

A person wearing a blue helmet and a dark jacket is rappelling down a rocky cliff face. They are holding a rope and looking towards the camera. The background shows a river and some trees.

REALMS



HIGH SCHOOL
- leaders of change -

2023-24
Curriculum Guide



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) 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) Title IX Coordinator: Human Resources Director, 520 NW Wall Street, Bend OR (541-355-1100 or 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). [View our non-discrimination policy and complaint procedure here.](#)

WELCOME TO REALMS HIGH SCHOOL

Our Vision:

At Realms High, our mission is to ignite the *passion*, build the *academic skills*, and foster the *character* our students need to be *leaders of change*.

We actively challenge our students from all backgrounds to **investigate, understand, and become stewards of the human and natural world around us**. To do so, we pursue experiences both inside and outside the classroom that help our students develop a core set of academic skills and learning habits; that encourage them to explore and identify their values; and that foster the inspiration that comes through service to others and adventure.

We cannot wait to meet you!

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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As a “choice option” public high school in Bend-La Pine Schools, we share the same policies and procedures as any other “neighborhood” high school in the district. However, there are a few important elements that set us apart:

Our values & guiding principles

Realms High School is an [EL Education](#) school and believes strongly in the importance of tightly connecting academics and character together with real world learning opportunities so that students have opportunities to practice making a better world. Our tagline **“Leaders of Change”** drives all of our curriculum and school structures. Social justice and environmental stewardship are central themes running through much of our academically rigorous curriculum.

EL Education

Realms High School is a member of the national school reform network known as [EL Education](#). EL Education Schools believe that when students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. The mission of EL Education is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

THREE DIMENSIONS OF STUDENT ACHIEVEMENT & CHARACTER FRAMEWORK

Through our work with EL Education we structure everything we do around three equally important “dimensions of student achievement”: Mastery of Knowledge and Skills, High Quality Work, and Character. At Realms High School, our central mission is to prepare students to be “Leaders of Change” and in EL Education schools the overarching mission is “Contribute to a Better World”. Mastering rigorous academic content and producing high quality work is in service of a bigger mission... becoming a person who can and does *make a difference*.

Our Three Dimensions of Achievement: More Than Just Test Scores



Our Character Framework: “Better World” Mission is the Bullseye



LEARNING EXPEDITIONS - OVERVIEW

What is a Learning Expedition? Learning expeditions are long term, interdisciplinary, in-depth units of curriculum offering real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions make standards come alive for students and involve them in original research, critical thinking, and problem solving, and a dual emphasis on building both academic *and* character skills.



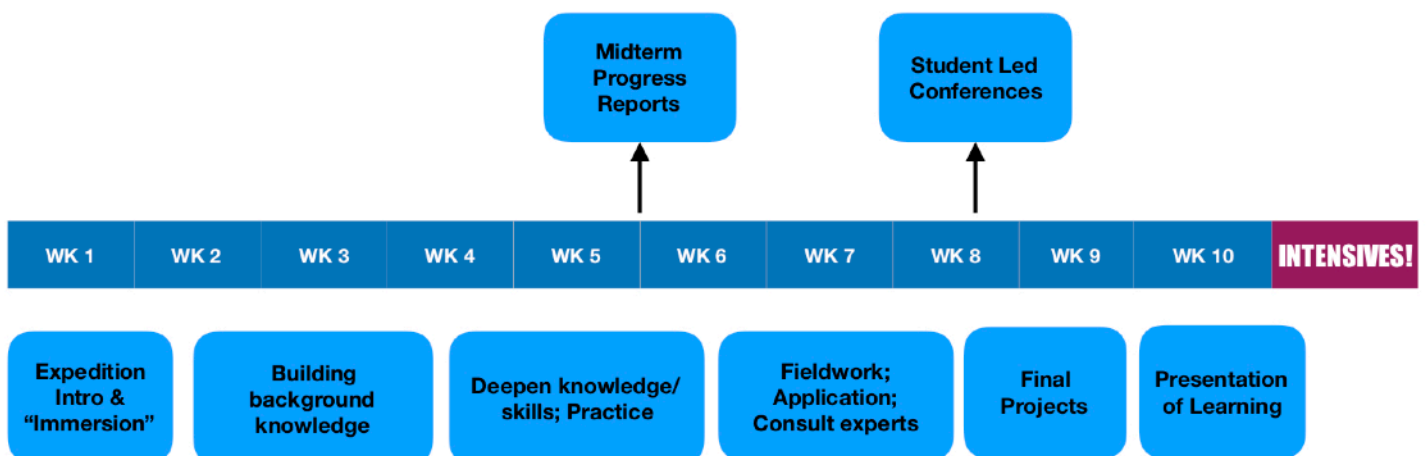
All learning expeditions explicitly focus on building literacy skills, particularly in reading and writing nonfiction text and writing from evidence. Expeditions also include opportunities for focused fieldwork outside the classroom, and usually culminate in a final product in which students must demonstrate and apply the academic skills gained during the expedition across multiple academic disciplines. Finally, at Realms High School, each learning expedition is built on one or two compelling “guiding questions” that invite students to investigate topics connected to social justice, equity and environmental stewardship. Culminating student products are often geared towards making a difference in our local community, helping make good on our promise that students at Realms High School are *leaders of change*.

Learning expeditions feature active and innovative teaching practices. Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving and collaboration. **Teachers talk less. Students talk and think more.** Through revision and persistence, students complete [High Quality Work](#) that demonstrates an ability to do complex thinking and create products that show craftsmanship: beauty, precision, originality.

Students pursue [Fieldwork](#) connected to their academic coursework and in conjunction with professionals in the field. This fieldwork is integral to our approach to learning and is grounded in experiential education theory.

LEARNING EXPEDITIONS - MAP

Learning expeditions follow a predictable format over the course of a trimester allowing students to develop strong academic skills, to make connections between academic disciplines and to apply their knowledge in service of a real world problem. Learning Expeditions typically end with final assessments (tests for example) AND also a “culminating product” that students create using their new skills and knowledge. Often, these products are presented, displayed, performed or shared at the end of the trimester “Presentation of Learning” involving parents and other community members.



WHAT IS CREW?

At Realms High, school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members **to become crew, not passengers**. Students at Realms HS are known well and supported by adults, and Crew is a class intentionally structured to build and accomplish this strong community of learners.

Crew is a required class that runs all 4 years that a student is enrolled at Realms High School. Crew shows up on a student's transcript as an elective class called Leadership. The structure of crew allows for relationship building, academic progress monitoring, and character development, and college/career planning. Crew meets 4 days per week and crew sizes are typically smaller than in our academic classes.

INTENSIVES - EXPERIENTIAL, ENGAGED, APPLIED, RADICAL ELECTIVES!

Intensives are week-long, single topic, "deep dive" courses with smaller groups of students where we have the opportunity to explore topics that are not offered in our regular schedule of classes. At Realms HS we end each trimester one week early and use that week to launch into Intensives. These classes typically yield 0.25 elective credit and require strong participation and the completion of any related assignments. Classes are taught by both Realms staff members and other community experts. **Here are JUST SOME of the Intensive courses we have offered so far - more are developed every year!**

Fermentation Science

Jam Band

Rubbish Renewed

Aviation

Snow Sports & Survival

Rock Climbing

Game Night

Sound Design

Health & Wellness

Water Sports, CPR, and Water Safety

Archery

Culinary

Mountain Biking

Cinema

Trails & Trail Conservation

One-Act Plays

Now that we've shared a bit about what makes Realms High School unique, we will move on to some General Information, followed by more details about our course offerings.

REALMS HIGH SCHOOL ADMINISTRATION TEAM

Roger White	Principal
Zach Harju	Assistant Principal

REALMS HIGH SCHOOL COUNSELING TEAM

At RHS our Counselor and Graduation Coach are the primary contacts for questions or requests involving student schedules. They work closely with our Administrative Team, School-to-College & Career Manager, and Learning Specialists to ensure that all students are enrolled in the courses that best meet their needs.

Addy Torian	Counselor
Kat Tomsic	Graduation Coach
Jill Deckman Cooper	Curriculum Secretary
Jen Rule	School-to-College & Career Manager

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

Realms High School uses a trimester system of scheduling; courses meet for one (1) or two (2) of the three trimesters. The school day runs from 9:00 a.m. until 3:20 p.m. Students should be enrolled in 5 classes for each trimester, including their Crew class. A more detailed Daily Bell Schedule can be found on the [RHS website](#).

COURSE LOAD

Students in grades 9-11 are required to enroll in 5 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 12 have the flexibility to enroll in up to 5 classes, depending on their credits towards graduation. If students in grade 12 are interested in having less than 5 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 one-trimester class and one (1.0) credit for passing a two-trimester class. Students have the potential to earn 6.75 credits per year.

COURSE TYPES

There are four different levels of classes in high school:

- **Standard:** These classes are appropriate for most students to foster skills and understanding at grade level.
- **Honors:** These classes are for those students whose skills, abilities and interests are exemplary. In general, honors classes progress more quickly, cover more material, and go into more depth than standard classes.
- **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

Some of our high schools have an Advisory program that meets up to 4 times a week and it is built into the daily schedule. At Realms, Crew is our advisory course, which meets four days per week and earns 0.75 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 Realms High School, 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 2022-23 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 Caldera High School 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 your 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 quarter 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 (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 (CONT)

Volunteer Credit Career & Technical Education (CTE) Mentor & Work-Based Learning Opportunities

School-to-Career Non-Paid Work Experience

Training hours: Level 1 – 72 hours, Credit: 0.5 Elective (EL)

Training hours: Level 2 – 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. 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.

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.

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 CREDIT

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.

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 Caldera High School:

Computer Science	Business Management
Engineering	Health Occupations
Architecture & Construction	Graphic Arts

DUAL CREDIT / COLLEGE NOW

Realms High School offers all students an early college dual credit program. This exciting opportunity allows students to receive high school credit *and* college credit from select Realms 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.

AP[®] PROGRAM

The Advanced Placement[®] Program (AP[®]) enables willing and academically prepared students to pursue college-level studies while still in high school. The program consists of college-level courses developed by the AP Program that high schools can choose to offer, along with corresponding exams that are administered once a year.

All AP courses are graded on a 5.0-point scale. Students who take AP courses are eligible to take AP exams in the applicable subject areas. If you earn the required score on an AP exam, your chosen college or university may grant you the equivalent of credit for a college course. The granting college or university determines the amount of college credit granted, and not all colleges award credit for AP courses. College Board, the organization that develops AP exams and administers them nationally, offers an [AP Credit Policy Search tool](#) to help you find specific colleges' AP credit policies.

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
TOTAL CREDITS	26	27	24

**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 <i>(waived for the classes of 2023 and 2024)</i>	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.

HONORS DIPLOMA

An Honors Diploma is awarded to each student who has completed all state and local requirements with 27 units of credit. An additional requirement of an Honors Diploma includes five capstone classes, three (two for LPHS) of which must be Advanced Placement or International Baccalaureate courses.

Capstone courses are defined as Advanced Placement and International Baccalaureate courses; 100-level or higher college transfer courses in the core areas of English, math, science, social science and foreign language; or LPHS designated courses in the core areas of English, math, science, social science, and foreign language offered at the junior-senior level.

Capstone courses can vary by discipline and school. The capstone status is noted in the individual course descriptions at the end of this curriculum guide.

An Honors Diploma is required for valedictorian and salutatorian status. Valedictorian and salutatorian status is based on weighted grade point averages (GPA).

If you are interested in an Honors Diploma, please meet with your counselor to start the process to request a diploma type change.

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 2025 & 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
- **Capstone Class**
 - Students pursuing a BLS Honors Diploma must take 5 Capstone classes. Eligible courses will be denoted in the course description.
- **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

CREW

CREW

Prerequisite: None

MD123SEL Grade: 9-12

Credit: 0.25/Trimester

"We are crew, not passengers"

In the [EL Education](#) model, the tradition of Crew is both a culture and a structure. The culture of crew impels all members of a school community to work together as a team, to pitch in, to help others. The structure of Crew-four meetings per week to support everyone's learning and growth-makes time for students to build meaningful relationships with peers and their Crew leader, to reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed.

There are three strands that run through the Crew Curriculum at Realms High School. The three strands receive varying amounts of attention and coverage based on grade level need of students:

CURRICULUM DOMAIN	SAMPLE TASKS	DOMAIN WEIGHTING
Relationships & Community How do I fit into and contribute to my school and broader community?	Team building initiatives, discussions and reflective journals, adventure education outings, restorative justice circles, service to school/community projects, leadership & communication activities.	Weight by Grade 9th: 50% 10th: 40% 11th: 40% 12th: 35%
Habits of Scholarship & Success What does it mean to be a "Leader of My Own Learning"?	Academic portfolio management, goal setting & self assessment, student led conference preparation, growth mindset activities; homework completion, peer academic support partners, literacy work.	Weight by Grade 9th: 35% 10th: 25% 11th: 15% 12th: 10%
College & Career Where am I going after HS and how do I get there? What kind of change will I make in my community?	Resume development, skills and interest inventory, service learning projects, job shadow & internships, career planning, college speakers and visit, college scholarship and application support.	Weight by Grade 9th: 15% 10th: 30% 11th: 40% 12th: 50%

At RHS, all students take Crew each term. Seniors wishing to have an open period instead of Crew in Trimester 3 should speak with the school counselor.

LANGUAGE ARTS

LITERATURE AND COMPOSITION 1

Grade: 9
Prerequisite: None

LA100SLA
Credit: 1.0/Year
College Preparatory

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

Grade: 10
Prerequisite: None

LA110SLA
Credit: 1.0/Year
College Preparatory

Lit and Comp 2 builds upon the skills from Lit and Comp 1 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 the course.

LITERATURE AND COMPOSITION 3

Grade: 11
Prerequisite: None

LA115SLA
Credit: 1.0/Year
College Preparatory

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.

LITERATURE AND COMPOSITION 4

Grade: 12
Prerequisite: None

LA112SLA
Credit: 1.0/Year
College Preparatory

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.

ACADEMIC COMPOSITION: WR121

Grade: 12
Prerequisite: COCC placement score
Honors Capstone Course

LA330CLA
Credit: 0.5/Trimester

Writing 121 focuses on rhetorical reading, thinking, and writing as means of inquiry. Students may elect to earn COCC English credits. Students will gain fluency with key rhetorical concepts and utilize these in a flexible and collaborative writing process, reflecting on their writing process with the goal of developing metacognitive awareness.

PLAYS AND PRODUCTION

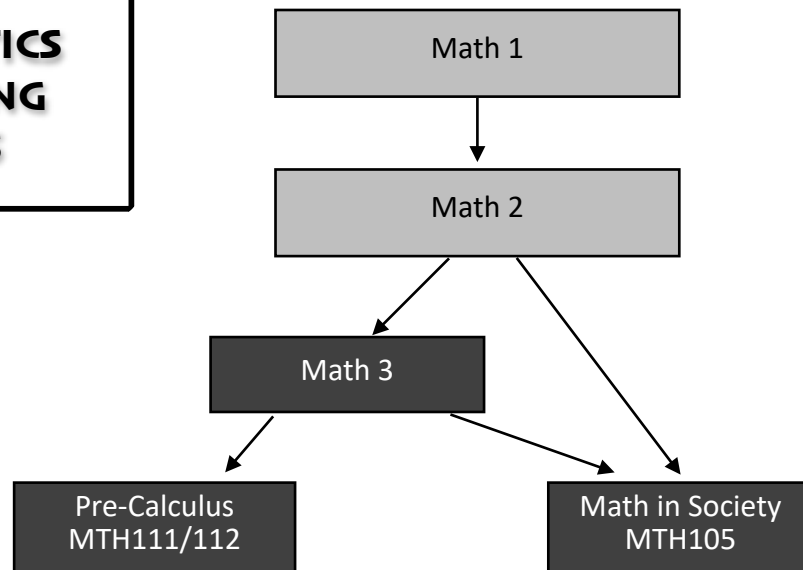
Grade: 10-12
Prerequisite: None

LA500SLA9
Credit: 0.5/Trimester

This class is designed to provide students the opportunity and resources to collaborate on acting skills in a small group. With a goal of performing for an audience, the members of this class work together on all aspects of a theater in the round, spoken word poetry read, and storytelling to an audience.

MATHEMATICS

MATHEMATICS SEQUENCING OPTIONS



Students must earn three mathematics credits to graduate with an Oregon Standard or Academic Diploma. If the student is interested in a Honors Diploma or pursuing college after high school four mathematics credits is encouraged. Mathematics coursework follows one of three pathways; Calculus, Data Science, and Quantitative Mathematics. Placement in courses is generally based on your performance in the previous year's mathematics course.

Students may stay in one pathway, calculus for example, or take courses from the other pathways if they wish, as long as they meet the prerequisites for the course.

- **Standard Classes** are appropriate for most students. These courses help develop grade level skills and understandings.
- **Dual Credit, AP or IB Classes** may be appropriate if you are highly motivated. Both dual credit and AP/IB courses include college-level work and expectation. Please consider the student's past performance, interest level and teacher recommendation before enrolling.

MATH 1

Grade: 9-12

Prerequisite: None

MA235SMA

Credit: 1.0/Year

College Preparatory

This is the general math course for most incoming freshmen. Students in this course will develop more skills in problem solving, reasoning, critical thinking, connections, and communication; building on their knowledge of expressions and equations, solving systems of equations, and functions. Students will encounter quadratic, exponential functions as well as examples of other nonlinear functions. Students will also study data literacy, data literacy as well as some geometry.

MATH 2

Grade: 9-12

Prerequisite: Math 1

MA236SMA

Credit: 1.0/Year

College Preparatory

This is the general math course for most sophomores. This course is a study of geometric figures and their properties, some advanced algebra concepts and more data literacy. Throughout the course, a major emphasis is placed on inductive/deductive reasoning. Basic trigonometry, parallel and perpendicular lines, circles and conics will be covered. Additionally students will deepen their understanding of the topics through modeling and investigate complex probability scenarios. Students will also learn more about data and statistics.

MATHEMATICS

MATH 3

Grade: 9-12

Prerequisite: Math 2

MA237SMA

Credit: 1.0/Year

College Preparatory

Topics include function operations and their graphs, systems of equations, quadratic functions and their graphs, roots and radicals. The trigonometry section will include right triangle trigonometry, basic trigonometric graphs, and an introduction to circular trigonometry. There will also be an introduction to statistics and their applications. The course is designed to strengthen college prerequisite skills.

PRE-CALCULUS

Grade: 11-12

Prerequisite: Math 3

Honors Capstone Course

MA330SMA

Credit: 1.0/Year

College Preparatory

The Pre-Calculus course is for the student planning to take Calculus, and is highly recommended for students planning to go into a science, engineering, or similarly mathematical field after high school. Students have the opportunity to earn dual credit through COCC's MTH 111 and 112 courses. MTH 111 material is equivalent to college algebra which emphasizes descriptions of parent functions and their transformations, solving complex algebraic equations, and their inverses. MTH 112 material is equivalent to college trigonometry with an emphasis on trigonometric functions.

**Oregon College credit may be available for this class.*

MATH IN SOCIETY: MTH105

Grade: 11-12

Prerequisite: Math 2 or Higher

Honors Capstone Course

MA233SMA

Credit: 1.0/Year

College Preparatory

Weighted Grade

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. Students have the opportunity to earn dual credit through COCC's MTH 105 course.

This course meets math requirements for graduation, but does not meet minimum admissions requirements for four year college admissions.

**Oregon College credit may be available for this class.*

SCIENCE

All RHS 9th grade students take Biology, and all 10th grade students take Chemistry. In 11th and 12th grade, students have the option to take Physics and/or Environmental Science. Both Physics and Environmental Science can be taken as AP or non-AP courses, though offerings will vary year-to-year based on forecasting results.

BIOLOGY

Grade: 9-12
Prerequisite: None

SC204SSC
Credit: 1.0/Year
College Preparatory

Biology is the study of living things. This laboratory-based course is designed to integrate science and engineering practices, crosscutting concepts, and core content related to life processes. Students will explore the unifying principles and concepts applicable to all forms of life. The course will provide a solid foundation in laboratory techniques, biochemistry, cell structure and function, photosynthesis, cellular respiration, genetics, DNA, RNA, evolution and ecology.

CHEMISTRY

Grade: 10-12
Prerequisite: None

SC411SSC
Credit: 1.0/Year
College Preparatory

Chemistry is a study of the structure and properties of matter. This laboratory-based course is designed to integrate science and engineering practices, crosscutting concepts, and core content related to the fundamentals of chemistry. Topics addressed will include the structures of atoms and compounds, the Periodic Table, chemical reactions, acids and bases, gasses, solutions, chemical quantities, kinetic theory, and thermodynamics.

PHYSICS

Grade: 10-12
Prerequisite: None

SC501SSC
Credit: 1.0/Year
College Preparatory

Physics is a lab-based course designed around the Next Generation Science Standards that integrates science and engineering practices and crosscutting concepts with core physics concepts. The course utilizes real world, hands-on activities to develop critical thinking, data analysis and argumentation through physical and conceptual experimentation, along with mathematical modeling. Students will explore the concepts of motion, forces, gravity, energy, waves and electromagnetic radiation.

ENVIRONMENTAL SCIENCE

Grade: 9-12
Prerequisite: None

SC263SSC
Credit: 1.0/Year
College Preparatory

In this lab and project-based course, students will develop a deeper understanding of sustainability. They will analyze various concepts and current events through the lenses of sustainability (environmental, social, economic) to better understand how human impacts affect the natural world.

AP PHYSICS

Grade: 11-12
Prerequisite: Math 3 or Higher
Honors Capstone Course

SC513ASC
Credit: 1.0/Year
College Preparatory
Weighted Grade

AP Physics 1 is a rigorous course designed to meet a first-semester introductory college course in algebra-based physics. Students will conduct investigations as they explore kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, and torque and rotational motion. Mathematical equations are used in such a way that the solutions will predict the way nature behaves. Group work, individual projects, inquiry-based problem solving, and design problems are integral parts of this course. The grade earned on the optional AP Physics Exam in May determines credit received by cooperating institutions. Time outside of class may be needed to complete course requirements.

AP ENVIRONMENTAL SCIENCE

Grade: 11-12
Prerequisite: None
Honors Capstone Course

SC516ASC
Credit: 1.0/Year
College Preparatory
Weighted Grade

AP Environmental Science is a rigorous course designed to meet a one-semester, introductory college-level course in environmental science. Students will explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. Topics covered include: Ecosystems, Biodiversity, Populations, Earth Systems and Resources, Land and Water Use, Energy Resources and Consumption, Atmospheric Pollution, Aquatic and Terrestrial Pollution, and Global Change. The grade earned on the optional AP Environmental Science Exam in May determines credit received by cooperating institutions. Time outside of class may be needed to complete course requirements.

SOCIAL STUDIES

All RHS 9th grade students take Modern World History, and all 10th grade students take U.S. History. A selection of Social Studies Electives are available for 11th and 12th grade students: See the [High School Graduation Requirements](#) page for more information on required credits. *Some Social Studies Elective options below may not be offered each year depending on student forecasting results.*

MODERN WORLD HISTORY

Grade: 9

Prerequisite: None

SS100SWS

Credit: 1.0/Year

College Preparatory

The year-long 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

Grade: 10

Prerequisite: None

SS101SUS

Credit: 1.0/Year

College Preparatory

The year-long 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.

US GOVERNMENT

Grade: 10-12

Prerequisite: None

SS110SGV

Credit: 0.5/Semester

College Preparatory

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.

PSYCHOLOGY

Grade: 10-12

Prerequisite: None

SS170SSS9

Credit: 0.5/Trimester

The study of behavior is psychology. The purpose of this course is to introduce students to the scientific study of why people do the things they do and think the way they think. The course is designed to show the student how psychology's methods and theories attempt to not only explain and predict human behavior, but how the student can apply this knowledge into their everyday lives. An emphasis will be placed on preparing the student for college.

AP US GOVERNMENT & POLITICS

Grade: 11-12

Prerequisite: None

Honors Capstone Course

SS111AGV

Credit: 1.0/Year

College Preparatory

Weighted Grade

Study the key concepts and institutions of the political system and culture of the United States. You'll read, analyze, and discuss the U.S. Constitution and other documents as well as complete a research or applied civics project.

Skills You'll Learn

- Connecting political concepts to real-life situations
- Explaining the impact and implications of certain U.S. Supreme Court decisions
- Analyzing data to find patterns and trends and draw conclusions
- Reading and analyzing text and visual sources
- Developing a claim or thesis and supporting it in an essay

AP HUMAN GEOGRAPHY

Grade: 10-12

Prerequisite: None

Honors Capstone Course

SS330ASS

Credit: 1.0/Year

College Preparatory

Weighted Grade

Explore how humans have understood, used, and changed the surface of Earth. You'll use the tools and thinking processes of geographers to examine patterns of human population, migration, and land use.

Skills You'll Learn

- Connecting geographic concepts and processes to real-life scenarios
- Understanding information shown in maps, tables, charts, graphs, infographics, images, and landscapes
- Seeing patterns and trends in data and in visual sources such as maps and drawing conclusions from them
- Understanding spatial relationships using geographic scales

AP PSYCHOLOGY

Grade: 10-12

Prerequisite: None

Honors Capstone Course

SS172ASS

Credit: 1.0/Year

College Preparatory

Weighted Grade

In this rigorous, college-level psychology course, students will be introduced to the scientific study of behavior and mental processes. Included is a consideration of many psychological perspectives. Students will learn about - and practice - the ethics and methods psychologists use in their science. Students enrolled in this course are encouraged to take the AP exam in May.

SPANISH

SPANISH 1

Grade: 9-12

Prerequisite: None

FL601SFA

Credit: 1.0/Year

College Preparatory

In Spanish 1, students build the language skills, personal attitudes, and cultural insights necessary to experience life "entre culturas," or between cultures, using Spanish to connect with people. Students learn grammar and vocabulary both inductively and deductively. Topics of study include personal identities, school life, family time, habits around food choices and purchases, social time, celebrations, and weather with outdoor activities.

SPANISH 2

Grade: 9-12

Prerequisite: Spanish 1

FL602SFA

Credit: 1.0/Year

College Preparatory

In Spanish 2, students recycle grammar, vocabulary, and culture with the content introduced and practiced in Level 1, and instruction leverages communicative practice and comprehensible input strategies so that learners can acquire new vocabulary and grammar in context. This year, students will be exposed to a country of focus at a time. Here, they will study a theme of focus within a Spanish-speaking country, including academic tasks in school, family structures, community activities, food as a reflection of culture along with healthy lifestyles.

ADVANCED SPANISH LANGUAGE AND CULTURE

Grade: 9-12

Prerequisite: Spanish 2

FL611SFA

Credit: 1.0/Year

Students will explore the culture and history of Spanish-speaking countries through films and readings in both English and Spanish. Students will discover the diversity of the Spanish-speaking world and learn to analyze films and texts to broaden their understanding and knowledge of Spanish-speaking people.

VISUAL ARTS

ART 1

Grade: 9-12
Prerequisite: None

FA201SFA

Credit: 0.5/Trimester

This is an all-levels art course that surveys the art world through observational drawing, expressive mark making in landscapes, surreal art and color theory, ceramic sculpture and portrait drawing. Discover diverse, contemporary, and historic artists that inspire your own art style. Design and execute plans for your own artistic visions, making them a reality!

ART 2

Grade: 10-12
Prerequisite: Art 1

FA202SFA

Credit: 0.5/Trimester

This class focuses on public art, and how time, place, and culture influence the creation of art and its impact on society. Engage in case studies about street art and art activists that are sure to inspire the creation of your own work. Collaborate with a professional stencil and muralist to spray-paint a mural that is designed to spark positive and social change. There will be ample "studio time"

SCULPTURE/CERAMICS 1

Grade: 10-12
Prerequisite: Art 1

FA505SFA

Credit: 0.5/Trimester

This is a three-dimensional sculpture course with a focus on ceramics. Form, carve, and build 3D forms in plaster, clay, and out of a large number of other household items. You'll make functional ceramic dinnerware, design, and engineer other functional pieces like boxes, birdhouses, or lanterns. Learn to throw from a potter's wheel, make molds, and add a variety of finishes to your work, like sgraffito, underglaze and glaze. Your path in this class is blazed by researching an inspirational master sculptor of your selection!

SCULPTURE/CERAMICS 2

Grade: 10-12
Prerequisite: Sculpture/Ceramics 1

FA506SFA

Credit: 0.5/Trimester

Students will build on the skills and knowledge developed in Sculpture/Ceramics 1, diving further into the creation of their own high-quality work.

DRAWING & PAINTING 1

Grade: 11-12
Prerequisite: Art 2

FA300SFA

Credit: 0.5/Trimester

Students will explore fundamental skills and tools used in drawing and painting. The ability to "see" art is developed and elements of expression are discovered by using various drawing and painting mediums. The Elements and Principles of Design will be emphasized.

DRAWING & PAINTING 2

Grade: 11-12
Prerequisite: Drawing & Painting 1

FA301SFA

Credit: 0.5/Trimester

This is an exciting and far out way to continue exploring your creativity and skill building in drawing and painting. Projects will challenge the artist to use their creative minds with various mediums including: graphite, acrylic, watercolor, aerosol can and colored pencil. Emphasis will be placed on individual artistic style with guidance from the instructor.

AP ART STUDIO: 2D DESIGN

Grade: 11-12
Prerequisite: Drawing & Painting 2 or Meet w/Teacher
Honors Capstone Course

FA522AFA

Credit: 0.5/Semester

Weighted Grade

This course is designed for advanced art students. Students will develop a portfolio in either Drawing, 2D Design, or 3D Design, in which they may earn college credit. Attention to skill, artistic voice, and quality is required. This course adheres to the College Board Curriculum for AP Studio and is submitted in May of each year.

WELLNESS

HEALTH 1

Grade: 9-12
Prerequisite: None

HE100SH19T
Credit: 0.5/Trimester

This an introductory course. It will challenge students to analyze current trends in many health related areas. Topics of study include: fitness and nutrition, domestic interactions, dealing with loss, alcohol and chemical dependency, tobacco, communicable disease, infectious disease, as well as motivational topics on success. Lectures, writings, video presentations, guest speakers, and community resources support the educational development and flow of the class.

HEALTH 2

Grade: 9-12
Prerequisite: Health 1

HE101SH29T
Credit: 0.5/Trimester

Health 2 covers generally accepted health attitudes, judgments, knowledge and practices as related to mental health, physical fitness, weight control, nutrition, stress, personality, cancer and aging.

PE 1

Grade: 9-12
Prerequisite: None

PE100SPE9T
Credit: 0.5/Trimester

In this course you will experience individual lifetime physical fitness skills. In addition to improving your fitness level, you will participate in - and learn rules, skills, and strategies of - a variety of sports including soccer, badminton, pickle ball, basketball, Frisbee games, and weight training.

PE 2

Grade: 9-12
Prerequisite: PE 1

PE101SPE9T
Credit: 0.5/Trimester

PE 2 builds on the foundation of skills and concepts you learning in PE 1. You will continue to work toward improving or maintaining your current fitness level as you build skills and strategies in a variety of games. Units may include any combination of soccer, volleyball, badminton, pickle ball, basketball, football, tennis, Frisbee games, weight training, and floor hockey.

CONDITIONING

Grade: 10-12
Prerequisite: None

PE300SPE9T
Credit: 0.5/Trimester

This course is designed for highly motivated students to improve their strength, speed, and endurance. The students will learn the proper techniques of weight training and use a progressive overload training principle. This type of training causes muscles to increase in size, strength and endurance. You will learn basic anatomy and physiology of muscle growth and different training methods.

OUTDOOR RECREATION

Grade: 9
Prerequisite: None

PE212SPE9T
Credit: 0.5/Trimester

This course was designed as a central component of our 9th grade spring expedition and is focused on Survival Skills. Whether you are backpacking, traveling, or finding yourself in a unique situation, this class will give you some basic tools to survive unexpected situations. Students will learn basic first aid, orienteering, Leave No Trace principles, and other essentials.

MINDFULNESS

Grade: 10-12
Prerequisite: None

PE132SPE9T
Credit: 0.5/Trimester

In this course, students will learn a variety of mindfulness and stress-reduction techniques. Designed for those students who prefer to participate in non-traditional PE courses, mindfulness will be taught via yoga, meditation, art, journaling, walking, and other activities.

CAREER TECHNICAL EDUCATION

PHOTOGRAPHY 1

Grade: 10-12

Prerequisite: None

FA600SFA

Credit: 0.5/Trimester

Everyone knows how to take a photo, but not everyone has earned the title of photographer. This course will push students to go beyond simply pointing a camera and clicking a button. Students will learn how to capture great compositions, with excellent lighting and quality editing. They will use their photographs in the composition of heavily edited artworks like digital collages and storyboards. They will curate and manage their own digital files using Macintosh computers. Finally, we will work towards creating photographs that communicate ideas and emotions.

PHOTOJOURNALISM

Grade: 10-12

Prerequisite: None

FA644SFA

Credit: 0.5/Trimester

Compared to Photography 1, Photojournalism focuses more on the storytelling element of photography. Students develop skills in photographing news, portraits, features and sports. As photojournalism now transcends print media, additional emphasis is placed on visual reporting techniques that encompass digital camera video, sound/slide recordings and web distribution.

BUILDING CONSTRUCTION 1

Grade: 9-12

Prerequisite: None

AA905SFA1T

Credit: 0.5/Trimester

Students will develop basic 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 that will benefit their basic home maintenance and construction awareness. Projects will incorporate progressively advancing woodworking techniques, cabinet making, and furniture production skills. In addition, students will be exposed to OSHA standards that are used in the construction field.

BUILDING CONSTRUCTION 2

Grade: 10-12

Prerequisite: Building Construction 1

AA906SFA

Credit: 0.5/Trimester

In this course, students will build on the knowledge and skills that they developed in Building Construction 1. Students will learn more advanced techniques, which they will eventually apply on independent projects.

OTHER ELECTIVES

SCIENCE AND SOCIETY

Grade: 9-12

Credit: 0.5/Trimester

Prerequisite: None

Time will be spent studying modern song writing, developing songwriting skills, using state of the art recording equipment, producing and mastering recordings, and creating opportunities for public performance in the community. Ensembles and solo artists performing any type of music are welcome to enroll. Ideally students signing up for this course will have some previous singing or instrumental experience.

STAGE BAND

FA833SFA

Grade: 10-12

Credit: 0.5/Trimester

Prerequisite: None

Students will have the opportunity to learn how to play one or more of the following instruments: guitar, ukulele, drums and keyboards and and even vocals. This course is an introduction to music and improvisation, and provides instrument skills students can build from. Students will learn to play individually AND together. Students will study basic theory and styles but the focus will be on playing.

LEADERSHIP

MD305SEL9

Grade: 10-12

Credit: 0.5/Trimester

Prerequisite: None

Leadership class is a semester-based elective course designed for students who want to get involved in the planning and implementation of Realms High School activities and are seeking to enrich both our school and community. Students enrolled in leadership will learn the following leadership skills standards: project planning and implementation, problem-solving, public speaking, interpersonal communication, team building, working collaboratively, critical thinking, goal setting, and time management.

TEACHER ASSISTANT

SA122SEL9

Grade: 10-12

Credit: 0.5/Semester

Prerequisite: None

Students may select to be a teacher or office assistant, pending counselor and teacher approval. Teacher and office assistants are graded on a "Pass/No Pass" scale; GPA is not impacted. Offices and departments where a student may be an assistant include: Athletic Office, Attendance Office, Counseling Office, Custodial, Future Center, Library, and Main Office. Duties will vary depending on location and teacher.

STUDENT GOVERNMENT

MD299SEL

Grade: 9-12

Credit: 1.0/Year

Prerequisite: Election or Accepted Application

The Student Government course is a year-long course. This course is required for any student wishing to be a class officer or student council member. It is designed to focus on social-emotional learning, character development, positive class/campus relationships, and community building. Students will practice practical ways to engage in kindness, forgiveness, honesty, respect, and more through implementing school-wide programs, organizing community service events, and planning school spirit events. Students taking this course should be interested in honing leadership skills and working as a team to make a positive impact on our school's culture and climate. In this course, students will be using experience to develop and execute their own initiative for the school. Outside commitments include helping with school events such as homecoming week events, dances, service projects, etc. Anything we put on, you are expected to attend. We support what we create.

SCHOOL TO CAREER

School-to-Career (STC) integrates relevant work experience into the academic process and creates broad opportunities for all students, whether college-bound or workforce-bound. Most STC programs are independent study courses that require you to be organized and proactive. Some programs are offered at certain times of the year; others can be started at your request.

If you are interested in any of the programs outlined below, stop by the Future Center and see your School-to-Career Program Manager to sign up.

STRUCTURED WORK-BASED LEARNING (PAID WORK)

Length: 144 hours (Level 1: 0.5 credit)
144 additional hours (Level 2: 0.5 credit)
Grade: 10-12
Prerequisite: None

Do you have a job? Earn credit for your experience by demonstrating proficiency in career-related standards. In order to be awarded credit through Structured Work-Based Learning, you will be expected to complete a student workbook, compile hours, and complete an evaluation based on your career-related learning experience. **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 the Future Center to plan this credit.**

STRUCTURED WORK-BASED LEARNING (NON-PAID): COMMUNITY SERVICE OR VOLUNTEER WORK

Length: 65 hours (Level 1: 0.5 credit)
65 additional hours (Level 2: 0.5 credit)
Grade: 10-12
Prerequisite: None

Earn credit for community service or volunteer work! You can find volunteer opportunities in College & Careers; you can also 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, type a reflection paper, and complete an evaluation based on your career-related learning experience. **Please note: This is an independent study course. Volunteer work must be for public service or humanitarian purposed and must meet the criteria set by the Oregon Bureau of Labor and Industries. You will not be able to forecast for it and it will not be part of your class schedule. Work with your counselor and Future Center to plan for this credit.**

INTERNSHIP PROGRAM (PAID OR NON-PAID)

Length: 65 hours (Level 1: 0.5 credit)
Grade: 10-12
Prerequisite: None

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. **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 Future Center to plan this credit.**



Realms High School

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