 high school credit that will count toward high school graduation. Opportunities for calculator use are integrated throughout. Equipment required: Graphing calculator, (TI-83, TI-84 or TI-89 are recommended). Instructor will demonstrate with TI-84.

## AP STATISTICS - College Now - A, B

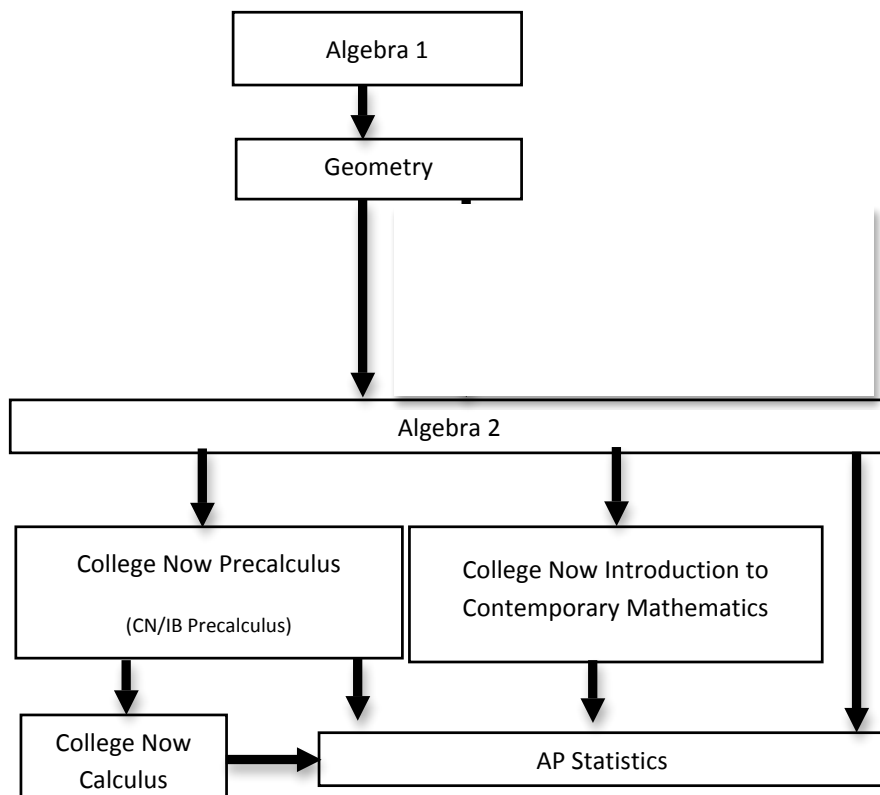
Area: MA      1.0 Credit      Grade Level 10-12  
*Prerequisite: Algebra 2 with a grade of B or better, or instructor approval*

AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. To develop effective statistical communication skills, students are required to prepare written and oral analyses of real data. Equipment required: Graphing calculator, (TI-83 or TI-84 are recommended). Instructor will demonstrate with TI-84.

## Math Essential Skills – “Math Work Sample”

Area: MA      .5 Credit      Grade Level: 12  
*Reserved for students who have not met the math essential skill graduation requirement.*

This course will focus on skills students need to meet math graduation requirements. Students are assigned to this class and are given individual support in a small class. All students are given opportunities to meet the Oregon high school graduation requirement for math.



# Churchill High School

## SCIENCE

High school students must complete a minimum of three years of science, two of which must be laboratory-based courses, before graduation. The following courses are generally taken as follows: 1) Biology, 9<sup>th</sup> grade, 2) Chemistry, 10<sup>th</sup> grade, 3) Choice of science selectives in 11<sup>th</sup> and 12<sup>th</sup>. Science courses are designed to foster a natural curiosity and understanding of the natural world, and to provide students with skills they will need for future science studies. Churchill Science Department is pleased to offer a number of advanced opportunities in science including Honors, AP and College Now offerings.

### BIOLOGY - A “Molecular”

### BIOLOGY - B “Ecological”

Area: SC .5 Credit (each) Grade Level: 9

Course fee \$15

Biology A & B are each .5 credit courses that provide students an opportunity to investigate the life sciences. Students are evaluated by numerous hands-on laboratory experiences, written assignments, written labs and individual projects. Biology A Topics: the scientific method, biochemistry, cell structure, biochemical processes, Mendelian and molecular genetics, and biotechnology. Biology B Topics: the scientific method, systems of the natural world, natural selection, ecology, and human impacts. Together, these two biology classes give students the opportunity to experience the relevant and intra-curricular nature of modern biology.

### CHEMISTRY - A, B

Area: SC 1.0 Credit Grade Level: 10-12

*Prerequisite: C or better in Algebra I. Chemistry B*

*prerequisite: Passing grade in Chemistry A.*

Course fee \$15

Chemistry A (Trimester 1 or 2) and Chemistry B (Trimester 2 or 3) is a course sequence that begins with an introduction to matter, its forms and the changes. We then cover scientific measurements, atomic structure and the periodic table of the elements. This includes how and why elements combine to form molecules. The mole concept is then introduced. Following mastery of the mole, topics include chemical reactions, chemical equations, stoichiometry, kinetic theory, thermochemistry, and gas laws.

### Physics A

Area: SC .5 Credit Grade Level: 10-12

*Prerequisite: Algebra, Biology*

Course fee: \$15

Physics is the study of energy and matter that is scientific in nature. Included in this study is the observation and comprehension of the interaction of the energy and matter. Topics include optics, mechanics, sound, wave physics, electrodynamics/magnetism, thermal, and electricity.

### Physics B

Area: SC .5 Credit Grade Level: 10-12

*Prerequisite: Algebra, Biology, and Physics A*

Course fee: \$15

The study of energy and matter that is scientific in nature. Included in this study is the observation and comprehension of the interaction of the energy and matter. Topics include astronomy, special and general relativity, particle, nuclear, atomic, quantum, and light.

### MARINE BIOLOGY

Area: SC .5 Credit Grade Level: 11,12

*Prerequisite: 9/10 Core Classes*

Course Fee: \$15

Marine Biology includes study of marine habitats, marine ecology and marine organisms. Focus is placed on an in depth examination of taxonomy, adaptations, anatomy and physiology of marine invertebrate and vertebrate animals. Through lecture, dissections, projects, research and possible field trips; students will focus on the biological properties contained within the sea, as well as understanding the effects of the human presence upon the marine ecosystem. *\*Note: This is a recommended selective for Rachel Carson Students*

### ADVANCED PLACEMENT (AP) BIOLOGY

Area: SC 1.0 Credit Grade Level: 11,12

*Prerequisite: 9/10 Core Classes*

Course Fee: \$15

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes such as energy and communication, genetics, information transfer, ecology, and interactions. Students who earn a qualifying score on the AP Exam in the spring are typically eligible to receive college credit and/or placement into advanced courses in college.

### IB11/ COLLEGE NOW BIOLOGY A,B,C:

Area: SC 1.5 Credit Grade Level: 11

*Prerequisite: 9/10 Core Classes, Chemistry*

Course Fee: \$15

This college level biology course is for the serious science student. This class is only for Eugene IHS International Baccalaureate Candidate. It will prepare students for the International Baccalaureate Biology exam and internal assessment by fulfilling the first year of IB Biology. Students also have the ability to qualify for two terms of college credit with a grade of C or better, up to three terms of college credit if a grade of C or better **and** Summer Work assignment is completed. Topics to be covered include: organic chemistry, energy transfers in cells, Mendelian & molecular genetics, theory of evolution, behavior ecology, cell structure & function, classification, and organism characteristics. Students need to be prepared to spend a considerable amount of time studying outside of class. *\*Eugene HIS/full IB Candidate student—IB Biology is a 2-year course with a prerequisite of 9/10 Core Science Classes & Chemistry. As a Junior, Eugene HIS students sign up for IB11/College Now Biology, and as a senior, sign up for IB 12 Biology*

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## **IB12 BIOLOGY A,B,C:**

Area: SC 1.5 Credit Grade Level: 12

*Prerequisite: IB 11 Biology*

Course Fee: \$15

This class is only for Eugene IHS full International Baccalaureate Candidate senior who need to complete the Internal Assessment and the IB Biology exam in the spring. Each of the topics in the first year IB listed in IB11/CN Biology will be covered in more detail, along with additional materials covering the different IB options that are included on the IB Biology exam. Student will also be completing a Group 4 Project that covers the interdisciplinary aspects of biology at this level and numerous full lab write-ups required for the Internal Assessment portion of the class. Students need to be prepared to spend a considerable amount of time studying outside of class. *\*Eugene HIS/full IB Candidate student—IB Biology is a 2-year course with a prerequisite of 9/10 Core Science Classes & Chemistry. As a Junior, Eugene HIS students sign up for IB11/College Now Biology, and as a senior, sign up for IB 12 Biology*

## **CHEMISTRY – College Now**

Area: SC .5 Credit Grade Level: 11,12

*Prerequisite: Completed or concurrent with Chemistry.*

Course Fee \$15

College Now Chemistry is a hybrid online/traditional, college introductory-level course created for motivated students in Chemistry. College Now Chemistry students will have greater autonomy working through general chemistry coursework and be given additional assignments requiring a deeper understanding of chemistry that will provide them an edge in future science related studies. Topics include: Scientific measurements, the periodic table, chemical formulas and equations, stoichiometry, solutions, gases, and thermochemistry. The AP Chemistry text is a primary resource for these topics. Successful students will earn 3.0 college credits through Lane Community College's College Now program and 0.5 credit at Churchill.

## **EARTH SCIENCE**

Area: SC .5 Credit Grade Level: 9/10

Course Fee \$15

Students will learn about the Earth and its systems including the hydrosphere, geosphere, and atmosphere and their interactions. It will also cover human activities and how they impact the Earth's natural systems. Students will learn about the physics, chemistry, and biology of Earth's cycling of matter and energy.

*Once a student has passed the 9/10 cores classes, they will be eligible to take the following advanced science courses.*

## **RACHEL CARSON ENVIRONMENTAL SCIENCE**

### **FIELD STUDIES - A, B, C**

Area: SC 1.0 Credit Grade Level: 11, 12

*\*Note: Concurrent enrollment in Environment and World Issues (see p 29) is required*

*\*Must be enrolled in Rachel Carson Environmental Science Academy*

Students will participate in hands-on learning experiences outside in local natural areas, including the West Eugene Wetlands. Projects include assessing, monitoring and restoring local watersheds to improve their health. Students are trained to use equipment and practice skills used by industry professionals. This class goes outside year-round and uses time outside of class (such as lunch period) to complete activities.

## **AP ENVIRONMENTAL SCIENCE - College Now - A, B, C**

Area: SC 1.5 Credit Grade Level: 11, 12

*Prerequisite: Environment and World Issues A, B and C*

*\*Student must be enrolled in Rachel Carson Environmental Science Academy (see pp. 46-47)*

This class offers college-level coursework and credit through the Advanced Placement (AP) and LCC College Now programs for highly motivated students. The class focuses on the science-based study of environmental problems, connections and solutions. Topics include population ecology, weather and climate, global warming, natural resources, pollution and solid waste management.

## **RACHEL CARSON INTERNSHIP - A, B**

### **"ENVIRONMENTAL LEADERSHIP" \*LEAP**

Area: SC 1.0 Credit Grade Level: 11, 12

*Prerequisite: Concurrent enrollment in AP Environmental Science*

*\*Student must be enrolled in Rachel Carson Environmental Science Academy*

Environmental Leadership and Careers Seminar enable students to earn the LEAP (Lancer Extended Application Project) graduation requirement. Students explore college programs and careers in Environmental Science and Resource Management and complete the Lane County Master Recycler certification program. Leadership activities include coordinating Churchill's school wide recycling and competing in the statewide Envirothon Competition in Salem.

## **ENVIRONMENTAL ENGINEERING – A**

### **"SUSTAINABILITY, DESIGN AND ENERGY RESOURCES"**

Area: SC .5 Credit Grade level: 11, 12

*Prerequisite: 9/10 Core Classes*

*Pre or Co-requisite: AP Environmental Science or Principles of Engineering*

Course Fee: \$15

Students will investigate sustainability and its connection to solutions for problems that face us locally and globally. They will be exploring agriculture, building design and efficiency, and water resource management. Students will evaluate the strengths and weaknesses of various design strategies in order to create and implement a sustainable solution model. Students will also explore renewable and nonrenewable energy sources and will evaluate their impacts and benefits. They will learn about energy transfers and energy efficiency while investigating strategies in design and architecture that promote and/or impact energy efficiency with special emphasis on Green Design and LEED Certification

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## **AP Physics B - I**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: 9/10 Core Classes, Algebra II*

Course Fee: \$15

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

## **AP Physics B - II**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: 9/10 Core Classes, Algebra II*

Course Fee: \$15

This AP course is part II of an algebra-based, introductory college-level physics course. Students continue to cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

## **AP Physics C: Mechanics**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: Calculus (completed or concurrent)*

Course Fee: \$15

Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering in college. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Introductory differential and integral calculus is used throughout the course.

## **AP Physics C: Electricity and Magnetism**

Area: SC .5 Credit Grade Level: 11, 12

*Prerequisite: Calculus (completed or concurrent)*

Course Fee: \$15

Electricity and Magnetism is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering in college. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

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## **SOCIAL STUDIES**

The goal of the Social Studies Department is to help students understand the world in which they live and to participate in it intelligently and effectively. The world today demands that its citizens realize that reality, the Social Studies program attempts to help students integrate all their social studies learning in the context of a global perspective. Further, to

prepare Churchill students to meet unknown challenges and opportunities of the twenty-first century, our program is committed to teaching critical thinking, critical viewing, and decision-making skills in classrooms that promote open-minded inquiry.

High school students are required to complete 3.0 credits of Social Studies. Churchill graduation requires 2.0 credits consisting of the following courses: 1.0 U.S. History, 1.0 Global Studies, and 1.0, choice selectives in Social Studies. With the goal of supporting increased college preparation, we strongly recommend that motivated and well-prepared students enroll in an Advanced Placement course.

## **GLOBAL GEOGRAPHY – A,B**

Area: SS 1.0 Credit Grade Level: 9

This class has been designed to help 9th graders understand social, political, geographic, and economic concepts, which influence events in our world today. Readings and activities will include discussions of global cultures and geography, world values and beliefs (world religions, political & economic theories), global exploration and revolutions (scientific, industrial, and national revolutions), nationalism, imperialism (industrialization), World Wars, and the Cold War and how these beliefs and events impact us today. Students will focus on writing, research and analysis skills that will provide an important foundation for their later courses.

## **GLOBAL STUDIES 9 - A, B - Honors**

Area: SS 1.0 Credit Grade Level: 9

This is a rigorous two-term cross-cultural survey course of world history from Mesopotamia through the Industrial Revolution. Students will look at the economic, social, political, cultural and religious developments of each era and make connections between the events of the past and the historical trends of today. Students will be asked to participate in debates, simulations, projects and extended writing assignments. This course is open to all students.

## **AMERICAN STUDIES 10 - A, B**

Area: SS 1.0 Credit Grade Level: 10

Students will analyze historical information on the people, events, geography, politics and literature from the 1800's to the present. Through this curriculum, students will develop a strong knowledge of both American developments and the historical chronology of US. Students will develop a strong knowledge of U.S. and world events and their connection to the present.

## **U.S. GOVERNMENT**

Area: SS .5 Credit Grade Level: 11, 12

The study of U.S. Government is designed to help students become active citizens who exercise their right to participate in local and national politics. The course will focus on the legislative, executive and judicial branches of the federal government, elections, political parties and analysis of state and local governments. Emphasis will be placed on political

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behavior, local initiatives and issues during election years. Additional themes may include comparative political systems, decision-making and civil rights.

## Economics

Area: SS .5 Credit Grade Level: 11,12

This one-term course emphasizes the American economic system as it relates to the individual and other economic systems. Specific units will cover microeconomic issues such as the law of supply and demand, factors of production, and the business cycle. Macroeconomic issues will include money and banking, monetary and fiscal policy, international trade and comparative economic systems. We will be touching on the history of economic thought as well as current economic issues. Students will be asked to participate in simulations, problem solving and a course project.

## RACHEL CARSON ENVIRONMENT AND WORLD ISSUES - A, B, C

Area: SS 1.5 Credit Grade Level: 11,12

*Prerequisites: Biology, Algebra I*

*\*Note: Concurrent enrollment in Environment and World Issues is required (p. 28)*

*\*Priority given to students enrolled in the Rachel Carson Academy (see pp. 46-47)*

The Environment and World Issues class focuses on foundational environmental science concepts, such as forests, soils and agriculture, fresh water, and the ecology of the Pacific Northwest. Students will also learn about the life and work of Rachel Carson, a key environmental leader. The class urges students to examine environmental science through a balanced, hands-on curriculum.

## ENVIRONMENTAL LAW

Area: SS .5 Credit Grade Level: 10-12

*\*Priority given to students enrolled in the Rachel Carson Academy (see pp. 46-47)*

The Environmental Law class explores the social, cultural and economic effects of environmental legislation and laws. Students will understand the key laws that regulate the environment and will analyze and apply these laws to current issues and assess the effectiveness of these laws on preserving environmental quality.

## ADVANCED PLACEMENT (AP) PSYCHOLOGY - A, B Offered 2017-2018

Area: SS 1.0 Credit Grade Level: 11,12

In AP Psychology, students will learn about human behavior and mental processes through a scientific lens. The class is designed as a survey course that will cover topics such as: history and research methods, biological basis for behavior, sensation and perception, learning, cognition, motivation and emotion, personality, social psychology, and abnormal psychology. AP Psychology is a college preparatory course for students seeking a rigorous and demanding curriculum. Students prepare to take the AP Psychology Exam in May and potentially earn college credit. *Note. AP classes are designated for juniors and seniors. TAG students, students who have taken Global Studies 9 Honors, students who have demonstrated a high proficiency of B or better, and*

*have a strong passion for history may be eligible to take this class during sophomore year as space provides and with instructor approval. Check in with a counselor for more information.*

## PSYCHOLOGY

Area: SS .5 Credit Grade Level: 11, 12

This class will provide a general overview of psychological processes and concepts. Topics of discussion may include a brief history of psychology, nature vs. nurture, learning, sensation, perception, states of consciousness (i.e. sleep, drugs, hypnosis), social and cultural dimensions of behavior, research methodology and human development. Students will learn how psychology influences personal identities and group formation. Psychological perspectives, including biological, psychodynamic, cognitive, behavioral, humanistic and socio-cultural will serve as foundations of our exploration into the world of psychology.

## ADVANCED PLACEMENT (AP) U.S. GOVERNMENT AND POLITICS - A, B

Area: SS 1.0 Credit Grade Level: 11-12

*Prerequisite: 9th grade Global Studies OR 9th grade American Studies*

AP U.S. Government and Politics features a study of government and politics in the United States designed to prepare students for successful completion of the AP U.S. Government test. Students will analyze and evaluate the constitutional foundation of government and politics in the United States, examine voting history and behavior and explore the evolution of political parties and their effect on elections today. Course content will also include an examination of the national government, including the Congress, office of the President and the federal courts. Students are expected to complete the AP exam in May. *Note. AP classes are designated for juniors and seniors. TAG students, students who have taken Global Studies 9 Honors, students who have demonstrated a high proficiency of B or better, and have a strong passion for history may be eligible to take this class during sophomore year as space provides and with instructor approval. Check in with a counselor for more information.*

## ETHICS 'PHILOSOPHY'

Area: SS .5 Credit Grade Level: 11,12

In this introduction to philosophical ethics we will explore ethical thinkers and moral philosophy by using essays, stories, current events, and film to examine the issues they raise. In depth units of study will include topics that link with CHS Career Academies and are responsive to present controversies such as: 1) Ethical issues in the practice of engineering such as safety and liability, professional responsibility to clients and employers, whistle-blowing, and legal obligations; 2) Ethical issues in the practice of medicine such as end of life, abortion, genetics, birth control, organ donation, and patient rights; and 3) Environmental ethics such as preservation of the wild and animal rights. Students will create a personal ethical philosophy as the final project.

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## **WORLD HISTORY SPECIAL TOPICS IN SOCIAL STUDIES "PEACE OUT"**

Area: SS .5 Credit Grade Level: 11, 12  
World History Special Topics in Social Studies "Peace Out." is an in-depth study of the nature of peace and conflict in human societies. The course examines not only the history and roots of violent conflict, but conflict on an interpersonal and internal level as well. In addition to studying peace movements, theories, and philosophies from primary historical and religious texts, students will learn practical methods of conflict resolution to apply to their own lives, as well as multicultural approaches to practicing peace. Each unit includes interpersonal activities, personal challenges, art, theoretical discussions of abstract political and social issues, and skill development in the areas of critical thinking, media literacy, writing, verbal debate, and conflict resolution.

## **CONTEMPORARY WORLD ISSUES Offered 2017-2018**

Area: SS .5 Credit Grade Level: 11, 12  
Contemporary World Issues is designed to challenge students to view global issues from an informed and insightful perspective. Its focus is to connect to what's going on in the world and within the community. Aside from the actual EVENTS, students examine the MEDIA from whence the information comes. Students develop COMMUNICATION skills through WRITING, ANALYZING, SUMMARIZING and SPEAKING and practice having voices EXPRESSED, HEARD and even CHALLENGED. Students vote on current events topics to explore and participate in current event discussions, conduct research projects and create presentations dealing with unique topics of international and personal significance.

## **ADVANCED PLACEMENT (AP) WORLD HISTORY - A, B, C**

Area: SS 1.5 Credit Grade Level: 11,12  
In AP World History students will examine themes, patterns, and processes from a global perspective. Students will examine the historical record from 8000 BCE to the present. Special emphasis will be given to regions and societies traditionally underrepresented in world history courses. Using the five themes of AP World History and the "habits of the mind" for social studies, the topics will follow the course outline as described by the College Board. AP World History is designed as an introductory college level survey course for those students seeking a rigorous program of study. As such, the reading and writing demands are significant and require a highly engaged and motivated student. Students successfully mastering the course material may earn college credit by passing the annually administered AP World History exam; the individual college or university determines how many if any credits will be granted for the AP exam score. Students are encouraged to take the AP World History exam in May. *Note. AP classes are designated for juniors and seniors. TAG students, students who have taken Global Studies 9 Honors, students who have demonstrated a high proficiency of B or better, and have a strong passion for history may be eligible to take this class during sophomore year as space provides and*

*with instructor approval. Check in with a counselor for more information.*

## **ADVANCED PLACEMENT (AP) U.S. HISTORY - A, B, C Offered 2017-2018**

Area: SS 1.5 Credit Grade Level: 11, 12  
This is a college level course in which students prepare for the Advanced Placement U.S. History exam administered by the College Board. Students gain experience in the practice of college level skills such as: analysis of primary source documents, evaluation of different historical perspectives, thesis and essay writing, note taking, and utilizing independent study. A significant amount of work is required outside of class time including assignments during break periods in the school calendar. In alignment with the AP exam, content emphasis is broad, ranging from the 1600s to the 1970s. Once prepared, students are expected to take the AP exam in May. *Note. AP classes are designated for juniors and seniors. TAG students, students who have taken Global Studies 9 Honors, students who have demonstrated a high proficiency of B or better, and have a strong passion for history may be eligible to take this class during sophomore year as space provides and with instructor approval. Check in with a counselor for more information.*

## **WORLD LANGUAGE**

Churchill High School has course offerings in two world languages: Japanese and Spanish. Most colleges and universities require at least two years of a world language as a prerequisite for admission; some require three. The World Language Program will guide and encourage students towards meeting the Oregon Higher Education Language Standards as they progress through their chosen language classes. Eugene IHS students are required to take three years. These college preparatory classes, many of which are also dual certified as College Now classes, are rigorous, enjoyable and rewarding. Language study also gives students a competitive edge in today's job market.

Activities fee: \$5.00 per trimester

## **JAPANESE I - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

Course fee: \$5.00

Japanese I – A/B is a class for students without prior Japanese language experiences. Students will learn 46 Hiragana letters (Japanese alphabet letters) and a small number of Kanji (Chinese symbols) in order to be able to read basic vocabulary such as dates in Japanese. Students will learn how to introduce themselves, greetings, asking/answering one's name, age, grade level, birthday etc. in order to be able to talk about themselves and will learn expressions in different contexts using basic sentence structures. Students will also learn Katakana letters (2<sup>nd</sup> set of Japanese alphabet letters) that are mainly used for Japanese loan (from other languages) words. Students will experience Japanese culture through hands-on

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activities such as cooking, Japanese calligraphy, seasonal events, origami works of art and other projects.

## **JAPANESE II - College Now - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

*Prerequisite: Completion of Japanese I with a 'C' or better, and instructor consent is required. Students should be able to read and write Hiragana and Katakana.*

In Japanese II A and II B courses, students will become fluent in using Japanese alphabet letters: Hiragana and Katakana in word, phrase, and basic sentences. Students will also learn more Kanji letters so that they can read and write basic authentic texts in Japanese, which is an essential skill prior to advancing to the next level. Students will also improve their communicative competence in various contexts such as family, school life, diet, leisure and hobbies applying future, present and past tenses. Students continue to learn and explore different aspects of Japanese cultures, seasonal events, traditions and contemporary cultures. College Now Credits through Linn-Benton Community College are available to those who meet the requirements at the time of completion of Japanese II.

## **JAPANESE III - College Now - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

*Prerequisite: Completion of Japanese II with a C or better, and instructor consent is required.*

In Japanese III courses, students will read and write Japanese sentences in a paragraph and complete different types of texts such as a poster, a letter, or a diary. Students will communicate in Japanese under less structured guidelines but in a more authentic manner in order to complete a task or deliver one's ideas. Instruction is mostly conducted in Japanese. Japanese III covers school life; students will be able to talk about his or her school life and compare it to school life in Japan. They also learn how to express one's personal traits, physical features, and illness/injury conditions. Students will do projects on fashion, shopping, birthdays and holidays. Students will also learn characteristics of each region of Japan. In Japanese III students continue to learn about different aspects of Japanese culture, seasonal events and traditions. 4 College Now Credits through Linn-Benton Community College are available to those who meet the requirements at the time of completion of Japanese III

## **JAPANESE IV - College Now - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

*Prerequisite: Completion of Japanese III with a C or better, and instructor consent is required.*

Japanese IV- A and B are mostly conducted in Japanese, and students are expected to use Japanese in the classroom. Course objectives include: 1) being able to communicate in Japanese in various contexts such as school, with a host family in Japan, and shopping; 2) to be able to read authentic reading texts such as pamphlets, letters and newspaper articles; and 3) to be able to write various types of texts in Japanese in order to complete an assigned task or express one's ideas in Japanese effectively and logically. Students will also discuss contemporary Japanese social issues, applying students' basic knowledge of Japanese cultures, customs and traditions.

During this course, Eugene International High School students who are going to pursue IB Japanese (Ab initio, Standard Level or Higher Level) will prepare for the IB Japanese exams. 4 College Now Credits through Linn-Benton Community College are available to those who meet the requirements at the time of completion of Japanese IV - B.

## **JAPANESE V - College Now - A, B/ IB LANGUAGE – JAPANESE V - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

*Prerequisite: Completion of Japanese IV with a C or better, and instructor consent.*

Japanese V – A and B courses will be conducted in Japanese, and students will speak only Japanese in class. Japanese V includes 1) being able to express more complex ideas using various types of sentence structures and usages and Kanji in written texts; 2) being able to deliver one's ideas appropriately and fluently in more academic contexts; 3) being able to understand some of the basic or elementary Japanese literature such as poems and short stories for Japanese young readers. Japanese V students are required to work on independent projects. During this course, Eugene International High School students who are going to pursue IB Japanese (Ab initio, Standard Level or Higher Level) will prepare for the IB Japanese exams. 4 College Now Credits through Linn-Benton Community College are available to those who meet the requirements at the time of completion of Japanese V.

## **SPANISH I - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

Spanish I is a college preparatory course for both the beginning Spanish student as well as for those who have studied the language for only one year in middle school. Students who have had more than one year of previous Spanish Study, will be placed in the correct level as determined by their middle school teacher as well as CHS Spanish teachers, based on course and level requirements. Every effort will be made to place the student in the most advanced level that is appropriate for them. In Spanish I students will learn proper pronunciation and how to communicate and talk about: greetings and salutations, schedules, time, self-description, talking about others, give directions, and other topics. Students will practice written communication and sentence structure. The fundamentals of formal Spanish (el castellano) are taught. Students will be expected to memorize a large quantity of vocabulary and verbs. The course is also intended to expand understanding and knowledge of Spanish-speaking countries and their inhabitants through the study of history, culture, and geography. Students must complete the course with a grade of "C" or better to go on to Spanish II.

## **SPANISH II - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

*Prerequisite: Students who achieved a "C" grade or better in Spanish I-B, or who have studied Spanish in middle school successfully for two (2) years. Students who have previously studied Spanish will need to take a placement test to determine*



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which level they will take (Spanish I-B, II-A, II-B or even Spanish III-A).

Spanish II is an intermediate college preparatory course that builds on the fundamental listening, speaking, reading, and writing skills learned in the first year of study. Formal Spanish grammar (el castellano) is taught, as students continue daily oral practice of the present tense as they learn more tenses.

The course continues to expand understanding and knowledge of Spanish-speaking countries and their inhabitants through the study of history, culture, and geography. In addition, this class incorporates information and activities designed to increase awareness of career opportunities for those who have mastered a second language. Students must complete the course with a grade of "C" or better to continue on to Spanish III.

## **SPANISH III - College Now - A, B**

Area: AF 1.0 Credit Grade Level: 9-12

*Prerequisite: Students who achieved a "C" grade or better in Spanish II- B, and students who receive instructor's consent. Students who have previously studied Spanish will need to take a placement test to determine which level they will take (Spanish III-A, III-B or IV-A).*

This rigorous, upper level College Now class will challenge students to refine their speaking, listening, writing, and reading skills in Spanish. The class will be conducted primarily in Spanish and will focus on mastering upper level grammar skills. Spanish III is an advanced course that builds on the listening, speaking, reading, and writing skills developed in the first two years of study. Students will continue to develop their skills in literature, basic composition, and formal Spanish (el castellano). By the end of the course, the dedicated student will be ready to move on to Spanish IV, also a College Now qualified course. Student can earn 5 LCC credits - SP. 103

## **SPANISH IV - College Now - A, B, C**

Area: AF 1.5 Credit Grade Level: 11, 12

*Prerequisite: Students who achieved a "C" grade or better in Spanish III B, and students who receive instructor's consent. Students who have previously studied Spanish will need to take a placement test to determine which level they will take (Spanish III or IV- A).*

Spanish IV is a College Now qualified course. This challenging and exciting course taught in Spanish, encourages students to refine their Spanish speaking, writing, listening, and reading skills. Writing skills are enhanced through essay, poetry, and journal writing, while listening skills are sharpened through dictations, interactions with other Spanish speakers, TV or radio reports and programs, and other media. Students are expected to read, comprehend and discuss short stories, poetry, and plays from various sources. Formal Spanish is taught in this class (el castellano). Students will continue learning about a variety of Spanish-speaking countries and cultures as they expand their vocabulary on a variety of topics. By the end of the course, the dedicated student (who earns a grade of "C" or higher) will be ready to take Spanish V, or AP/IB Spanish, all of which are College Now qualified courses. Students can earn 5 LCC credits - SP.

201. Note: I H S Seniors who completed Spanish III and are full IB will be prepared for Spanish IB exams in this course

## **OTHER COURSES**

### **ENGLISH LANGUAGE DEVELOPMENT (ELD) - I, II**

Area: OS .5 Credit Grade Level: 9-12

The English Language Development course helps students acquire the English language skills (reading, writing, listening and speaking) that are necessary to be successful in high school classes. Students will study the forms and functions of the English language through authentic resources and a content-based curriculum that aligns with Common Core standards. Instruction is targeted to students based on their proficiency level established by either the Oregon State English Language Proficiency Assessment (ELPA) or the Intake Proficiency Test (IPT). Beginning students focus on vocabulary and grammatical structures. Intermediate students focus on reading comprehension and paragraph writing. Concepts and vocabulary related to social studies, literature, health, science and careers are also studied. Students qualify for ELD services if they speak a language other than English in the home and receive a score below a 5 on the ELPA or a score of NES/LES on the IPT.

### **LIBRARY AIDE**

Area: OC .5 Credit Grade Level: 9-12

*Prerequisite: Recommendation of librarian*

The library aide gains skills in organizing and retrieving information, circulation database entry, shelving, library cleaning and maintenance, copier operation, and service to students and teachers. Skills and attitudes needed include friendliness and a desire to work with people, enjoyment of library materials, a good sense of alphabetical and numerical order, detail oriented, punctuality, and an ability to work in a self-directed, responsible manner. Each assistant is thoroughly trained on all tasks and tested for mastery. Credit earned is Pass/No Pass

### **WORK EXPERIENCE**

Area: OS .5 Credit Grade Level: 9-12

Earn credit while working at your job outside school. Credit is awarded proportionate to the number of hours worked. To earn this credit talk to the School-to-Career Coordinator. Credit earned is Pass/No Pass.

### **TEACHER'S AIDE**

Area: OS .5 Credit Grade Level: 9-12

*Prerequisite: Recommendation of teacher*

Credit earned is Pass/No Pass

Students typically work with teachers and staff members in one or more of the following capacities:

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- Clerical Assistant—Office help in various areas in the office, as well as with teachers, are helpful learning office experiences. Work skills are developed such as copy machine work, filing, collating and attendance scanning. It is extremely important that a student has good attendance and shows evidence of responsibility when assisting in these areas. Students are required to dress appropriately (no flip flops, shorts, tank tops, or casual PE attire) and follow stated office procedures.
- Research Assistant—This job involves the student seeking out information and sources of information.
- Teaching Assistant—Students are assigned to a specific teacher to complete tasks such as filing and organizing. The applicant must have already completed, or be taking concurrently, the course in which the student will assist.
- Elementary or middle school teacher's aide: This job involves traveling to a nearby school to assist teachers in the classroom. Students must fill out an application along with an essay and turn it into the School-to-Career Coordinator.

## **WORK STUDY**

Area: OS .5 Credit Grade Level: 11, 12

*Prerequisites: A minimum 2.0 GPA, excellent attendance, and on track for graduation. Students must also create a resume and have a pre-interview with the School-to-Careers Coordinator.*

This course offers paid, on-the-job training in one of several 4J District offices or schools. Students will learn entry-level, transferable office skills that could include operating a variety of office equipment such as multi-line phones, copiers, laminators and fax machines; and also training in customer service, confidentiality, and possibly Microsoft Excel software. This class is evaluated by the number of hours worked, supervisor evaluations, and course work and testing from the Job Savvy text. Enrollment depends on actual hiring of the student. Students apply in May for employment in September.

## **YEARBOOK - A, B \*LEAP**

Area: OS 1.0 Credit Grade Level: 10-12

*Prerequisite: Instructor recommendation*

This class designs, produces and sells Churchill's yearbook. Class members develop a theme, work on the layout and design of the book, write, edit copy and take pictures. Students will use Yearbook Online to publish on desktop computers. Layout, desktop publishing, and editing skills are developed through this comprehensive production. Students are expected to work independently, take responsibility and work outside of class to meet deadlines. Students may take Yearbook for their Extended Application or LEAP Project.

# Churchill High School

## LEARNING CENTER

### ***LEARNING CENTER - SPECIAL EDUCATION***

CHS offers a variety of services for students who are eligible for Special Education. The primary forms of service include:

1. Courses offered to provide support and specialized instruction
2. Assistance monitoring grades and progress, and coordination of student schedules
3. Consultation with case manager to coordinate student modifications and accommodations
4. Transition planning for 11th and 12th grade students
5. Learning Center services for accommodations and access to assistive technology

### **READ RIGHT**

Area: OS .5 Credit Grade Level: 9-12

Read Right provides intensive tutoring for students with any degree of struggle in reading, including comprehension, fluency, vocabulary, and pace. Through small group tutoring, individual coaching, critical thinking activities, and independent reading, students efficiently increase their reading abilities and can become strong, confident readers. Students may work in Read Right for one or more trimesters until their reading reaches a level at which they are able to have success in high school.

### **9/10 & 11/12 STUDY SKILLS "COLLEGE AND CAREER"**

Area: Elective .5 Credit Grade Level: 9-12

*By case manager/counselor/administrator recommendation only*

Study Skills Class is designed to teach positive academic skills to students, help students refine organizational skills, and to develop students' IEP awareness and self-advocacy skills. Approximately 30 minutes of class time is set aside daily for students to complete academic work assigned in all classes, and to get help when needed. Class may be repeated for elective credit with IEP case manager approval.

### **BASIC GOVERNMENT**

Area: SS .5 Credit Grade: 9 - 10

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course provides the perspective of political institutions to explore the history, organization, and functions of American government. Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the role of political parties, interests groups, the media, and the Supreme Court. Special attention is paid to the relationship between individual Americans and their governing bodies. The content is based on the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to Oregon state standards.

### **BASIC GLOBAL GEOGRAPHY - A**

Area: SS .5 Credit Grade Level: 10-11

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course offers a curriculum of study that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them. Geography and World Cultures is a based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to Oregon state standards. The class develops note-taking skills, teaches the basic elements of analytical writing, and introduces students to the close examination of primary documents.

### **BASIC ECONOMICS**

Area: SS .5 Credit Grade: 11-12

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course covers basic economic concepts, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of early value; the concept of money and how it evolved; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East. The content is based on the standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to Oregon state standards. Students will perfect their analytical writing through a series of writing assignments and tests. Students read selections from annotated primary documents and apply those readings to the course content.

### **BIOLOGY FOUNDATION - A**

Area: SC .5 Credit Grade: 9-10

In this trimester of biology students will be learning and applying numerous ways to help develop your scientific & academic skills such as critical thinking & inquiry. This course is an introduction to general biology. We will be looking at the study of life, from the micro-level (molecular) to macro-level (organisms/ecosystems), and this class will help increase student knowledge of the natural world from multiple perspectives, as well as outlining the interconnections and processes that occur in biology. Biology Foundations will also be a place where students will practice various study skills techniques, such as Cornell Note Taking, critical reading, and marking the text. These skills will help

# Churchill High School

prepare students for advancement in the biological sciences, the State Science Standards Test, in addition to readying students for life after high school... whether that be through college or directly into the career of their choice.

## **CHEMISTRY FOUNDATION - A**

Area: SC .5 Credit Grade: 10-11

In this trimester of chemistry you will be learning and applying numerous ways to help develop your scientific & academic skills such as critical thinking & inquiry. This course is an introduction to general chemistry. We will be studying foundational chemistry topics including: atoms, molecules, periodic table, and chemical reactions. Chemistry Foundations will also be a place where you will practice various study skills techniques, such as Cornell Note Taking, critical reading, and marking the text. These skills will not only help prepare you for advancement in the chemistry, but it will also help in your preparation for the State Science Standards Test, as well as readying you for life after high school... whether that be through college or directly into the career of your choice. Lastly, this course will hopefully be a little fun along the way.

## **Basic -ALGEBRA – A,B,C**

Area: OS 1.0 Credit Grade: 9,10

Students will be building on their math foundations towards Algebra Readiness. We will also be focusing on improving problem solving skills, improving basic math skills, official math vocab & language, and applying math skills to real life situations. We will be using the Common Core State Standards for mathematical practice: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning.

## **LA SUPPORT - 1 & 2 “Language Arts”**

Area: OS 1.0 Credit Grade: 9-12

LA Support focuses on writing strategies to develop language arts skills needed for high school graduation, college, and career. Key focal areas are: Grammar, punctuation, sentence fluency, composition and organization, ideas and support, and voice. Students will also experiment with using assistive technology aiding in the writing process. Emphasis will be placed on essential forms of writing encountered in school, in life, and in the work place.

## **TRANSITIONS \*LEAP**

Elective .5 Credit Grade Level: 11,12

*Prerequisite: By case manager/counselor/administrator recommendation only*

This course assists students with examining a variety of

choices for their future and provides instruction in necessary post-secondary skills for students in 11th and 12th grade on an Individualized Education Plan (IEP). The course focuses on job searches, financial aid for college, college applications, career options, and independent living. Student will also complete their career based graduation projects (Soph/Jr/LEAP)

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## **PROJECT SUCCESS**

Project Success is a regional program for qualified students earning a modified diploma, designed to offer career readiness and functional academic skills. Contact Polly Nelson for more information: 541-790-5131

## **BASIC LANGUAGE ARTS**

Area: LA .5 Credit Grade: 9-12

*Prerequisite: Case Manager recommendation only.*

Basic Language Arts is a course designed to improve students' skills in the area of written language. The course will emphasize the writing process, from brainstorming to final products, as we look into the use of words and word choice; sentence structure and sentence composition; and paragraph development, organization and structure. Students will also focus on functional writing skills such as: letter writing, emails, lists, note taking, filling out forms and completing a resume; and important writing components such as grammar, spelling, punctuation. Students will also be trained in a variety of technology uses to improve and assist in writing.

## **BASIC SCIENCE FOUNDATION – A “Kitchen Science”**

Area: SC .5 Credit Grade: 9-12

In this trimester of Basic Science Foundations-A (Kitchen Science) you will be learning and applying numerous ways to help develop your scientific & academic skills such as critical thinking & inquiry. This course is an introduction to general chemistry. We will be studying foundational chemistry topics including: atoms, molecules, periodic table, and chemical reactions. Basic Science Foundations-A (Kitchen Science) will also be a place where you will practice various study skills techniques, such as Cornell Note Taking, critical reading, and marking the text. We will be looking at science we use daily in our kitchens, the course will focus on labs and topics. Lastly, this course will hopefully be a little fun along the way. Standards in the following areas from the Next Generation Science Standards will be addressed:

- History and Nature of Science
- Science in Personal and Social Perspectives
- Science and Technology
- Earth and Space Science
- Life Science
- Physical Science
- Science as Inquiry

CCSS ELA- Science Literacy and Vocabulary in the content area

# Churchill High School

## **BASIC HEALTH - A, B “Healthy Lifestyles”**

Area: HE .5 Credit Grade: 9-12

*Prerequisite: Case Manager recommendation only.*

The state of Oregon requires that all students graduating from high school have at least one year of health. Basic Health: Healthy Lifestyles is a course looking at lifetime health and lifestyle choices. This class will explore numerous health topics, while addressing required state standards.

In this class we will cover a broad range of health related topics. Though each unit will cover a variety of material, the overarching theme of this course is focused on assisting students in the development and practice of effective communication skills, the development of self-esteem, the ability to resist peer pressure, refusal and negotiation skills, an understanding of the role peer, media, and community influences have on health, and enhance the students' ability to access valid health information and resources.

Much of this course will be looking at the promotion of physical activity across a lifetime, environmental health, and mental/social/emotional health across a lifetime

## **CAREERS 9/10**

Area: Elective .5 Credit Grade: 9-10

*Prerequisite: Case Manager recommendation only.*

Students in Careers 9/10 will be taught skills for high school success. These skills include: self-advocacy and communication; goal setting; work completion and time management; reading, note taking and organizational strategies; and an introduction to work readiness skills.

## **CAREERS 11/12**

Area: Elective .5 Credit Grade: 11-12

*Prerequisite: Case Manager recommendation only.*

Students in Careers 11/12 have been introduced to work readiness skills, the importance of work, and basic information on obtaining and maintaining a job. This class focuses on the main transition areas that students need when they graduate from high school. These areas include employment, independent living, post high school education and training, and leisure and social skills. Students will reflect on their work experiences and how they relate to topics in the class. They will develop a transition portfolio, review and refine their goals, continue to polish self-advocacy skills and continue to model appropriate behavior and skills to be a successful student.

## **PERSONAL FINANCE**

Area: -- .5 Credit Grade Level: 11-12

*Prerequisite: Case Manager recommendation only.*

Personal Finance will use real-life applications to reinforce and extend students' mastery of basic math concepts.

Instruction is focused on topics such as getting a job, balancing a checkbook, creating a budget, shopping, travel, home management costs and saving money. Students will become familiar with the skills to manage money, improve basic math skills and apply problem-solving skills to real life situations.

## **CONSUMER MATH**

Area: -- .5 Credit Grade Level: 9-10

*Prerequisite: Case Manager recommendation only.*

Students in Consumer Math receive instruction in basic math skills that relate to being a consumer and using math skills in real life. Measurement, money math, time management, shopping, travel and problem solving are examples of class topics.

## **SMALL BUSINESS TEAM**

Area: -- .5 Credit Grade Level: 9-12

*Prerequisite: Case Manager recommendation only.*

This class is the first level of a practical work readiness program designed to instruct students in the necessary skills that they will build on to prepare for work life. Students will be involved in a number of hands on jobs around the school such as: creating a small business making duct tape wallets, participating in Green Team activities and school improvement projects, Mike's Closet, bus training and trips, working in the CHS Kitchen, and kitchen/culinary arts training). Students' success in this class will provide them with the skills to be involved in the other levels of the work readiness program through Project Success.

## **COMMUNITY CONNECTIONS**

Elective 1.0 Credit Grade Level: 10-12

*Prerequisite: Case Manager recommendation only.*

Students in Community Connections are exposed to a variety of work sites in the community. In small groups, with adult supervision students leave campus to join the work force at a local business. The students are taught and evaluated on interpersonal skills, attitude/behavior, appearance, completing tasks effectively, being reliable and dependable. Possible work sites are: Food For Lane County, NEXT Step Recycling, and the Community Garden as well as some on campus work sites. Students who demonstrate success in Community Connections will move into the next level of the practical work experience program: Work Experience **WORK EXPERIENCE**

Area: Elective 1.0 Credit Grade Level: 11,12

*Prerequisite: Case Manager recommendation only.*

Students in the Work Experience class have already mastered the basic skills necessary for working off campus. This class is designed to encourage more independence, experience different work environments and take on more tasks. Students will participate in work sites off campus in small groups with adult supervision. They will continue to work on the following skills: interpersonal skills, attitude/behavior, appearance, completing asks effectively, being reliable and dependable. Possible work sites include: Greenhill Humane Society, Goodwill and NEXT Step Recycling. Students with success in this part of the practical work experience will be given the chance to participate in the next level: Work Skills.

## **WORK SKILLS**

Area: Elective 1.0 credit Grade Level: 12

*Prerequisite: Case Manager recommendation only.*

Work Skills is the top level of the practical work experience program through Project Success. Students that are invited to

# Churchill High School

participate in this level have shown mastery in all of the following areas: interpersonal skills, attitude/behavior, appearance, completing tasks effectively, being reliable and dependable. These students will be expected to take on the role of an employee at a local business. They will be expected to work independently at the worksite. They will be trained in the expectations and be given support when needed, and on a day-to-day basis the student will be treated as an employee of the business and held to the standards of an employee.

## **COFFEE CART**

Area: Elective .5 credit Grade 10-12

*Prerequisite: Case Manager recommendation only.*

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

## **INDEPENDENT STUDY**

Area: Elective .5 credit Grade Level: 9-12

*Prerequisite: Case Manager recommendation only.*

This class is designed to support students in their regular classes, assist students in meeting graduation requirements,

teach study and organizational skills, help students acquire self-advocacy skills and manage the demands of high school life.

## **WRITING FOR WORK 9/10**

Area: -- .5 credit Grade Level: 9-10

*Prerequisite: Case Manager recommendation only.*

Writing for Work allows students to develop communication skills that are needed for deciding upon a career, obtaining a job, keeping a job, and being prepared for promotions. Topics of study will include reading help-wanted ads, identifying job skills, writing business letters, addressing envelopes, writing resumes, filling out job applications, talking with an interviewer, filling out W-4 forms, and following directions.

## **WRITING FOR WORK 11/12**

Area: -- .5 credit Grade Level: 11-12

*Prerequisite: Case Manager recommendation only.*

Writing for Work allows students to develop communication skills that are needed for deciding upon a career, obtaining a job, keeping a job, and being prepared for promotions. Topics of study will include reading help-wanted ads, identifying job skills, writing business letters, addressing envelopes, writing resumes, filling out job applications, talking with an interviewer, filling out W-4 forms, and following directions.

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## CHURCHILL CAREER ACADEMIES

Churchill's Career Academies offer a major concentration of study on a particular subject area. They are often referred to as CTE, Career Technical Education programs of study. CTE is organized by a national framework called Career Clusters™, which presents a complete range of related career options to students, helps them discover their interests and passions, and empowers them to choose the education pathway that can lead to success in high school, college, and their chosen career.

Churchill has five academies that are CTE approved by the Oregon Department of Education: *Engineering, Graphic Design, Health Services, and Rachel Carson Environmental Science, and The West End Creative and Performing Arts Academy.* Students may concentrate on one pathway of study to achieve a certificate, but they may also take classes outside of their academy.

Churchill Career Academies are required to link academic and technical content across secondary and postsecondary education. Students can choose to enroll in College Now courses within an academy and earn college credit as well as satisfy some high school requirements. CTE also creates an educational environment that integrates core academics with real-world relevance.

Our partnerships with relevant businesses and industry are a strategic part of the CTE curriculum and student experience at Churchill. The collaborative effort between CHS and Lane County businesses offer students real world understanding, the opportunity to learn new skills, gain knowledge, and to engage in relevant experiences while exploring their career interests. Teachers in the academies have additional CTE licensure from the ODE (<http://www.ode.state.or.us>)

## **CHURCHILL CAREER ACADEMIES**

Engineering Academy	p. 43
Graphic Design Academy	p. 44
Health Services Academy	p. 45
Rachel Carson Environmental Science Academy	p. 46-47
West End Creative and Performing Arts Academy	p. 48

# Churchill High School

professional partners to apply and develop engineering principles to design

**Contact: Engineering Academy 541-790-5262**

## Engineering Academy Course of Study:

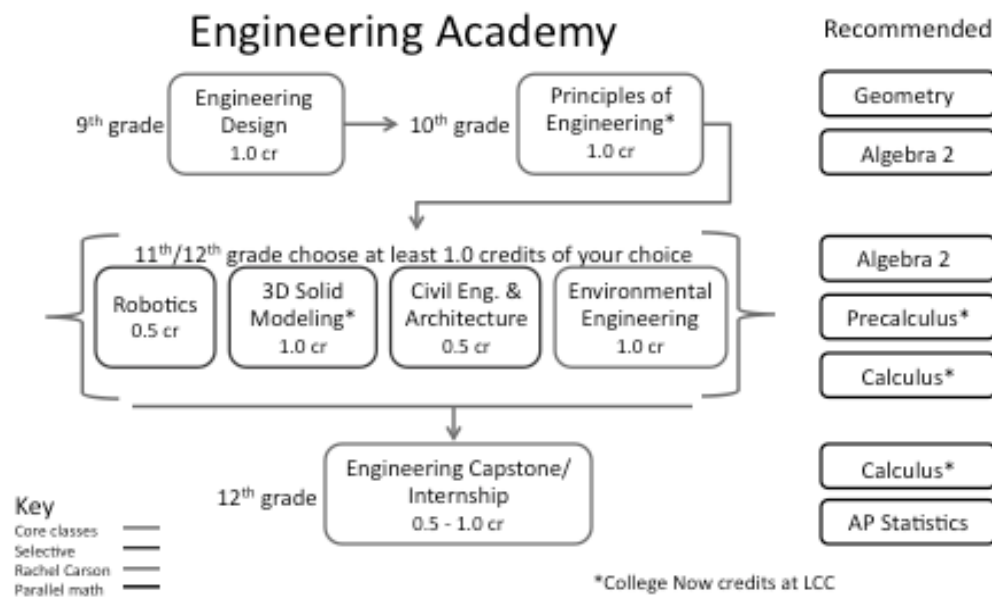
- Engineering Design (9,10)
- Principles of Engineering (10, 11)
- Robotics (10,11,12)
- 3D Modeling (11,12)
- Civil Engineering and Architecture (11,12)
- Engineering Capstone (12)
- Internship in Engineering (12)

*See course descriptions in Applied Arts page 1*

## Engineering Academy



Churchill's Engineering Academy offers students a cutting edge education in STEM subjects: science, technology, engineering and math. The curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. The coursework applies mathematics and physics to hands-on challenges and group projects. Students work with



Students completing the Engineering Academy pathway have several opportunities after graduation. They can go to a 4 year college with AP credits, they can enter an Associates Degree Pre-Engineering transfer program at Lane Community College with College Now credits, they can apply for a Pre-Apprenticeship program through ECCO, or they can go directly into a technical career through our Capstone mentorship/internship.

## Activities and Learning Projects:

- Build a trebuchet and set things flying
- Print a prototype of your design on the 3D printer
- Program a robot and enter a competition
- Become a consultant to solve an engineering problem
- Design a hovercraft
- Build a bottle rocket and test the specs of various models
- Create products and program a computer CAD model

# Churchill High School

## Graphic Design Academy

The Graphic Design Academy provides highly motivated students rigorous study in industry standard graphic design principles, concepts and techniques. Emphasis is placed on hands-on and real-world application of skills and techniques. Coursework is project based as students take their designs from concept all the way through to the printed piece. During the Capstone class, students work on a live design job for a paying client.

### Graphic Design Academy Course of Study:

- Graphic Design I (10, 11, 12)
- Graphic Design II-A (10, 11, 12)
- Graphic Design II-B - College Now (10, 11, 12)
- Graphic Design III - College Now (11, 12)
- 

First year: GDI, GDII-A or GDII-B

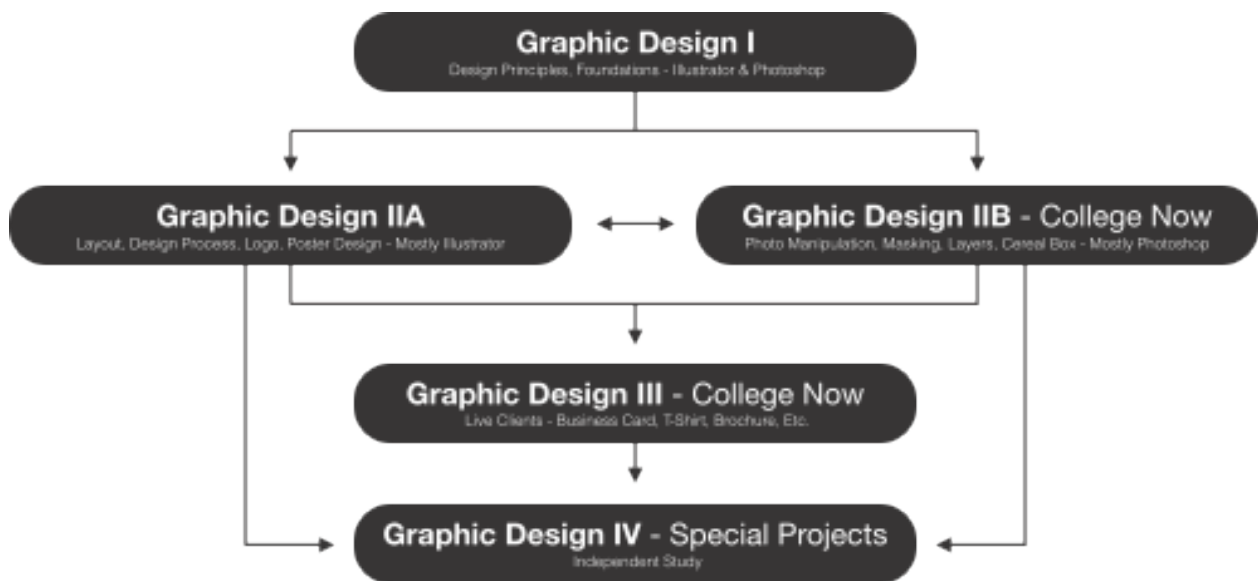
Second year: GDII-A or GDII-B, GDIII

Optional Support Courses: 2 Courses recommended

- Graphic Design IV - Special Projects - optional (11, 12)
- Digital Photography (10-12)
- Digital Media (9-12)
- Design Thinking (9-12)
- Visual Design A or B (9-12)
- Drawing and Painting (9-12)

**Contact: Graphic Design Academy: 541-790-5146**

*See course descriptions in Visual Art and Graphic Design pages 14-16*





# Churchill High School

## Health Services Career Academy

The Health Services Academy is a two-year program of study in which students explore career opportunities in the health and medical field during their junior and senior years. Students gain experience in the medical field through courses in Medical Terminology, Medical Foundations, Advanced Health Occupations, Administrative Medical Assisting, and Health Services Seminar. The medical program of study emphasizes health related skills through hands-on curriculum. Students will master proficiency in health related skills such as vitals, health history, medical exam procedures, as well as nursing skills and demonstrate these skills in job shadows, clinical rotations, and internships. College Now credit is available for highly motivated students who earn a B or higher in qualified courses.

### Health Services Academy Course of Study:

Sophomore Year Requirements:

Healthy Lifestyle (Health)

Junior Year Requirements:

Medical Terminology I and II (Health) LCC College Now

Medical Foundations I and II (Health)

Anatomy & Physiology (Science) LCC College Now Course

\*Selectives: Courses required for completing the Health Services Academy. Students choose selectives based on their interests and career goals. These courses will strengthen the knowledge bank needed when entering the medical field in post-secondary education.

\*Junior Year Selectives:

- IB Biology (2 year course), Chemistry or Physics. (Science)
- College Now courses:  
AP Composition – LCC College Now course  
Nutrition or Human Sexuality  
World Language Year 3– preferably Spanish

Senior Year Requirements:

- Advanced Health Occupations (Health) LCC College Now
- Administrative Medical Assistant (Health) LCC College Now
- Health Services Senior Seminar -- Capstone course

\*Senior Year Selectives:

- IB Biology (2<sup>nd</sup> Year), AP Biology, or AP Chemistry (Science)
- Nutrition or Human Sexuality
- AP World Language

### Activities and Learning Projects:

- Nursing assistant skill sets including vitals, physical exams, and bed making.
- Clinical rotations in the three occupations of choice the junior year at PeaceHealth; Riverbend Hospital located in Springfield, Oregon.
- Medical terminology and its use in the medical field.
- Guest speakers in various medical occupations.
- Internships the senior year with a mentor in the occupation of choice.
- Exposure to various colleges and exploration of their degrees available.
- Field trips to the blood bank, hospitals etc.
- Extended application and the fulfillment of LEAP project in senior year.

**Contact: Health Services Academy 541-790-5144**

*See course descriptions in Health pages 20-21*

*Science page 27*

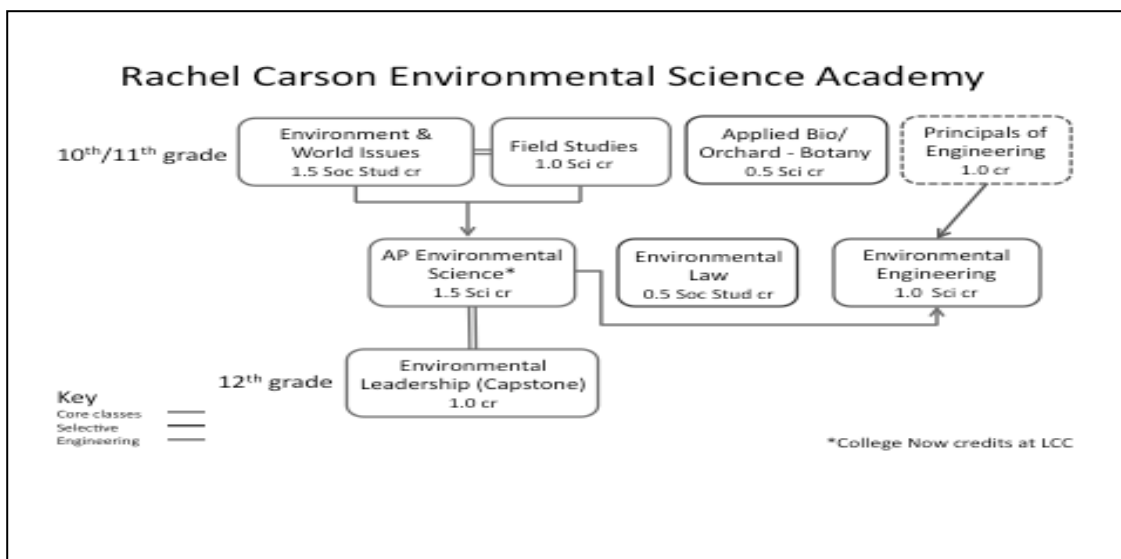
*World Language pages 32-35*

# Churchill High School

## Rachel Carson Environmental Science Academy

The Rachel Carson Academy is a two-year program of study in which students explore career options in the environmental science field during junior and senior years. Students gain an opportunity to study the natural environment through integrated science, social studies and applied arts classes. The curriculum features outdoor field studies classes with a focus on hands-on learning. Students will master skills used in the real world to address challenging environmental problems. College credit for highly motivated students is available through our College Now courses or by taking the AP Environmental Science exam. Our new Environmental Engineering strand of classes integrates the Engineering and Rachel Carson Environmental Science Academies.

Contact: Rachel Carson Environmental Science Academy 541-790-5265



### Activities and Learning Projects:

- Explore natural habitats, such as watching salmon spawn in coastal rivers
- Monitor water quality in local watersheds
- Conduct scientific surveys
- Debate current environmental issues
- Work with resource management professionals
  
- Grow organic vegetables and plants in the garden and greenhouse
- Create positive change within the school and larger community
- Camping in the Redwoods, caving at Lava Beds National Monument or white water rafting

### Rachel Carson Academy Course of Study:

#### Science

Field Studies (A and B)

AP Environmental Science/A, B,C – College Now

RC Capstone A, B

Environmental Engineering

*\*See course descriptions in Science pages 26-28*

#### Social Studies

Environment and World Issues/A, B, C - Open to 10<sup>th</sup>

Environmental Law - Open to 10<sup>th</sup> grade

*\*See course descriptions in Social Studies page 29*

# Churchill High School

## West End Creative and Performing Arts Academy

The West End Creative and Performing Arts Academy (CAPP) is four-year program of study with three focus areas. Students may join the program of study at any time during their high school career although if you start early on, the potential benefit is greater. Students in the West End will be prepared for college and career through a rigorous arts education. The West End is a student run arts organization with an Executive Board, an Adult Advisory Board and active committees facilitating all aspects of the work. Studying, creating and administering the arts is elegant work and demands precision. The rigor, dedication and community fostered between members of the West End builds accountability and unparalleled support.

### West End CAPP Theatre Course of Study

Fine Arts/Other Studies

Design Thinking (9)

Drama I (9/10)

Drama II A,B (10/11)

West End Theatre Tech/Studio (10/11/12)

Capstone Project [Senior project- fulfills LEAP] (12)

*\*See course descriptions in Fine Arts – Drama page 11*

### Theatre Learning Projects and Activities

- Theatre Technology
- Stage Craft
- Costume and Make-Up
- Playwriting
- One Act Play Festival

### West End CAPP Music Program of Study

Fine Arts/Other Studies

Design Thinking (9)

Symphonic Band or Concert Choir

Wind Ensemble or Concert Choir

Jazz Ensemble or Downing Street Singers

Music Technology/ West End Studio (10/11/12)

Capstone Project (12) [Senior project- fulfills LEAP] (12)

*\*See course descriptions in Fine Arts – Music pages 11-13*

### Music Learning Projects and Activities

- Music Technology (sound recording, music notation software)
- Arranging and Composition
- Music Theory (College Now Music Fundamentals Course)
- Concert & Festivals
- Individual and Small Group Performance Opportunities

West End Dance for Physical Education Credit: an outside of the school day option for West End Students to earn 0.5 PE credit

**Contact: West End Creative and Performing**

**Arts Academy 541-790-5161**

# Churchill High School

## EUGENE INTERNATIONAL HIGH SCHOOL

Established in 1984, the Eugene International High School (Eugene IHS) is an alternative school in international studies for grades nine through twelve. The school is designed for students who value global understanding and communication, cultural differences, and improving the human condition. Eugene IHS is a four-year interdisciplinary curriculum focused on the study of nations, their cultures, history, artistic expression, and political, economic, and belief systems. Students who graduate from Eugene IHS will have developed a cultural awareness necessary for international communication and understanding.

Located at three sites in District 4J on the campuses of South Eugene High School, Sheldon High School, and Churchill High School, Eugene IHS offers students a core curriculum in international studies during half of their school day. During the other half, Eugene IHS students can select from an array of courses offered in the host schools in the sciences, mathematics, languages, publications, applied technology, physical education, and fine and performing arts. Students with advanced language skills in Spanish or French have the opportunity to participate in language immersion courses in Eugene IHS.

The organizational structure of Eugene IHS is a school-within-a-school model. Eugene IHS shares the facilities and resources of the host high school. This model not only provides an opportunity for students to specialize in international studies and to benefit from the excellent offerings in the host schools, but also serves as a catalyst to increase the international dimension of the regular school program.

Eugene IHS is a member of the International Baccalaureate Program, a worldwide affiliation of schools that promotes international standards of achievement. All the course work for Eugene IHS juniors and seniors meets the requirements for the IB. Eugene IHS students may choose to pursue the full IB diploma with examinations in six subjects or to earn certificates in specific areas of study. The IB diploma and the certificates can earn students college credit in universities and colleges all over the world.

### School Board Statement on Alternative Schools

The Board of Directors recognizes that the educational goals of School District 4J can best be attained through educational programs as diverse as students' needs within a pluralistic society. Therefore, the board endorses the development of a variety of alternative schools and programs through the cooperative efforts of educators, parents, students, and/or community resources.

An alternative school is defined as any complete educational program that represents a distinctive strategy within the district for achieving the educational goals defined in the school board's philosophy statement and in the program goals

and objectives of the district's required curriculum. The term "complete educational program" is used herein to mean a school that has an organizational structure, a teaching staff, a budget, and a specific curriculum, each of which is separate from other schools. An alternative school may share the facilities, administrative personnel, and the support services of another alternative school, or may be an autonomous unit. An alternative school may differ from other schools in ways that include, but are not limited to, the following:

1. The school may emphasize a specific element of the district's approved curriculum;
2. The school may present the district's approved curriculum in a sequence different from the order of presentation in other schools;
3. The decision-making process for governance of the school may differ from the processes used in other schools;
4. Students may be grouped for instruction in some unique manner;
5. The teachers in the school may emphasize a specific instructional strategy.

The Eugene School District Board of Directors approved Eugene International High School as an alternative high school in June 1984.

## PROGRAM GOALS

Eugene International High School will enable students to:

- Be active and informed citizens of the United States and the world, skilled at responding creatively to an increasingly interdependent world.
- Recognize and understand the cultural differences and similarities of people in the world and within their own country.
- Appreciate the impact that world affairs have on the individual.
- Be aware of the interdependence of countries and cultures in a world society.
- Understand the nature of ecological, technological, and economic interdependence.
- Communicate in an international, multi-lingual community across linguistic and cultural boundaries.
- Appreciate world languages including non-western languages.
- Understand Oregon's important link with Pacific Region countries.
- Gain an awareness of careers related to international affairs

## PROGRAM REQUIREMENTS AND OPTIONS

### Admission

Admission into Eugene IHS is based on self-nomination and predicated on an interest in international studies and world languages. A student's experience will be enhanced by a desire to gain international knowledge and perspective and by good study skills, self-discipline, awareness of current world developments, good communication skills, and a collaborative

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relationship between teachers and families. There are homework expectations and an opportunity for independent study.

All interested students must fill out a School Choice application form online by the deadline. Students will be accepted into Eugene IHS based on a lottery conducted at the 4J District Office. Please check the 4J website for further details: <http://www.4j.lane.edu/choice>.

Results of the lottery will be available in March for the 2014-2015 school year. Students will then be notified of their acceptance and sent a Eugene IHS enrollment form. Students must turn the enrollment form in to the designated Eugene IHS office by the deadline in March. In addition to this, students must enroll at their host school.

Priority in the district lottery for Eugene IHS is as follows:

1. First priority will be given to students who were previously enrolled in the school but whose parents have moved to the attendance area of another District 4J school. Families who claim priority based on "returning student status" may be asked to show documentation of past residency in the region. The intent of this priority is not to accommodate Families who may be using residence in multiple homes in the district to bypass residency requirements. Second priority will be given to students who request transfer to a school that will be attended during the coming school year by another member of the requesting student's immediate household.
2. In addition to the above priorities, in 2006 the Eugene School Board approved a new policy that established priority for students who live within the attendance boundaries of the neighborhood school. Therefore, for example, in the lottery, priority will be given to a student who lives in the South region to attend Eugene IHS at South over a student who resides in the Sheldon or Churchill regions.
3. Immersion students will have automatic entrance into Eugene IHS since the school lottery has already been applied. However, immersion students must fill out the Eugene IHS enrollment form, which is mailed home in January. This form should be returned by the district's school choice deadline in March to the appropriate Eugene IHS office: Spanish Immersion at Eugene IHS at Sheldon and French Immersion at Eugene IHS at South.

If a student exits Eugene IHS and does not live in the attendance region, he/she must attend their neighborhood high school or obtain an official transfer from the district in order to stay at the host school.

If the host school is full, the student will be placed on a waiting list. If a student exits Eugene IHS and does reside in the attendance area, the student may attend the host school.

Eugene IHS asks for a commitment of one trimester from students before the decision is made to exit. All students must process the Eugene IHS withdrawal form when exiting the program.

Students may enter the program any time through the beginning of eleventh grade year on a space available basis. Admissions after that are at the discretion of the head teacher and the eleventh grade teachers and require a parent, student, and head teacher conference.

## **World Language Requirement**

As part of their commitment to international studies, Eugene IHS students study world language. Students must be concurrently enrolled in a world language or in some other approved course of study in a world language for three of the four years they are enrolled in Eugene IHS. Students preparing for college admission should complete two years of the same world language. Students who intend to pursue the International Baccalaureate Diploma must complete a minimum of four years of the same world language. Students are expected to meet the world language requirement in good faith to the best of their ability.

## **International Baccalaureate Diploma**

Eugene IHS is a member of the International Baccalaureate Program, a worldwide affiliation of schools that promotes international standards of achievement. All the coursework for Eugene IHS juniors and seniors meets the requirements for the IB. Eugene IHS students may choose to pursue the full IB Diploma with examinations in six subjects or to earn Certificates in specific areas of study. The IB Diploma and the Certificates can earn students college credit in universities and colleges all over the world. Students register and pay fees for IB testing in the AFII of junior and senior year. Examinations are conducted in May.

## **State Graduation Requirements**

New Oregon High School diploma requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete specific credit requirements, demonstrate proficiency in essential skills, and meet personalized learning requirements, which include:

- Educational Plan and Profile: Develop an educational plan and build an educational profile
- Career-Related Learning Standards: Demonstrate career-related knowledge and skills
- Career-Related Learning Experiences: Participate in career-related learning experiences as outlined in the education plan
- Extended Application: Demonstrate extended application through a collection of evidence

Eugene IHS students will have opportunities to demonstrate proficiency in essential skills during their high school career and meet the personalized learning requirements by taking, and passing, first trimester junior seminar.

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## **CREATIVITY, ACTION, SERVICE (CAS) IN EUGENE IHS**

Students in Eugene International High School will complete 150 hours of CAS activities over the course of junior and senior year: 100 hours of service, and a reasonable balance between creativity and action for the additional 50 hours. Requirements are outlined in detail in the CAS Student Handbook. In addition, students receive information in classes.

Many high school organizations and the District 4J Honors Diploma Seal require community service work. From its beginning, Eugene International High School has made experiential learning a part of our identity. We are committed to Creativity, Action, and Service (CAS) as an aspect of an international studies curriculum; for it is one more way students gain confidence and knowledge in a broader world than home and school.

In undertaking CAS during the junior and senior year, students derive many benefits, both practical and altruistic. The activities and experiences in which students are involved can be more fully developed both in service to the community and in exploring student interest and potential via creativity and action.

### **WHAT IS CAS?**

CAS is a fundamental aspect of the Eugene IHS experience. The emphasis of CAS is on new and experiential learning. It is designed to involve students in new roles, and explore ways in which current activities can become true learning experiences. The emphasis is on learning by doing real tasks that have tangible outcomes and then reflecting on these experiences. The ultimate goal of CAS is to nurture life-long learners who seek new opportunities and challenges, balance personal and academic pursuits, act with integrity, responsibility and compassion, and who value diversity, ambiguity and discovery to create a better and more peaceful world.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities that involve creative thinking. Examples could include participation in music, theater, fine arts, design, or creating a lesson plan or project. In a student's CAS program, creativity fosters an appreciation for the arts.

Action is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. In a student's CAS program, action focuses on the physical, and thus, mental, well being of the student.

Service consists of an unpaid and voluntary community contribution that has a learning benefit for the student,

and fosters a greater sense of commitment to the community—local, national and international. In a student's CAS program, service focuses on an endeavor beyond a student's current experience.

## **SCHEDULE**

Eugene International High School has a unique schedule, one of its features as an alternative school.

The Eugene IHS schedule provides:

1. A block of time that allows for integrated study and a variety of instructional strategies.
2. A structure that allows a cohort group of students to share the same classes and teachers for the year, thus establishing a learning community in which students are encouraged to think critically, to challenge ideas, and to be respectful of the ideas of others.
3. Instructional time that facilitates student presentations, group work, guest speakers, panel discussions and simulations.
4. Common planning time for the staff to meet in teams to collaborate on curriculum, learning activities, and special student needs and to be available to meet with students individually and in small groups.

Eugene IHS students are enrolled in either a Eugene IHS morning block or afternoon block. The rest of their day is spent in the host school attending classes in mathematics, science, language, physical education, and other courses of their selection.

### **Graduation**

Students in Eugene IHS have several graduation opportunities available to them. Each includes an interdisciplinary curriculum with an emphasis on world language, and all plans are college preparatory in nature.

### **Diploma**

Eugene IHS offers a four-year curriculum. Students who successfully complete the curriculum receive an honorary Eugene International High School diploma, in addition to an official high school diploma. To earn the Eugene International High School diploma, students must complete grades eleven and twelve in Eugene IHS with passing grades, complete three years of world language study, complete 150 hours of CAS (Creativity, Action, Service), and satisfy requirements for high school graduation. A year of study abroad may substitute for either the junior or senior Eugene IHS course work toward earning the Eugene International High School diploma. Eugene IHS students who have not met the requirements for the Eugene International High School diploma may still participate in the Eugene IHS graduation ceremony if they meet their host school's requirements for participation in the host school's graduation ceremony.

### **Early Graduation**

Eugene IHS juniors who plan to graduate early from their host schools at the end of junior year must complete the year of Eugene IHS courses in Comparative Political and Economic Systems, (IB) History of the Americas, (IB) Literature of the Americas, (IB) and Junior Seminar. Early graduation does not qualify the student for the Eugene International High School diploma.

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## **International Baccalaureate Diploma**

The International Baccalaureate, a program for juniors and seniors, is recognized by most colleges and universities for credit or advanced standing. These students often also receive priority for admission. Students seeking the International Baccalaureate Diploma must pass six examinations, complete a 4,000 word extended essay, and complete projects in creativity, action, and service. Eugene IHS students may also elect to take examinations in selected subject areas to earn IB Certificates. Students passing these subject area examinations earn certificates and receive college credit at selected colleges and universities, similar to Advanced Placement Credit. International Baccalaureate Diploma guidelines are outlined in detail in the IB Parent/Student Handbook available in the Eugene IHS office.

## **District 4J Honors Diploma Seal**

All District 4J high school students, including Eugene IHS students, can earn this recognition for a high GPA and service. Students should consult the counselors for regulations and guidelines about earning this recognition.

## **Coursework for Graduation Plans**

The following shows the courses students take in Eugene International High School at each grade level. Below that is a description of coursework needed for Eugene IHS students desiring the Eugene International High School Diploma or the International Baccalaureate Diploma.

## **Eugene IHS Curriculum**

### Grade Nine

Global Geography  
Global Literature  
Global Health

### Grade Ten

Global History  
Global Literature & the Arts  
Comparative Values & Beliefs Global

### Grade Eleven

History of the Americas, IB  
Literature of the Americas, IB  
Comparative Political & Economic Systems, IB  
Advanced Independent Projects  
Junior Seminar

### Grade Twelve

20th Century Global History, IB  
20th Century Global Literature, IB  
Theory of Knowledge, IB  
Extended Essay, IB  
CAS, IB

## *Eugene IHS Honorary Diploma*

Completion of all Eugene IHS coursework in 11th/12th grades\*  
Three years (3 credits) of world language study while enrolled in Eugene IHS  
Requirements for high school graduation  
Complete 150 hours of CAS (Creativity, Action and Service)

## *International Baccalaureate Diploma Plan*

Completion of all Eugene IHS coursework in 11th/12th grades\*  
World language study through the fourth level  
Requirements for high school graduation  
Completion of 150 hours of CAS (Creativity, Action and Service)

Three or more years of science, including one year of IB/AP chemistry, biology or physics  
Three or more years of mathematics, minimally through Pre-Calculus or FST/PDM

\*Travel and/or study abroad may substitute for part of or all of one year. Interested students should meet with the head teacher if they are considering travel during junior or senior year.

## **CURRICULUM**

The Eugene International High School curriculum 9-12 is an integrated course of study in the history, culture, literature, artistic expression and political, economic, and belief systems of nations across time and across the globe.

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## **IHS COURSES**

### **GLOBAL GEOGRAPHY**

Area: SS 1.0 Credit (Full Year)

Grade Level: 9

*Prerequisite: Must be enrolled in Eugene IHS*

Global Geography enriches students' understanding of the voices, history, culture, setting, and current political/environmental issues of people in each region of the world.

### **GLOBAL LITERATURE**

Area: LA 1.0 Credit (Full Year)

Grade Level: 9

*Prerequisite: Must be enrolled in Eugene IHS*

Global Literature introduces literature from various regions around the world and focuses on universal issues and themes, cultural foundations, and colonization. We begin the year reading travel narratives and poetry to examine our own philosophies on travel. The units that follow include readings from Australia, Asia, Africa, and Europe. Woven into these units will be the study of writing, critical thinking, vocabulary, grammar, and speaking skills. Because good communication skills – reading, writing, speaking, and listening – are essential for addressing universal issues in a global world, students will also learn how to write a formal essay, develop critical thinking skills through focused discussion, and participate in individual and group presentations. Novels, plays, short stories, articles and poetry will be used as a foundation to our units of study.

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## **GLOBAL HEALTH**

Area: HE 1.0 Credit (Full Year)

Grade Level: 9

*Prerequisite: Must be enrolled in Eugene IHS*

Global Health is the study of important global health issues. Students will examine the political, social, and economic determinants of health in developing countries, and will take a multidisciplinary approach to understanding the solutions to health, environmental disease-related problems. In addition, students will seek to understand their own health issues, and personal effectiveness and well-being in the broader context of a global education.

## **GLOBAL LITERATURE & THE ARTS**

Area: LA 1.0 Credit (Full Year)

Grade Level: 10

*Prerequisite: Must be enrolled in Eugene IHS*

Global Literature and the Arts is a study of literature, composition, and the humanities. The literature and the arts studied in this course are representative of the heritage of the cultures covered in Global History and Comparative Values and Beliefs. Students write a variety of essays building on skills acquired in ninth grade Global Literature in writing, reading, and speaking.

## **COMPARATIVE VALUES & BELIEF SYSTEMS**

Area: SS 1.0 Credit (Full Year)

Grade Level: 10

*Prerequisite: Must be enrolled in Eugene IHS*

Comparative Values and Belief Systems is a class on comparative world religion and philosophy. Students examine similarities as well as the obvious differences existing from one culture to another. Anthropological and sociological perspectives are emphasized.

## **GLOBAL HISTORY**

Area: SS 1.0 Credit (Full Year)

Grade Level: 10

*Prerequisite: Must be enrolled in Eugene IHS*

Global History is a comparative analysis of civilizations. Students examine causes and effects of cultural diffusion, analyze the rise of state systems, and investigate a number of international systems of the modern era.

## **LITERATURE OF THE AMERICAS (IB)**

Area: LA 1.0 Credit (Full Year)

Grade Level: 11

*Prerequisite: Must be enrolled in Eugene IHS*

This course includes works of fiction and non-fiction from the early 19th century through the 20th century from North America and Latin America. This course is integrated with the History of the Americas class and, together with the economics course, provides students with a greater understanding and knowledge of the culture of the Americas and the role of the Americas in the global political and economic community. Students learn the major social, political, ideological, economic, and cultural forces that have shaped the literature of the Americas; compare the literature of different American

cultures; define and identify major literary trends in the Americas; demonstrate in written and oral analysis a sound understanding of literary devices and terms for literary analysis; analyze, interpret, and evaluate literary works, orally and in writing. This course works toward preparation for the International Baccalaureate exam in English.

## **HISTORY OF THE AMERICAS (IB)**

Area: SS 1.0 Credit (Full Year)

Grade Level: 11

*Prerequisite: Must be enrolled in Eugene IHS*

North America and Latin America are studied for the purpose of comparing/contrasting the similarities and differences in cultural roots, political-economic-social development, and modern international relations. The US Constitution and its impact on critical issues in modern US History will serve as an on-going focus throughout the year. This course works toward preparation for the International Baccalaureate exam in History.

## **COMPARATIVE POLITICAL & ECONOMIC SYSTEMS (IB)**

Area: SS 1.0 Credit (Full Year)

Grade Level: 11

*Prerequisite: Must be enrolled in Eugene IHS*

In Comparative Political and Economic Systems many political, economic, and social systems are analyzed. Using a systems' perspective, students analyze a variety of current issues in the global economy, ranging from the debate over free trade and global interdependence, to competing development models for the world's poorer nations, to the impact of population and economic growth on social, political, and ecological systems. This course works toward preparation for the International Baccalaureate exam in Economics.

## **JUNIOR SEMINAR**

Area: OS 1.0 Credit (Full Year)

Grade Level: 11

*Prerequisite: Must be enrolled in Eugene IHS*

The Eugene IHS Junior Seminar begins in the junior year and extends through the senior year. This course will enable students to direct their learning in the path they will take beyond graduation. The first part involves service learning and post-secondary research. During the second part, students will embark on research for the Extended Essay (senior paper) on a topic of their choice. This course is required for graduation from Eugene IHS, and completion of the first part meets all the requirements for graduation in the State of Oregon.

## **20TH CENTURY GLOBAL HISTORY (IB)**

Area: SS 1.0 Credit (Full Year)

Grade Level: 12

*Prerequisite: Must be enrolled in Eugene IHS*

This course is designed to encourage the critical study of human experience in the 20th century in a myriad of political, social, economic, and ideological environments. Further, from the study of 20th century history, students will develop an appreciation and understanding of history as a discipline,



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including empathy and understanding for people living in a variety of places and times. Themes examined include: democratic states—challenges and responses, origins and development of authoritarian and single-party states, nationalist and independence movements in Asia and Europe, and the Cold War. This course forms the second year of the two-year curriculum in preparation for the International Baccalaureate History exam.

## **20th CENTURY GLOBAL LITERATURE (IB)**

Area: LA 1.0 Credit (Full Year)

Grade Level: 12

Prerequisite: Must be enrolled in Eugene IHS

This course is a study of 20th century literature from several cultures and of earlier works that have shaped modern consciousness and literary styles. This course is thematically integrated with the 20th Century Global History (IB) course. 20th Century Global Literature (IB) forms the second year of the two-year curriculum in preparation for the International Baccalaureate English exam.

## **THEORY OF KNOWLEDGE (IB)**

Area: OS 1.0 Credit (Full Year)

Grade Level: 12

Prerequisite: Must be enrolled in Eugene IHS

Theory of Knowledge attempts to intensify the curiosity and competence of students, build critical analysis skill, and encourage creative synthesis among all areas of study. The class puts emphasis on the role of knowledge, faith, opinion, belief, and truth as they relate to the human condition throughout history. The International Baccalaureate Organization views the Theory of Knowledge course as the culminating experience in a student's secondary education.

## **EXTENDED ESSAY (IB)**

Area: LA .666 Credit (Two Trimesters)

Grade Level: 12

Prerequisite: Must be enrolled in Eugene IHS

Each student writes a 4,000-word essay, begun in the junior year, on a concern of the student's choice about the world away from the classroom. This project is required of all Eugene IHS students and is a requirement for the International Baccalaureate Diploma.

## **CAS (IB)**

Area: OS 334 Credit (One Trimester)

Grade Level: 12

Prerequisite: Must be enrolled in Eugene IHS

Students in Eugene HIS will complete 150 hours of CAS (Creativity, Action, Service) and written reflections by the end of their senior year. The emphasis of CAS is on new and experiential learning. This course helps satisfy the requirements for the International Baccalaureate Diploma.