

# JEFFERSON HIGH SCHOOL

MIDDLE COLLEGE FOR ADVANCED STUDIES  
COURSE GUIDE 2017-2018



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# JEFFERSON HIGH SCHOOL

## MIDDLE COLLEGE FOR ADVANCED STUDIES

High School Students and Families,

Creating a schedule that optimizes opportunities for learning is critical to your student's success. Please take time to review the forecasting materials available from your school and to work with your student to build a full schedule tailored to your student's needs and interests.

What are the goals of a carefully planned schedule?

- Preparation for college and/or career
- Exposure to rigorous academic material
- Opportunity to explore a great variety of electives
- A transcript that is competitive for college applications
- The option to secure extra support in academic areas that are challenging
- Opportunity to earn college credit, reducing the cost of college
- Preparation for college admission tests (SATs and ACTs)

Students, the opportunities provided by our eight period schedule will prepare you to earn a high school diploma, ready you for college, and help you to pursue your extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood of your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

As you go through the registration process, consult with your school counselor about any questions you may have about course availability or the forecasting process. They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

*Oscar Moreno Gilson*

Oscar Moreno Gilson

Senior Director

Estudiantes de Secundaria y Familias,

Crear un programa que maximiza las oportunidades para el aprendizaje es fundamental para el éxito de su estudiante. Por favor, tómese el tiempo para revisar los materiales de previsión disponibles de su escuela y trabaje con su hijo para crear un horario lleno de ocho cursos.

¿Cuáles son los beneficios de tener un día escolar lleno de ocho clases?

- Una mejor preparación para la universidad y/o carrera
- La exposición a material más académico
- Oportunidad para explorar una mayor variedad de asignaturas optativas
- Un certificado de notas que es potencialmente más competitivo para las solicitudes universitarias
- La opción de asegurar un apoyo adicional en áreas académicas que son desafiantes
- La oportunidad de obtener créditos universitarios, lo que reduce el costo de la universidad
- Una mejor preparación para las pruebas de admisión a la universidad (SATs y ACTs)

Estudiantes, tu horario escolar de la secundaria debe prepararte para obtener un diploma de escuela secundaria, prepararte para la universidad y la preparación de una carrera, y ayudarte a perseguir tus intereses extracurriculares. Es importante tomar el tiempo para crear un horario que mejor refleje tus intereses y aspiraciones. No puedo enfatizar lo suficiente que hacer la mayor parte de estos años aumenta la probabilidad de tu éxito después de la secundaria, ya sea que te matricules en una universidad o buscar otras opciones postsecundarias después de la graduación.

Al pasar por el proceso de registración, habla con tu consejero de la escuela sobre cualquier duda que tengas acerca de cualquiera de los cursos disponibles o el proceso de previsión.

¡Te deseo lo mejor para el nuevo año escolar!

Atentamente,

*Oscar Moreno Gilson*

Oscar Moreno Gilson

Senior Director

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**Important Note:** Ongoing budget constraints impact the course and program options available. Forecasting will be used as an indicator of student interest in specific courses and programs. However, there is no guarantee that every course and program listed and described in this booklet will be offered next year.

**PROGRAM SUBJECT TO CHANGE DUE TO BUDGET REDUCTIONS**

# STUDENT LIFE AS A JEFFERSON DEMO



## JEFFERSON HIGH SCHOOL — MIDDLE COLLEGE FOR ADVANCED STUDIES

### *MISSION STATEMENT*

*The mission of Jefferson High School is to create a collaborative and inclusive educational environment that actively promotes respect for diversity and requires cooperative and individual learning. Students of Jefferson will be well prepared to meet challenges, set and attain goals, contribute to their communities and continue the process of learning and developing throughout their lives.*

# PCC COURSE OFFERINGS

## GUIDE FOR JEFFERSON HIGH SCHOOL STUDENTS

Students at Jefferson High School take courses at Portland Community College. See your counselor for information and registration materials (2015-16 PCC tuition will be paid where applicable). Some of the courses available to students are:

|   |   |  |
|---|---|--|
| <p><b>Art:</b><br/>Intro to Drawing/Drawing<br/>Digital Photography*<br/>Intro to Photography* (Non-darkroom)<br/>Painting I/Painting II<br/>Ceramics I/II<br/>Intro to Printmaking<br/>Sculpture: Plaster/Clay<br/>Sculpture</p> <p><b>Computer Application Systems:</b><br/>Beg. Web Site Creation:<br/>Dreamweaver<br/>Introduction to Flash<br/>Principles of HTML/XHTML<br/>Beginning PhotoShop for the Web<br/>Beginning ColdFusion</p> <p><b>Counseling and Guidance:</b><br/>College Survival and Success<br/>Career Development</p> <p><b>Dance: (more dance available)</b><br/>Jazz Dance I/II<br/>Ethnic Dance (Recommend CAS111b for entry)</p> <p><b>Multimedia:</b><br/>Introduction to Multimedia<br/>Multimedia Design<br/>Multimedia Graphic Video and Audio Production<br/>Multimedia Authoring I<br/>Begin. Web Site Creation:<br/>Dreamweaver<br/>Multimedia 3D Modeling and Animation</p> <p><b>Professional Music:</b><br/>Commercial Music Theory I/II/III<br/>Sight Singing and Ear Training I/II/III<br/>Electronic Media I/II/III</p> | <p><b>Theatre Arts:</b><br/>Theatre Appreciation<br/>Fundamentals of Acting Techniques</p> <p><b>Biology:</b><br/>Biology<br/>Intro to Human Anatomy &amp; Physiology<br/>Principles of Biology (for Biology majors)</p> <p><b>Chemistry:</b><br/>Fundamentals of Chemistry<br/>General Chemistry (for Health Science majors)<br/>General Chemistry (for Science, Engineering, pre-Med, pre-Dental majors)</p> <p><b>Emergency Medical Technician:</b><br/>Emergency Medical Service: First Responder<br/>EMT Basic Part I<br/>EMT Basic Part II</p> <p><b>Health/Health &amp; Fitness for Life:</b><br/>Personal Health<br/>Health &amp; Fitness for Life<br/>CPR/First Aid</p> <p><b>Medical Professions:</b><br/>Medical Terminology<br/>Intro to Health Laws &amp; Ethics</p> <p><b>Alcohol and Drug Counselor:</b><br/>Alcohol Use and Addiction</p> <p><b>Physics:</b><br/>Fundamentals of Physics I<br/>General Physics</p> <p><b>Business Administration:</b><br/>Intro to Accounting<br/>Intro to Business<br/>Computers in Business</p> | <p>Personal Finance<br/>Principles of Marketing</p> <p><b>Criminal Justice:</b><br/>Intro Professions in Criminal Justice<br/>Cultural Diversity in CJ Professions<br/>Intro Criminal Justice System:<br/>Police, Courts, Corrections, Juvenile Process</p> <p><b>Computer Application Systems:</b><br/>Beginning Keyboarding<br/>Basic Computer Skills: MS Office</p> <p><b>Fire Science:</b><br/>Cadet Firefighters Program (2-year program for high school students)</p> <p><b>Psychology:</b><br/>Psychology and Human Relations<br/>Intro to Psychology</p> <p><b>World Languages:</b><br/>Spanish (Beginning through Advanced)</p> <p><b>Literature:</b><br/>World Literature<br/>Film Studies</p> <p><b>Math:</b><br/>After successful completion of Pre-Calculus at Jefferson<br/>Math 111 – College Algebra<br/>Math 112 – Elementary functions</p> <p><b>Writing:</b><br/>Writing 115 – Intro to Expository Writing<br/>Writing 121/122 – English Composition<br/>Creative Writing</p> |
|---|---|--|

\*Need own camera

# JEFFERSON HIGH SCHOOL

## MIDDLE COLLEGE FOR ADVANCED STUDIES

Jefferson High School — Middle College for Advanced Studies offers students a rigorous college preparatory program with course offerings and content all designed to support the completion of 12+ college credits prior to graduation.

### Program Features:

- Focus on science and math with integration of technology – OR – Focus on performing and visual arts with integration of technology
- Continued focus on Health Sciences and Biotechnology (Biotech)
- Math and Literacy Workshops
- Artists in Residence program
- Performances from outside groups
- Project-based curriculum
- College preparatory activities integrated throughout the high school experience
- Dual credit courses on the Jefferson Campus – students earn college credit
- College course work on the PCC Campus
- College level Career and Technical educational classes at PCC

| PPS Diploma Requirements  | Class of 2016 and beyond                      |
|---|---|
| English – Language Arts   | 4   |
| Mathematics   | 3   |
| Sciences  | 3   |
| Social Studies: Global Studies, US History, Govt/Econ                               | 3   |
| Physical Education  | 1   |
| Health Education  | 1   |
| World Language  | 2   |
| Fine Arts   | 1   |
| Electives   | 6   |
| <sup>1</sup> Meet district proficiency for Oregon’s Essential Skills (ES) standards | Read<br>Write<br>Math                         |
| <sup>2</sup> Develop a Personal Education Plan & Profile                            | ✓   |
| <sup>3</sup> Participate in Career Related Learning Experiences                     | ✓   |
| <sup>4</sup> Complete an Extended Application                                       | ✓   |
| <b>Total Credits</b>  | <b>24 H.S. Credit<br/>+<br/>12 PCC Credit</b> |

<sup>1</sup>Essential Skills

Read, write, speak/listen, think critically, apply math, use technology, civic and community engagement, global literacy, personal management & teamwork

<sup>2</sup>Personal Education Plan & Profile

Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals

<sup>3</sup>Career Related Learning Experiences

Educational experiences that connect learning to the world beyond the classroom

<sup>4</sup>Extended Application

The application of academic and specialized knowledge and skills within the context of a student’s personal and career interests and post-high school goals

Jefferson High School Sample Four Year Plan

| 9 <sup>th</sup> Grade  | 10 <sup>th</sup> Grade  | 11 <sup>th</sup> Grade   | 12 <sup>th</sup> Grade  |
|--|---|--|---|
| English 1-2  | English 3-4   | English 5-6/Reading 115 (dual credit)  | English 7-8 (Senior Inquiry)  |
| Modern World History   | U.S. History  |  | Government/Economics (Senior Inquiry)   |
| Algebra (2 periods) or Algebra 3-4, Geometry, Pre-Calculus   | Geometry, Algebra 3-4, Pre-Calculus or Calculus   | Geometry, Algebra 3-4, Pre-Calculus or Calculus  | Algebra 3-4, Pre-Calculus, Calculus or Practical Math   |
| Pattern Based Physics  | Physics   | Biology, Environmental Science, Anatomy and Physiology, Physics  | Environmental Science, Physics, Anatomy & Physiology  |
| College Readiness  | Health 1-2 or Biotech Health  | Health 1-2 or Biotech Health 1-2   |   |
| <b>Electives: (Choose 2-3)</b> <ul style="list-style-type: none"> <li>Spanish 1-2, 3-4</li> <li>Spanish for Native Speakers</li> <li>Digital Media Production</li> <li>Art Studies</li> <li>Intro Dance (2 periods)</li> <li>Physical Education</li> <li>Journalism</li> </ul> | <b>Electives: (Choose 2-3)</b> <ul style="list-style-type: none"> <li>Spanish 1-2, 3-4, 5-6</li> <li>Spanish for Native Speakers</li> <li>Digital Media Production</li> <li>Art Studies</li> <li>Intro Dance (2 periods)</li> <li>Journalism</li> <li>Physical Education</li> </ul> <p>❖ <i>Students can apply to start college classes</i></p> | <b>Electives: (Choose 3)</b> <ul style="list-style-type: none"> <li>Spanish 1-2, 3-4, 5-6</li> <li>Spanish for Native Speakers</li> <li>Physical Education</li> <li>Teacher’s Assistant</li> <li>Office, Science, or Library Aide</li> <li>Yearbook</li> <li>Intro Dance (2 periods)</li> <li>Art Studies</li> <li>Digital Media Production</li> <li>Journalism</li> <li>Study Hall</li> <li>PCC Courses for dual credit</li> </ul> <p><i>PCC Course Work @ Cascade Campus</i></p> | <b>Electives: (Choose 3)</b> <ul style="list-style-type: none"> <li>Math Seminar</li> <li>Literacy Seminar</li> <li>Spanish 3-4, 5-6</li> <li>Spanish for Native Speakers</li> <li>Teacher’s Assistant</li> <li>Office, Science, or Library Aide</li> <li>Intro Dance (2 periods)</li> <li>Physical Education</li> <li>Journalism</li> <li>Digital Media Production</li> <li>Art Studies</li> <li>Yearbook</li> <li>Study Hall</li> <li>Late Arrival/Early Dismissal</li> <li>PCC Courses for dual credit</li> </ul> <p><i>PCC Course Work @ Cascade Campus</i></p> |
| <b>Support Courses Available:</b><br>Literacy Workshop<br>ELD 1-2, 3-4, or Advanced ELD<br>Leveled special education support: <ul style="list-style-type: none"> <li>Learning Center</li> </ul>  | <b>Support Courses Available:</b><br>Literacy Workshop<br>ELD 1-2 or 3-4 or Advanced ELD<br>Leveled special education support: <ul style="list-style-type: none"> <li>Learning Center</li> </ul>  | <b>Support Courses Available:</b><br>ELD 1-2, 3-4, or Advanced ELD<br>PCC Skills Center Class<br>Leveled special education support: <ul style="list-style-type: none"> <li>Learning Center</li> </ul>  | <b>Support Courses Available:</b><br>ELD 1-2, 3-4, or Advanced ELD<br>Leveled special education support: <ul style="list-style-type: none"> <li>Learning Center</li> </ul>  |

\* Teacher recommendation

\*\* Health Sciences / Biotechnology

\*\*\* Geographic Information Systems (GIS)

Note: Students requiring additional support in mathematics or literacy will take a Literacy or Math Workshop class instead of P.E., Technology Foundations, or Spanish.

Note: Students may also take Spanish (beginning through advanced) at PCC and can participate in Jefferson Spanish Club to practice language skills.



## Essential Skills

The state requires students earning either a standard, modified, or PPS state diploma to complete Personalized Learning Requirements (PLRs) and passing Essential Skills test or work sample scores. Students earning an extended diploma are not required to meet this requirement. The Essential Skills are process skills that cross academic disciplines and are embedded in the content standards.

The Essential Skills are process skills that cross academic disciplines and are embedded in the content standards. The three Essential Skills proficiency areas are as follows:

- A. Read and comprehend a variety of text
- Demonstrate the ability to read and understand text.\*
  - Summarize and critically analyze key points of text,\* events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
  - Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
  - Follow instructions from informational or technical text\* to perform a task, answer questions, and solve problems. \*Text includes but is not limited to all forms of written material, communications, media, and other representations in words, numbers, and graphics and visual displays using traditional and technological formats.
- B. Write clearly and accurately
- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
  - Develop organized, well-reasoned, supported, and focused communications.
  - Write to explain, summarize, inform, and persuade, including business, professional, technical, and personal communications.
  - Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.
- C. Apply mathematics in a variety of settings
- Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
  - Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
  - Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

Essential skills may be demonstrated by obtaining passing scores on state testing, PSAT, ACT and/or work samples. Review the chart below to obtain an understanding on how to meet essential skills via work sample. Any questions regarding these requirements can be answered by contacting one of our school counselors.

| Assessment                     | Reading Essential Skill  | Writing Essential Skill   | Math Essential Skill  |
|--------------------------------|--|---|---|
| Number of Work Samples         | 2 Total: <ul style="list-style-type: none"> <li>• One of which must be informational</li> </ul>  | 2 Total: <ul style="list-style-type: none"> <li>• One Must be informative/Explanatory or persuasive.</li> <li>• One in any of the approved types and purposes: informative/explanatory, persuasive, narratives (real or imagined).</li> </ul> | 2 Total: <ul style="list-style-type: none"> <li>• One each for any two of the required content strands (algebra, geometry, or statistics).</li> </ul>   |
| Score Categories               | Traits <ul style="list-style-type: none"> <li>• Demonstrate General Understanding.</li> <li>• Develop an interpretation</li> <li>• Analyze Text</li> </ul> | Traits: <ul style="list-style-type: none"> <li>• Ideas/Content</li> <li>• Organization</li> <li>• Sentence Fluency</li> <li>• Conversations</li> </ul>  | Process Dimensions: <ul style="list-style-type: none"> <li>• Making Sense of the Task</li> <li>• Representing and Solving the Task</li> <li>• Communicating Reasoning</li> <li>• Accuracy</li> <li>• Reflecting and Evaluating</li> </ul> |
| Work Sample Score Requirements | The three trait scores add up to total score of at least 12; with no individual trait score less than a "3".   | Minimum score of 4 in all Traits.   | Minimum score of 4 in all Process Dimensions  |

*Courses described may not necessarily be offered. / PCC course offerings available (see page 1).*





## Personalized Learning Requirements (PLRs)

The Personal Education Plan and Profile is fulfilled through forecasting (documented by the student's transcript), completion of a resume (documented in Naviance) and district defined career-related activities/reflections (documented in Naviance). The CRLE may be fulfilled in a variety of ways, including, but not limited to career day events, job shadows, internships, mock and informational interviews, guest speakers, and community service activities. The CRLE must be documented in Naviance. The Extended Application (My Plan Essay) is a formal reflection of a student's high school experiences related to college and career, future plans, and goals. My Plan Essay must be documented in Naviance.

By graduation year, students will complete Personalized Learning Requirements as indicated:

|  |  | <b><i>PLR Requirements</i></b>                         | <b><i>Documentation</i></b> |
|--|--|--|-----------------------------|
| Personal Education Plan and Profile <sup>1</sup>         |  | Forecasting  | Embedded in Transcript      |
|  |  | Resume   | In Naviance                 |
|  |  | District defined career-related activities/reflections | In Naviance                 |
| Career Related Learning Experiences (CRLEs) <sup>2</sup> |  | Two (2) CRLE   | In Naviance                 |
| Extended Application (My Plan Essay) <sup>3</sup>        |  | Required   | In Naviance                 |

<sup>1</sup>Personal Education Plan & Profile

Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals.

<sup>2</sup>Career Relating Learning Experiences

Educational experiences that connect learning to the world beyond the classroom

<sup>3</sup>Extended Application

The application of academic and specialized knowledge and skills within the context of a student's personal and career interests and post-high school goals.

<sup>4</sup>Naviance

A web-based college and career research planning tool

# NCAA REQUIREMENTS

## Core Courses

- **NCAA Division I requires 16 core courses.** See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division I requires 10 core courses to be completed prior to the seventh semester/start of senior year.** Seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.

## Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale is available to view at <http://www.ncaa.org/student-athletes/future/test-scores>.
- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale is available to view at <http://www.ncaa.org/student-athletes/future/test-scores>.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

## Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** core GPA required to receive athletics aid and practice is between 2.000 and 2.299 (corresponding test-score requirements can be found at <http://www.ncaa.org/student-athletes/future/test-scores>).
- **Division I** core GPA required to be eligible for competition is 2.300 (corresponding test-score requirements can be found at <http://www.ncaa.org/student-athletes/future/test-scores>).
- **The current Division II** core GPA requirement is a minimum of 2.000. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements can be found at <http://www.ncaa.org/student-athletes/future/test-scores>).
- **The minimum Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000. (corresponding test-score requirements can be found at <http://www.ncaa.org/student-athletes/future/test-scores>).
- Remember, the NCAA core GPA is calculated using CAA core courses only.

| <b>DIVISION II<br/>16 Core Courses</b>  |
|---|
| 4 years of English.   |
| 3 years of mathematics (Algebra I or higher).   |
| 2 years of natural/physical science (1 year of lab if offered by high school).                            |
| 1 years of additional English, mathematics or natural/physical science.                                   |
| 2 years of social science.  |
| 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy). |

| <b>DIVISION II<br/>16 Core Courses</b>  |
|---|
| 3 years of English.   |
| 2 years of mathematics (Algebra I or higher).   |
| 2 years of natural/physical science (1 year of lab if offered by high school).                            |
| 3 years of additional English, mathematics or natural/physical science.                                   |
| 2 years of social science.  |
| 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy). |

*Courses described may not necessarily be offered. / PCC course offerings available (see page 1).*

# PERFORMING AND VISUAL ARTS

## DANCE

Professionals with national and international experience teach dance classes at Jefferson. All students have an opportunity to audition for post-secondary training schools and colleges. Masters classes taught by guest dancers and choreographers that expose students to the rigors and excitement of the professional dance world. Students take two or three styles of dance for a full year which satisfies the district's requirements for physical education and one elective. (The first credit earned is an elective credit; the second credit earned is a PE credit.) No student is denied access to the program due to financial circumstances. Placement of every student is determined by audition, successful completion of a commitment statement, and transfer process paperwork (if necessary).

### DANCE SEQUENCE

|  |  |
|--|--|
| <b>Intro:</b><br>African<br>Ballet<br>Jazz<br>Tap<br>Contemporary              | <b>Dance 3:</b><br>Ballet<br>African<br>Contemporary<br>Hip Hop<br>Tap |
| <b>Dance 1:</b><br>African<br>Ballet<br>Jazz<br>Hip Hop<br>Tap<br>Contemporary | <b>Dance 4:</b><br>Ballet<br>Jazz<br>Improvisation/<br>Comp.<br>Tap    |
| <b>Dance 2:</b><br>Ballet<br>Jazz<br>African<br>Hip Hop<br>Tap                 | <b>Dance 5:</b><br>Ballet/Pointe<br>Tap<br>Jazz                        |
|  | <b>Jefferson Dancers</b>   |
|  | <b>Jefferson Dancers II</b>  |



### Credit Values and Student Scheduling

Incremental credit values of .50 and 1.0 are given based upon the time spent per style of dance (i.e., A Dance 1 student spends nine weeks in each of four styles of dance, thus earning .50 credit for each style).

Student schedules are designed on an individual basis. All students are expected to take two or three contrasting styles. Advanced dance classes require prerequisites that may only be waived by the department chair. Class placement and all schedules are subject to approval by the dance faculty and the head of the department. All dance classes may be repeated for credit.

### JAZZ

#### Intro to Jazz

*Grade Level:* 9-12

*Prerequisite:* None

You will be introduced to the basic forms of classical jazz, contemporary, and ballet, as well as contemporary hip-hop and funk. Designed to enhance body conditioning, strength, flexibility,

self-discipline, control, and joy of movement. Students are taught to develop their kinesthetic sense of basic alignment and principles of safe and efficient movement.

#### Jazz 1-2

*Grade Level:* 9-12

*Prerequisite:* Successful completion of Intro to Jazz.

You will be offered additional exploration and work in basic dance technique emphasizing jazz styles.

#### Jazz 4

*Grade Level:* 9-12

*Prerequisite:* Jazz 2, Contemporary 3

Designed for the advanced student, this course offers jazz techniques for the highly skilled dancer. The ongoing refining of line, dynamics and musicality are consistently stressed as performance and presentation are studied in detail.

#### Jazz 5

*Grade Level:* 9-12

*Prerequisite:* Successful completion of Jazz 4, Contemporary 3, Ballet 2 and instructor consent.

Designed for the advanced student, this course offers jazz techniques for the highly skilled dancer. The ongoing refining of line, dynamics and musicality are consistently stressed as performance and presentation are studied in detail.

### CONTEMPORARY

#### Intro to Contemporary

*Grade Level:* 9-12

*Prerequisite:* None

You will be introduced to the basic forms of dance and dance vocabulary. The class focuses on modern techniques such as Horton, Cunningham, and Graham. The class is designed to enhance

body conditioning, strength, flexibility, self-discipline, control, and the joy of movement. Students are taught to develop their kinesthetic sense of basic alignment and principles of safe and efficient movement.

### **Contemporary 1**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Intro to Contemporary or instructor permission.*

You will be offered additional exploration and work in basic dance technique emphasizing modern dance styles.

### **Contemporary 2**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Dance 2, Ballet 1 and instructor consent.*

This course is an intermediate survey course of various modern dance styles. Different approaches to expressive dance require focus, trust, movement skill and a willingness to share and collaborate.

### **Contemporary 3**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Contemporary 2, Ballet 2 and instructor consent.*

This course is an intermediate survey course of various modern dance styles. Different approaches to expressive dance require focus, trust, movement skill and a willingness to share and collaborate.

### **Improvisation/Composition**

*Grade Level: 10-12*

*Prerequisite: Successful completion of Jazz 3, Contemporary 3, Ballet 3 and instructor consent.*

Designed for the advanced student, this course further studies expressive dance improvisation techniques in the modern idiom. Improvisation, composition and



performance skills are covered.

## **HIP HOP**

### **Hip Hop 1**

*Grade Level: 9-12*

*Prerequisite: None*

You will explore the uniquely American dance style that emphasizes the development of rhythm and fine motor skills. Students learn basic hip hop combinations along with a variety of beginning dances.

### **Hip Hop 2**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Hip Hop 1 and instructor consent.*

You must have a strong knowledge of the basic hip hop steps. Complex rhythms and longer sequences progressively build technique, stamina and artistry. Emphasis is placed on musicality, and performing quality throughout the year.

### **Hip Hop 3**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Hip Hop 2, Ballet 2 and instructor consent.*

This course is designed for students with strong hip hop skills. Speed and technical accuracy is applied to complex hip hop combinations and layered rhythms in a variety of hip hop styles. Ease of movement and artistry are stressed throughout the year.

## **BALLET**

### **Ballet 1**

*Grade Level: 9-12*

*Prerequisite: None*

Ballet 1 continues to focus on the development of alignment, turnout, flexibility, strength and line. Musicality is stressed as dancers continue to learn and improve basic ballet steps combinations and vocabulary.

### **Ballet 2**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Ballet 1 and instructor consent.*

This course emphasizes refining and strengthening the fundamentals of classical stance and movement. Body alignment, line, and precise musical execution are introduced to steps, turns, and jumps at an intermediate level.

### **Ballet 3-4**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Ballet 2 and instructor consent.*

This course is for ballet students with strong intermediate-advanced technique. Pointe work is studied and stressed throughout the year as students learn and study classical variations and repertoire.

*\*Pointe work for those who are ready.*

### **Ballet 5\*/Pointe**

*Grade Level: 9-12*

*Prerequisite: Successful completion of Ballet 4 and instructor consent.*

This course is for ballet students with strong intermediate-advanced technique. Pointe work is studied and stressed throughout the year as students learn and study classical variations and repertoire.

*\*Dual PCC Credit: PCC credits are available to students in level 5 dance classes and the Jefferson Dancer Company Members. Please see instructor.*

## AFRICAN DANCE

### Intro to African Dance

*Grade Level:* 9-12

*Prerequisite:* None

You will focus primarily on traditional African dance from Senegal, Mali, and Guinea regions of West Africa. Included are studies of African songs, the relationship of drum rhythms and concepts in African culture. Any interested student may take this course.

### African Dance 1-2

*Grade Level:* 11-12

*Prerequisite:* Completion of Intro to African Dance, Dance 1 and instructor consent.

African Dance 1-2 emphasizes the historic and cultural roots of African dance and explores more advanced levels of technique.

### African Dance 2-3

*Grade Level:* 11-12

*Prerequisite:* Completion of Intro to African Dance, Dance 1 and instructor consent.

African Dance 2-3 emphasizes the historic and cultural roots of African dance and explores more advanced levels of technique.

## TAP

### Intro to Tap

*Grade Level:* 9-12

*Prerequisite:* None

You will explore the uniquely American dance style that emphasizes the development of rhythm and fine motor skills. Students learn basic tap combinations along with a variety of beginning dances.

### Tap 1

*Grade Level:* 9-12

*Prerequisite:* Successful completion of Intro to Tap and instructor consent.

You must have a strong knowledge of the basic tap steps. Complex rhythms and longer sequences progressively build

technique, stamina and artistry. Emphasis is placed on musicality, notation, and performance quality throughout the year.

### Tap 2-3

*Grade Level:* 9-12

*Prerequisite:* Successful completion of Tap 1 and instructor consent

This course is designed for students with strong tap skills. Speed and technical accuracy is applied to complex tap combinations and layered rhythms in a variety of tap styles. Ease of movement and artistry are stressed throughout the year.

### Tap 4-5

*Grade Level:* 9-12

*Prerequisite:* Successful completion of Tap 2/3 and instructor consent.

This course is for highly advanced tap students. Emphasis is on articulating diverse tap styles, speed, strength, improvisation, choreographic skills, and refining technical and artistic qualities.

## Conditioning and Flexibility

*Grade Level:* 9-12

*Prerequisite:* Successful completion of level two classes or instructor permission.

In this course you will be challenged to increase your flexibility and strength. Class will be focusing on core strength and isometric stretching. Curriculum will also include partner exercises, cardio workout, and some acrobatic elements.

## PERFORMING GROUPS

### The Jefferson Dancers (By Audition Only)

*Grade Level:* 9-12

*Credits:* 2

*Prerequisite:* Audition Only

The Jefferson Dancers is a select

group of our school's most advanced dancers. Intensive work, intended for the career-oriented dancer, includes continued training and frequent performances in all dance styles. Students work with local, nationally and internationally recognized choreographers. Students must make a one-year commitment and meet the district's extracurricular activities standards.

### Jefferson Dancers II

*Grade Level:* 9-12

*Prerequisite:* Audition Only

The Jefferson Dancers II is comprised of dancers who are a part of the dance program at Jefferson High School. The company is by audition or invitation only, and the dancers rehearse all year on Tue/Wed/Thurs from 3:30-5:30 p.m. Outreach opportunities, performance opportunities, and work year round with different choreographers are part of the process for dancers in the company.



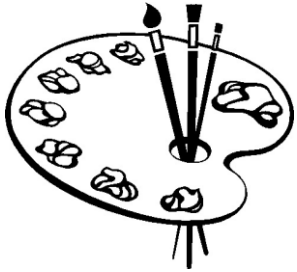
## Choir

### Choir

*Grades:* 9-12

*Prerequisite:* None

See course description in the 2017-18 Course Addendum



## VISUAL ARTS

The visual arts are designed to enhance students' perceptual, creative and interpretive skills. Students exercise their own creative thinking by producing expressive artwork. Students are introduced to many exciting careers in the visual arts such as animation, interior design, fine artist, fashion designer, graphic designer, digital photographer, set designer, architect and more. All art students will have the opportunity to show artwork in the Alberta Arts District, Cherry Sprout Market, PCC, and more.

### **Studio Art Foundations 1-2**

*Grade Level: 9-12*

*Credits: 1\**

*Prerequisite: None*

Studio Art Foundations is for any student at any level. Students will learn to use a variety of mediums and artist techniques, such as book-binding, painting, printmaking, drawing, digital media and ceramics. Students will be introduced to the elements and principles of design through critical observation and hands-on practice. Art history from many cultures is woven into studio assignments. Students explore local galleries, museums and street art as well as gaining inspiration from visiting artists and films. Assignments are designed to enhance critical thinking skills as well as the appreciation of the visual arts. Students will have the opportunity to exhibit their artwork in a variety

of venues. *Studio Art Foundations is a prerequisite for all other Jefferson art classes.*

### **Intermediate Art 3-4**

*Grade Level: 10-12*

*Credits: 1 (2 semesters)*

*Prerequisite: Studio Art Foundations*

Intermediate art is a year-long, rigorous experience which will give you the tools to start creating a quality portfolio. The intermediate art course is designed for those who are seriously interested in the practical experience of art and wish to develop mastery in concept, composition and execution of their ideas. In building the portfolio, you will experience a variety of concepts, techniques, and approaches designed to help you demonstrate your abilities as well as your versatility with techniques, problem solving, and ideation. Students are required to use informed, critical decisions about your work; and to share ideas with your peers through various types of critiques throughout the year. Intermediate art develops the skills that are needed to be successful in Advanced Art. The course is enriched with visits to local galleries and museums. All art students will have the opportunity to show artwork in the Alberta Arts District, Cherry Sprout Market, PCC, and more.

### **Advanced Art: College**

*Grade Level: 11-12*

*Credits: 1 (two semesters)*

*Prerequisite: Intermediate art*

Advanced Art is a year-long, rigorous experience which will give you the tools to create a quality portfolio at the college level. The Advanced Art course is designed for those who are seriously interested in the practical experience of art and



wish to develop mastery in concept, composition and execution of their ideas. Advanced Art is not based on a written exam; instead, students submit portfolios at the end of the school year. In building the portfolio, you will experience a variety of concepts, techniques, and approaches designed to help you demonstrate your abilities as well as your versatility with techniques, problem solving, and ideation. You will develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest. Advanced Art requires a great deal of time on the part of the student (quite a bit of out of class work), creativity, thought and a willingness to push yourself beyond your 'comfort zone'. You will be required to use informed, critical decisions about your work; and to share ideas with your peers through various types of critiques throughout the year. The course is enriched with visits to local galleries, museums and street art. The course culminates with a showing of each student's digital portfolio. In addition, qualified candidates MAY receive college credit for completing this course. All Advanced Art students will have the opportunity to show artwork in the Alberta Arts District, Cherry Sprout Market, PCC, and more.

**Darkroom Photography***Grade Level: 10-12**Credits: 0.5 (1<sup>st</sup> Semester)**Prerequisite: Studio Art Foundations*

Students are introduced to basic darkroom techniques ranging from pin hole photography, photograms, alternative processes to black and white film development and printing. Students learn to see through the eyes of a photographer, emphasis is placed on composition and originality. Students learn to appreciate the art of photography through class discussions and practice. Students are inspired through the study of contemporary and historical photographers. Students may bring their own camera but it is not required. Photography students will have the opportunity to show artwork in the Alberta Arts District, Cherry Sprout Market, PCC and more, as well as producing a digital portfolio.

**Introduction to Digital Photography***Grade Level: 10-12**Credits: 0.5 (2<sup>nd</sup> Semester)**Prerequisite: Studio Art Foundations*

Students develop skills to work in the Adobe PhotoShop and the Illustrator environment. In PhotoShop, students gain experience manipulating images from basic photo editing and retouching to manipulating layers. Topics covered are changing color, filters, fonts, texture, special effects and more. All projects are hands on emphasizing composition, creativity and imagination. Woven throughout the class, students learn to appreciate the art of digital photography through class discussions and practice. Students are inspired through the study of contemporary photographers and graphic designers. This course is perfect for students who are interested in graphic design careers

or just want to learn more about digital photography and software. Photography students will have the opportunity to show artwork in the Alberta Arts District, the Cherry Sprout Market, PCC and more, as well as producing a digital portfolio.

**Ceramics***Grade Level: 9-12**Credits: 1\***Prerequisite: Studio Art Foundations*

Ceramics 1-2 and 3-4 is for both the beginners and those who have already taken a ceramics class but wish to continue exploring the medium. Ceramics 1 will introduce hand building techniques and "throwing" on the potter's wheel. We will examine low-fire glazing techniques and find inspiration in the works of contemporary and historical ceramicists. Ceramics 2 will build upon their previous knowledge of the subject by combining various construction methods to create more complex forms. We will also examine alternative firing techniques. An emphasis on safe and successful studio practices will be expected of all participants.

**Yearbook***Grade Level: 11-12**Credits: 1**Prerequisite: Studio Art & Photography OR permission from the instructor.*

Wieden and Kennedy, Portland's own premiere advertising company, recommend taking yearbook class for those students who are interested in pursuing a career in the commercial arts. This class is designed for students who want an in-depth experience in creating a yearbook. It is a rigorous course in which students have the privilege of writing a book, preparing a book for publication, and recording Jefferson history. It is designed to provide students with the opportunity to work with advanced computer technology, strengthen their problem solving skills, improve

their communications skills, and handle tremendous ethical responsibility. Students use the Mac Lab, Photoshop, and Picaboo online software for designing and producing the yearbook. Students will practice the fundamentals of journalistic writing, photojournalism, graphic design and fund raising. Students who take this course are expected to be passionate about the yearbook in order to endure all of the hardships that a yearbook production entails. Students who take this class may be expected to cover activities outside of the school day.

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\*Full year course in Ceramics and Studio Art will be dependent upon course and teacher's availability.



# DIGITAL MEDIA/ VIDEO

## Digital Video: Studio Production 1

*Grade Level: 9-12*

*Credits: 0.5*

*Prerequisite: None*

This class introduces students to the use of Jefferson's state of the art digital video production studio and the use of the equipment for live, multiple camera production on location outside the studio. Lighting design and set up, set design, camera set up and operation, audio, computer graphics, teleprompter, technical directing and directing are all covered. Students will produce the Jefferson Daily Bulletin, talk shows and document sports events, theatre productions, dance performances and assemblies for viewing on PPS Channel 28, the internet and Jefferson's website.

## Digital Video: Field Production 1

*Grade Level: 9-12*

*Credits: 0.5*

*Prerequisite: None*

Students in the Field Production class will learn how to use Standard Definition (SD) and High Definition (HD) camcorders to shoot and will edit using our 24 inch iMac computers beginning with iMovie and moving on to Final Cut. They will produce news stories for the Jefferson News show, promotional and demonstration videos.

## Digital Video: Studio Production 2

*Grade Level: 9-12*

*Credits: 0.5*

*Prerequisite: Studio Production 1 or Instructor's permission*

Studio production skills will be honed and advanced with weekly production assignments, incorporation of instant replay for sporting events and live production shown over PPS Channel 28 and streamed via the internet. Students will engage in a significant amount of after school production.

## Digital Video: Field Production 2

*Grade Level: 9-12*

*Credits: 0.5*

*Prerequisite: Field Production 1 or Instructor's permission*

Students will advance their production skills by producing news stories for the Jefferson News show, short features, and documentaries. They will learn to incorporate PhotoShop, Illustrator and Flash elements into their productions. They will be required to produce at least one item for submission into local, national or international competition.

## Digital Video: News Production

*Grade Level: 11-12*

*Credits: 1*

*Prerequisite: Field & Studio Production 1 & 2 or Instructor's permission*

This class will have the primary responsibility for producing the flagship program, Jefferson Today on a weekly basis. Working in conjunction with the Field Production classes, student producers will coordinate the production of news segments from those classes every week as well as produce their own. Students will become accomplished at all of the roles in a studio crew including news anchor and reporter. Attention to detail, working as a member of a team and adherence to schedule and meeting deadlines

are skills taught in this class. Jefferson Today will show through the school's intranet, on PPS Channel 28, on Jefferson's website and on the internet.

## Advanced Digital Media/Video

*Grade Level: 11-12*

*Credits: 0.5/1.0*

*Prerequisite: Field & Studio Production 1 & 2 and TV News or Instructor's permission*

Students in this class will work on special, advanced projects such as, animation, features and documentaries. Students will bring their skills to the highest possible level while preparing material for their resumes. These students will also organize a video festival at the end of each semester to highlight their work and the work of other Jefferson students. Student work will be submitted for local, national and international competition.





# FRESHMAN ACADEMY



Jefferson Freshman Academy is for all ninth-grade Demos. The Academy includes: Modern World History, Biology, College Readiness, and English. The Academy teachers share student groups called cohorts which take these core classes together. Academy teachers plan curriculum, examine assignments, and create individualized success plans to ensure all students are being prepared for college success.

## **English 1-2**

*Grade Level:* 9

*Credit:* 1

*Prerequisite:* None

The English Department at Jefferson High School is committed to helping freshmen start their academic careers with a strong foundation for success. The English 1-2 classroom at Jefferson provides a nurturing and challenging place where teachers help students navigate through the new challenges they face, both academic and social.

In the ninth grade students write daily and create formal and informal pieces. Students build a strong foundation for sophisticated

narrative, persuasive, and both literary and non-literary expository writing. The literature focuses on themes of personal identity and coming of age, and students read a variety of works that cross cultural and genre lines.

Students begin their four-year writing portfolio, a collection of their essays, poetry, and narratives, which becomes a valuable tool for assessment of student growth.

**Modern World History***Grade Level: 9**Credits: 1**Prerequisite: None*

In Modern World History students are taught to gather and analyze historical information from a variety of primary and secondary sources and to engage in informed deliberations and discussions of issues, events, and ideas. The class covers a variety of topics ranging from colonization, human rights, immigration, political systems, revolutions and revolts, humanitarian aid, globalization, trade agreements, climate change, and U.S. foreign policy in the Middle East. Technology, geography, and literacy skills will be incorporated into projects, essays, simulations, group activities and individual assignments.

**Pattern Based Physics***Grade Level: 9**Credits: 1**Prerequisites: None*

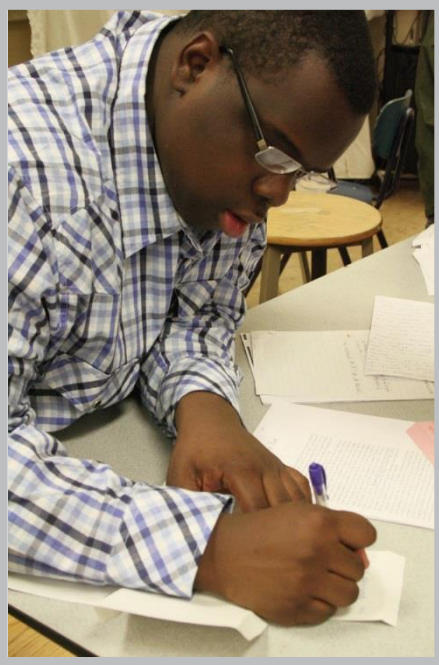
This is a lab-based physics course designed for freshman. Using the processes of scientific inquiry, engineering design, and critical thinking, students will discover and apply patterns of nature and the universe in such major physics topics as motion, forces, momentum, energy, waves, and electromagnetism. An important aim of the course is to develop and build students' math abilities, performance in problem solving, scientific literacy, and technical communication skills that will be useful in later science courses. This course will address all ODE physics, inquiry and engineering standards.

**College Readiness***Grade Level: 9**Credits:**Prerequisite: None*

The freshman grade level College Readiness course builds academic knowledge, habits and skills that lead to the successful completion of high school and college-level course work. The course also includes tours of Portland Community College and the University of Oregon, partners in our Middle College program, so students can get a first-hand feel of college.



# LANGUAGE ARTS



The goal of our English program is to improve writing, reading, speaking and critical-thinking skills. You will be introduced to a variety of literary forms written by and representing diverse groups and individuals. The program broadens your vocabulary during discussion and appreciation of literature.

You will explore humankind, societies, and cultures by reading classic and contemporary literature.

You are required to pass four years of English: English 9, 10, 11, and 12. During their four years of Language Arts, Jeffersonians read the literature of the world, exploring cultures and controversies, discovering classical and contemporary writers, studying poetry, essays, and novels.



By focusing on the writing process, students learn to draft and revise essays, narratives, poetry, and imaginative writing and hone their writing skills along the way.

*Four years of English are required for graduation.*

## English 1-2

*Grade Level: 9*

*Credit: 1*

*Prerequisite: None*

The English Department at Jefferson High School is committed to helping freshmen start their academic careers with a strong foundation for success. The English 1-2 classroom at Jefferson provides a nurturing and challenging place where teachers help students navigate through the new challenges they face, both academic and social.

In the ninth grade students write daily and create formal and informal pieces. Students build a strong foundation for sophisticated

## English 3-4

*Grade Level: 10*

*Credit: 1*

*Prerequisite: English 1-2*

Tenth grade is a pivotal year in a student's academic career as they begin to hit their academic stride. At Jefferson, students examine literature in the context of the world in which it was written. Tenth grade students read works including August Wilson's dramatic work *The Piano Lesson*, Marjane Sartrapi's graphic novel *Persepolis*, Ryonsuke Akutagawa's short fiction in *Rashomon*, Francisco Jimenez's memoir *Breaking Through*, Witi Ihimaera's novel *The Whale Rider*, and many other texts, films, and supplementary material. In the tenth grade students write narratives, expository and persuasive essays, poetry, and imaginative writing.

Students continue their four-year writing portfolio, building onto their initial collection of essays, poetry, and narratives. In addition to the deep, thoughtful learning that takes place in the classroom students will also continue constructing their Career Planning Portfolios, and participating in the nationwide PSAT.

**English 5-6/Reading 115**

Grade Level: 11

Credit: 1 HS English/LA and  
4 College credits for those  
meeting the requirements.

Prerequisite: English 3-4 or  
placement into Writing 115 on  
the Compass placement test.

Junior Language Arts students study varied literature of the United States and explore multicultural literature, film, essays, and poetry considering the essential question: What is the American Experience? Juniors enrich their experiences by continuing to improve their writing through a variety of modes.

Junior English is a dual credit course. Students who meet the college level requirements of the course will earn 4 college credits in Reading 115 in addition to the English/Language Arts Credit.

**College Writing -  
Writing 115/Writing 121**

Grade Level: 11

Credit: 1 HS elective and up  
to 8 College credits for those  
meeting the requirements.

Prerequisite: English 3-4 or  
placement into Writing 115/121  
on the Compass placement test.

This Junior level college writing class is designed to prepare students to take and successfully complete Writing 115 at PCC. Successful completion of Writing 115 is required as a prerequisite for many of college level courses at PCC.

**Senior Seminar**

Grade Level: 11-12

Credit: 0.5 (elective)

Prerequisite: None

Senior Seminar is designed to provide opportunities for deeper inquiry into the Senior Inquiry curriculum and to provide students with additional time and support to meet state reading and writing graduation requirements. High school students are required to show proficiency in both reading and writing to graduate. Students can meet reading/writing requirements by passing either the state tests or by passing two in-class reading/writing work samples. The small class sizes as well as individualized instruction helps ensure that students enrolled in the class are on the path to graduation.

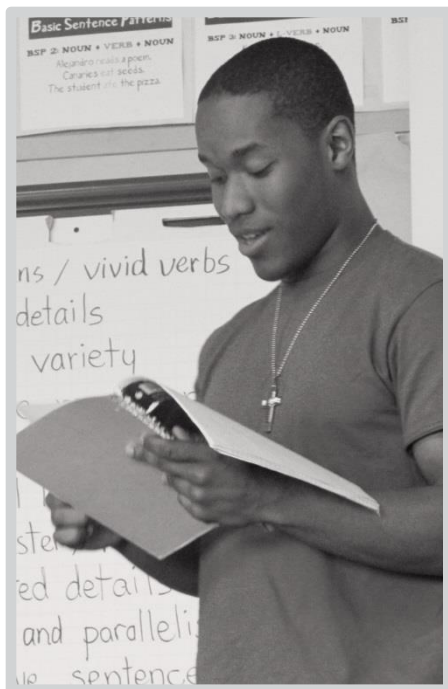
**Senior Inquiry  
English 7-8**

Grade Level: 12

Credit: 1

Prerequisite: None

Senior Inquiry is a dual-credit, year-long course offered in partnership between Portland State University and Jefferson High School. Its purpose is to deliver interdisciplinary college-level courses on site at the high school while preparing students for the unique demands and rewards of college coursework. Senior Inquiry is team taught by high school teachers and university faculty. Students who successfully complete the class will earn 15 college credits as well as the required high school English, Government and Economic credits. In order to be eligible for the PSU credits, students will need to show grade level proficiency, productive academic behaviors, as well as a grade of C or higher in the class.



# WORLD LANGUAGE

Come learn Spanish at Jefferson High School! In our engaging and fun Spanish classes, you will learn to speak, read, write and understand Spanish. Upon completing two years of study of a world language, you will have met PPS graduation requirements and the admission requirements of the Oregon University system.

## Spanish 1-2

*Grade Level:* 9-11

*Credits:* 1

*Prerequisite:* None

Spanish 1-2 is a communication class designed to help you begin to speak, read, write, and understand Spanish. Through music, poetry, art, and other dynamic media, you will be able to actually use the language you are learning. In Spanish 1-2 the teachers emphasize the skills from the beginning. It requires dedication and time to learn vocabulary.

## Spanish 3-4

*Grade Level:* 9-12

*Credits:* 1

*Prerequisite:* Successful completion of Spanish 1-2

Spanish 3-4 is a communication class that continues to highlight oral proficiency, reading and writing in Spanish. You will practice the speaking and listening skills you learned in Spanish 1-2, and you will work towards mastering proper Spanish pronunciation. You will continue to build your vocabulary and learn Spanish sentence structure. You will ask and answer questions in complete sentences. Time and dedication required to learn verb conjugation.

## Spanish 5-6

*Grade Level:* 9-12

*Credits:* 1

*Prerequisite:* With a grade C or better in Spanish 3-4 AND teacher recommendation.

With a continued focus on oral proficiency, in Spanish 5-6 you will continue to improve the skills and important grammatical and cultural concepts. The Internet will be used for research and support. Past tense is the grammatical focus of the class. Students are expected to communicate in Spanish with teacher and peers. Time and dedication are crucial to learn verb conjugation. While two years of Spanish study are the minimum requirement for admission to the Oregon University System, three years are recommended.



## Middle College Credit at PCC

Students who wish to move beyond Spanish 5-6 have the opportunity to obtain college credit at PCC. This opportunity will be made available upon teacher approval. The student will work with the Spanish 5-6 instructor at Jefferson and PCC staff to determine which class is appropriate for the student at PCC.

## Native Speakers 1-2

*Grade Level:* 9-12

*Credits:* 1

*Prerequisite:* Native Spanish speaker or Immersion Student

Students in this class will develop:

- Reading Skills: Learn to use reference materials, understand Greek and Latin roots, identify and support

ideas, facts, details and evidence. Be able to relay their own experiences with what they are reading in order to interpret the topic and context.

- **Literary Analysis:** Students will identify literary resources and learn to use literary terms. They will learn to refer to historical and cultural context; as well as, analyze characters.
- **Writing:** Students will be introduced to all writing modes (i.e. essays, narratives, etc.). They will compose paragraphs with concentration on organization, sequence, spelling, grammar, and punctuation.
- **Presentational Skills:** Students will exchange ideas, listen, and deliver oral presentations.

# HEALTH / PHYSICAL EDUCATION



## PHYSICAL EDUCATION

Physical Education develops and maintains a healthy mind and body. One year of basic physical education is a graduation requirement.

### Physical Education

*Grade Level:* 9-12

*Credits:* 1

*Prerequisite:* None

Physical Education at Jefferson focuses on fun and fitness. You will compete in a variety of sports including, but not limited to, basketball, flag football, softball, weight lifting, etc. Students will be involved in the fitness gram district curriculum testing. Students will learn the five components of fitness and how to apply them to exercise.

## Weight Training (Co-ed)

*Grade Level:* 10-12

*Credits:* 1

*Prerequisite:* PE

Weight Training is for students who wish to improve their athletic performance, general stamina, appearance and self-esteem. Instruction and training focuses on strength development, flexibility and cardiovascular endurance. The course includes general principles of weight training, equipment use, safety precautions, advanced training methods, physical fitness, body conditioning techniques and individualized weight-training programs.

## Health

*Grade Level:* 10-12

*Credits:* 1

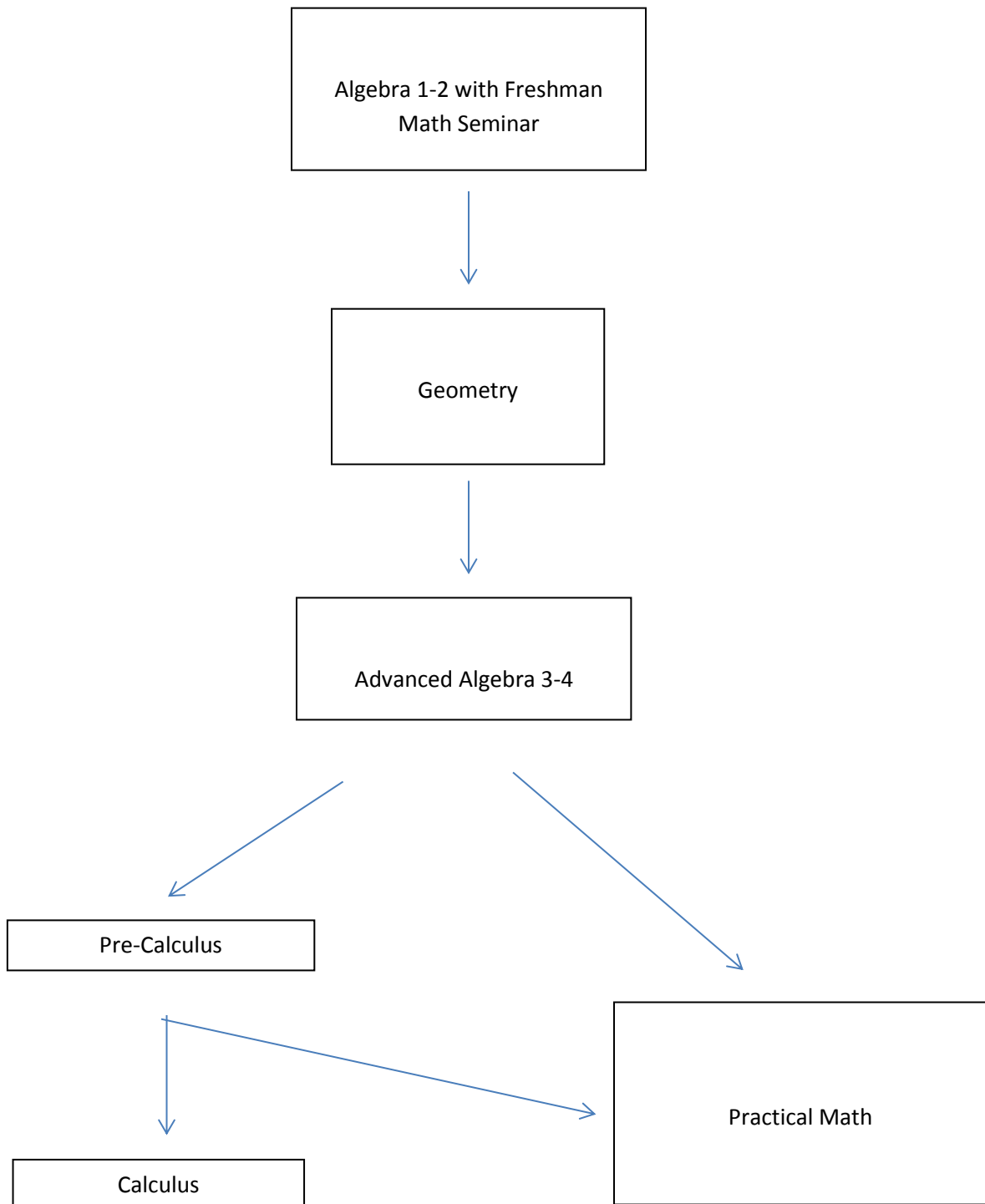
*Prerequisite:* None

Class discussions and instruction center on wellness and health promotion. Students learn about nutrition, physical fitness, safe living, stress, risk-taking, health management and life cycle studies. Students learn decision-making, goal setting, refusal skills and preventing drug abuse. Sex education, environmental health, disease prevention, first aid, cardiopulmonary resuscitation and other current health issues are taught.



# MATH

## Jefferson Math Sequence





**Algebra 1-2 With Freshman Math Seminar: CCSS (Meets every day)***Grade Level:* 9-10*Credits:* 1*Prerequisite:* None

(Mathematics Graduation Requirement)

The course is structured around problems and investigations that build the conceptual understanding of algebraic topics and awareness of connections between the different ideas. There are strong threads woven throughout the course on multiple representations and the meaning of a solution. Students will be asked to justify their thinking, generalize relationships, make connections between ideas and reverse thinking to solve problems. A major focus of Algebra: CCSS is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts.

In the first year course in algebra the representation of functions is used as a unifying theme. Students are introduced to linear, quadratic and exponential functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations, and quadratic equations. They deepen their understanding of basic algebraic concepts using hands-on activities, TI-84 calculator lessons and problem solving, and develop confidence in their ability to think mathematically as they work both individually and collaboratively. Homework is required in this class.

**Geometry: CCSS***Grade Level:* 9-12*Credits:* 1*Prerequisite:* Successful Completion of Algebra 1-2

(Mathematics Graduation Requirement)

In this course students study two- and three-dimensional shapes and their relationships in plane and space. It is a

visual, as well as analytical subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity and transformations. The course introduces student to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebra 1-2 is reviewed with geometric applications. Students use the software available with the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas. Homework is required in this class.

**Algebra 3-4: CCSS***Grade Level:* 9-12*Credits:* 1*Prerequisite:* Successful completion of Algebra 1-2 and Geometry (Mathematics Graduation Requirement)

This course utilizes the Algebra 2 Connections text and supplemental material for the CCSS. This course aims to apply and extend what students have learned in previous courses by focusing on finding connections between multiple representations of functions, transformations of different function families, finding zeros of polynomials and connecting them to graphs and equations of polynomials, modeling periodic phenomena with trigonometry, and understanding the role of randomness and the normal distribution in making statistical conclusion

On a daily basis, students use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving) and adaptive reasoning. The course imbeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

**Essential Skills Seminar***Grade Level:* 11-12*Credits:* 1*Prerequisite:* None

The purpose of this course is to provide a structured pathway for completing the Essential Skills graduation requirement by perfecting student's problem solving skills and increasing their math knowledge. To complete the Essential Skills requirement for math, students must either pass the Smarter Balance test or complete two passing Essential Skills work samples.



**Pre-Calculus\***

Grade level: 9-12  
 Credits: 1  
 Prerequisite: C or higher in Alg 3-4

You will have an opportunity to extend your knowledge of rational/radical polynomial functions, exponential and logarithmic functions, trigonometric function and study selected topics in analytic geometry. You will be introduced to limits and underpinnings of calculus. This is a college preparatory course. During the year you will have opportunities to work on work samples in speaking and math problem solving. A TI-84 calculator is required.

*\*Successful completion will satisfy pre-requisite for Math 95 at PCC*

**Calculus**

Grade Level: 10-12  
 Credits: 1  
 Prerequisites: Successful completion of Pre-calculus.

In this course, students work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations. Students learn the meaning of the derivative in terms of a rate of change and local linear approximation and they should be able to use derivatives to solve a variety of problems. Students learn the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and should be able to use integrals to solve a variety of problems.

Finally students study the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. They will communicate mathematics both orally and in well-written sentences and should be able to explain solutions to problems; model a written description of a physical situation with a function, a differential equation, or an integral; use technology to help solve problems, experiment, interpret results, and verify conclusions, and determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. A graphing calculator is required. Upon completion of this course, students will be prepared to take the calculus A/B Advanced Placement exam.

**Practical Math**

Grade Level: 12  
 Credits: 1 high school math  
 (Possible Dual Credit option for 2017-18)  
 Pre-Requisites: Completion of Algebra 3-4

Explores concepts and applications of logic rules, basic probability and statistics as well as personal finance models. Investigates problem solving techniques (algebraic and non-algebraic) as well as some nontraditional mathematics topics such as social choice or discrete mathematics. Integrates technology where appropriate. In addition, students will review critical components of the high school math course sequence to prepare for other college-level courses.



# ENGLISH LANGUAGE DEVELOPMENT

## English Language Learner (ELL) Program

This federally-mandated program is designed to help non-English speaking students learn English and assimilate into mainstream classes. ELL students are offered sheltered instruction by trained staff and receive support in their classes from educational assistants.

### Sheltered Language Arts

*Grade Level:* 9-12

*Credit:* 1 (Language Arts)

*Prerequisite:* IPT level A or B ELPA:  
beginning or early intermediate

Sheltered Language Arts is a course designed to build background in the English language arts. Students read and examine short literature selections in all genres. Students learn the writing process and write in the several modes including poetry, narrative and short essays. Academic vocabulary includes literary elements.

*Resources:* 1) novels, short stories, poetry, non-fiction, films and on-line resources.

### English Language Development 1

*Grade Level:* 9-12

*Credit:* 1 (Elective)

*Prerequisite:* IPT level A  
ELPA: beginning

ELD 1 is the beginning course designed for rapid acquisition of the basics of English reading, writing, speaking, and listening skills. Basic interpersonal English and orientation to U.S. culture and customs is a starting point. Students move into basic academic English vocabulary and structures as tools for success in all high school classes.

*Resources:* 1) textbooks North Star and Focus on Grammar, 2) Computer programs, 3) Other readings - poetry, stories, short novel

### English Language Development 2

*Grade Level:* 9-12

*Credit:* 1 (Elective)

*Prerequisite:* IPT level B ELPA:  
early intermediate  
Completion of ELD 1

ELD 2 continues with development of English reading, writing, speaking, and listening skills. Students improve their use of reading strategies and the writing process to access content in all academic areas. More complex vocabulary and structures are introduced. Students will read longer pieces, give oral presentations, write in several modes, and use technology in language development.

*Resources:* textbooks North Star and Focus on Grammar

Computer programs and other readings: poetry, stories, short novel.

### English Language Development 3

*Grade Level:* 9-12

*Credit:* 1 (Elective)

*Prerequisite:* IPT level C  
ELPA: intermediate  
Completion of ELD 2

ELD 3 continues with development of English reading, writing, speaking, and listening skills. Students improve their use of reading strategies and the writing process to access content in all academic areas. Complex academic vocabulary and grammatical structures are introduced. Students will read longer pieces including novels, give oral presentations, write in several modes including longer essays, and use technology in language development.

*Resources:* 1) textbooks North Star and Focus on Grammar, 2) Auxiliary-novels, short stories, non-fiction, films, on-line resources

### English Language Development 4

*Grade Level:* 9-12

*Credit:* 1 (Elective)

*Prerequisite:* IPT level D  
ELPA: early advanced/advanced  
Completion of ELD 3

ELD 4 continues with development of English reading, writing, speaking, and listening skills. Students improve their use of reading strategies and the writing process to access content in all academic areas. Complex academic vocabulary and grammatical structures are introduced. Students will read longer pieces including novels and non-fiction books, give oral presentations, write in several modes including a research paper, and use technology in language development.

*Resources:* 1) textbooks North Star and Focus on Grammar, 2) Auxiliary-novels, short stories, non-fiction, films, on-line resources

### ESL at PCC

Juniors and Seniors in ELD level 4 or higher can take the ESOL\* placement exam at PCC. The ESOL courses level 150 and higher can be taken for college credit as a part of a student's Middle College plan.

\*English Speakers of Other Languages

# SCIENCE



The Science Department offers students a variety of choices to meet your three-year science requirement and college preparatory needs. All science courses have strong laboratory components that emphasize active participation and “hands-on” learning.

## Pattern Based Physics

Grade Level: 9

Credits: 1

Prerequisites: None

This is a lab-based physics course designed for freshman. Using the processes of scientific inquiry, engineering design, and critical thinking, students will discover and apply patterns of nature and the universe in such major physics topics as motion, forces, momentum, energy, waves, and electromagnetism. An important aim of the course is to develop and build students' math abilities, performance in problem solving, scientific literacy, and technical communication skills that will be useful in later science courses. This course will address all ODE physics, inquiry and engineering standards.

## Biology 1-2

**(Not Offered 2017/2018) Please see counselor for other options**

Grade Level: 9

Credits: 1

Prerequisite: None

You will learn basic scientific skills and processes that serve as the foundation of scientific study. You will observe, collect data, learn to measure accurately and use graphs to display and analyze data. Studies include laboratory work, evolution, cells, ecology, genetics and the chemistry of living things.

## Chemistry

**(Not Offered 2017/2018)**

**Please see counselor for other options**

Grade Level: 10-12

Credits: 1

Prerequisites: One credit of math to include Algebra 1-2

This lab oriented course examines scientific method, matter and change, measurements and calculations, historical development of atomic theory, atomic structure, periodic properties, chemical bonding, chemical formulas and compounds, chemical reactions and equations, stoichiometry, kinetic theory, gas laws, and acid/base reactions. Emphasis will be placed on the integral part that chemistry plays in the world around us. Chemistry is required for the Biotech\* endorsement. This class is highly suggested if you plan to attend a four-year college.

\*Health Sciences/Biotechnology

## Environmental Science

Grade Level: 11-12

Credits: 1

Prerequisite: 1 credit of science

Environmental Science examines the mutual relationships between organisms and their environment. In studying the Interrelationships among plants, animals, and humans, this course covers the following subjects: ecology, biodiversity, population growth,

succession, northwest geology, water quality, meteorology and through focus on sustainability, environmental ethics, and public policy.

## Physics

Grade Level: 10-12

Credits: 1

Prerequisite: Received a C or better in Chemistry and concurrent enrollment in Algebra 3-4.

This course focuses on developing the fundamental principles of physics. Emphasis is on the laboratory study of motion and forces in one and two dimensions, energy, momentum, electricity and magnetism and optics.

Recommended for students in Biotech program.

## Human Anatomy and Physiology

Grade Level: 11-12

(12<sup>th</sup> grade if space allows)

Credits: 1

Prerequisite: Passing grade in Biology and Health

Human Anatomy and Physiology is designed for students who wish to explore the structure and functions of the human body. This course focuses on human organ systems and the effects diseases have on these systems. Laboratory investigations and detailed dissection of a fetal pig and other animal organs are a significant aspect of the class. You will have the opportunity to hear guest speakers and attend field trips that highlight course content and health careers.

This course is a requirement for students in Biotech.





# HEALTH SCIENCES/ BIO TECHNOLOGY



Students completing the rigorous Health Sciences/Biotechnology Program (Biotech) will finish high school with four credits in math and up to five credits in science exceeding Oregon diploma requirements in these two content areas. A key component of the Biotech Program is the career exploration opportunities provided by well-established partners including: the On Track OHSU! Program, Providence Health System, Legacy Emanuel Health Center, and more. Field trips to health care and research sites, participating in career experiences, service learning projects, and job shadows are part of the Biotech experience. Summer opportunities including the CURE Project sponsored by OHSU, a Summer Research Experience at the Oregon Research Primate Center, and Apprenticeships in Science and Engineering (ASE) through Saturday Academy offer students' hands on research experience, stipends, and the opportunity to work in a laboratory setting with health care providers, researchers and other professionals.

Options for college courses for the Biotech students include: Medical Terminology, Intro to Health Law and Ethics, First Aid & CPR for Professionals at Portland Community College are recommended for upper division students interested in pursuing a health profession.



## Biotech Health

*Grade Level:* 10  
*Credits:* 1  
*Prerequisite:* Enrolled in Biotech

The focus of this class is on wellness, healthy lifestyles and preventing negative health behaviors. You will have the opportunity to participate in hands-on activities, group work, role plays, case studies, labs and projects. Some of the topics covered include: alcohol, tobacco and drug prevention, sex education, fitness, nutrition, body systems and disease prevention. Skills such as decision-making, goal setting, positive communication, refusal skills and advocacy will be practiced in this class. You will have the opportunity to explore health careers through field trips, visiting doctors, and service learning projects.

## Human Anatomy and Physiology

*Grade Level:* 11-12  
(12<sup>th</sup> grade if space allows)  
*Credits:* 1  
*Prerequisite:* Passing with a C or better in Biology and Health

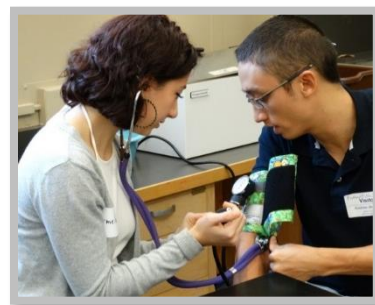
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aspect of the class. You will have the opportunity to hear guest speakers and attend field trips that highlight course content and health careers. This course is a requirement for students in Biotech.

## Seminar in Research & Medicine

*Grade Level:* 12  
*Credits:* 1  
*Prerequisite:* A course for seniors in Biotech

This course focuses on how research, medicine, and technology profoundly influence our everyday lives. Students will be challenged to evaluate how their own personal beliefs have been shaped by technology and how culture influences the way research is conducted, received and/or embraced. Labs will focus on specific skills to prepare students for careers in research and medicine in conjunction with JHS's partnership with On Track OHSU.



# SOCIAL STUDIES

## Modern World History

*Grade Level:* 9

*Credits:* 1

*Prerequisite:* None

In Modern World History students are taught to gather and analyze historical information from a variety of primary and secondary sources and to engage in informed deliberations and discussions of issues, events, and ideas. The class covers a variety of topics ranging from colonization, human rights, immigration, political systems, revolutions and revolts, humanitarian aid, globalization, trade agreements, climate change, and U.S. foreign policy in the Middle East. Technology, geography, and literacy skills will be incorporated into projects, essays, simulations, group activities and individual assignments.

## United States History

*Grade Level:* 10

*Credits:* 1

*Prerequisite:* None

Students enrolled in this class will



evaluate continuity and change over the course of U.S. history beginning with Reconstruction and Native American experiences through current times. Particular attention is given to social, economic, racial, and gender themes. The class covers a variety of topics ranging from segregation, migration, labor, prisons, civil rights, Resistance and US Domestic Policy. Students will have opportunities to participate in role plays, essay writing, simulations, speeches, as well as individual and group projects.

## Senior Inquiry Government/Economics

*Grade Level:* 12

*Credit:* 1

*Prerequisite:* None

Senior Inquiry is a dual-credit, year-long course offered in partnership between Portland State University and Jefferson High School. Its purpose is to deliver interdisciplinary college-level courses on site at the high school while preparing students for the unique demands and rewards of college coursework. Senior Inquiry is team taught by high school teachers and university faculty. Students who successfully complete the class will earn 15 college credits as well as the required high school English, Government and Economic credits. In order to be eligible for the PSU credits, students will need to show grade level proficiency, productive academic behaviors, as well as a grade of C or higher in the class.



# OTHER ELECTIVE CLASSES

## Journalism

*Grade Level:* 9-12  
*Credits:* 1 (elective)  
*Prerequisite:* None

A comprehensive study of journalistic writing techniques, including news stories, features, sports, and editorials. Also included is a study of page design and layout, history of journalism and press law. Time will be spent in the computer lab, teaching students journalistic style, page layout and design software.

## Theater

*Grade Level:* 9-11  
*Credits:* 1.0  
*Prerequisite:* None

Theatre I (First Semester) covers creative and improvisational work, monologue, and scene memorization, with units in voice, diction, and physical stage movement. Students critique performances and evaluate literary worth of materials studied and performed.

Theatre II (Second semester) will deepen students' understanding of theater as a literary medium and will focus on performance and directing as a demonstration of literary understanding.

## Beyond High School

*Grade Level:* 11-12  
*Credits:* 0.5  
*Prerequisite:* None

Beyond High School is a one semester elective course designed to help Jefferson students develop 21<sup>st</sup> century skills such as critical thinking, utilizing available resources, and the proficient use of technology through the exploration of various career and educational paths. Students will understand and get support with college and financial aid applications, prepare for college entrance exams, build organizational skills, and participate in activities designed to meet Personalized Learning graduation requirements.



## Teacher's Assistant

*Grade Level:* 10-12  
*Credits:* P/NP  
*Prerequisite:* Teacher's Approval

This class gives you an opportunity to support the instructional needs of the classroom teacher or to support the office personnel in the building. You must exhibit strong leadership skills, be reliable, and be a good citizen.

## Office or Science Intern

*Grade Level:* 10-12  
*Credits:* 1.0  
*Prerequisite:* Teacher's Approval

Students will be awarded credit for this course by demonstrating competency in skills required in the world of work. This course will consist of periodic skill testing and students are expected to have exemplary attendance.

## Student Library Assistant

*Grade Level:* 10-12  
*Credits:* 1.0  
*Prerequisite:* Teacher's Approval

This class introduces high school students to the purpose, organization, and procedures of a school library. The goal of this class is equip students with the skills and training that could be used for future library employment or other customer service



positions. Students will learn JHS Library's policies and procedures; the daily operations of the library; how to use Destiny Library Manager; and how to provide customer service to students and staff.

## OTHER PROGRAMS AND CLASSES

Many programs have been approved and in many instances sponsored by Portland Public Schools. Specific guidelines must be followed to enroll in these programs. Please see your counselor for details.

### Portland Evening Scholars at Benson:

You may choose to take elective credits or make up required credits in the evening school. Most classes meet one evening per week, Monday through Thursday, 7:00 - 9:30 PM. There is a tuition fee.

### Off Campus Credit

Classes offered by other approved institutions may qualify for off campus credit. If you study for at least 65 hours you may earn one-half unit of elective credit following approval of your Off-Campus application.

Examples include: OMSI classes, Hebrew, Chinese, instrumental music, etc.

### Volunteer or Work Service

You may earn one-half unit of elective credit for skills learned while participating in a minimum of 65 hours of a specific volunteer or work assignment, e.g., Red Cross, hospital and charitable organization.

### Outdoor School

Juniors may earn one-half unit of elective credit for one week of services as junior counselors (following a weekend long training workshop). The program requires a week of absences from school. You are responsible for make-up work missed while participating in the program.

### PPS Driver Education Program

Portland School District offers the approved Oregon Department of Transportation Drivers Education course. It is offered as an after-school or summer program.

The after-school program is a two-phase program. The first phase being the 30-hour classroom course, and the second and final phase is the Simulator/Behind the Wheel course. To participate in the program, a student must be 15 years of age and have an instruction permit.

Registrations are available in the Counseling Office at Jefferson High School. If you have questions, please call the Traffic Safety office at 503-916-5840, ext. 393. To understand the laws pertaining to licensure, go to [www.oregondmv.com](http://www.oregondmv.com).



## SUMMER SCHOOL OPPORTUNITIES

### PPS Summer School

Portland Public Schools offers an opportunity for students to take courses in the summer to make-up credit or for enrichment. These courses run daily for four hours. You receive a half credit for three weeks and one credit for six weeks of participation. A fee is charged.

### Jefferson Summer School

Pending funding, Jefferson will provide a summer school for our neighborhood students to do credit recovery or skill building.

### Upward Bound

PSU offers the Upward Bound Program for students in grades 9-12. This summer program provides opportunities for you to take high school level courses to make up credits or take more challenging courses for enrichment. Assistance is provided to help you secure part-time jobs or mentorships as well as ongoing support to you and your family.

# TALENTED AND GIFTED EDUCATION IN HIGH SCHOOL



In Oregon, the TAG mandate states that students identified as Talented and Gifted receive instruction at their assessed rate and level of learning. Each school in PPS is responsible for creating its own school-wide TAG Plan addressing the needs of its TAG students and the State Mandate. Identification of students; methods for providing appropriate instruction in the classroom; communicating with students, staff and parents; and professional development for teachers are all a part of a school's TAG Plan. Parents and students are asked to make thoughtful decisions regarding elective course selection(s) as a part of their TAG plan. For a copy of the school plan, please contact your school administrators. Individual student plans are only written upon request. Please contact your school counselor for more information.

## TAG SERVICES & SUPPORT

### Talented and Gifted (TAG)

Methods that provide appropriate rate and level of instruction to identified TAG students are offered primarily within the standard courses and coursework at Jefferson. Teachers use a variety of instructional techniques in their classes and provide a rigorous and supportive classroom environment designed to prepare students to complete Middle College diploma. Notices of special opportunities for TAG students are announced in the daily bulletin and the DEMO newsletter and posted on the TAG bulletin board in center hall.

### TAG and College Credit Course

Jefferson offers several courses for dual high school and college credit. TAG students needing more challenge are encouraged to speak to their counselor when forecasting in order to be placed in dual credit classes. Students begin taking classes on the PCC campus during Junior year. The opportunity to take classes at PCC as a part of the Jefferson Middle College experience is how many TAG students meet their rate and level of instruction. For students who demonstrate advanced organizational, social, and academic skills, there is a process in place to apply to take PCC classes beginning the Sophomore year. Interested students and parents should contact the Middle College Program Director or their counselor for more information.

## MIDDLE COLLEGE PROGRAM

All Jefferson students are expected to earn at least 12 college credits prior to graduation from Jefferson HS - Middle College for Advanced Studies. Each student enrolled at Jefferson is a Middle College student. However, students typically begin their college experience in their Junior year when they enroll in at least one of our dual credit classes.

These are college-level courses offered on the Jefferson campus. In addition, students take courses on the PCC Cascade campus, just across the street. Students meet with Middle College staff, register for PCC, and take the Compass placement assessment. Students work with Middle College staff to create a college course plan.

PCC offers a wide variety of classes. For example, Jefferson students have taken: Intro to Business, Psychology, Sociology, Calculus, Art, Poetry, Film and Literature, and Emergency Dispatch/ Telecommunications. See Page 1 for PCC Course Offerings. See Page 2 for a sample 4-year plan.



# SPECIAL EDUCATION PROGRAM

This federally-mandated program is designed to support students with disabilities through individualized instruction, accommodations, and/or modifications to the curriculum. Students are offered services that support mainstream classes as well as specially designed instruction in math.

*Students eligible for Special Education services are offered a variety of classes to address each student's Individual Education Plan (IEP). All classes require case facilitator approval based on IEP needs.*

## LEARNING CENTER

The Learning Center supports students who are enrolled in mainstream (general education) classes. Special Education teachers monitor academic progress, attendance, behavior, and the implementation of the students' IEPs. All Learning Center Courses earn elective credit.

### **Basic Pre-Algebra**

This course is for students who need to remediate basic math skills. The teacher will assess each student and provide mini-lesson instruction throughout the week. This class is tailored to the student's IEP.

### **Study Skills**

This class is for students who require support in their content classes, with a focus on completion of assignments, studying for tests, organization, and self-advocacy. The teacher will monitor grades and have content material available to assist students in their core academic classes. Support will be individualized.

# Guidance and Counseling

## Appointments with Counselors are between 8:15 a.m. and 4:30 p.m. daily.

Licensed Professional School Counselors at Jefferson High School collaborate with students, parents/guardians, teachers and administrators to provide information and resources in three major areas: academic achievement, personal/social development, and career development. They promote student academic success and enhance the overall academic educational experience for all students. Parents and students are encouraged to meet the counselors and take advantage of their assistance.

## Confidentiality

As defined by the American School Counseling Association (ASCA), the counseling relationship between a student and their licensed professional school counselor is based on trust, confidence and privacy. Personal information disclosed during individual counseling is privileged and will not be shared without the student's consent unless clear and imminent danger is indicated to the counselor(s). This obligation for confidentiality adheres to Oregon Revised Statutes, school district and building policy.

## How to Contact Your Counselor

Students may:

- Make an appointment anytime except during class\*
- Leave a note in the counseling office for the counselor to contact them
- Contact any member of the staff if you are in a crisis situation and ask them to call your counselor immediately
- Ask to see another counselor, the nurse or an administrator for assistance if your counselor is not available in an emergency

***\*Students must have an appointment to be excused from class.***

Parents may:

- Email the counselor
- Call the counselor and conference by phone\*
- Schedule appointment
- Ask your student to make an appointment for you
- Request documents, such as a copy of a report card (give the secretary your current address)
- Share successes or difficulties your teen has which may affect learning or attendance

*\*Please allow adequate time for calls to be returned. It is easier if you leave your return phone number with your message.*

## Forecasting

Each grade level, from eighth to eleventh will forecast during the second semester of each year. Counselors visit the middle schools that feed into the Jefferson High School and provide forecasting nights for the incoming Freshmen class. Students currently enrolled at Jefferson will spend time individually, with their counselor to review course selections and make choices appropriate for graduation and post high school plans.

## Student Intervention Team (SIT)

The goal of the Student Intervention Team (SIT) is to ensure the overall success of all students. The SIT team collects data and uses it to *track and evaluate student progress*. The team uses data reports to evaluate what support services and interventions students may need in order to decrease the barriers and challenges to learning, and to improve academic skills and behavior. The SIT team focuses on three main areas of achievement: attendance, grades, and behavior.

The team members come from various departments and are from the following areas: *School Counselor, School Psychologist, Dean of Students, Self Enhancement Inc., and School Administrator.*

# Student Services and Policies

There are several services provided to you to ensure a safe and healthy learning environment. These include the following:

- **School Nurse:** A part-time nurse is available for emergency care, assistance in chronic and acute illness, counseling and health education.
- **Multnomah County Teen Health Center:** Provides you with physical exams, medical referrals and mental health services to teens at Jefferson and is located on the lower level.

## Student Assistance

Jefferson High School is committed to helping every student reach the standards and benchmarks identified by the State of Oregon. This means creating a safe environment where you are able and encouraged to achieve your maximum potential. Counselors and other staff believe that substance abuse and the fear of violence are problems that not only impair an individual's ability to succeed academically, but also affect emotional, spiritual, social and physical development. Primary goals for Jefferson High School are to reduce the abuse of alcohol and other drugs and to reduce the fear of violence on campus and within the community.

Student assistance at Jefferson High School is provided in two ways: a support team and peer mediation programs.

- **Support Team** — Purpose is to address the issues of each individual who has been referred and determine the needs of that student and provide the necessary services. Parents/guardians, teachers and the counselor help develop a success plan for each student referred. Plans may involve programs offered at Jefferson

High School or resources within the community.

## Library

Jefferson's school library offers students a quiet and comfortable place to complete school assignments; find new and current fiction and nonfiction titles; conduct research using school-provided online databases; and seek individual research and reference assistance from the certified teacher-librarian. The library is open before school, during lunch, and extended hours in conjunction with tutoring.

## Tutoring

Several groups provide tutoring services for students after school through our Title One funds and SUN School programs.

## Homework

If you are absent due to illness or family emergency for more than 3 days, homework may be requested through the administrative secretary. Homework may be picked up in the administrator's office after 3:30 p.m. the following day. If you know in advance that you will be absent, you should personally request homework from teachers before the absence.

## Cheating and Academic Dishonesty

Evidence of intentional academic dishonesty such as cheating or plagiarism is a breach of trust between you and your teacher. Staff will respond to evidence of dishonest work in a variety of ways depending on the circumstances. The teacher may refuse credit for the work, lower the student's grade, require an alternative assignment, or request a parent/administrator conference.

## Policy on Schedule Changes

Changes initiated by you must occur within 10 days after the start of the school year and cannot occur after the third week of the semester. Classes dropped after that time will result in a WF. Changes in college preparatory classes require a written request from a parent or guardian. Request for schedule changes may be granted if space is available. Counselors may initiate schedule changes under the following circumstances:

- inappropriate academic placement
- teacher recommends the change (level placement)
- incomplete schedule due to forecasting conflicts
- scheduled course section has been cancelled
- balancing class sizes is necessary
- successful completion of scheduled course in summer school, evening school or the previous semester.

You must fill out a request for schedule change form. You must also remain in all classes, as scheduled, until an official change is made by the counselor. You will be contacted about the decision. Requests for change of teacher require administrative approval.

## Portland Public Schools Grading Period

- There are 36 weeks in a school year, 2 semesters
- There are 18 weeks in a semester
- There are 9 weeks in a quarter which is 1/2 a semester
- There are 4 quarters in a school year

You earn a 1/2 credit per class each semester for a total of 1 credit per class.

A progress report is sent home in the middle of each quarter to insure that parents & guardians are informed of possible failing grades

# THE OTHER SIDE OF SCHOOL

## ACTIVITIES

There is a wide range of activities provided for all students' grades 9-12. Included are:

- Cheerleading
- Music Club
- Mock Trial
- National Honor Society
- Black Student Union
- Yearbook
- Spanish Club
- Student Government
- Robotics
- Garden Club
- SAGA
- Women's Empowerment Club
- Mural/Community Arts Club
- Poetry Club

## ATHLETICS

Sports available:

- Baseball
- Basketball (boys/girls)
- Cross Country
- Football
- Softball
- Volleyball
- Soccer (boys/girls)
- Swimming (not PIL)
- Track & Field
- Wrestling (boys/girls)

### Forms

All athletes must fill out athletic forms and return forms to the Athletic Director prior to participation. Pick forms up in the Athletic Director's office or main office.

### Physicals

All athletes must have a health physical form on file in the Athletic Director's office.

Freshmen must have their physical form dated after spring break of their



eighth grade year.

A physical exam may be done in the Teen Health Clinic at Jefferson by appointment or by your private physician.

### Fees\*

\$200.00 per student for all athletes.

\$35.00 per sport for athletes on free or reduced lunch.

\$350.00 maximum per year per athlete.

\$700.00 maximum per year per family.

### Eligibility and Grades

Athletes must always be passing five classes to participate in sports





activities. (State rule) Athletes must have a minimum 2.00 GPA with no F's or they become probation athletes for one quarter. (Portland Public Schools rule) Probation athletes whose grades do not come up to standard by the following quarter will become ineligible. Student athletes must also be on track to graduate with a minimum number of credits each year.

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\*No student will be denied access to participation in sports because of financial circumstances.

## Student and Parent/Guardian Complaint Procedures

### Informal

If the problem relates to the classroom, the parent/guardian or student should first contact the classroom teacher, or informally discuss the matter with the principal or designee.

### Formal

If a student or parent/guardian believes the school's staff has not followed specific laws or policy, a conference may be requested with the principal or designee. Below are outlined the steps included in filing a formal complaint.

If the student or parent/guardian complaint relates to a student expulsion, expulsion appeal procedures should be used.

#### Level I — Principal or Designee

1. The parent/guardian or student sends a letter to or telephones the principal or designee asking for a conference. The letter or call should give detailed information about the problem.
2. The principal or designee arranges a conference. Teachers will be included if appropriate. The conference must be scheduled within seven (7) working days of the request. Interpreters may be requested by students or parents/guardians who cannot understand English.
3. The conference is held with the principal or designee.
4. The principal or designee sends a written decision in the home language to the parent/guardian or student within seven (7) working days of the conference. A copy of the decision is sent to the school's Regional Administrator and appropriate staff members.

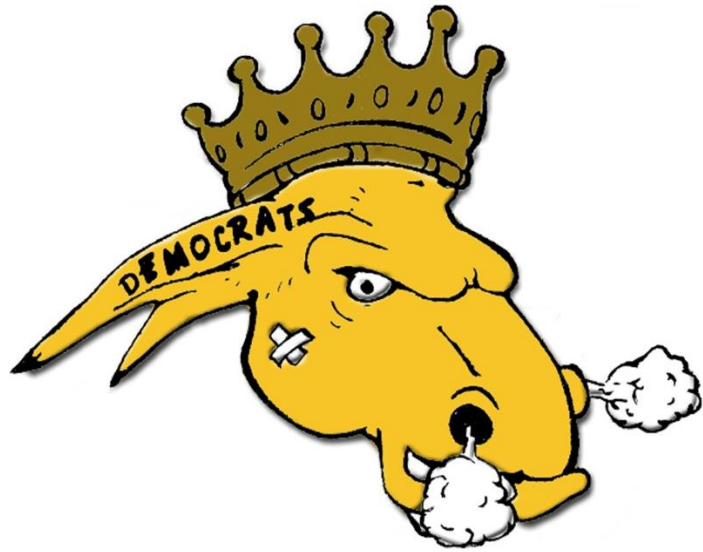
#### Level II — Regional Administrator

1. If dissatisfied with the principal's or designee's decision, the parent/guardian or student asks, in writing or by telephone, for a conference with the Regional Administrator within ten (10) working days of the principal's or designee's decision. The letter should give the reasons for dissatisfaction. A copy of the letter should be sent to the principal or designee.
2. The Regional Administrator arranges for a conference. An interpreter may be requested by students or parents/guardians who do not speak English. The conference must be scheduled within seven (7) working days of the request.
3. The conference is held with the Regional Administrator. The principal or designee will attend if this is considered necessary by the Regional Administrator.
4. The Regional Administrator sends the parent/guardian or student a written decision within seven (7) working days after the conference. Copies of the decision are sent to the Superintendent, the principal or designee, the person making the complaint, and appropriate staff members.

#### Level III — Superintendent/Board of Education

1. If dissatisfied with the decision of the Regional Administrator, the parent/guardian or student asks for a review by the Superintendent within ten (10) working days of that decision. The review request must state the reason why the review is being requested. A copy of the letter is sent to the Regional Administrator.
2. The Superintendent or his designee reviews the matter and may choose to hold a conference or a formal hearing. An interpreter may be requested by students or parents/guardians who do not speak English.
3. The Superintendent makes a recommendation within seven (7) working days of receiving a report from the Regional Administrator or within seven (7) working days after the conference. The Superintendent sends his/her written recommendation to the School Board.
4. The Board will act on the recommendation on or before the date of its second regular meeting following receipt of the Superintendent's recommendation.





Portland Public Schools Nondiscrimination Statement: Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. — Board of Education Policy 1.80.020-P

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If you believe you have been treated unfairly because of your race, color, national origin, gender or disability, you should contact:

Margaret Calvert, Principal  
Jefferson High School  
5210 N. Kerby Ave. - Portland, OR 97217  
503 916-5180

Persons who are in need of additional accommodations in order to attend or participate in an event or program presented by Jefferson High School should contact:

Margaret Calvert, Principal  
Jefferson High School  
5210 N. Kerby Ave. - Portland, OR 97217  
503 916-5180