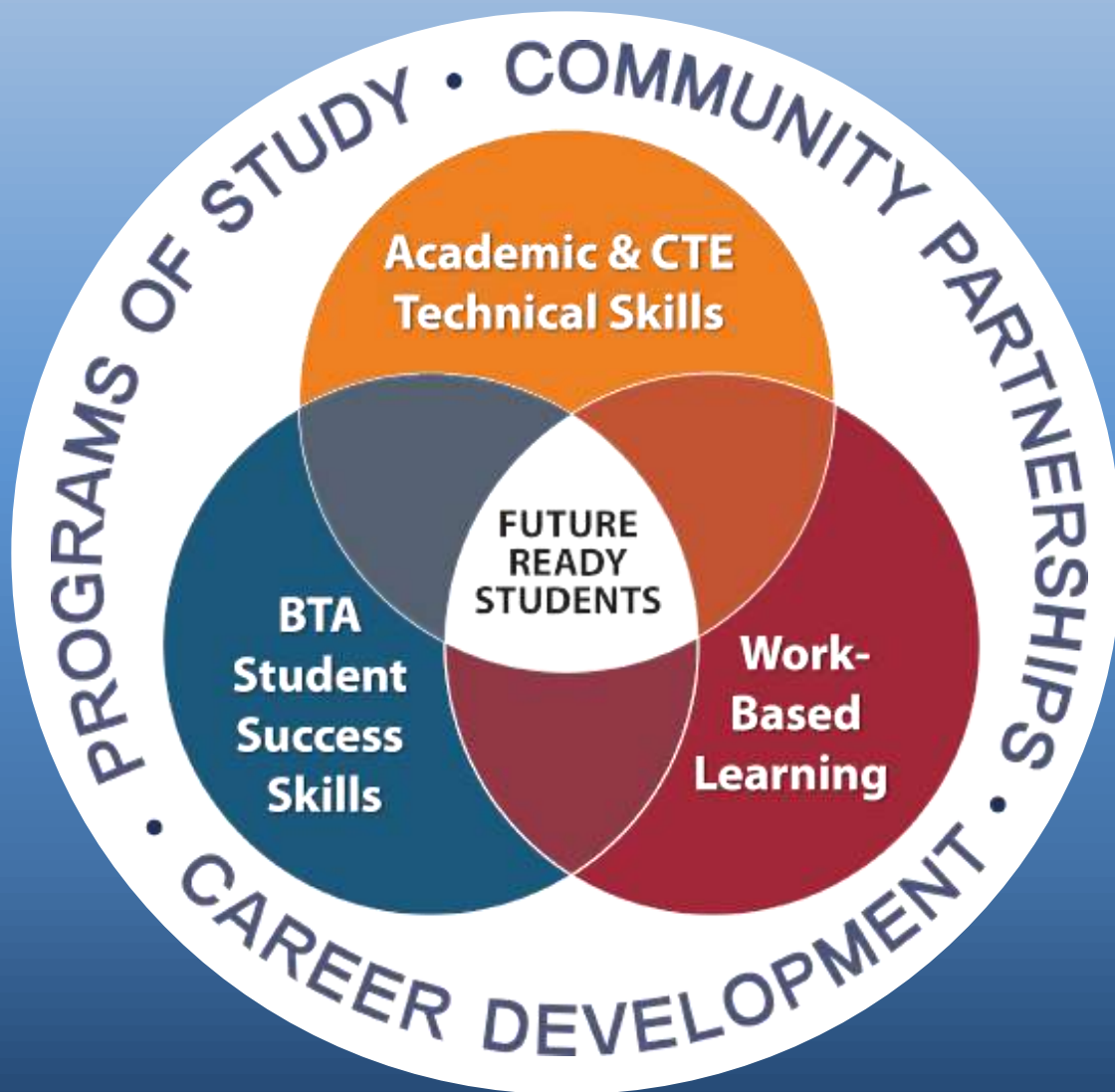


# **Bend Tech Academy 2025-2026**

## **Curriculum Guide**



*Home Of the Explorers*



## District Mission

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

Bend-La Pine Schools is a community of learners committed to the success of each and every student. This success must not be predicted or predetermined by race, ethnicity, country of origin, family economics, mobility, gender, sexual orientation, gender identity, disabilities, or religion. To achieve this goal, the district will pursue equity: a commitment to ensure that all students receive what they need to succeed. The principle of equity supersedes the notion of equality, where all are treated the same. Pursuing equity requires the removal of barriers and the promotion of inclusive practices so that all students fully benefit. The principle of equity will inform all district policies, regulations, programs, operations, practices, and resource allocations. The district has identified the following foundational beliefs:

1. Each student can learn at the highest level when staff hold high expectations for all and provide appropriate support.
2. Maximizing the success of all students requires allocating resources equitably.
3. Every adult in the district shares the moral imperative and collective ownership to eliminate disparities and ensure each student's current and future success.
4. We honor the cultures and background experiences of all families and members of our community, recognizing them as critical partners in supporting students' educational success.

For further information, please see the Bend-La Pine Schools [Equity Stance](#).

## District Core Values

- **World Class:** Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.
- **Students First:** Decisions based on what is best for students.
- **Culture of Excellence:** A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.
- **Data Driven:** Decisions based on the best information and practices available.
- **Positive Relationships:** Interactions based on honesty, dignity, respect, and integrity.

## Non-Discrimination Administrative Policy

Bend-La Pine Schools does not discriminate on the basis of sex, race, color, creed, religion, national origin, age, disability, marital status, sexual orientation, gender identity or expression, veteran or military status, or any other status protected by law, in any of its programs and activities and provides equal access to the designated youth organizations in the Boy Scouts of America Equal Access Act. The following persons have been designated to handle inquiries regarding the district's non-discrimination policy: Title II Coordinator: Executive Director of Student Services, 520 NW Wall Street, Bend OR (541-355-1060 or [titleii-coordinator@bend.k12.or.us](mailto:titleii-coordinator@bend.k12.or.us)) Title VI Coordinator: Director of Diversity, Equity, and Inclusion, 520 NW Wall Street, Bend OR (541-355-1060 or [titlevi-coordinator@bend.k12.or.us](mailto:titlevi-coordinator@bend.k12.or.us)) Title IX Coordinator: Human Resources Director, 520 NW Wall Street, Bend OR (541-355-1100 or [titleix-coordinator@bend.k12.or.us](mailto:titleix-coordinator@bend.k12.or.us)) 504 Coordinator: Assistant Director of Special Education, 520 NW Wall Street, Bend OR (541-355-1060 or [504-coordinator@bend.k12.or.us](mailto:504-coordinator@bend.k12.or.us)). [View our non-discrimination policy and complaint procedure here.](#)



**We focus on ensuring every student is Future Ready and prepared for both college and career success. We connect students with teachers, peers and community partners to give them a variety of learning opportunities, high engagement experiences and an opportunity to build lasting relationships.**

### **Using this Guide:**

We encourage students to carefully use this Curriculum Guide as they choose their classes for this school year. The Curriculum Guide outlines the district's academic policies and is designed to familiarize students with the programs and courses taught at their school. This guide is much more than a list of course offerings; it is a counseling tool to help students organize their high school educational plan and begin preparing for their post-high school education and career goals. We recommend students spend time reading through the course descriptions and finding opportunities to explore new interests and take on challenges.

Whatever the goal, we encourage students to consider taking a rigorous, challenging course of study while also exploring their interests beyond the classroom through co-curricular activities in the community. With the guidance and expertise of their school counselors, students will begin the forecasting process in late winter/early spring to request courses for next year. Once students have a good idea of which courses interest them, school counselors will be able to help answer any remaining questions about course sequences, credits necessary for graduation, and how the classes students take will meet their post-high school goals. Parents are encouraged to take an active role in this process and carefully review their students' choices and educational plans.

The curriculum guide is published in January to assist students and families with the forecasting process for the upcoming school year. Please keep in mind that the information provided is subject to change by the time the next school year arrives, especially in relation to staffing and student interest in classes.

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**Bend Tech Academy Administrative**

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Dr. Clark

Principal

**Bend Tech Academy Counselor**

Each BTA student is assigned an advisor that they will have during their time at BTA. Every advisor is paired with a counselor that will support those advisory students with academic, social/emotional and college/career development throughout high school.

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**Bend Tech Academy Counseling Team**

Ms. Gunter

Counselor

Ms. Eilers

School Physiologist

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**Counseling Support**

Ms. Speck

Counseling & Curriculum Secretary/Registrar

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**School Counseling Program  
Support**

Bend-La Pine Schools' (BLS) counselors deliver a comprehensive program to ensure all students receive the knowledge, attitudes, and skills needed in academic, college/career, and social/emotional development. In partnership with shareholders, school counselors are advocates for equity, access, and success for all students. School counselors empower students with a well-rounded, challenging, and quality educational program to flourish as responsible, productive citizens in the 21st century. School counselors deliver their program through large group and individual programming with students. BLS school counseling program includes:

- Classroom lessons to support academic, college/career and social emotional development
- Individual student planning meetings and lessons
- Workshops to enhance post-high school options planning
- Academic and college/career information nights for families
- Responsive services to provide support to students
- and much more!

This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

## Bell Schedule

Bend Tech Academy uses a trimester system of scheduling; courses meet for one trimester. The school day runs from 8:45 a.m. until 3:45 p.m. Students should be enrolled in 5 classes for each semester. For the Daily Bell Schedule can be found on the [BTA website](#).

## Courseload

Students in grades 9-10 are required to enroll in five class periods. A few may have open periods due to extenuating circumstances, which must be agreed upon by the administrators, counselor and parent or guardian.

Students in grade 11 and 12 have the flexibility to enroll in 4 or 5 classes, depending on their credits towards graduation. If students in grade 12 are interested in having less than 4 classes, they must consult with their counselor to ensure that they are meeting graduation requirements and on track for their post-high school plan.

## Course Enrollment Expectations

Once you have selected a set of courses, you are expected to remain in them for the duration of the class term. That means you want to choose the right classes for you. Be sure to carefully read all class descriptions in this guide, and ask your parent or guardian, teachers, and counselor about anything you don't understand.

## Units of Credit

Credits are the units by which academic progress is measured. Students generally earn one-half (0.5) credit for passing a trimester (12week) class and one (1.0) credit for passing a full year (36-week) class. Students have the potential to earn 7.5 credits per year.

## Course Types

There are three different levels of classes in high school:

- **Standard:** These classes are appropriate for most students to foster skills and understanding at grade level.
- **AP:** These classes are the most rigorous courses of study we offer. They are college-level offerings tied to national curricula, require special teacher training, and culminate in an exam that when successfully passed may translate to a college credit. They offer consistently rich and challenging material, and require much from a student.
- **Dual Credit/College Now:** College Now is a partnership between Central Oregon Community College and area high schools in which students can earn college credits in a high school class. These credits can transfer to all Oregon public colleges and universities.



This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

## Advisory

Academy Prep, our advisory course, meets one day per week and earns 0.25 credits over the course of the entire year.

## Grading Procedures

Grade Point Average (GPA) for standard courses is computed on a four-point scale. AP and IB classes are computed on a weighted five-point scale. Cumulative GPA (non-weighted) and Weighted Cumulative GPA are calculated and displayed on each student's transcript.

GPA		Weighted GPA	
Grade	Grade Point Earned	Grade	Grade Point Earned
A	4	A	5
B	3	B	4
C	2	C	3
D	1	D	2
F	0	F	0
P / Pass	No GPA Impact	NG / No Grade	No GPA Impact
NP / No Pass	No GPA Impact	W / Withdrawal	No GPA Impact
NG / No Grade	No GPA Impact		
W / Withdrawal	No GPA Impact		

All grades will remain on the transcript. This will include failures and courses repeated for credit. All grades will be calculated in the GPA with the exception of P/NP/NG/W as listed above.

The Bend-La Pine school district does not rank its students. We will provide percentile ranking directly to universities or scholarship organizations should they ask.

This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

## Add / Drop Policy

If a student is enrolled in a course and decides to drop that course within the first ten (10) class sessions, there will be no record of enrollment in that class on the transcript. This is considered a withdrawal. If a student withdraws from a course after the first ten (10) class sessions, the student will receive an "F." This grade will remain on the transcript and will be factored into the student's GPA. The principal has the authority to approve on a case-by-case basis appeals to an "F" resulting from a course drop and to assign a "W" with no grade penalty based on extenuating circumstances. ([See district policy.](#))

In special circumstances, students may drop a class after ten days and enroll in an equivalent online version of the class up to six weeks into the semester and receive a "W" grade for the dropped class instead of an "F." However, if the student fails to enroll in and complete the online class, the "W" will be changed to an "F." Incomplete will not be given as a final grade.

## Incomplete Grades

A student can be given an Incomplete grade (INC) at the end of a semester/trimester when a teacher feels the student needs additional time to complete required coursework and principal approval is granted. The amount of time needed will be arranged between the student and teacher, not to exceed the following semester/trimester. If an INC grade is awarded at the end of the school year, the student will need to complete required coursework and the grade must be recorded by the end of the first semester/trimester of the new school year. If the required coursework is not completed within the agreed upon time, the INC grade will revert to an F.

## Repeat Courses

Students may repeat any course in order to improve their knowledge when a grade of "D" or "F" has been earned. A "D" or "F" indicates course completion, will be recorded on the transcript, and used in the GPA calculation. In the event a course is retaken, the higher grade earned will count for required credit on the transcript and the lower grade will be counted as elective credit on the transcript.

## Transfer Grades and Outside Credits

Bend-La Pine Schools will accept high school credits earned from other educational institutions reflecting appropriate accreditation. An official transcript and information from the school must reflect the accrediting agency. Bend-La Pine Schools reserves the right to deny credits that have not been properly accredited/approved. Grades and credits from other accredited schools are transcribed onto the student's Bend-La Pine transcript under the year and term in which they were completed and with the letter grade or percent translation as awarded by the other school. Transfer grades are calculated into the student's GPA as outlined in the Grading Procedures section of this guide. GPA weight is added for qualifying AP/IB grades only (weight will not be added for Honors or Pre-AP courses).



This section is designed to provide students and families with basic information about district policies that can impact students' course selections and schedules each year.

## **Athletic Eligibility**

To participate in athletics and activities in high school, students must meet the academic eligibility standards of the Oregon School Activities Association (OSAA) and Bend-La Pine Schools, which are as follows (for Trimester schools):

- ❖ Passed 4 classes totaling at least 2.0 credits in the previous trimester.
- ❖ Currently enrolled in and passing 4 of 5 classes totaling 2.0 credits.
- ❖ Meets satisfactory progress requirements yearly

For further athletic/activity eligibility requirements, please reach out to your counselor.

## **Graduation Activities**

A student who successfully completes all required graduation requirements of the State of Oregon, the Bend-La Pine School District Board of Education, and Bend Tech Academy, and who is in good standing, may participate in graduation activities.

# Alternative Credit Options

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

## Bend - LaPine Schools Online

Bend-La Pine Schools Online (BLSO) serves thousands of students in grades 9-12 every year, with schedules varying from just one course to a full-time online schedule. This program offers an expansive curriculum of more than 300 courses in multiple levels—core, comprehensive, honors, and college-level Advanced Placement® (AP®), plus remediation and credit recovery options—to meet the needs of diverse learners.

All 6th-12th grade courses will use the STRIDE (formerly Fuel Education) curriculum and be taught using the PEAK Learning Management System. This system offers flexibility for students to work at their own pace and complete the credits they start, regardless of traditional brick-and-mortar school schedules. Students who are using online courses to meet National Collegiate Athletic Association (NCAA) requirements will need to work with their counselor and BLSO to ensure the courses they are taking meet NCAA eligibility.

[Bend-La Pine Schools Online 2024-25 High School Course List](#)

Students interested in pursuing BLSO options should contact their school counselor.

## Expanded Options

Expanded Options is a joint offering between Bend-La Pine Schools and Central Oregon Community College (COCC). This program allows you to take 100-level or higher college courses onsite (or online) through COCC on a seat-available basis. Priority will be given to students from historically underrepresented groups. That means you can begin earning college credits while you are still a student at Bend Tech Academy and apply your Expanded Options college coursework to your high school graduation requirements at no out-of-pocket cost. To participate in Expanded Options, you must:

- Be enrolled in a Bend-La Pine Schools high school with junior or senior standing and be at least 16 years old at the time of enrollment or during the program;
- Have an educational learning plan based on postsecondary and career goals;
- Have neither successfully completed four years of high school nor received a high school diploma;
- Not be a foreign exchange student; and
- Apply to COCC and meet all prerequisites associated with the college-level course in which you want to enroll.

If you meet the above criteria and would like to participate in Expanded Options, you must complete the following steps:

1. Meet with your high school counselor and complete the Expanded Options Intent form.
2. Submit completed Expanded Options Authorization form and an [application for admission](#) to COCC. After you apply, you will receive an email from COCC with instructions to [activate your student account](#).
3. Activate your account and view the [Bobcat Welcome](#).
4. Take the [placement test](#) at COCC.
5. Attend [Bobcat Advising](#).
6. [Register for your COCC class\(es\)](#) on your assigned registration date and time. You will do this for each Trimester during which you plan to take Expanded Options courses.
7. Attend [Bobcat Orientation](#).

For more information about Expanded Options, please refer to [Bend-La Pine Schools Administrative Regulation IGBHE-AR, Expanded Options Program](#) and explore COCC's [Expanded Options](#) page.

## ALTERNATIVE CREDIT OPTIONS

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### EXPANDED OPTIONS (CONT)

In addition to the variety of courses at COCC, there are Expanded Options courses designed specifically for high school students. The course sequences listed below are intended to support students with specific classes in collaboration with COCC's Diversity and Inclusion office. Depending on enrollment, these courses may be available at your high school campus or at the COCC campus. The learning outcomes of these courses include college preparation, academic skills development, cultural enrichment, critical thinking, and community engagement. Please see course descriptions below and connect with your school counselor if you are interested in taking these courses through our Expanded Options program.

#### **HD190A The Good Road 1 (1 credit)**

Prerequisites: Instructor approval.

First in a 3-quarter series. Provides high school students with education and activities through a Native American and Indigenous perspective. Establish personal and team goals; develop effective teamwork skills; explore and articulate cultural identity; explore aspects of leadership including varying styles, qualities, and cultural implications. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as both desirable and attainable. P/NP grading.

#### **HD 190B Avanza: Moving Forward 1 (1 credit)**

Prerequisites: Instructor approval.

First in a 3-quarter series. Provides high school students with education and activities through a Latinx/o/a perspective. Establishes personal and team goals; develop effective teamwork skills; explore and articulate cultural identity; explore aspects of leadership including varying styles, qualities, and cultural implications. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as both desirable and attainable. P/NP grading.

#### **HD 190C Legacy Education for Afrocentric Development (L.E.A.D.) 1 (1 credit)**

Prerequisites: Instructor approval.

First in a 3-quarter series. Provides high school students with education and activities through an Afrocentric perspective. Establish personal and team goals; develop effective teamwork skills; explore and articulate cultural identity; explore aspects of leadership including varying styles, qualities, and cultural implications. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as both desirable and attainable. P/NP grading.

#### **HD 191A The Good Road 2 (1 credit)**

Prerequisites: Instructor approval.

Second in a three-quarter series for high school students. Builds upon the foundation of leadership and teamwork within a Native American and Indigenous cultural context while exploring issues of personal responsibility, strategies for advocacy and organizing, and opportunities for developing intercultural awareness. Interaction with college mentors expands to focus on the college challenges, requirements, tools for success, and the application process. P/NP grading.

#### **HD 191B Avanza: Moving Forward 2 (1 credit)**

Prerequisites: Instructor approval.

Second in a three-quarter series for High School students. Builds upon the foundation of leadership and teamwork within a Latinx/o/a cultural context, while exploring issues of personal responsibility; strategies for advocacy and organizing; and opportunities for developing intercultural awareness. Interaction with college mentors expands to focus on the college challenges, requirements, tools for success, and the application process. P/NP grading.

## ALTERNATIVE CREDIT OPTIONS

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### EXPANDED OPTIONS (CONT)

#### **HD 191C Legacy Education for Afrocentric Development (L.E.A.D.) 2 (1 credit)**

Prerequisites: Instructor approval.

Second in a three-quarter series for high school students. Builds upon the foundation of leadership and teamwork within an afrocentric cultural context while exploring issues of personal responsibility, strategies for advocacy and organizing, and opportunities for developing intercultural awareness. Interaction with college mentors expands to focus on the college challenges, requirements, tools for success, and the application process. P/NP grading.

#### **HD 192A Summer Training to Revive Indigenous Vision & Empowerment (STRIVE) (1 credit)**

Prerequisites: Instructor approval.

Third in a 3-quarter series for high school students. Four-day live-in college preparation program that introduces students to the college experience through structured academic, leadership and cultural activities with a Native American and Indigenous perspective. Provides students with opportunities to explore and attain skills in leadership, teamwork, communication and conflict resolution. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as a viable option. P/NP grading.

#### **HD 192B Ganas Avanza 3 (1 credit)**

Prerequisites: Instructor approval.

Third in a 3-quarter series for high school students. Four-day live-in college preparation program that introduces students to the college experience through structured academic, leadership and cultural activities with a Latinx/o/a perspective. Provides students with opportunities to explore and attain skills in leadership, teamwork, communication and conflict resolution. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as a viable option. P/NP grading.

#### **HD 192C Ubuntu (L.E.A.D. 3) (1 credit)**

Prerequisites: Instructor approval.

Third in a 3-quarter series for high school students. Four-day live-in college preparation program that introduces students to the college experience through structured academic, leadership and cultural activities with an Afrocentric perspective. Provides students with opportunities to explore and attain skills in leadership, teamwork, communication and conflict resolution. Interaction with college mentors prepares students of varying races and ethnicities to embrace post-secondary education as a viable option. P/NP grading.

## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### School-to-Career Options

School-to-Career (STC) serves to integrate relevant work experience into the academic process and create broad opportunities for all students, whether college-bound or work-bound. If you are interested in one of the programs below, contact the STC Program Manager in [College & Careers](#). Some of the programs are offered at certain times of the year, some can be started at your request (mentorships, internships, job shadows), and others are started when a business posts an opening with our office. Schools will only place students with employers who have agreed to the BLS nondiscrimination agreement.

### Internships

#### Paid or Non-Paid School-to-Career Internship

Training hours: Level 1 - 72 hours

Credit: 0.5 Elective (EL)

Internships are designed to bridge academics and workplace learning. Your internship should be aligned with your proposed career pathway and provide a broader understanding in that area. You will be required to collaborate with the School-to-Career Program Manager and your employer on a series of projects designed to enhance your learning and the worksite. In order to be awarded credit, you will be expected to complete weekly production reports, compile internship hours, keep a journal of work duties and activities, type a reflection paper, and complete an evaluation based on your career-related learning experience. Schools will only place students with employers who have agreed to nondiscrimination. Students can earn up to 1.0 credits of STC Internship credit.

Please note: This is an independent study course. You will not be able to forecast for it and it will not be part of your class schedule. Work with your counselor and [College & Careers](#) to plan this credit.

### Work Credit

#### School-to-Career Paid Work Experience

Training hours: Level 1 – 144 hours, Credit: 0.5 Elective (EL)

Training hours: Level 2 – 144 hours, Credit: 0.5 Elective (EL)

Designed to link education and work experience, Structured Work Based Learning (SWBL) takes place at work sites. You can apply for career opportunities posted at your school or enter the program with a job you already have. In order to be awarded credit through SWBL, you will be expected to complete a student workbook, compile work hours, and complete an evaluation based on the career related learning experience. This is an independent study course. Students can earn up to 1.0 credits of STC Work credit.

## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### **School-to-Career Options (continued)**

### **Volunteer Credit**

#### **School-to-Career Non-Paid Work Experience**

Training hours: Level 1 – 72 hours, Credit: 0.5 Elective (EL) You can earn credit for community service/volunteer work. Volunteer opportunities are posted at your school or you may enter the program if you have already secured a volunteer position on your own. In order to be awarded credit you will be expected to complete weekly production reports, compile volunteer hours, keep a journal of work duties and activities, type a reflection paper and complete an evaluation based on the career related learning experience. Volunteer work must be for public service or humanitarian purposes and must meet the criteria set by the Bureau of Labor & Industries. This is an independent study course.

### **Career & Technical Education (CTE) Mentor & Work-Based Learning Opportunities**

#### **CTE Mentor:**

Intended for advanced students who will act as mentors to beginning level students. Mentors will assist in teaching many of the basic skills necessary to complete the course to individuals and small groups. Mentors will gain valuable leadership skills and training by assisting the instructor with daily routines. This is a great way for students to gain skills and bridge the gap between school and career.

Students can earn up to 1.0 credits of STC Volunteer credit.

#### **CTE Work Based Learning:**

Work based learning will consist of an internship experience or preexisting job that integrates work site experience with academic learning and career development. It is an opportunity to gain employment skills while connecting work with skills learned at school. To qualify, duties must be discussed with instructor and employer to ensure that cross curricular learning is occurring. A regular journal of skills learned will be kept and used as a communication and evaluation tool for the instructor. 60 work hours must be completed to receive credit.



## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### Driver's Ed

In cooperation with the Bend-LaPine School District and the [High Desert Driver Education](#) (HDDE) Program, students can receive 0.5 elective credit for successfully completing all aspects of the HDDE Program. Students must submit a COPY of their state certified driver education card and [an application for credit](#) to their counselor in order to be awarded the proficiency credit. It is the student's responsibility to work with the counseling staff to add the class to the school transcript. If you have any questions, please contact the High Desert Driver Education Program (541-693-5699).

### Credits for Courses Completed Prior to 9th Grade

Any time after enrolling in high school, a student can submit to the high school counselor an [Application for High School Transcript Credit](#). This Application requests a high school-designated course taken while in middle school be approved with credit and grade earned for inclusion on the high school transcript. If approved, the course title, credit and grade will be added permanently to a student's transcript and cannot be changed or deleted at a later date. All courses included on a student's high school transcript count for diploma credit. Eligible classes include high school-designated courses taken on either the middle or high school campus or online. Please refer to Bend-La Pine Schools Administrative Regulation IKA-AR, [Grades and Credit](#), for the full text of the district policy regarding credit for courses completed prior to 9th grade.

### Independent Study

Students may develop and propose learning experiences independent of the regular school curriculum. This proposal for alternative crediting shall be developed under the guidance and approval of a counselor or a supervising teacher endorsed and actively teaching in the subject area for which credit will be awarded. At the beginning of a term, the student shall present the proposal to a review committee consisting of the vice-principal in charge of alternative credit options, the supervising teacher, the student's counselor, and other personnel as designated by the principal. This committee shall approve the proposal and award final credit and grade based on the student's submission of required documentation of performance.

## Alternative Credit Options (cont.)

In addition to the courses available at a student's high school, there are a variety of alternative credit options available to BLS students. These options are outlined below.

### **Standards-based Measurement of Proficiency (STAMP) 4S Assessment**

BLS high school students who speak a language other than English can earn high school elective credits with a grade of P when they take the Standards-based Measure of Proficiency (STAMP) assessment. The STAMP are computer-based assessments that measure your level of proficiency in reading, writing, speaking and listening. The assessments are aligned to state and national benchmarks for World Languages and can take up to 3 hours to complete. STAMP assessments are recognized by the Oregon Department of Education as meeting the requirements for the State Seal of Biliteracy if the student demonstrates reading, writing, speaking, and listening at a Benchmark 6 or above.

These World Language proficiency credits can be used to meet graduation requirements for the school district. **However, not all colleges and universities will accept STAMP credits for World Language. It is the responsibility of the student to work with their counselor to determine whether the credit-by-examination option is appropriate for their post-secondary aspirations.**

### **GED Proficiency Credits**

Students without enough credits to graduate on time may, under some circumstances, take the GED exam for credit toward graduation. In this case, students who pass the GED in language arts, math, science, and/or social studies will have up to nine proficiency credits transcribed with a grade of P. This passing grade indicates proficiency in the subject area and is calculated into graduation requirements. Students who may benefit from GED proficiency credit should talk to their counselor to learn more about the process. GED courses taken exclude eligibility for Valedictorian/Salutatorian.

## High School Program Opportunities

Below is an outline of a variety of academic programs that can supplement a student's core academic requirements during high school. \*Please view our [Equal Access Policy](#) for all of our school programs.\*

### Career and Technical Education (CTE) Programs

The Oregon Department of Education (ODE) has established criteria for Career and Technical Education (CTE) Pathways. As students progress through a sequence of courses in a pathway, they develop skills and knowledge that are aligned with a potential career field. Students may complete the pathway and continue their study of that field after high school, or potentially have developed the requisite skills and knowledge to enter the career field after high school.

#### **CTE Programs Offered at Bend Tech Academy:**

STEM/Engineering	Business Leadership
Construction	Medical/Health

### Dual Credit / College Now

Bend Tech Academy offers all students an early college dual credit program. This exciting opportunity allows students to receive high school credit *and* college credit from select Bend Tech Academy courses. Courses are taught at the high school during school hours and by community college-approved high school instructors. Courses vary in subject and by high school. College credit is optional and is granted by Oregon community colleges. Course fees vary but are significantly less than what colleges would normally charge. All dual credit courses are clearly marked in this guide's course descriptions.

### Seal of Biliteracy

The Oregon State Seal of Biliteracy is designed to provide a rigorous, proficiency-based recognition of the linguistic assets and academic skills of biliterate graduates. The Seal creates multiple pathways for students to demonstrate their language proficiency, irrespective of the partner language. With the Seal in hand, students will have a standardized measure of their language proficiency to project their skills to college and career. The eligibility requirements are a critical component of the State Seal of Biliteracy and can be found in the [Oregon State Seal of Biliteracy Policy Agreement](#). If students are interested in learning more about the process, they should connect with their counselor.

# High School Graduation Requirements

Bend-La Pine Schools offers a variety of diploma types to graduating students upon completion of one of five prescribed credit programs. These include the Honors, Academic, Oregon Standard, Oregon Modified, and Oregon Extended Diplomas. All five diplomas represent satisfactory completion of a valid and accredited program. Four-year colleges and universities accept the Honors, Academic and Oregon Standard Diplomas. An appeal may be considered by some four-year colleges and universities for Oregon Modified Diplomas. Community colleges accept all diploma types, but entry into degree-seeking programs is based on a skills placement assessment. The armed forces accept the Honors, Academic and Oregon Standard Diplomas. They rarely accept an Oregon Modified Diploma, while Oregon Extended Diplomas are not accepted. Find more information about diploma types in [Bend-La Pine Schools Policy IKF-AR](#) and its associated [reference table](#).

Below is an outline of the three diploma types that are awarded the most frequently in our district. Students are initially expected to earn the BLS Academic Diploma, which fulfills both the state and local requirements for graduation. If you are interested in pursuing either the Oregon Standard or Bend-La Pine Schools Honors Diploma, please meet with your counselor to start the process for a diploma type change.

SUBJECT AREA	ACADEMIC DIPLOMA	HONORS DIPLOMA	OREGON STANDARD DIPLOMA
	<i>Number of required credits</i>	<i>Number of required credits</i>	<i>Number of required credits</i>
Language Arts (LA)	4	4	4
Math (MA)*	3 <i>Algebra 1 or higher</i>	4 <i>Algebra 1 or higher</i>	3 <i>Algebra 1 or higher</i>
Science (SC)	3	4	3
Social Sciences (SS)	3 <i>Must include: 1.0 World History, 1.0 US History, 0.5 Government and 0.5 SS Elective</i>	3 <i>Must include: 1.0 World History, 1.0 US History, 0.5 Government and 0.5 SS Elective</i>	3
Health (HE)	1	1	1
Physical Education (PE)	1	1	1
Arts, CTE, World Language (FA)	3	1 Arts/CTE 2 same World Language	3
Electives (EL)	8	7	6
Capstone Courses	0	5 classes (3 must be AP/IB)	0
<b>TOTAL CREDITS</b>	<b>26</b>	<b>27</b>	<b>24</b>

*\*Up to 1.0 math and/or science credit can be met with a district-approved cross-credit course. No district-approved math and science cross-credit course meets college admissions and [NCAA core subject area requirements](#). A district-approved cross-credit course can only be assigned to one diploma subject category.*

SUBJECT AREA	ACADEMIC DIPLOMA	HONORS DIPLOMA	OREGON STANDARD DIPLOMA
Education Plan & Profile	Required	Required	Required
Career-Related Learning Experiences	Required	Required	Required
Essential Skills Proficiencies (waived for the classes of 2023 and 2024)	Reading, Writing, Math	Reading, Writing, Math	Reading, Writing, Math
Diploma Change Request Process Needed	No	Required	Required

# High School Graduation Requirements

## Academic Diploma

An Academic Diploma is awarded to each student who has completed all state and local requirements for 26 units of credit. This is the standard diploma for Bend-La Pine Schools.

## Oregon Standard Diploma

The 24-credit Oregon Standard Diploma may be granted to students on an individual student basis. Please see your school counselor to review the process for a diploma type change.

## Additional Diploma Requirements

### Career Related Learning Experiences (CRLE)

Career-related learning experiences (CRLE) are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student's education plan in relation to career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals. Career-related learning experiences can take place in a variety of ways and places: in school, in the workplace, or in the community. Most importantly, these experiences are about learning, not about the type of experience or the place. These experiences may include, but are not required to include, nor are they limited to: field-based investigations; field trips; guest speakers; job shadows; service learning; school-based enterprises; workplace mentoring and workplace simulations.

As a student in Bend-La Pine Schools, you will work with your counselor to document 16 hours of CRLEs. This is easier than it may sound: There are many ways to meet your CRLE requirement in many classes, including work-based learning, service learning, field-based investigations, school-based learning, and technology-based learning. A wide variety of educational activities and experiences fall under these broad umbrellas.

### Essential Skills (class of 2027 & beyond)

The state requires that all students demonstrate they are proficient in certain "Essential Skills" before they are awarded a diploma. These skills are deemed critical for future success. The Essential Skills are process skills which enable students to learn content and apply their knowledge across disciplines. Students must demonstrate proficiency in the Essential Skills of reading, writing, and math. Students will have multiple options and opportunities to demonstrate their proficiency in these Essential Skills by meeting state standards through:

- The Smarter Balanced Assessments;
- Samples of student work scored by trained teachers; or
- Additional standardized assessments (such as the SAT and ACT)



## Life and Career Readiness Resources

Throughout their time in high school, students will have time to not only reflect on their path to graduation, but also to develop a post-high school plan. The school counselor will be a main point of contact to help students ensure that they are on track to complete graduation requirements. Through school counseling programming and individual student planning conferences, the school counselor will support students in the continuous development of their four-year high school plan as well as supporting the connection and development of their post-high school plan. Whether students are wanting to go to college, enter a trade or go directly to the workforce, the school counselor is a resource they will want to connect with regularly.

Counselors regularly offer programming that supports life and career readiness that may include:

- Classroom lessons
- Advisory curriculum
- Family nights
- Workshops
- Individual planning meetings

School counselors will provide students with information about high school programs available to support each student's post-high school goals. As a practice, school counselors will not create barriers for participation and will follow the [Equal Access Policy](#) to support students' involvement in any available high school programs.

In addition to a student's school counselor, the STC Program Manager (Future Center/College & Careers) is available to support students and families with post-high school planning. In the Future Center, STC Coordinators often support school counseling programming, while also offering further exploration opportunities tailored to student post-high school goals. The Future Center offers school credit for job experience, job shadows, and career exploration rotations. The Future Center is available as an additional resource for students for college and scholarship searches, career interest investigations, guided business tours, guest speakers, college visits, college/scholarship application and interview training, resume and cover letter writing assistance, service learning, mock interviews, military enlistment resources, and much more.

### Four-Year Planning (Education Plan and Profile)

Students are expected to complete a four-year plan during their time in high school. The four-year plan assists students in pursuing their personal, educational, and career interests and post-high school goals. This education plan serves as a "road map" to guide students' learning throughout school and prepare them for next steps after high school. The education profile serves as a "compass" that documents students' progress and achievement toward their goals and helps them to stay on course.

Through counselor lessons, workshops and individual student planning, students are able to complete and update their four-year plan at least annually to ensure that they are making progress towards their post-high school goal. Along with the curriculum guide, students can use [this document](#) to begin or update their own four-year plan.

# Academic Preparation Required for Post High School Options

All graduates are encouraged to consider and participate in some type of education or training beyond high school. Because many BLS graduates proceed to a four-year college/university or community college, a great deal of attention is paid to preparing students for this next endeavor. The most important part of this process is for all students to enroll in a challenging and full course of study throughout their four years of high school. Students should check with the colleges to which they are applying to make sure their credit requirements are being met. In addition to the course requirements, an applicant to a state university must achieve a certain GPA (which varies by the school). Listed below are some of the academic requirements for various post-high school options; [Oregon Goes to College](#) is also an excellent resource to prepare for life after high school, particularly for students interested in the trades, the military, or attending a private or public college or university in Oregon.

## Community College

To enroll in an Oregon community college, students must have a high school diploma or General Educational Development (GED). BLS works closely with Central Oregon Community College. They collaborate with School Counselors and Future Centers to provide students with workshops for application and financial aid support.

## Oregon Public Universities

When students meet the requirements for the Bend-La Pine Schools Academic Diploma, they have met most (if not all) of the curricular requirements for admission to the seven campuses of the Oregon University System. These requirements are:

English (4 credits) All four years should be in preparatory composition and literature with emphasis on and frequent practice in writing expository prose.

Mathematics (3 credits) Must include first-year Algebra and two additional years of college-preparatory mathematics, including Algebra II (or equivalent) or higher. An advanced mathematics course is highly recommended in your senior year. One year of either Algebra or Geometry taken prior to ninth grade are acceptable.

Science (3 credits) Must include a year each in two fields of college-preparatory science such as Biology, Chemistry, Physics, or Earth and Physical science. One year of laboratory science is recommended.

Social Studies (3 credits) Complete three years of social studies from such areas as Global Studies, History, or social studies electives.

Second Language (2 credits), which means two years of the same language.

**Students must earn a grade of C- or higher in all required courses in order to meet the subject requirements for at most colleges and universities, specifically the Oregon Public Universities.**

## Academic Preparation Required for Post High School Options (cont.)

### Out-of-State Public and Independent Colleges

Many private colleges/universities and some state schools in other states have higher admission standards than those given above. For example, some universities require either one yearlong course in the fine arts, or two semester courses in the same discipline (example: Sculpture/Ceramics 1 and Sculpture/Ceramics 2). Students and parents/guardians are encouraged to obtain specific information from the colleges they are considering from our counselors, and/or from college web sites.

### Trades and Apprenticeship

There are several trade schools and apprenticeship opportunities in Oregon, and Oregon community colleges all offer certificates and two-year degrees in various trades. Students can visit [Pathway to Trades](#) to explore their options and high school preparation that is required. Additionally, students can use their school counselor to help build their high school plan that is aligned with their interests.

### College Entrance Exams

Many colleges and universities no longer require an SAT or ACT test score for admission. Most are SAT or ACT test-optional. Students should verify all admission requirements for individual colleges/ universities by visiting their admission websites.

### Collegiate Athletic Eligibility

#### NCAA Eligibility

If you plan to play a sport at a National Collegiate Athletic Association (NCAA) college or university, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum of a 2.2 (for NCAA Division II) or 2.3 (for NCAA Division I) cumulative GPA in high school, and meet minimum ACT or SAT score requirements. Look for the "NCAA Approved" designation next to the course title in this curriculum guide to see which classes have been approved by the NCAA Clearinghouse. [Click here for a quick visual guide to NCAA eligibility](#). You must create an account at the NCAA Eligibility Center in order to become an NCAA student-athlete.

#### NAIA Eligibility

If you plan to play a sport at a National Association of Intercollegiate Athletics (NAIA) college or university, you must graduate from high school and meet any two of the following three criteria: achieve a 2.0 cumulative GPA, graduate in the top 50% of your high school class, and/or achieve NAIA minimum scores on the ACT or SAT test. [Click here for full NAIA eligibility information](#).

## Forecasting

*"Forecasting"* is the term we use for the process of choosing and requesting your classes for next year. Forecasting happens in the late winter/early spring and looks slightly different for each grade, but overall, you will use this curriculum guide and conversations with your current teachers, counselor, and family to decide which classes you would like to take next year. After that you will officially request those classes in [StudentVUE](#).

Prior to selecting courses, students should refer to this guide and become familiar with course options and learning opportunities at the high school. When choosing courses, students should refer to their current transcript and four-year plan to ensure that selections are appropriate to meet graduation requirements and post-graduation such as college entrance requirements. Pay attention to the following information:

- Graduation requirement(s) the course fulfills
- Grade levels allowed to take the course
- Length and credits of the course
- Sequential prerequisites required
- Specific information unique to the course such as transportation required or the possibility of earning college credit

### Course Availability

While we do our best to accommodate all of the course requests during forecasting, there are instances where we are unable to fulfill requests due to a lack of student interest in the course or school staffing limitations.

### Prerequisites or Permissions

Bend-La Pine Schools encourages students to take any class in which they have an interest. The only prerequisites our schools will require are for any sequential courses (e.g. Math, World Language, Fine Arts and CTE). For these sequences, a student must only pass the previous course to move onto the next level. Students who pass a course in a sequence will progress to the next course in the sequence. There are no arbitrary grade minimums or teacher approvals required. However, if a student is considering a four-year college, then the college requirements for minimum grades should be factored into a decision to move on to the next level course in a sequence.

## Courses by Department

This section provides students with course information for classes offered at their school. It outlines course progressions for core and elective pathways. Please notice that each course is denoted with the following applicable information:

- **Credits**

- Reflects the number of credits that a student will earn by receiving a passing grade (D or higher) in the described course

- **Length of Term**

- Specifies the duration of the course: Trimester or Full Year

- **Sequential Prerequisite**

- A passing grade (D or higher) in this previous level is required to enroll in the described course
  - **Important Note:** If students are considering a four-year college, many institutions will require a C or higher in core admission requirements to be eligible to apply to their institution. Students should check in with their counselor and specific colleges if they earned a D in a prerequisite course before they sign up for the next level class.

- **Weighted Credit**

- Courses with this designation are computed into a student's GPA based on a weighted five-point scale

- **College Preparatory**

- Reflects courses that can be used to meet minimum admissions requirements to most four-year colleges/universities
  - \* **Important Note:** Students should always double check admissions requirements as they can vary by college/university

- **NCAA Approved**

- Students planning on participating in sports at a college level must take courses that meet standards for NCAA eligibility. Approved courses are denoted in each course description.

- **Dual Credit/College Now**

- These courses meet college standards for Dual Credit and College Now

# CAREER & TECHNICAL EDUCATION



Career academies are designed to prepare students for both college and careers. They are schools within schools that link students with peers, teachers, and community partners in a structured environment that fosters academic success. The career academy concept has three key elements:

- **A college-prep sequential curriculum with a career theme**
- **Early college credit options**
- **A collection of key community and industry partners that forge partnerships with employers, higher education institutions, and the workforce**

Teams of teachers work across several academic and technical subjects, grouping students in cohorts for these classes and follow a program of study. Our career and counseling department help identify a sequential set of experiential components that show students the applications of academic subjects to the career and college field and deliver work-based learning experiences (e.g., shadowing, community service, mentoring, internships, and apprenticeships).

## **Academy options at Bend Technical Academy (BTA):**

- **STEM / Engineering**
- **Construction Technology**
- **Medical / Health**
- **Business Leadership**

Students will select an academy upon registration to BTA; however, students may switch academies at any time throughout the year.



# STEM / ENGINEERING ACADEMY

The STEM / Engineering Academy focuses on building 21<sup>st</sup> Century skills including: problem solving, teamwork, initiative, self-direction, and career development. We empower students to discover their interests and aptitudes, along the pathway to post-secondary success. Students will learn technical skills in the areas of robotics and automation, electricity and alternative energy, as well as introduction to computers and 3D modeling.



Earning 3 credits (6 courses) in the Construction Academy qualifies students as a program completer and earns a CTE cord at graduation.

STEM/ Engineering. – BTA Credits	Grade	Certifications/College Credits
Intro to Design Lab - .5 credit	9th - 12th	
Robotics - .5 credit	9th - 12th	
Solar Energy - .5 credit	9th-12th	Limited renewable Energy Technician (Alternating years)
Drones - .5 credit	10th-12th	Remote Pilots Certificate
Electronics - .5 credit	10th-12th	(Alternating years)
Advanced Design Lab - .5 credit	10h-12th	MET 241
Advanced Drones - .5 credit	11th-12th	
Advanced Robotics - .5 credt	10 <sup>th</sup> -12th	
GPS/Tech Cartography - .5 credit	11 <sup>th</sup> -12th	GIS 234 (Alternating years)
Intro to Engineering Design - .1 credit	11 <sup>th</sup> -12 <sup>th</sup>	
Alternate Fuel - .5		(Alternating years)

# STEM / ENGINEERING ACADEMY

## Intro to Design Lab

AA354SFA1T

Grade: 9-12

Credit: .5 (1 Trimester)

Fine Art

**\*This foundational class is for ALL first-year students in the STEM / Engineering Academy.**

Designing products for consumers is an exciting field with today's latest technology. Using 3D printers, designers can quickly work through the design process and bring detailed objects to reality. Every man-made object you can think of ranging from a fork to a wireless speaker, to other various household items, had to be designed and manufactured. There are many career opportunities in this growing field. Students follow the design process to complete different projects. Students will brainstorm conceptual designs, sketch technical drawings, build prototypes, use computer assisted design software and then 3D print or laser engrave their project.

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## Advanced Design Lab

A355SFA9T

Grades: 10-12

Credit: .5 (1 Trimester).

Fine Art

This course will continue to enrich students' knowledge in design and applied engineering as they model, fabricate, test, discuss and iterate upon mechanical 3D objects they design throughout the course. Students will move beyond the basics of design and start to create more complex projects using more complex tools. Your imagination is the only limit.

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## Intro to Engineering Design

AA304SFA9T

Grade:11-12

Credit: .5 (1 Trimester).

Fine Art

This course is an excellent option for anyone who ever wanted to prototype an invention, create a work of art, customize a product or just make something cool... and yet lacked the skills or a fully equipped workshop. Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

*This is a Project Lead the Way Course.*

## Robotics.

SC521SSC9T

Grade: 9-12

Credit: .5 (1 Trimester).

Science

This class is designed to teach the basics of robotics, including design, building, programming, and testing. Students will use VEX5 robots that include a processor, motors, sensors, and building parts to create robots that can complete specific tasks. Robots are becoming an ever more important part of our modern world, they build our cars, clean our floors, and even help surgeons operate. Robotics is a fast-growing area with many job opportunities including design, manufacturing, installation, management, and maintenance. Students will use the Engineering Design Process to design, build, program, and test robots to complete specific tasks.

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## Advanced Robotics

SC524SSC1T

Grade: 11-12

Credit: .5 (1 Trimester)

Science Advanced Robotics will build on what students learned in basic robotics. Students will use VEX Robots to teach students about engineering and engineering problem solving. They will be given introductions to the VEX V5 Robotics Design System and while learning key STEM principles. In small groups, students will also learn how to create line code.

# STEM / ENGINEERING ACADEMY

**Alternative Fuels**     Alternating Years     AA341SFA1T  
Grade: 11-12  
Credit: .5 course (1 Trimester)     Fine Art

Alternative energy is the “wave” of the future. Solar voltaic energy had the most growth of any energy source last year while wind power is also growing at a rapid rate. They're many jobs in alternative energy ranging from designing new products, manufacturing, installation, and repair. Students will learn the theory behind solar voltaic, experiment to find ways to make the solar panels work at peak capacity, work with wind turbines, and design miniature hydrogen fuel cells.

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## Alternating Years

**GPS/Tech Cartography**     AA331SFA9T  
Grade: 11-12  
Credit: .5 (1 Trimester).     CTE/Fine Art

Geospatial Technology courses provide students with experiences pertaining to the study of geographic information systems (GIS), global positioning systems (GPS), remote sensing (RS), digital image processing simulator (DIPS), Geodesy, automated cartography (Auto-Carto), land surveying (LS), and navigation. These topics may use spatial analysis models and guidelines for integrating, interpreting, analyzing, and synthesizing geographic data, with a focus on both the implications and limitations of such technologies other topics may include interfacing with telecommunications and automated database management systems.

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## Alternating Years

**Electronics**     SC520SSC9T  
Grade: 9-12  
Credit: .5 (1 Trimester)     Science

Learn about electricity as it applies to our daily lives. This class is a combination of written problem solving and hands-on application of techniques and skill involved in residential electrical and basic solar electrical. Use of hand tools require parent permission.

**Solar Energy**     Alternating Years     AA344SFA9  
Grade: 9-12  
Credit: .5 (1 Trimester)     CTE/Fine Art

This class is designed to teach everything necessary to prepare the student for a career in solar panel installation and wiring. Student will learn the basics of the sun's pattern of movement, the science behind how solar panel function, how to install, and wire (low voltage), and set up solar systems. Solar is becoming ever more pervasive and necessary. These are high paying jobs with career advancement opportunities.

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**Drones**     SC523SFA9T  
Grade: 9–12  
Credit: .5 (1 Trimester)     Fine Art

Drones is a STEM project-based course designed to educate students about drone technology, drone assembly and maintenance, flight theory and applications of drone technology. The goal of this class is to prepare students for careers in the rapidly growing drone industry.

Drones is one of the fastest growing occupational fields on the “map.” Farmers use drones to help calculate where to most effectively place fertilizer or pesticide. Roofers use drones to inspect roofs without having to climb up themselves. Amazon has already started using drones to deliver products in test markets. Students will have the opportunity to learn the basics of becoming a pilot as well as earn a Remote Pilot's Certificate.

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**Advanced Drones**     SC523SFA2T  
Grade: 10-12  
Credit: .5 (1 Trimester)     CTE/Fine Art

In this course students will expand their work with drones. This class will incorporate advanced flying techniques, building and repairing drones, and incorporating GPS and GIS with drones.

Not all classes are offered every year/term.  
Offerings subject to change.

# CONSTRUCTION TECHNOLOGY ACADEMY

The Construction Technology Academy will teach students the technical skills necessary to be employed within this diverse industry. Skills such as blueprint reading, power tools, wall framing, electrical, plumbing, finish carpentry and others will be taught to students, followed with an industry certification process and apprenticeship.



Earning 3 credits (6 courses) in the Construction Academy qualifies students as a program completer and earns a CTE cord at graduation.

Construction Courses. – BTA Credits	Grade	Trades
Building Construction 1A - .5	9th - 12th	
Building Construction 1B - .5	9th - 12th	Blueprint Reading Project Design & Buliding
Building Construction 1C - .5	9th-12th	Woodworking Manufacturing & Production
Building Construction 2A - .5	10th-12th	Wall Framing Roof framing
Building Construction 2B- .5	10th-12th	Drywall Instal & Repair Interior/Exterior Finish
Building Construction 2C - .5	10th-12th	
Building Construction 3A- .5	11th-12th	Methods & Materials Systems & Installations
Building Construction 3B - .5	10 <sup>th</sup> -12th	Water & Energy Efficiency
Woodworking	9th-12th	
Advanced Woodworking	11th-12th	Adv. Capstone Project 9 Varies)

# CONSTRUCTION TECHNOLOGY ACADEMY

## Building Construction 1

Section 1A - AA930SFA1

Section 1B - AA903SFA2

Section 1C - AA903SFA3

Grade: 9-12

Credit: .5 (3 trimesters). CTE

**\* This foundational class is for ALL first-year students in the Construction Academy.**

This introductory series of classes exposes students to the basics of drawing, design, and manufacturing techniques used in the workplace today. Through practice learning to read, interpret and produce different types of drawings and designs, students will gain an understanding of design perspectives and assembly procedures. Each will learn the safe and correct use of hand and power tools along with good design techniques. In this course students are assessed on projects completed as well as on their personal work ethic. All building is completed with wood; students keep the projects they make. By the end of this course students will be able to use table saws, chop saws, band saws, routers and more.

## Building Construction 2

Section 2A

Section 2B. AA931SFA1

Grade: 10-12 AA931SFA2

Credit: .5 (2 Trimester). CTE

This sequence of courses provides students with basic knowledge and skills required for construction of commercial and residential structures. Students will gain the knowledge and skills needed to safely operate the tools and machines related to construction. Students will get the opportunity to learn about tool safety and apply that knowledge while building a variety of projects. In addition, students will be exposed to OSHA standards and technologies used in the construction field. Student experiences develop career ready practices in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Areas of study include Woodworking, Framing, Roofing, Drywall, and Finish Work (may include other trades- project dependent).

## Building Construction 3

Section 3A - AA932SFA1

Section 3B - AA9932SFA2

Grade: 10-12

Prerequisite: Const.

Tech Credit: .5 (2 Trimester)

This class Prepares students for entry level employment in the construction trades. Students will attain skills to succeed as they transition from school to work by becoming independent workers, learning communication skills with clients and gaining proficient in safety, applying OSHA standards on tools and machines.

Provides a student experience that develops career ready practices in the context of project-based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Areas of study include Electrical, Plumbing, Sustainable Building practices and other construction trades.

## Woodworking

AA900SFA9 Grade: 9-12

Credit: 0.5/Semester

This course introduces students to the basics of woodworking, introductory safety, measurement, machine processes, mass production, and finishing methods. Hands on projects will be included.

## Advanced Woodworking

Section 2A

AA913SFA1T

Section 2B.

AA913SFA2T

Grade: 11-12

Prerequisite: Building Const. 2

Credit: .5 (2 Trimester)

CTE

This class is geared for students interested in the design, plan and build process. Skills developed in this class is for students who are passionate about woodworking.

Not all classes are offered every year/term.  
Offerings subject to change.

# MEDICAL / HEALTH ACADEMY

The Medical / Health Academy orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, Medi-vac units, sports areas, space centers or within the community.



Earning 3 credits (6courses) in the Medical/Health Academy qualifies students as a program completer and earns a CTE cord at graduation.

Medical/Health Courses – BTA credits	Grade	Certifications /College Credits
<b>*Medical/Health Careers Exploration - .5 credit</b>	<b>9<sup>th</sup> - 12<sup>th</sup></b>	
<b>First Aid/CPR &amp; Beyond - .5 credit</b>	<b>9<sup>th</sup> - 12<sup>th</sup></b>	<b>*CPR/First Aid/AED/AHA Certification</b> <b>*HEA 252 – 3 credits</b>
<b>Sports Medicine - .5 Credit</b>	<b>9<sup>th</sup>-12<sup>th</sup></b>	
<b>Alternative Medicine - .5 credit</b>	<b>10<sup>th</sup>-12<sup>th</sup></b>	
<b>Human Anatomy/Physiology - .5 credit</b>	<b>10<sup>th</sup>-12<sup>th</sup></b>	
<b>Basic Medical - .5 credit</b>	<b>10<sup>h</sup>-12<sup>th</sup></b>	
<b>Advanced Wilderness First Aid -.5 credit</b>	<b>11<sup>th</sup>-12<sup>th</sup></b>	
<b>Search and Rescue</b>	<b>10<sup>th</sup>-12<sup>th</sup></b>	
<b>*Health Occupations with St. Charles Rotations – .5 credit</b>	<b>11<sup>th</sup>-12<sup>th</sup></b>	<b>MDA 100– 1 credit</b>
<b>Medical/Health Internship - .5 credit</b>	<b>11<sup>th</sup>-12<sup>th</sup></b>	<b>HEA 199 – 3 credits</b>
<b>ONLINE: Medical/Health Courses - .5 credit each</b> <b>Medical Terminology 1 &amp; 2, Psychology, &amp; Health Information Management (HIM). Receive your HIM certification by taking MDA 101, HIM 104/105/106.</b>	<b>11<sup>th</sup>-12<sup>th</sup></b>	<b>*PSY 101/201 – 3 credits each</b> <b>*MDA 101/102 – 3 credits each</b> <b>*HIM 104/105/106 – 3 credits each</b> <b>*Health Inform. Mgmt. Certification</b>



# MEDICAL / HEALTH ACADEMY

## Medical/Health Careers Exploration 1

AA505SFA9T

Grade: 9–12

Credit: .5 (1 Trimester)      Health/Fine Art

### **\*This foundational class is for ALL first-year students in the Health Academy.**

This course is for students seeking a hands-on, interactive experience in the health/medical careers. Students will have the exceptional opportunity to enter into an independent learning environment that is supported by state-of-the-art, simulated modules that give students a very realistic and hands-on medical/ health careers. Students can choose 6 careers to experience: Medical Imaging (x-ray), Nursing, Physical Therapy, Occupational Therapy, Dentistry, EMT/ Paramedicine, Biotechnology, Alternative and Integrative Medicine, Veterinary, Clinical Lab Technician, Phlebotomy, Pathology, Pharmacy, Surgery, Orthopedics, Medical Assisting, and an emphasis in human anatomy and medical terminology. This course specifically provides a foundation of knowledge and skills necessary for medical/health career preparation.

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## Medical/Health Careers Exploration 2

AA505SFA9T

Grade: 9-12

Credit: .5 (1 Trimester)      Health/Fine Art

This course is an extension to the hands-on, interactive experience from Medical/Health Careers Exploration 1. Students will have another trimester dedicated to an independent learning environment that is supported by state-of-the-art, simulated modules that give students a very realistic and hands-on experience in medical/health careers. Students can choose 6 additional careers to experience: Medical Imaging (x- ray), Nursing, Physical Therapy, Occupational Therapy, Dentistry, EMT/Paramedicine, Biotechnology, Alternative and Integrative Medicine, Veterinary, Clinical Lab Technician, Phlebotomy, Pathology, Pharmacy, Surgery, Orthopedics, Medical Assisting, and an emphasis in human anatomy and medical terminology. This course specifically provides a foundation of knowledge and skills necessary for medical/health career preparation.

## Basic Medical Skills

Grade: 10-12

Credits: .5 (1 Trimester)

Science/Fine

Arts

We live in an amazing time. A person's severed fingertip can now be successfully regrown. Within 10 years, bones, tissue, skin, and nerves are expected to be regrown as well. For the first time in history, advances in medicine are providing us with cures that we have only previously dreamed of. Now is the perfect time to consider a career in medicine. This class starts your journey by introducing you to disease process and the basic skills needed for all areas of clinical care. So, if you are interested in becoming a Paramedic, Nurse, Physical Therapist, Doctor, or any of the other 200 specialist, this class will give you the head start you need to make your career dream a reality.

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## First Aid, CPR & Beyond

PE400SEL9T

Grade: 9-12

Credit: .5 (1 Trimester).      Health/Fine Art

Welcome to First Aid/CPR & Beyond! I can't wait for you to fall in love with this exciting, hands-on, skills you will use for a life-time, eye opening, jaw dropping, practical class. Have you ever witnessed a person getting injured? Ever wondered how you would deal with a survival situation? Do you have a war-wound story of your own? Of course, you do. That is why this class is so practical. Injuries are inevitable, so learning the skills to identify, prevent and treat most first aid situations is something you can take from this class and use the rest of your life! This course will also enable you the opportunity to gain certification by American Heart Association in Adult, Child and Infant CPR and First Aid and Automated External Defibrillation. Bottom line, this course can offer you the assurance of knowing that you have the skills necessary to help save a life... maybe even your own!

\* College Credits: KCC (Klamath Community College) – HEA 252 – 3 credits \* Certifications: CPR/First Aid/ AED



## **Sports Medicine**

PE406SEL9T

Grade: 10-12

Credit: .5 (1 Trimester)

CTE/Health

Sports Medicine is an engaging class designed for students interested in the fields of athletic training, physical therapy, nursing, orthopedic medicine, fitness training, EMT/Paramedic, exercise physiology, kinesiology, chiropractic, acupuncture, sports nutrition, x- ray/MRI, sports psychology, or a person simply wanting the knowledge on how to keep their body as healthy as possible to maximize performance and longevity. This class will involve hands-on instruction and application in taping, splinting, and the use of various treatment/re- habilitation modalities for injuries to the ankle, knee, hip, wrist, elbow, shoulder, neck and head. Additionally, sport psychology and sports nutrition will also be explored.

\* Certifications: CDC Concussion Training Certification

## **Health Occupations with St. Charles Rotations**

SC451SSC9T

Grades: 11-12

Credit: .5 (1 Trimester)

Science

This course is designed for students with a continued interest in the medical/health careers. St. Charles rotations provides an overview of many professions and their specific job qualifications, employment trends and educational requirements. Students will be trained by St. Charles Medical Center staff in confidentiality (HIPAA Privacy), blood-borne pathogens, hand hygiene and empathy. Students will have job shadowing experiences at St. Charles Medical Center in Bend. They will experience 10 rotations in departments like: Emergency Room, In-tensive Care Unit, Family Birthing Center, Pathology, Medical/Surgical Nursing, Medical Assistant, X-Ray, etc. Additionally, medical terminology, CPR/First Aid/AED Certification, and vital signs will also be covered.

College Credits: KCC (Klamath Community College) – MDA 100 – 1 credit \* Certifications: CPR/First Aid/AE

## **Human Anatomy/Physiology**

AA507SFA

Grade: 10-12

Credit: .5 (2 Trimester)

CTE/Health

Believe it or not. The average human blinks over 6,000,000 times a year, sneezes greater than 100 miles per hour, has bones stronger than concrete, becomes paralyzed while sleeping and whose strongest muscle in the body turns out to be the tongue! This class will take you a tour through the incredible human body and how it works. We will focus on the structures and functions of the eleven major body systems.

## **Search and Rescue**

HE136SFA

Grades: 10-12

Credit: .5 (1 Trimester)

Health

Search and Rescue involves: conducting a search in an effort to locate lost or missing people, rendering aid to the victim, and. evacuating the victim to safety or recovering the body. Students will the skills necessary to perform to perform various tasks, such as providing basic first aid, administering oxygen, providing emotional support, rescuing and stabilizing a victim, and transporting a victim to a medical facility. Non-medical skills such as compass use, shelter building, knot tying, fire starting, tracking and grid search techniques will be presented in the class.

## **Medical/Health Internship**

Grades: 11-12

Credit: .5

Students interested in doing a medical/health internship with a local medical/health professional, can create an individual, long-term internship. Consider School to Work or Volunteer opportunities. Examples include, but are not limited to physical therapy, physical training, veterinary medicine, dental, chiropractor, acupuncturist, massage therapy, nutritionist, volunteer firefighter, etc. Additionally, any BTA Online Course or any Online College Course that falls under the standards of the Medical/Health Academy can also be considered an internship.

## HEALTH ACADEMY - ONLINE COLLEGE CREDIT OPPORTUNITIES

### ONLINE PSYCHOLOGY

Grades: 10-12  
Credit: .5

Klamath Community College – Online – up to 8 KCC credits This General Principles of Psychology course is offered ONLINE through KCC – PSY 201A. Topics include history, research methods, brain and behavior, genes and environment, human development, and sensing and perception. This is a 3-credit college course with a cost of \$25 per credit (total \$75) for a student at BTA. (Normally, for a college student, the cost is \$100 per credit -\$300 total for the course). Being a high school student enrolled in college courses provides a significant savings of \$225 for the class.

\* College Credits: KCC – PSY 101 (Psychology & Human Relations) – 3 credits and KCC – PSY 201 (General Psychology 1) – 5 credits

### ONLINE MEDICAL TERMINOLOGY I

Grades: 10-12  
Credit: .5

Klamath Community College – Online – 3 KCC Credits This Medical Terminology I course is offered ONLINE through KCC – MDA101. This course covers medical terminology prefixes, suffixes, word roots, and abbreviations by body system. This is a 3- credit college course with a cost of \$25 per credit (total \$75) for a student at BTA. (Normally, for a college student, the cost is \$100 per credit -\$300 total for the course). Being a high school student enrolled in college courses provides a significant savings of \$225 for the class.

\* College Credits: KCC – MDA101 – 3 credits

### ONLINE MEDICAL TERMINOLOGY II

Grades: 10-12  
Credit: .5

This Medical Terminology II course is offered ONLINE through KCC – MDA102. This course is a continuation of Medical Terminology I. It covers medical terminology prefixes, suffixes, word roots, and abbreviations by body system. This is a 3- credit college course with a cost of \$25 per credit (total \$75) for a student at BTA. (Normally, for a college student, the cost is \$100 per credit -\$300 total for the course). Being a high school student enrolled in college courses provides a significant savings of \$225 for the class.

\* College Credits: KCC – MDA102 – 3 credits

### ONLINE HEALTH INFORMATION MANAGEMENT

Grades: 10-12  
Credit: .5

Klamath Community College – Online – 6 or more KCC credits Looking for a career in the exciting and often lucrative medical field, but don't want to get your hands dirty? The Health Information Management program is available at many community colleges designed to meet increasing health industry demands for trained health information specialists that includes a combination of human science, computer technology, and health information courses that prepare students for employment in healthcare organizations. These skills encompass billing, processing, using health data for treatment, compliance, etc. The Health Information Management (HIM) courses are offered ONLINE through KCC. Receive your HIM Certification by taking HIM 104/105/106 and MDA 101.

Not all classes are offered every year/term.  
Offerings subject to change.

# BUSINESS LEADERSHIP ACADEMY

The Business Leadership Academy focus on business and entrepreneurial needs for Oregon's students as they prepare to enter in the world of business. The careers in this area span virtually every industry in the world. Studies in the Business academy focus on the commonalities among most businesses, including personnel management, marketing, planning, finance, resource management, and entrepreneurship.



**Earning 3 credits (6courses) in the Business Leadership Academy qualifies students as a program completer and earns a CTE cord at graduation.**

Business Courses	Grade	Careers
Introduction to Business	9th - 12th	Marketing Manager Buyer/Purchaser
Restaurant Business Management	9th - 12th	Restaurant Manager, Restaurant Owner
Marketing 1A & 1B	9th - 12th	Marketing Manager Market Research Analyst
Business Management 1A,1B,1C (Leadership)	10th-12th	Business Operations Manager Public Relations Manger Meeting/Event Planner
Personal Finance	9th - 12th	Logisticians
Sports /Entertaining Marketing	9th - 12th	Agent and Business Manager of Athletes
Entrepreneurship <i>*Only for students who have completed 3 credits within the Business Leadership Academy</i>	11th-12th	Business Operations Manager Business owner

# BUSINESS LEADERSHIP ACADEMY

## Intro to Business

Section 1A BU400SFA1T  
Section 1B - BU400SFA2T  
Grade: 9-12  
Credit: .5 (1 Trimester)

***\*This foundational class is for ALL first-year students in the Business Academy.***

Introduction to Business is designed to expose the interested student to many functions of modern business. Topics such as business types, business risks, organization, marketing and entrepreneurship are discussed in an introductory manner using culminating projects and experiences.

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## Marketing

Section A BU500SFA1T  
Section B - BU500SFA2T  
Grade: 9-12  
Credit: .5 (1 Trimester) CTE

Comprehensive courses focus on the wide range of factors that influence the flow of goods and services from the producer to the consumer. Topics may include, but are not limited to, market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management, and entrepreneurship. Human relations, computers, and economics are sometimes covered as well.

## Business Management (Leadership)

Section 1A BU406SFA1T  
Section 1B - BU406SFA2T  
Section 1C - BU406SFA3T  
Grade: 10-12  
Credit: .5 (1 Trimester). CTE

**Contact the Leadership teacher.**

Integrates and builds upon skills learned in previous Business courses. Students learn about strategic planning and decision making, leadership and motivation in the workplace, human resources, and various best practices of successful management. Students will utilize real life experiences in administration, business operations and management by running a student store.

## Personal Finance

Section 1A - BU415SFA1T  
Section 1B - BU415SFA2T  
Grade: 10-12  
Credit: .5 (1 Trimester) CTE

This two-part course will first give you the opportunity to explore career, occupational, and educational choices to help you make decisions about your future. You will gain job-seeking and career skills, including the job application, resume and cover letter creation, interviewing, and success on the job. A three-hour job shadow will give you a first-hand look at an occupation of your choice. In the second part of this course, you will gain skills and knowledge related to financial literacy and successful money management. Knowledge in the areas of banking, budgeting, taxes, investing, buying a car, insurance basics, credit, and living on your own will help you make important life decisions and become a wise consumer. We will also hear from guest speakers.

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## Entrepreneurship

Section 1A BU407SFA1T  
Grade: 11-12  
Credit: .5 (1 Trimester) CTE

Entrepreneurship will build on cross-curricular academic skills and previous business courses, by integrating inquiry-based learning and business tools that will enable students to analyze, create, develop and pilot small business in a safe campus environment. Students will be exposed to business practices that improve social, emotional, environmental and local needs. Students will be exposed to business law and practices.

Not all classes are offered every year/term. Offerings subject to change.
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# BUSINESS LEADERSHIP ACADEMY

## **Restaurant Business Management**

BU410SFA9T                      Alternating Years

Grade: 9-12

Credit:5 (1Trimester)                      CTE

Restaurant Business Management introduces students to all the tough business decisions involved in running a successful restaurant. In the real world, restaurants are the most common new business started each year, but restaurants also fail at a higher rate than other businesses. In this class, students make a number of decisions large and small - picking menu items, laying out the restaurant's floor plan, etc. Students learn what makes a restaurant succeed, and what business decisions will lead to a restaurant closing down.

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## **Sports and Entertainment Marketing**

BU511SFA9T                      Alternating Years

Grade: 9-12

Credit:.5                      (1Trimester)                      CTE

Sports and Entertainment gives students the opportunity to "work" in the exciting sports and entertainment world. The online simulation teaches students the hard business decisions that go into the sports and entertainment events the students enjoy in real life. Students handle promotion, ticket pricing, stadium operations and staffing, sponsors, concessions, concert booking and promotion, and more.

Not all classes are offered every year/term. Offerings subject to change.
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# WORLD LANGUAGE

## **Spanish 1**

Section 1A

FL601SFA1T

Section 1B

FL601SFA2T

Grade: 9-12

Credit: 1 (2 Trimesters)

### Second Language

Come explore an introduction to Spanish language and culture. Did you know that Spanish is spoken on 4 continents and in 21 countries? Learning Spanish offers an abundance of opportunities to become familiar with and enjoy the culture and beauty of so many places!

This series of introductory courses emphasize an understanding of conversational vocabulary and phrases around typical daily activities involving greetings, friends, family, food, school, and celebrations by gaining proficiency in the 3 modes of communication:

**\*Interpretive (Listening & Reading)** –What can you understand when you listen & read?

**\*Interpersonal(Person-to-person)** –

How well can you communicate with someone else?

**\*Presentational (Speaking & Writing)**

– What can you say and write?

## **Spanish 2**

Section 2A

FL602SFA1T

Section 2B

FL602SFA2T

Grade: 9-12

Credit: 1 (2 trimesters)

Prerequisites: Spanish 1 series

### Second Language

Second year Spanish continues the development of the three modes of communication. Focuses on the concepts of reflexive verbs, adverbs of time and frequency, both the preterit and imperfect tenses (including regular, stem- changing, and irregular verbs), por/para as well as a continued study of the diverse Spanish-speaking cultures. Students are encouraged to review the concepts of Spanish 1A,1B, & 1C prior to class.

Not all classes are offered every year/term.  
Offerings subject to change.

# CAREER PREP



## **Careers**

BU102SFA9T

Grade: 12

Credit: .5 (1 Trimester)

Fine Art

In Careers 3, students will gain self-awareness of interests, personality, life goals and values. A further

understanding of educational career options will be reached. Students will research and match themselves with potential careers. They will then explore continuing education options, make decisions, set goals and plan for the future. Finally, students will complete all senior requirements for graduation, including the FAFSA, Promise Grant, OSAC and apply to a college/university.

Not all classes are offered every year/term.  
Offerings subject to change.



# SCHOOL-TO-CAREER CREDIT OPTIONS

## **School-to-Career Work Experience MD313SEL-A9**

Grade: 9-12

Credit: .5– 1.0

Elective

Do you have a job? Do you volunteer your time? Whether or not you are paid for your work, your efforts can lead to credit! In addition to tracking your hours, you will complete projects to earn up to 1.0 credit per year above the credits you earn in your classes.



## **School-to-Career Internships**

MD317SEL \*\*Grade: 9-12

Credit: .5–2.0

Elective

Many STC programs are independent study courses and require students to be organized and proactive. Some of the programs are offered certain times of the year, some can be started at your request (structured work- based learning, internships, job shadows), and others are started when a business posts an opening with the School-To-Career office. Credit earned through the School-To-Career department is elective credit. Students will be expected to complete a student workbook, compile hours, and complete an evaluation based on the career related learning experience.

Field experiences involve activities completed outside of the classroom and have set times during the school year to participate. They are designed to give students guided and controlled experiences with professionals.

## **Central Oregon Youth Conservation Corps**

MD313SEL-A9T

Credit:1

Training Hours: 300

Requirements: Age 15-19 years

This is a paid position. Process: Spring recruitment for summer work program. Students work in conjunction with a variety of government organizations to improve public lands. They build trails, plant trees, and clear vegetation. Students gain knowledge of forests, natural resources, community growth, and teamwork. Students are required to do hard physical work that is fun and rewarding.

# ACADEMIC CORE CLASSES

## LANGUAGE ARTS

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Class Title	Class Title	Class Title	Class Title
Literature & Composition 1	Literature & Composition 2	Literature & Composition 3 *Ap Lit & Comp	Literature & Composition 4 *Ap Lit. & Language

### Literature and Composition 1

Section 1A. LA100SLA1T

Section 1B. LA100SLA2T

Grade: 9

Credit: 1.0 (2 Trimesters).

College Preparatory

Prerequisites: None

NCAA Approved

Lit and Comp 1 is a foundational course where students practice skills needed for success in future high school language arts classes. In addition to receiving opportunities to choose their own texts, students will be guided through an exposure to a variety of reading mediums and genres. Lit and Comp 1 students will regularly craft process-focused compositions, while developing an awareness of themselves as writers and thinkers. Skills in speaking, listening, and language usage will be cultivated throughout the course.

### Literature and Composition 2

Section 1A - LA110SLA1T

Section 1B - LA110SLA2T

Grade: 10

Credit: 1.0 (2 Trimesters)

Prerequisites: None

NCAA Approve

Lit and Comp 2 builds upon the skills from Lit and Comp and provides continued opportunities for students to explore a variety of literary and non-fiction forms as well as develop their skills in all phases of the writing process. In particular, students will emerge as critical thinkers while they explore a variety of strategies for recognizing, discovering, and presenting evidence. Skills in speaking, listening, and language usage will be cultivated throughout this course.

### Literature and Composition 3

Section 1A LA115SLA1T

Section 1B LA115SLA2T

Grade 11

Credit: 1.0 (2 Trimesters)

College Preparatory

Prerequisites: None

NCAA Approve

Alternating Years

Lit and Comp 3 students will continue to evolve as critical thinkers, routinely provided choice in their reading material and writing topics. As they continue to receive exposure to a variety of text formats and writing contexts, they will fully invest in exploring questions of culture and identity. Students will routinely practice both speaking, listening, and language use while they continue to develop as readers, thinkers, and writers.

### College Writing

LA330SLA

Grade: 12

Credit: .5 (1 Trimester)

Dual credit

This course is designed for dedicated students wishing to develop the critical nonfiction reading and writing skills necessary for post-high school academic work. Through critical analysis of the writing process, students will gain a deeper understanding of a variety of compositional modes and strategies, including audience awareness, impact of purpose, thesis development, research methods, evidence evaluation and use. Students will leave this challenging course confident in their abilities to manage complex ideas and outcomes in their writing. \*Dependent on instructor, this course may be offered for Writing 121/122 college credit. If so, a placement test may be required and additional fees may apply.\*

# LANGUAGE ARTS

## Literature and Composition 4

LA112SLA1T

Alternating Years

Grade 11-12

Credit: 1.0 (2 Trimesters)

College Preparatory

Prerequisites: None

NCAA Approve

Lit and Comp 4 is a culmination course, seeking to finish preparing all students for post-secondary reading, writing, and analysis. Lit and Comp 4 will continue immersing students in threads of inquiry led by a variety of text formats and writing contexts while students regularly make choices about the texts and topics they wish to pursue. The ethics of communication will be a central issue as students practice speaking, listening, language use, and composition throughout the course.

## AP Language and Composition

Alternating Years

LA151ALA1T

LA151ALA2T

Grade: 11-12

Credit: 1.0 (2 Trimesters)

NCAA Approved

AP Language and Composition is for dedicated students who wish to develop the critical thinking, reading, and writing skills necessary for post-secondary academic work. It is recommended for students wishing to challenge themselves beyond traditional models of high school thinking and writing. Students will regularly be asked to read complex texts, responding to both content and structure, while learning increasingly sophisticated ways to respond as thinkers, speakers, and writers.

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## AP Literature and Composition

Section 1A - LA150ALA1T

Section 1B - LA150ALA2T

Alternating Years

Grade: 11-12

Credit: 1.0 (2 Trimesters)

AP Literature and Composition is for dedicated students who wish to develop the critical thinking, reading, and writing skills necessary for post-secondary work. The purpose of this course is to create a dynamic, challenging environment for students to explore a variety of historical perspectives and literary styles, thus deepening a student's understanding of the impacts of context, language, and art. While engaging students in careful reading, critical analysis, and thoughtful discussion of imaginative literature and nonfiction, college-level analysis and compositional skills will also be developed.

# MATHEMATICS

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Class Title	Class Title	Class Title	Class Title
Math 1	Math 2	Math 111(Pre-Calculus)	Math 105 (Math in Society)

## Math 1

MA235SMA

Grades: 9-12

1.0 credits (2 Trimesters)

In Math 1, students build deep conceptual understanding around the topics of equivalence, solving equations, and the differences between linear, quadratic, and exponential functions. An emphasis is placed on describing how these functions change.

## Math 2

MA236SMA

Grades: 9-12

1.0 credits (2 Trimesters)

Prerequisite: Math 1

This course develops reasoning, justification and proof skills through an in-depth study of shapes and their properties, rigid transformations, congruence and the relationship between similarity and right triangle trigonometry. This course also covers an introduction to data literacy, including measures of center and spread, probability and prediction. Students will collect, describe, analyze, summarize and interpret data in real life situations.

## Math 111 (Pre-calculus)

Section 1A MA330SMA1T

Section 1B MA330SMA2T

Grades: 10-12

Credit: 1.5 Math/4.0 COCC (2 Trimesters)

This course will focus on characteristics of functions, including domain, range, symmetry, intercepts, zeros, and continuity along with Exponential and Logarithmic functions. The second half of this course focuses on Trigonometric Functions. Technology (graphing calculator) will be used to introduce and expand on the areas listed above.

## Math 105 - Math in Society

Section 1A MA223SMA1T

Section 1B MA223SMA2T

Grades: 10-12

Credit: 1.5 Math/4.0 COCC (2 Trimesters)

Math in Society is a rigorous mathematics course designed for students across multiple disciplines in both transfer degrees and career and technical degrees and certificates. The course provides a solid foundation in quantitative reasoning, symbolic reasoning, and problem-solving techniques needed to be a productive, contributing citizen in the 21st century. This course meets math requirements for graduation, but does not meet minimum admissions requirements for four-year college admissions.

# SCIENCE

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	Option
Class Title	Class Title	Class Title	Class Title
Physics	Chemistry 1	Environmental Sustainability	Oceanography

Our Science program utilizes Project Lead The Way , a nationally recognized curriculum emphasizing project based learning and connections to Career and Technical Education. The classes offered in our science department will support one of our various CTE options as well as provide opportunities for students to explore how our natural world works. Classes are designed with students in mind.

## **Physics** - (Project Lead The Way)

Section 1A - SC301SSC1T

Section 1B - SC301SSC2T

Grades: 9

Credit: 1.0 (2 Trimesters)

This high school physics course is designed in alignment with the Next Generation Science Standards (NGSS) and adopts a laboratory-based approach that integrates science and engineering practices with core physics concepts. The curriculum places a strong emphasis on critical thinking, data analysis, and argumentation, incorporating both physical and conceptual experiments as well as mathematical modeling. Students engage thoroughly with essential physics topics such as motion, forces, gravity, energy, waves, electricity and magnetism, and electromagnetic radiation. As a result, this course provides students with a solid foundation in core physics concepts, preparing them for future studies in advanced physics courses.

## **Chemistry 1**

SC411SSC1T

SX411SSC2T

Grades: 10

Credit: 1.0 (2 trimesters)

Chemistry is a study of the properties and structure of matter. The course covers chemical concepts starting with the structure of an atom and then building through bonding, reactions, the mole, stoichiometry, acids and bases, and organic. It applies mathematics to explain chemical behavior. Labs are used to reinforce material and to teach manipulative skills.

## **Environmental Sustainability** - (Project Lead The Way)

Section 1A - SC265SSC1

Section 1B - SC265SSC2

Grade: 11

Credit: 1.0 (2 trimesters)

Science

Environmental Sustainability (ES) is a high school-level course in PLTW Engineering. In this course students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Through both individual and collaborative team activities, projects, and problems, students problem solve as they practice common design and scientific protocols such as project management, lab techniques, and peer review. Students develop skills in designing experiments, conducting research, executing technical skills, documenting design solutions according to accepted technical standards, and creating presentations to communicate solutions.

## **Oceanography (Alternating Years)**

SC244SSC9T

Grades: 9-10

Credit: .5 (1 trimester)

Science

This course will start with a history of sea exploration and navigation. Students will develop navigational skills as they learn about historical exploration of our world ocean. This course will emphasize physical characteristics of our ocean floor as related to plate tectonics and our ever-changing Earth

# Social Studies

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Class Title	Class Title	Class Title	Class Title
Geography	Modern World History	US History	Government

## Geography

SS160SSS9

Grade: 9-10

Credits: .5 (1 Trimester)

This course provides students with an overview of world geography but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

## Modern World History

Section 1A - SS100SWS1

Section 1B - SS100SWS2

Grade 10 - 11

Credits .5 (1 Trimester)

This class examines major historical events and turning points in world history in order to deepen understanding of the world today. Students investigate the foundational ideas that shaped the modern world from Europe, Asia, Africa and the Americas. They will explore the economic, political and social revolutions that transformed human history. Students learn the craft of thinking, reading, and writing like an historian while engaging in the critical analysis of primary and secondary source documents, data and maps.

## US. History

Section1A -SS101SUS1T

Section 1B - SS101SUS2T

Grade: 11-12

Credit: .5 (1 Trimester)

This class explores the social, economic, political and geographic forces that have shaped and influenced the United States' past and present. Using the Constitution, textbook, primary source documents, and current events, students learn about major developments in United States history. courses provide students with an overview of history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

## American Government

SS110SGV9T

Grade: 11-12

Credits: .5 (1 Trimester)

American Government examines the foundations and processes of the federal system, including the three branches of government and civil rights. Students analyze contemporary political issues and understand our civic responsibility in a democracy.

## 20<sup>th</sup> Century History in Film

SS130SSS9T

Grade: 9-12

Credit: .5 (1 Trimester)

In this course you will watch films related to historical events and become critical consumers of the content. A critical consumer watches a film and questions what's real and what isn't. They will then, through research, find out what aspects of the film are true to history and what isn't. Historical topics will vary and range from ancient history to more modern events.

Not all classes are offered every year/term.  
Offerings subject to change.



# PHYSICAL EDUCATION / HEALTH



## Health 1

HE100SH19T

Grade: 9-12

Credit: .5 (1 Trimester)

Alternating Years

Health

This is an introductory class. It will challenge students to analyze the current trends happening around them. Topics include; mental/emotional health, dealing with loss, drug, alcohol and tobacco dependency, and sexual health. Lectures, writing, guest speakers, and community resources will help support the curriculum.

## Health 2

HE101SH29T

Grade: 9-12

Credit: .5 (1 Trimester)

Alternating Years

Health

This course builds upon the content learned during Health 1. Students will learn factual information that will prepare them to make decisions about their personal health. This course will cover the areas of nutrition, physical fitness, non-communicable diseases, and substance abuse.

## Physical Education

Grade: 9-12

Credits: .5 (1 Trimester) PE

This course is designed to provide physical fitness and coordination through learning lifetime activities and skills. Activities include soccer, volleyball, badminton, dance, pickle ball, basketball, football, tennis, softball, mat games, ultimate frisbee, golf and introductory weight training.

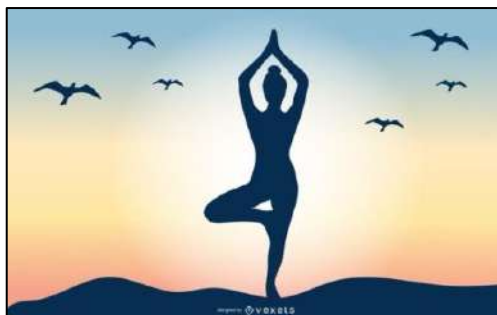
## Yoga & Meditation

PE316SPE9T

Grade: 9-12

Credits: .5 (1 Trimester) PE

A basic and foundational practice focusing on posture, breath, alignment and beginning flow. A safe and supportive environment for beginners and experienced students. This class meets you where you are whether just beginning yoga, modifications and alignments are taught in an inspiring and encouraging way leading you to a wonderful experience of yoga. This is a mindful, practice of peace and presence.





# ELECTIVES

## Video Production

AA803SFA9T Grade: 9-12

Credit: .5 (1 Trimester)

Elective

Learn to write a script, film, edit, and produce your own movie, then turn it into a DVD. Equipped with a digital video camera and a computer with editing software, your team will make a fictional film and a public service announcement.

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## CTE Explorations

MD339SFA9

Grade: 9-12

Explore the career and technical education classes offered at Bend Tech. CTE provides students with technical skills, training and knowledge to succeed in future careers. Students will rotate through 4 CTE programs during this time. Explore: business, engineering, woodshop, and medical/health careers.

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## Sources Of Strength

MD369SEL9. Grade 9-12

Credit: .5 (1 Trimester)

Are you interested in working with peers and staff to create a more welcoming, equitable and connected school community where students feel like they belong? Students in Sources of Strength become agents of change and connectors to help in their school community. In this class, students design and run projects related to wellbeing and school culture, including suicide prevention and connecting to supports available at school and in the community. Students learn how to plan and deliver effective prevention messages in their community about hope, help, and strength. Students gain real-world skills in research, advocacy, public speaking, video/audio media, event planning, and how to make lasting change in our community. Come work with your peers to make our school community more connected.

## Yearbook

LA334SELT3 Grade 9-12

Credit: .5 (1 Trimester)

This course is for self-directed, detail-oriented, and responsible students with a strong interest in writing and publishing. While producing the school yearbook, students will develop skills in a variety of roles such as copy writing, copy editing, photography, photo editing, layout design, desktop publishing, and ad sales."

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## Teacher Assistant

SA122SEL9T

Grade: 10-12

Credit: .5 (1 Trimester)

Students may select to be a teacher or office assistant, pending counselor and teacher approval. Teacher and office assistants are grade on a Pass/No Pass scale; GPA is not impacted. Offices and departments where a student may assist include: Front Office, Custodial, and the cafeteria. Duties will vary depending on location and department.

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## CTE Peer Mentor

\*Elective Credit will be given for this class.

Prerequisite: See your Counselor for more information

This course gives students who have successfully completed one or more CTE classes the opportunity to return to the classroom as a peer mentor. Mentor students will help other students successfully complete the course through one on one assistance, individual and group instruction, coaching, collaboration, and evaluation. Students will learn beginning techniques in mentor ship, and apply what they learn to teaching and coaching other students towards successful completion of the introductory course.

# BEND TECH ACADEMY



BE sure to check out website  
At [www.bend.k12.or.us/BendTech](http://www.bend.k12.or.us/BendTech)