

Educating Citizens for the 21st Century



Invent yourself at Madison

Curriculum Guide Published by:

**JAMES MADISON HIGH SCHOOL @
MARSHALL CAMPUS**

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Adam Skyles, Principal

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MESSAGE FROM THE PRINCIPAL

Dear Present and Future Madison Students, Parents, and Family Members:



I am honored to serve as principal at James Madison High School.

Every year at this time we begin the process of forecasting for next year's academic classes. Forecasting is a very important activity because your four year Education Plan and Profile should reflect the goals that you have set for yourself in high school and beyond. It will guide the decisions you make throughout your school career. This curriculum guide is a valuable tool to assist you in your academic planning as you consider your post-secondary options for college, career, and citizenship.

Our vision at Madison is to create a climate of high academic expectations and personalized attention for every Madison student. This Curriculum Guide reflects a rich array of rigorous course offerings to meet that vision and is intended to help you understand what your options are. We invite you to familiarize yourselves with our extensive course offerings as you prepare to choose your classes for the 2020-2021 school year.

When deciding which courses to take for next year, it is important that you speak to a counselor and refer to the information provided about graduation requirements. We also expect students to think about post-high school plans and to consider the transition after high school when deciding which courses to take.

We welcome each one of you to the Madison community and look forward to working with you to create an atmosphere of learning that supports your individual goals and aspirations.

Sincerely,
Adam Skyles
Madison High School Principal

DISCLAIMER

The courses listed here are offered and listed in good faith with the intention of teaching them. However, circumstances may occur which are beyond the control of the administration and staff of Madison High School which may cause the limiting of courses, sections and/or course enrollment.

Madison High School Administration and Staff

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 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)

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. All 9th through 11th graders will be enrolled in a full schedule. This opportunity will prepare students to earn a high school diploma, become prepared for college material, and help students to pursue career and 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.

Additionally, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in February 2020. 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,

Joe LaFontaine
Joe LaFontaine

Regional Superintendent



Estimados estudiantes y familias de preparatoria,

El establecimiento de una agenda de cursos que optimice las oportunidades de aprendizaje es fundamental para el éxito de su estudiante. Tómense un tiempo por favor para revisar los materiales de su escuela para la programación de las asignaturas a tomar y colaboren con su estudiante para armar un horario completo, que se ajuste a las necesidades e intereses de su estudiante.

¿Cuáles serían las metas de una agenda cuidadosamente planificada?

- Preparación para la universidad o para seguir una carrera
- Exponerse a materiales académicos rigurosos
- Oportunidad de explorar una gran variedad de electivos
- Un expediente académico que sea competitivo para postular a las universidades
- La opción de asegurar un apoyo extra en áreas académicas que se le dificulten
- Oportunidad de ganar créditos universitarios, reduciendo los costos de educación superior
- Preparación para los exámenes de ingreso universitario (SAT y ACT)

La regla administrativa Oregon Administrative Rules 581-022-1620 exige que la mayoría de estudiantes tomen el máximo de cursos. Todos los grados del 9no al 11ro deberán estar inscritos en un horario completo. Esta oportunidad alistarán a los estudiantes para obtener el diploma de la preparatoria y los preparará para el contenido universitario, y, los ayudará a lograr intereses vocacionales y extra-curriculares. Es importante el tomarse el tiempo ahora para programar sus clases en una agenda u horario que refleje de la mejor manera sus intereses y aspiraciones. Es difícil enfatizar suficientemente que el aprovechamiento de estos años incrementan las posibilidades del éxito después de la preparatoria, ya sea que planeen ustedes ir a la universidad o el seguir otras opciones post secundaria después de la graduación de la High School.

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los

estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en febrero de 2020. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o "forecasting". Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente,

Joe LaFontaine

Joe LaFontaine

Área Asistente Superintendente de Preparatoria



Under Oregon law, students cannot be required to pay a fee for classes that are part of the regular school program. However, in some instances, you may be asked to make a contribution for certain classes where additional learning materials enable the school to expand and enrich those classes. Certain science lab expenses and art class supplies are examples of classes where your contribution can make a difference in the quality of the class. You are not required to pay the requested contribution in order to enroll in the class. Madison is only able to offer these enhanced learning opportunities for students because of your support and contributions. We appreciate your commitment to our instructional program and the success of our students.

In some instances, Oregon law does allow school districts to charge a required fee or deposit. For instance, fees can be required for optional field trips, extracurricular activities, the use of musical instruments, gym clothes when the student does not furnish their own, and other non-instructional expenses. The school may also require a deposit for a lock or locker. The Student Fee and Contribution Form will provide you with more information about specific fees and contribution options for Madison High School.

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

If you believe that you have been treated unfairly because of your race, color, national origin, gender or sexual orientation you should contact Madison's compliance officers: Principal Adam Skyles, Vice Principals Travis Johnson and Keylah Boyer at 503-916-5220.

You may also contact:

District Title VI and Title IX Contact: 503-916-3963
ADA Accessibility/District 504 Contact: 503-916-5460
ADA Employment Queries Contact: 503-916-3544

Board of Education Policy 1.80.020-P

COLLEGE ADMISSION REQUIREMENTS

The following are Oregon University System admission requirements:

- Same course requirements for high school graduation are required for college admission,
- Minimum grade point average required for each college,
- No D's or F's,
- Submit score from a college entrance exam (i.e. ACT or SAT)

Always check each university's requirements as they may differ between institutions.

Detailed information can be found on Madison's online college and career planning tool: Naviance.

Go to: <https://connection.naviance.com/madisonor>
Click on "I'm a Guest" and enter password: gosenators

PPS DIPLOMA REQUIREMENTS

In addition to the graduation requirements listed on the next page, the Portland School Board has approved the implementation of state-mandated diplomas for students pursuing a modified course of study:

- The *Extended Diploma* is a diploma available to students in special education. Students who meet state consideration criteria and earn 12 credits in the specified content area receive this diploma.
- The *Modified Diploma* is available to a broader range of students. Under the rules of this diploma, students must earn 24 credits and meet state specified criteria. Of these 24 credits, 12 credits must be core credits including English, science, social science, and math. This diploma requires completion of the Personalized Learning & Essential Skills Diploma Requirements.

PORTLAND PUBLIC SCHOOLS DIPLOMA REQUIREMENTS

		Class of 2018 and Beyond
English		4
Math		3
Science		3
Social Studies		3
Physical Education		1
Health Education		1
World Language		2
Career & Technical Ed, The Arts, or the 3 rd year of the same World Language		1
Electives		6
Meet district proficiency for Oregon's Essential Skills (ES) standards		Read Write Math
Meet Personalized Learning requirements (PLRs) as defined below:		
<ul style="list-style-type: none"> ▪ Develop a Personal Education Plan & Profile 	<i>Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals; Documentation embedded in transcript</i>	X
<ul style="list-style-type: none"> ▪ Participate and reflect upon Career Related Learning Experiences 	<i>Educational experiences that connect learning to the world beyond the classroom;</i>	2
<ul style="list-style-type: none"> ▪ Complete a Resume 	<i>Include contact information, objective, education and two of the following: work experience volunteer service, skills, academic achievement, extracurricular activities, leadership, references awards, certificates, etc.;</i>	X
<ul style="list-style-type: none"> ▪ Complete an Extended Application (My Plan Essay) 	<i>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;</i>	X

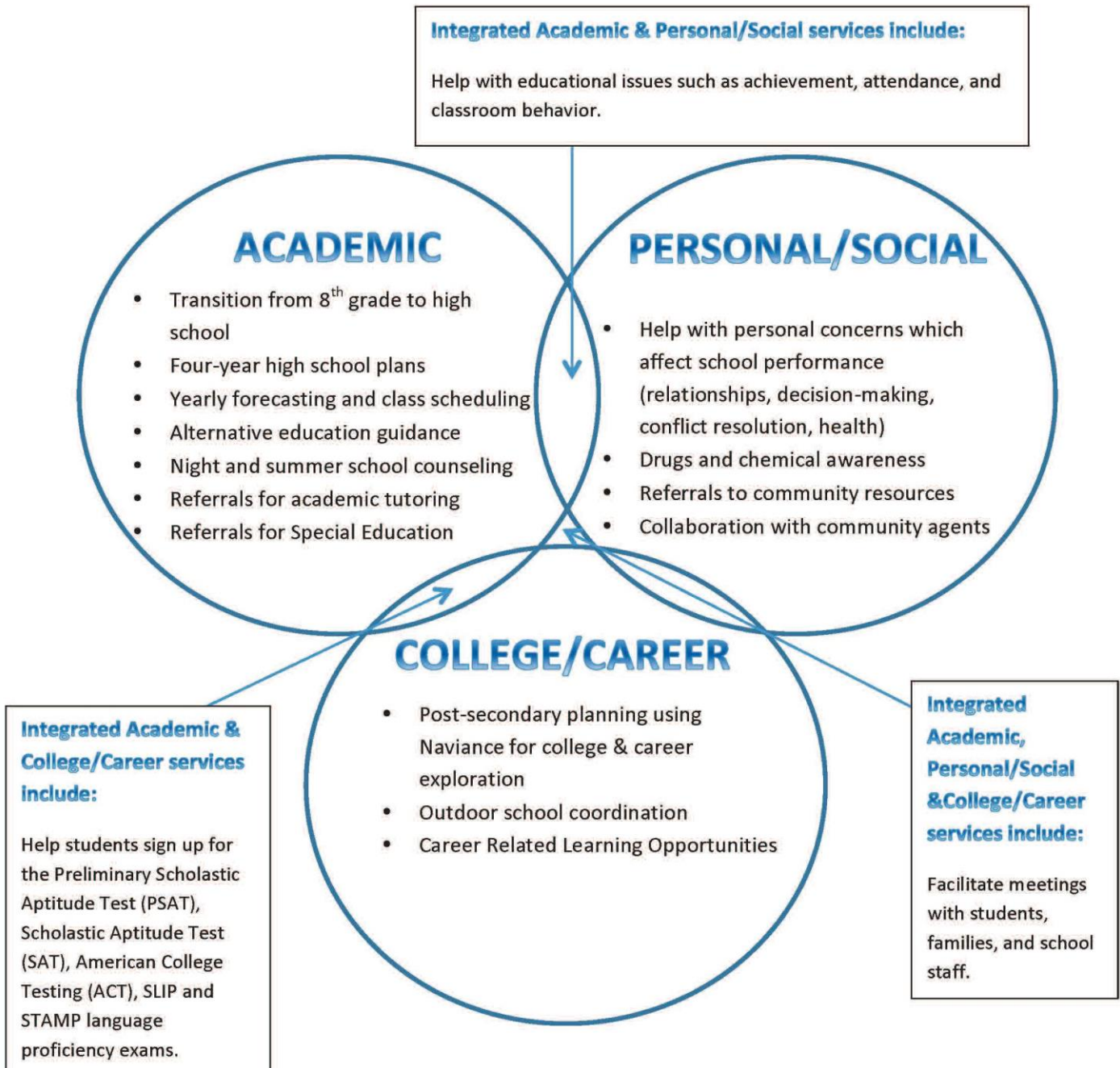
FOUR YEAR PLAN WORKSHEET

Use the worksheet below to plan or revise your academic graduation plan. Your counselor will also help you. Students will need 2 credits of the same World Language as a requirement for graduation.

Required Courses	Year Completed			
	9	10	11	12
English (4 credits)				
1. English 1-2				
2. English 3-4				
3. English 5-6 or AP English Language				
4. English selective				
Social Studies (3 credits)				
1. Modern World History				
2. US History				
3. Government/Economics				
Math (3 credits) Algebra or higher				
1.				
2.				
3.				
Science (3 credits)				
1. Physics: NGSS				
2. Chemistry : NGSS				
3. Biology: NGSS				
Health (1 credit)				
PE (1 credit)				
World Language (2 credits)				
1.				
2.				
Fine Arts/ Third Year World Language/Career & Technical Education (1 credit)				
1.				
Electives (6 credits)				
1.				
2.				
3.				
4.				
5.				
6.				
Essential Skills Reading				
Essential Skills Writing				
Essential Skills Mathematics				
Personalized Learning Requirements				
<u>Career Related Learning Experience (2 required)</u>				
1.				
2.				
Resume				
My Plan Essay				

COUNSELING & GUIDANCE

James Madison High School counseling department vision: The guidance and counseling program contains the following components – guidance curriculum, individual planning with students, responsive services, system support and integration, and student advocacy. The guidance and counseling program addresses the needs, assets, and potential of each student by facilitating the development of skills for learning to learn, to work, to live, and to contribute to the community.



The Library Program

Madison High School Library's mission is to ensure that students are effective users of ideas and information. The library program supports student learning through collaboration with classroom teachers, teaching essential information skills (including all aspects of the research process), fostering a love of reading and literature, and providing other necessary resources.



Madison's Library is proud to host numerous visits from distinguished authors each year. The library partners with many community and other non-profit groups, provides students with engaging presentations, and designs other events showcasing student work and interaction with the wider community. Student voice is at the center of our events programming.

Students in upper grades have the opportunity to earn a letter grade and gain actual work experience by serving as Library/Textbook Room Aides.

Extended Hours and Tutoring

The SUN program (Schools Uniting Neighborhoods) makes it possible for our library to be open extended hours for student use. Tutors in every subject are available to support students to increase skills at the end of the school day. Tutoring is not just for school assignments. Students can also get help with college application essays, scholarships essays, cover letters, resumes, and more.





CTE Programs of Study

Career and Technical Education offers high school students cutting- edge relevant, rigorous classes that prepare them for post-secondary opportunities and high-wage, high-skill and high-demand jobs.

- Computer Science
- Construction
- Design and Applied Arts
- Digital Media/Graphic Design
- Engineering
- Future Educators
- Health Sciences
- Sustainable Agriculture



Dual Credit Courses at Madison

Students enrolled in dual credit classes at Madison are also enrolled at PCC, CCC or PSU and have the opportunity to earn credits through PCC, CCC or PSU.

<u>Madison Course</u>	<u>Grade</u>	<u>College Course (College Credits)</u>
Biomedical Innovations	12	Advanced Biology (BIO 101) (4) PCC
College Writing	12	English Composition (WR121) (4) PCC
Cont. Literature/Creative Writing	12	Adv. Creative Writing, Edit & Publishing (WR246) (4) PCC
Human Body Systems	10-12	Human Anatomy & Physiology I (4) OT
Intro to Education	9-12	Intro to Education (ED100) (3) PCC
Intro to Engineering Design (IED)	9-12	Inventor Fundamentals (CADD185) (3) PCC -&- Exploring Engineering (ENGR100) (1) PCC
Medical Interventions	10-12	Topics in Biomedical Science (BIT102) (3)
Pre-Calculus/Math 111-112	10-12	College Algebra/Elementary Functions (MTH111/112) (5) PCC
PSU Senior Inquiry	12	Race & Social Justice (UNST177/F005) (15) PSU
Spanish 7-8	9-12	Spanish (SP201/202/203) (12) PSU
Sustainable Agriculture 1-2	9-12	Organic Farming Practicum (HOR136) (3) CCC
Sustainable Agriculture 3-4	10-12	Propagation of Edible Plants (HOR 135) (3) CCC

Dual Credit FAQ

What is a dual credit class?

A dual credit class is taught by a high school teacher at the high school, in partnership with a college partner and gives high school students an opportunity to earn both high school and college credit.

Why take dual credit classes?

By choosing to take dual credit classes, high school students start earning college credit and get a jump start on their postsecondary goals.

What dual credit classes are available at my high school?

Each PPS high school offers a variety of dual credit classes. Students enrolled in dual credit classes may elect to earn college credit for their efforts in this class. Check with your high school counselor to find out which classes at your high school offers dual credit.

Will my dual credit classes transfer to another college or university?

Dual credit classes offered may meet a postsecondary program's general education requirements and are transferable to many 2 and 4 year institutions. These dual credit classes include Lower Division Collegiate classes that may meet Associate and/or Bachelor's degree requirements. These classes are in subject areas such as Writing/Literature, Engineering, History, Math and Music. College credit may also be earned for Career & Technical Education (CTE) classes which may lead to a Bachelor's or Associate's degree or certificate in programs in areas such as: Medical Professions, Multimedia, Computer Science, Automotive Service Technology, Computer Applications Systems, Welding, Building Construction Technology and more.

To learn how college credits earned from completing a dual credit class may meet specific degree or certificate requirements, students should contact the college or university that they wish to attend. Students must then request a copy of an official college transcript from each college for which Dual Credit has been earned and have these sent to their college or university of choice.

When can students register with the college partner?

Students will register online through the college partner's website during the registration window. Once enrolled in the college class, students must follow the college partner's calendar drop and withdrawal dates, and understand that the college level privacy laws apply to them. Students who miss college deadlines may not be allowed to register for college classes, or may earn a failing grade on their college transcript if they fail to withdraw from classes in time. A college grade may be different from the high school class grade.

How much does it cost?

Most dual credit classes offered at the high school charge little to no cost to students, but costs will vary depending on the college partner. PPS partners include, but are not limited to, Portland Community College, Portland State University and Mt Hood Community College.

Who can I contact if I have questions?

You may contact the teacher if you have questions about the specific class content. Please note, as a college student, the college application of The Family Educational Rights and Privacy Act (FERPA) applies to the student. Due to this, parents/guardians will not have access to student specific information regarding college classes such as enrollment, grading and student success information from the college.

If you would like more information about other college level class opportunities in your high school, please contact your high school counselor.

What are my next steps?

Students and parents/guardians should talk about the significance of enrolling in a college level class. This is both an opportunity and a consideration. The number of college credits students accumulate in high school may later impact the student's financial aid assistance depending on what they choose to study after high school.

What are my responsibilities as a college student?

Students are responsible for complying with all college application, registration and withdrawal procedures and must meet all relevant deadlines. Grades for college coursework, including withdrawals, are permanently on a student's college transcript and college grades may not be the same as the grade earned for the high school class

What is the potential impact on my financial aid?

All classes that earn college credit may have an impact on the student's financial aid and scholarships. The Federal Financial Aid (FAFSA) 150% rule applies to all students and is in place to help students stay on track to receiving their degree. Once a student has received 150% of the number of credits required to complete a degree then their financial aid is maxed out and no more federal loans are available. For example, if a student needs 90 credits hours to graduate, then they max out at 135 credit hours (90 hrs X 150% = 135 hrs).

Oregon Promise has a 90 credit limit on college credits, including any of the following:

- College credits you take while in high school or as part of a high school completion program
- College credits you take during summer term*
- College credits you take at another college or university while dual-enrolled at a community college
- College credits for courses you withdraw from or fail

Any other college credits you attempt or complete prior to and during your time as an Oregon Promise recipient



What are the benefits of taking Advanced Placement (AP) classes?

1. You save money on tuition:

- At most colleges, you receive some sort of class credit for AP Exam scores of three and higher (exams are scored from 1-5). This credit often goes towards introductory level college courses in the same subject as the AP class. If you take AP classes in high school and test well on the exams, you could save some substantial cash.

2. You can graduate sooner:

- Receiving college credit for classes will enable you to graduate sooner, possibly in three years, but definitely in less than the national average of 6 years 4 month. This is a huge savings, not only on tuition, but also on room and board, and living expenses.

3. The classes impress college admissions officers:

- College admissions officers are looking for students who can handle a college curriculum. They view your application in light of what you have done in high school, academically speaking; and your ability to handle a challenging course load. They want to see your commitment to education and the fact that you challenge yourself with AP classes definitely can make you a standout.

4. These classes can increase your chances for college-specific merit aid:

- Approximately 31 percent of colleges and universities will consider a student's AP coursework when making decisions about which students will receive scholarships. Students who have AP classes on their transcript impress financial aid officers—this often translates into a student receiving more free money to pay for college.

What are the benefits of taking Advanced Placement (AP) classes?

5. AP classes help develop college-level academic skills

- Since AP classes are more difficult than standard classes, they help you develop college-level academic skills. The classes are made up of students and educators with a strong commitment to excellence in learning and problem solving. These are all qualities you will need in college. Many students who enter college are shocked at the amount of work and study time involved. Taking AP classes in high school will prepare you for challenging college classes.

6. You will have more flexibility in college

- With several basic classes out of the way, you may want to add a second major or minor, take more electives, or study abroad and still graduate in four years. If you have multiple interests, AP credits can make it more feasible to add a minor or even a second major to your undergraduate academic plan. Part of the fun of college is exploring classes outside of your requirements. AP credits will also free you to take more elective courses, which can also help you zero in on a major sooner.
- If you can, it makes sense to take advantage of AP classes in high school. If you want to save money, graduate in four years or less, impress college admissions officers, receive more merit aid, and have flexibility in college, AP classes will help you meet all of those goals.

AP Courses offered at Madison

<i>AP Environmental Science</i>	<i>AP Calculus AB & BC</i>	<i>AP Spanish Literature and Culture</i>	<i>AP Spanish Language and Culture</i>	<i>AP Lang & Comp</i>
<i>AP Physics</i>	<i>AP Chemistry</i>	<i>AP Computer Science</i>	<i>AP Human Geography</i>	<i>AP Lit & Comp</i>
<i>AP Biology</i>	<i>AP Stats</i>	<i>AP Government</i>	<i>AP Psychology</i>	<i>AP US History</i>

PLTW + AP



WANT TO WORK FOR NASA? BECOME A ROCKET SCIENTIST? [WELCOME TO ENGINEERING AT MADISON.](#)

	PLTW Engineering Course	AP Course AP Calculus BC pathway	AP Course Advanced Math Pathway
Freshman Year	Intro to Engineering	Algebra 3/4	Geometry
Sophomore Year	Digital Electronics	AP Human Geography or AP Psychology + Pre-Calculus	AP Human Geography or AP Psychology + Algebra 3/4
Junior Year	Principles of Engineering	AP Calculus AB + AP Environmental Science, AP Chemistry, or AP Physics	Pre-Calculus + AP Environmental Science, AP Physics, or AP Chemistry
Senior Year	Senior Design	AP Calculus BC + AP Environmental Science, AP Chemistry, or AP Physics	AP Stats or AP Calculus AB + AP Environmental Science, or AP Chemistry or AP Physics

Other Recommended Courses: Robotics and/or FTC Robotics



ENGINEERING

“I programmed robots, built circuits, and took stuff apart and it was amazing. I have my eyes set on engineering at Stanford”

-AJ THAI, '17 Engineering student

PLTW + AP



WANT TO WORK FOR OHSU? WE ARE PAGING YOU DOC. [WELCOME BIOMEDICAL SCIENCES AT MADISON.](#)

	PLTW Biomedical Course	AP Course AP Calculus BC Pathway	AP Course Advanced Math Pathway
Freshman Year	Principles of Biomedical Sciences	Algebra 3/4	Geometry
Sophomore Year	*Human Body Systems	AP Human Geography or AP Psychology + Pre-Calculus	AP Human Geography or AP Psychology + Algebra 3/4
Junior Year	*Medical Interventions	AP Biology + AP Calculus AB	AP Biology + Pre-Calculus
Senior Year	*Biomedical Innovations	AP Chemistry + AP Calculus BC	AP Chemistry + AP Calculus or AP Stats

Other Recommended Courses: Latin and/or AP Physics

***PCC Dual Credit**



**BIOMEDICAL
SCIENCES**

"I was accepted to Brown University for an intense summer program. There was so many smart people and I felt so prepared! I now have been accepted to Brown University and I will be majoring in molecular biology and applying to medical school. -**Cynthia Bui, '18, Brown University, Class of 2022**

PLTW + AP



EVERY SENATOR FINDS THEIR PATH. WE BECOME PSYCHOLOGISTS, SCIENTISTS, ARTISTS OR LAWYERS. PICK YOUR PATH.

AP Math & Science Pathway (Minimum of 5 of the courses below)	AP Humanities & Social Studies Pathway (Minimum of 5 of the courses below)	Law & Justice Pathway (Minimum of 5 of the courses below) *Required courses
AP Human Geography	AP Human Geography	PLTW: Principles of Biomedical Sciences
AP Biology	AP Literature and Composition	*Forensic Science
AP Calculus AB/BC	AP Language and Composition	*Criminal Justice
AP Statistics	AP Government	*AP Government
AP Chemistry	AP Psychology	AP US History
AP Environmental Science	AP Spanish	AP Psychology
AP Psychology	AP Music	AP Language and Composition
AP Physics	AP US History	AP Statistics/PSU Statistics
		AP Environmental Science
		Ethnic Studies/Gender Studies



“I learned a lot about the justice system, civil rights laws, and so many historical events. I feel more educated on how society functions and how events shape who we are. I’m applying to Lewis & Clark College for pre-law in order to make the world a better place.”

-Jimmy Tran, '18 Law & Justice student

MADISON ACTIVITIES, ATHLETICS & CLUBS

Activities & Clubs - Students interested in starting a club may do so with an advisor.

African Club	Library Club (RATs)
Anti Social Club	Lit & Film Club
Bible Club	Makers Club (Art)
Black Student Union	Muslim Student Association
Chess Club	National Honor Society
College Prep Club	Native American Club
Constitution Team	Oregon Battle of the Books
Dance Club	Pan African Club
Dungeons & Dragons Club	Peace & Justice Club
ECO (Earth Club)	Pickleball
Ethics Club	QSA
Garden & Food Justice Club	Rebels for a Cause
HOSA	Red Cross Club
Key Club	Restorative Justice Club
La Raza Unida	Thespian Club
	Viet Club

IRCO Madison SUN Community School works to engage the community in a systematic way to educate and support youth by providing wrap-around supports that eliminate barriers to academic success. We provide the following school-based services: Academic Support, Extended Day Programming, Community Food Pantry, School & Hygienic Supplies, Adult Education Classes, Referrals to Social Services, and Family Events. For More information contact: Kimberly Bacon, Madison IRCO SUN Site Manager 503-916-5338 kbacon2@pps.net

Athletics

Baseball	Soccer
Basketball	Softball
Cheer	Swimming
Cross Country	Tennis
Dance	Track & Field
Football	Volleyball
Golf	Wrestling

MADISON ATHLETICS DEPARTMENT POLICIES

ACADEMICS AND ATHLETIC ELIGIBILITY

The student/athletes at Madison High School must adhere to requirements established by the Oregon School Activities Association (OSAA) and the Portland Interscholastic League (PIL). The OSAA governs all interscholastic competition in our state. The PIL sets minimum GPA requirements in order to participate in athletics at a Portland High School. To be eligible per OSAA rules, a student must have passed five classes during the semester prior to the beginning of the sports season. For example, a student/athlete must have passed five classes during the spring semester of the 2017-2018 school year to be eligible to play football the fall of 2018. The OSAA also requires that each student be "On Track to Graduate". At the end of each school year a student must have posted a minimum number of credits to their transcript. In order to be eligible the following year a freshman must have earned at least 4.5 credits, a sophomore 10 credits, and a junior must have earned at least 17 credits. Failure to earn the required credits means a student/athlete is ineligible for the entire school year. In addition to the OSAA eligibility regulations, PPS athletes must maintain a GPA of 2.0 with no F's or a GPA of 2.5 with one F for each quarter. Athletes will be placed on academic probation if they are below these standards. No student may be on academic probation two consecutive quarters and remain eligible for athletics. During any time that a student is not academically eligible, they may continue to practice with their team, but they may not 'suit up' or represent their school in competition.

www.eligibilitycenter.org



OF SPECIAL INTEREST TO INCOMING FRESHMEN CLASS OF 2024

ACADEMIES

All Madison freshmen are assigned to an academy for their Patterns Physics, Modern World History and English. The schedule and assignment to an academy will depend on what math and electives are requested. The goal is to create balanced learning academies. In the academy, freshmen quickly make friends and get support from a team of teachers and a counselor. The counselor will be assigned to students for all four years. The academy teachers and counselor work together with your parents and guardians so that each student's high school year starts off on a positive and successful note.

TYPICAL SCHEDULE

The eight period day includes Patterns Physics, Modern World History, English, College & Career (Or AVID) and an appropriate math class. The other three classes are chosen from PE and the list of elective classes open to freshmen. Classes fill quickly, and students may end up with a second or third alternative elective, which may include a study hall.

MATH CLASSES

Most freshmen will be placed in Geometry with the exception of those who have already met proficiency.

HONORS CREDIT

In English, Modern World History, Math and Patterns Physics classes there will be offered an opportunity to contract for honors credit after the first quarter. Teachers will explain the amount and quality of work required to earn honors credit on the transcript. Honors work may include differentiated assignments and Socratic seminars.

FORECASTING GUIDE - HOW TO READ IT

This guide offers information about each course in the Madison High School curriculum so that students may make wise choices when they forecast for next year's classes. The top two lines are brief descriptors: Title, Credit value, Grade level, Prerequisite for the course. The left column indicates what Graduation requirement the course meets and whether a class may be taken more than once for credit. The center box gives a description of the course.

Course Title	Credit	Grade	Prerequisite
CHEMISTRY 1-2	1	10 - 12	See Description
GRADUATION Requirements in: <p style="text-align: center;">SCIENCE</p> May be repeated for credit more than once <p style="text-align: center;">No</p>	<p>CHEMISTRY 1-2: First year chemistry is a challenging course; student success depends upon strong basic skills. A sound math foundation and powerful reading skills play a key role in terms of student success. Chemistry 1-2 offers a rigorous scope and sequence in basic chemistry concepts. Students who are planning on college are encouraged to take this course. Content includes concepts that underlie the domain of chemistry. By demonstrating proficiencies in a class setting with laboratory activities as a central component, students gain valuable insight into college level expectations.</p> <p>Prerequisite: C or better in Foundations of Physics & Chemistry.</p>		

COMMUNICATIONS

*may be repeated for credit

	Credit	Grade	Prerequisite
JOURNALISM-BEGINNING	1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	JOURNALISM-BEGINNING: This class emphasizes the journalistic writing style of modern print/on-line media. Students will be presented with opportunities to develop their skills in writing, photography and other visual communication. Students will regularly read and critique a variety of publications. Students with design/layout interests, as well as students with photography interests, will be able to pursue those aspects in addition to writing. Students will learn layout, design, libel and law. Students in this course will have unique opportunities to get coaching and training from professional journalists. Students must work well with others and be able to meet deadlines.		

Course Title	Credit	Grade	Prerequisite
JOURNALISM-ADVANCED *	1	10 - 12	JOURNALISM-BEGINNING
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	JOURNALISM-ADVANCED: Advanced students will join the journalism class and typically serve as section editors, Editors-in-Chief, Managing Editors, and other positions of authority for Madison's student newspaper, The Constitution. Because of the level of personal responsibility and mastery of writing skills required for this course, as well as publication deadlines, enrolled students tend to do well in college after taking this course. Prerequisite: Journalism-Beginning and/or teacher recommendation and approval.		

Visual and Applied Arts



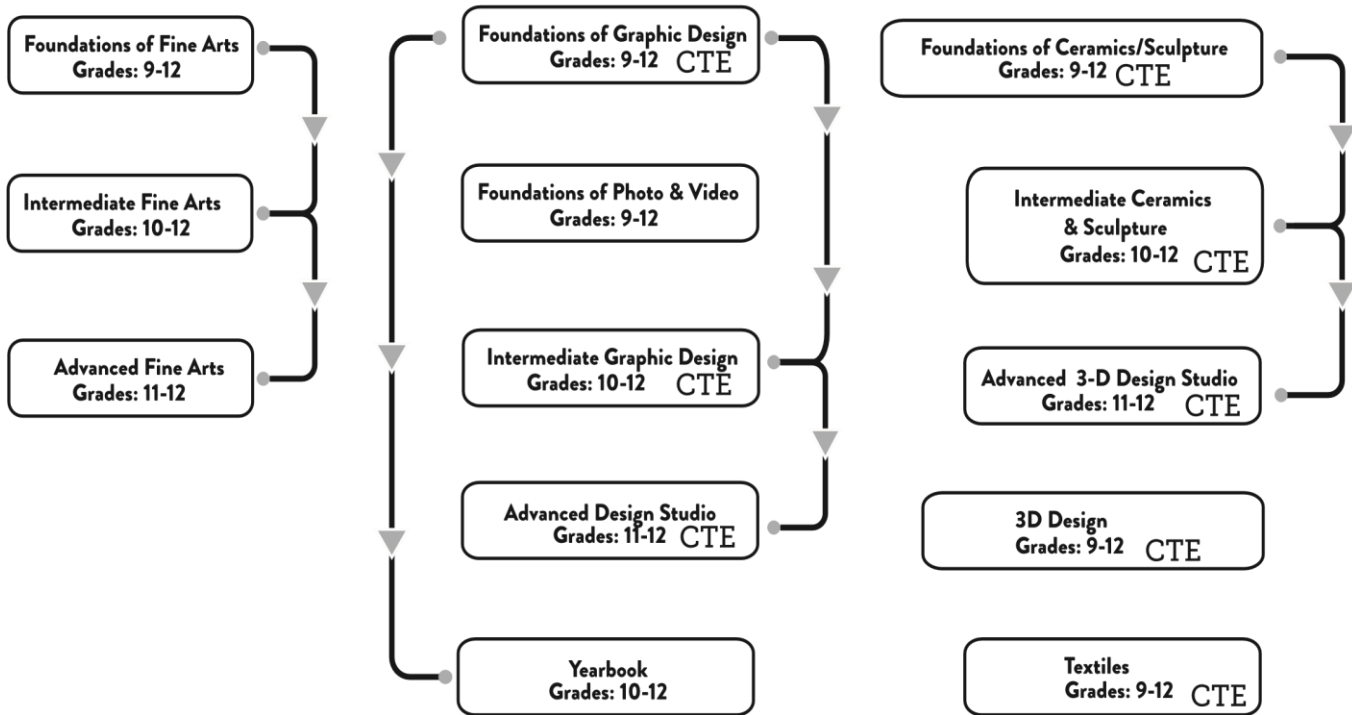
FINE ARTS



DIGITAL DESIGN



3 D DESIGN



Career & Technical Education Digital Media/Graphic Design

The Graphic Design program allows students to creatively communicate ideas and information through the means of media, graphic design and art. Students in the program will develop the technical and communication skills needed in the graphic design and media industry




Career and Technical Education Design and Applied Arts


The Design and Applied Arts program combines the aesthetics of the Visual Arts and applies them to create and cast products. Students will gain skills in the foundations of Visual Arts and apply these to marketable career in Textiles, Industrial Design and Ceramic Technology.


Course Title	Credit	Grade	Prerequisite
FOUNDATIONS OF ART	1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once No	FOUNDATIONS OF ART: The beginning fine art is designed to drill deep into the basic techniques of the discipline, allowing the student to gain a mastery of state expectations. No prior knowledge of skills is required. Fine arts can be defined as: the study of drawing, painting, printmaking, design, and sculpture. The General Art: Fine Art course will introduce each student to the art making process while learning the basic medium techniques. Drawing will cover graphite, colored pencil, and charcoal. Painting includes: tempera paint and watercolor. Printmaking will include: mono printing and collagraph. Design will include: color theory, elements of design, and principles of design. Sculpture will include: clay. Art history will be ongoing and unit specific. During the year the General Art student will be expected to meet the Madison High School Art Department Common Expectations: art elements, art principles, production, critique, and DBAE.		


Course Title	Credit	Grade	Prerequisite
INTERMEDIATE ART	1	10 - 12	FOUNDATIONS OF ART
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	INTERMEDIATE ART: Intermediate Art is designed to utilize the skills learned in General Art courses and challenge each student to dig deeper into personal applications of those skills. Project based curriculum. Students will be challenged to explore portraiture, collage, and acrylic painting, sculpture, large (school formatted) works that are designed to push each artist to a new level of skill. A studio atmosphere is encouraged, in which students and teacher work together through discussion, exploration, and art history to build a class that is working and growing. Prerequisite: Earned "C" or better in Foundations of Art, Ceramics/Sculpture or teacher permission (based on student's portfolio of work).		


Course Title	Credit	Grade	Prerequisite
ADVANCED ART	1	11 - 12	INTERMEDIATE ART
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	ADVANCED ART: This course is designed for the serious art student that is interested in developing an artistic process that generates unique works of art. 1st semester will focus on exploring new media, techniques, and concepts through teacher driven assignments. 2nd semester, students will be expected to plan and execute original pieces that will blend with teacher driven assignments. Student driven concepts and ideas will be seriously considered. Drawing, painting, printmaking, ceramics, mixed media, and design will be the topics of research. Oral and written critiques will be a major aspect of the course. Each student is required to keep and use a sketchbook. Prerequisite: "C" or better in Intermediate Art or teacher permission.		

Course Title		Credit	Grade	Prerequisite
FOUNDATIONS OF CERAMICS & SCULPTURE		1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes 	<p>FOUNDATIONS OF CERAMICS & SCULPTURE: s a course introducing fundamental, technical, conceptual, and behavioral skills in visual art for students of all abilities. Students will focus on hand building and wheel throwing techniques with clay for the first three quarters and mixed media sculpture the fourth quarter. Utilitarian, sculptural, painterly, and mixed media forms, primarily in clay, will be explored through hands-on units of study based in Art History and Aesthetics. Students will learn problem-solving strategies in concept development, compositional structure, project management, and execution of work. Integral to this is a sketchbook that records design, research, idea generation, journaling, and reflective thinking. Hands on experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance. As a CTE course, we will incorporate career related experiences in the form of field trips and visitors from industry. (\$20 Materials Donation)</p> <p>For CTE Completers required</p>			


Course Title		Credit	Grade	Prerequisite
TEXTILES		1	9 - 12	NONE
GRADUATION Requirements in: FINE ART May be repeated for credit more than once Yes 	<p>TEXTILES: is a course introducing fundamental, technical, conceptual, and behavioral skills in visual art for students of all abilities. We will study the Textiles industry through utilitarian, sculptural, and mixed media forms, primarily with fabric. This course focuses on a new topic each quarter: weaving, dyeing, sewing, and pattern fabrication these hands-on units of study will be explored with a foundation in art history and aesthetics. Students will learn problem-solving strategies in concept development, project management, and execution of work. Integral to this is a sketchbook that records design, research, idea generation, and reflective thinking. Hands-on experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry. (\$20 Materials Donation)</p>			


Course Title		Credit	Grade	Prerequisite
3D DESIGN		1	9 - 12	NONE
GRADUATION Requirements in: FINE ART May be repeated for credit more than once Yes 	<p>3D DESIGN: s a course introducing fundamental, technical, conceptual, and behavioral skills in visual art for students of all abilities. This course focuses on a new topic each quarter: Product Design: primarily in Clay, Mixed Media Sculpture: Wood, Cement, Plaster, and Wire, Metalsmithing Techniques, and Jewelry design. This is a course featuring hands-on units of study based in Art History and Aesthetics. Students will learn problem-solving strategies in concept development, compositional structure, project management, and execution of work. Integral to this is a sketchbook that records design, research, idea generation, and reflective thinking. Hands on experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry. (\$20 Materials Donation)</p>			

Course Title		Credit	Grade	Prerequisite
INTERMEDIATE CERAMICS & SCULPTURE		1	10 - 12	FOUND CERAMICS & SCULPTURE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes 	<p>INTERMEDIATE CERAMICS & SCULPTURE is a course refining fundamental, technical, conceptual, and behavioral skills in visual art for students of all abilities. We will explore the Ceramics and Sculpture industries through utilitarian, sculptural, painterly, and mixed media forms, primarily in clay, wire, plaster, and paper will be explored through hands-on units of study based in Art History and Aesthetics. Students will focus on wheel throwing and handbuilding with clay along with exploring mixed media, plaster and slip casting. Students will learn problem-solving strategies in concept development, compositional structure, project management, and execution of work. Integral to this is a sketchbook that records design problems, research, idea generation, journaling, and reflective thinking. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry. (\$20 Materials Donation)</p> <p>For CTE Completers Required</p>			


Course Title		Credit	Grade	Prerequisite
ADVANCED 3D PORTFOLIO		1	11 - 12	INTERMEDIATE CERAMICS AND SCULPTURE OR TEXTILES
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes 	<p>ADVANCED 3D PORTFOLIO: Students will create a portfolio of no less than 6 pieces. Student will create an artist statement, portfolio, and a slide show. Students will research an industry with links to career pathways in their chosen industry. Students will leave this course with the ability to produce work, market, and make connections to their career goals. As a CTE course, we will incorporate career related experiences in the form of field trips and visitors from industry. (\$20 Materials Donation)</p> <p>Required to be a CTE Major</p>			

Course Title		Credit	Grade	Prerequisite
YEARBOOK		1	10 - 12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	<p>YEARBOOK: This course is for that student that is looking to leave their mark on Madison High School in a very real and tangible way. If you like to take pictures, interview others, and design layout this is the class for you. Yearbook staff members are expected to manage sections of the yearbook production, participate in yearbook decisions and brainstorming, and be committed to providing a yearbook that celebrates Madison's diversity and uniqueness. Working on a team committed to providing the best possible product is the highest goal and if you are interested in challenging yourself to capturing the history of Madison High School, forecast for yearbook.</p> <p>Prerequisite: None, but, prefer students that have a minimum of Foundations of Digital Design</p>			

Course Title		Credit	Grade	Prerequisite
FOUNDATIONS OF GRAPHIC DESIGN		1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once No 	<p>FOUNDATIONS OF GRAPHIC DESIGN: Foundations of Graphic Design is a course introducing fundamental, technical, conceptual, and behavioral skills in visual art for students of all abilities. This course will focus on 2-D design as it relates to composition, layout, typography, photography, and the elements and principles of design. Adobe Illustrator, Photoshop, and InDesign will be the primary software used. Students will begin units of study based in Design History and Aesthetics. Students will learn problem-solving strategies in concept development, compositional structure, project management, and execution of work. Integral to this is a sketchbook that records design, research, idea generation, journaling, and reflective thinking. Hands on experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry.</p> <p>For CTE Completers</p>			

Course Title		Credit	Grade	Prerequisite
INTERMEDIATE DIGITAL DESIGN		1	10 - 12	FOUNDATIONS OF GRAPHIC DESIGN OR SEE TEACHER FOR PERMISSION
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once No 	<p>INTERMEDIATE DIGITAL DESIGN: Intermediate Digital Design is a course that builds upon the Foundations of Graphic Design course. Visual problem solving will force students to apply prior knowledge to real world challenges where combining software platforms and hand manipulated techniques to help solidify their voice and aesthetic. Digital photography and filmmaking will challenge students to use design and compositional concepts to explore narratives as seen through the eyes of a 2-D print designer. We will study the graphic design industry through field trips, visiting designers from various areas of design, and research presentations. Logo creation, screen printing, typography research (creating one of a kind typeface), team marketing projects, infographics, promotional videos with promotional literature, and photo essay assignments will be discussed. Students will learn problem-solving strategies in concept development, project management, and execution of work. Integral to this is a sketchbook that records design, research, idea generation, and reflective thinking. Hands-on experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry.</p> <p>For CTE Completers</p>			

Course Title		Credit	Grade	Prerequisite
FOUNDATIONS OF DIGITAL PHOTOGRAPHY & VIDEO PRODUCTION		1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once No	FOUNDATIONS OF DIGITAL PHOTOGRAPHY & VIDEO PRODUCTION: Foundations of Digital Photography & Video Production focuses on career exploration in the fields of photography and video production. The Course includes basic theories, methods, and techniques used to plan, produce, and edit photos and videos, includes instruction on lighting, camera operation, composition, and related computer applications for editing. This course will provide students with a basic understanding of the technology behind video as an information medium, and some of the ways in which it is created to achieve its desired effect on an audience. Upon completion, students should be able to demonstrate a variety of production skills and techniques as it relates to producing a variety of video formats. Example formats include producing Short Films, School News Feature Stories, Documentary Video, Music Video, Instructional Video, Advertising Commercials, and Public Service PSA Commercials. Students will learn skills in story design, script writing, video editing, and studio production. In order to meet assignment deadlines and production schedules, students will need to rely on: good reading and writing skills, good time management, a positive attitude, and the ability to work in a team setting.			

Course Title		Credit	Grade	Prerequisite
ADVANCED DIGITAL DESIGN STUDIO		1	11 - 12	INTERMEDIATE GRAPHIC DESIGN OR SEE TEACHER FOR PERMISSION
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes 	ADVANCED DIGITAL DESIGN STUDIO Advanced Digital Design Studio is the final course in the graphic design CTE program at Madison High School. Students that forecast for this course will be learning about marketing, project management, and career readiness. Students that forecast for this course will complete a digital capstone portfolio that will be presented on a website platform. The classroom will be organized as a design firm, where each member will have particular job functions on multiple teams (marketing manager, lead designer, production manager, sales, and project manager) They will work with industry advisors that are experts in each of the listed areas. These student will work very closely with their industry mentors to craft a working knowledge of career skills need to be successful in the design industry. Students will be responsible to recruit work for the class and hopefully secure a payment or donation for the services provided. Students will hone problem-solving strategies in concept development, compositional structure, project management, and execution of work. Integral to this is a sketchbook that records design, research, idea generation, and reflective thinking. Hands on experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry. For CTE Completers Required			

HEALTH AND PHYSICAL EDUCATION

(*May be repeated for credit) (++)must have successfully completed a pre-req to enroll
(#Elective credit only)

9th Grade

(These courses are the 3 pre-req courses)
Physical Education
Speed and Strength Training (SST)
Yoga

10th Grade

Health (required)
Physical Education
Yoga*
Competitive Games* # ++
Strength & Conditioning # ++
Mindfulness* #
Madison Crossfit *# ++

11th – 12th Grade

Physical Education
Yoga*
Competitive Games* # ++
Strength & Conditioning # ++
Mindfulness * #
Madison Crossfit *# ++
Sports Management #

Course Title		Credit	Grade	Prerequisite
HEALTH 1-2		1	10	NONE
GRADUATION Requirements in: HEALTH May be repeated for credit more than once No	HEALTH 1-2: Health is designed to allow each student the opportunity to develop a lifelong plan for personal wellness. Students will reflect on what areas they can make a personal health improvement. The units of study include stress and relaxation, depression, suicide, self-esteem, nutrition, dieting, eating disorders, dating, marriage, sexuality, death and dying, abuse, consumer choices, environmental health, substance abuse, and infectious and chronic diseases. Other wellness topics may be included.			

Course Title		Credit	Grade	Prerequisite
PHYSICAL EDUCATION 1-2		1	9 - 12	NONE
GRADUATION Requirements in: PHYSICAL EDUCATION May be repeated for credit more than once No	PHYSICAL EDUCATION 1-2: This is one of 3 Madison courses that can be taken to satisfy the graduation requirement for the State of Oregon. In this course, students will experience a variety of motor skills and movement patterns, with an emphasis on improving one's physical fitness, health and well-being. Students will participate in fitness testing that assesses many areas of health-related fitness. Students will also develop responsible, personal and social behaviors, showing respect for others during class activities. This is a games based class, with a variety of team, individual and lifetime activities presented throughout the year.			

Course Title		Credit	Grade	Prerequisite
SPEED AND STRENGTH TRAINING (SST)		1	9 - 10	NONE
GRADUATION Requirements in: PHYSICAL EDUCATION May be repeated for credit more than once No	SPEED AND STRENGTH TRAINING (SST): This is one of 3 Madison courses that can be taken to satisfy the graduation requirement for the State of Oregon. In this course, students will improve their speed and strength through controlled barbell exercises, agility training and plyometrics. Freshmen athletes are encouraged to take this course for their PE credit.			

Course Title		Credit	Grade	Prerequisite
YOGA		1	9 - 12	NONE
GRADUATION Requirements in: PHYSICAL EDUCATION/or ELECTIVE May be repeated for credit more than once Yes	YOGA: This is one of 3 Madison courses that can be taken to satisfy the graduation requirement for the State of Oregon. Do you enjoy staying active, but prefer individual activities? Are you an athlete who would like to improve your flexibility and reduce the risk of injury? Are you someone who hasn't yet found movement that works for you? In this class you will learn skills that you can take from the yoga mat and incorporate into daily life. Designed for all fitness levels, this class offers an opportunity for you to improve and/or maintain a high level fitness while increasing flexibility, strength, coordination and balance. In a safe and supportive environment, we'll learn and practice techniques that help manage stress, increase energy levels and connect with yourself.			

Course Title		Credit	Grade	Prerequisite
COMPETITIVE GAMES		1	10 - 12	SUCCESSFUL COMPLETION OF PE CREDIT
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	COMPETITIVE GAMES: This elective course is a high intensity activity class for students in grades 10-12 who have advanced sports skills and fitness level. They will demonstrate and develop physical fitness through participation in competitive games. Students will compete hard, but will still follow the CREED motto and maintain good sportsmanship.			

Course Title		Credit	Grade	Prerequisite
MINDFUL STUDIES: MINDFULNESS: TAKING CARE OF YOUSELF, EACH OTHER, AND THE WORLD		1	10 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	MINDFUL STUDIES: MINDFULNESS - TAKING CARE OF YOURSELF, EACH OTHER, AND THE WORLD: What does it mean to be the master of your own mind? In this class you'll explore that question and learn tools you'll use the rest of your life. We'll learn mindfulness skills to work with stress and strong emotions like anger and anxiety. We'll learn to focus and recharge with meditation. We'll explore the limitations caused by societal norms and conditioning. We'll increase flexibility with mindful movement. We'll create a strong community of people who support each other. Research shows that mindfulness improves focus and supports academic and athletic success. Mindfulness builds self-awareness, kindness, and compassion. It strengthens relationships. It empowers us to begin the process of knowing who we really are. This class (formerly named Mindful Studies) is offered as a community partnership between Portland Public Schools and the nonprofit Peace in Schools. Learn more at www.peaceinschools.org			

Course Title		Credit	Grade	Prerequisite
STRENGTH & CONDITIONING		1	10 - 12	SUCCESSFUL COMPLETION OF PE CREDIT
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	STRENGTH & CONDITIONING: This elective course is designed for students of all ability levels in grades 10-12. This course is for motivated students who desire to increase physical strength, power, speed, coordination and endurance through a proven lifting program that focuses on barbell exercises, resistance and plyometric programs. This course is strongly recommended for those athletes striving to get to the next level or anyone who is looking to improve their physical fitness. Must have completed required PE credit to take this course. Can be repeated multiple times for elective credit.			

Course Title		Credit	Grade	Prerequisite
MADISON CROSSFIT		1	10 - 12	SUCCESSFUL COMPLETION OF PE CREDIT
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	MADISON CROSSFIT: This elective course is a dynamic cross training for all levels from beginner to advanced. An inspirational warm up, skills lesson, and a workout of the day. Workouts are scalable for all individuals. We aim to increase one's level of physical fitness, in addition to boosting self-esteem and confidence. This class is beneficial to both athletes and non-athletes looking to improve their fitness. Must have completed required PE credit to take this course.			

Course Title		Credit	Grade	Prerequisite
SPORTS MANAGEMENT		1	11 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	SPORTS MANAGEMENT: Have you ever wondered what an athletic trainer does? What about an athletic director? Have you ever thought about becoming a coach? Does filming and video editing intrigue you? Do you like running social media accounts and marketing or even apparel design? If so, then this elective course is for you. In this class we will take a deep dive into the behind the scenes aspect of sports. Throughout the year you will get the opportunity to work first hand with coaches, the athletic director, athletic trainer, run social media accounts for the athletic department, design and market clothing, and film and edit games/practices. This class requires a highly self-directed student, and will be project based with many of the hours and assignments done after school. To compensate for the outside time commitment, class time will allow for flexibility to get class work done, as well as a time for individual check-ins with the instructor. Must be willing to stay after school several days of the week to complete said projects and assignments. You need not be an athlete to take this class. If you are an athlete, we will work with your practice schedule to create a project that is feasible. Must be a junior or senior. An application process and informational meeting will follow forecasting for the course before being registered.			

COURSE SEQUENCE FOR BIOMEDICAL STUDENTS

PRINCIPLES OF BIOMEDICAL SCIENCES (PBS)

Explore our entry course to the biomedical world (Freshman Only)

*HUMAN BODY SYSTEMS (HBS)

Explore the human body with cutting edge biomedical equipment and state of the art projects.

MEDICAL INTERVENTIONS (MI)

Conquer cancer, prevail when organs fail, and fight infections from super bugs.

BIOMEDICAL INNOVATIONS (BI)


Conduct research and explore innovative approaches to overcome diseases that plague our world.







*Student may enter the biomedical program through Human Body Systems



Are you interested in a career in health sciences? Do you enjoy science hands-on science classes? Do you want to learn more about the human body and how it works? The Biomedical Sciences Program is an extraordinary opportunity for students to embark with hands on experiments, projects, and activities in the biomedical world. Students investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students conduct college-level research based labs, meet and train with health care and research professionals, and learn the skills and knowledge to understand the science behind it all. Students who complete the pathway will leave Madison with a major competitive advantage with career-ready skills and up to 11 free college credits.




Course Title	Credit	Grade	Prerequisite
PRINCIPLES OF BIOMEDICAL SCIENCES	1	9	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	PRINCIPLES OF BIOMEDICAL SCIENCES (PLTW): Solve the mysterious death of Anna Garcia by analyzing forensic evidence at the crime scene, examining medical histories and autopsy reports, and conducting hands-on labs and experiments to learn more about the human body. Throughout the year students will explore biomedical careers, conduct research, and engage in cutting-edge science. In the process, students will learn forensic science, genetics, food science, cell biology, heart health, and about infectious diseases.		


Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
HUMAN BODY SYSTEMS	1	10 - 12	PATTERNS PHYSICS	HUMAN ANATOMY AND PHYSIOLOGY I	4	FREE
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No  	HUMAN BODY SYSTEMS (PLTW): Interested in how the human body works? In Human Body Systems you will explore beyond the structures of the body by examining how they interact in order to develop an understanding of how the body works as a whole interacting system. Students will solve medical case files, build organs and tissues on a skeletal Maniken®, use laboratory sensors to capture data of their own physiological functions, dissect organs of study, and meet with biomedical professionals to understand how their knowledge applies to the field. Prerequisite: Patterns Physics					


Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
MEDICAL INTERVENTIONS	1	11 - 12	HUMAN BODY SYSTEMS	TOPICS IN BIOMEDICAL SCIENCE	3	FREE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No		<p>MEDICAL INTERVENTIONS (PLTW): Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.</p> <p>Students enrolled in the course will register as a PCC students and earn 3 credits in the BIT102 – Current Topics in Bioscience</p> <p>Prerequisite: Human Body Systems</p>				
 						

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
BIOMEDICAL INNOVATIONS	1	12	MEDICAL INTERVENTIONS	BIO 101 ADVANCED BIOLOGY	4	FREE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No		<p>BIOMEDICAL INNOVATIONS (PLTW): In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution. Additionally, Students may have interests in any field whether it be physics, environmental science, forensics, health, chemistry, or biology. By the end of the year students present their research as they compete in science fairs around Portland such as PSU's Innovation Challenge.</p> <p>Students enrolled in the course will register as a PCC students and earn 4 credits in Advanced Biology 101</p> <p>Prerequisite: Human Body Systems and Medical Interventions.</p>				
 						

CAREER IN EDUCATION

Course Title		Credit	Grade	Prerequisite
INTRO TO EDUCATION		1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	INTRO TO EDUCATION: Students will explore education as a career in a course that combines learning from texts and learning from experience. Students will read and research the history of public schools in the United States, study teaching strategies and curriculum design, and explore social justice in education. They will also do classroom observations and work in classrooms in an education internship. This course may be eligible for dual credit.			

Course Title		Credit	Grade	Prerequisite
EDUCATIONAL INTERNSHIP		1	10 - 12	INTRO TO EDUCATION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	EDUCATIONAL INTERNSHIP: Students in this course will work alongside a certified teacher in an educational setting (Elementary, Middle or High School) while exploring the field of education or child development as a future profession. Students will be asked to work with children 1-on-1, in small groups, or with the whole group. They will write reflective papers and/or journal entries about the work they are doing. Students will create a lesson or project per semester that reflects their learning and present it to a small group. Exemplary attendance and appropriate school attire are required. Transportation to and from your site is to be by Tri-Met.			

Course Title		Credit	Grade	Prerequisite
PEER MEDIATION AND RESTORATIVE JUSTICE		1	10 - 12	INTRO TO EDUCATION
<p>GRADUATION Requirements in:</p> <p>ELECTIVE</p> <p>May be repeated for credit more than once</p> <p>Yes</p> 	<p>PEER MEDIATION AND RESTORATIVE JUSTICE: Restorative practices seek to repair the harm done to an individual or group of people by another individual or group of people. Restorative practices are designed to increase empathy and accountability on behalf of the wrong-doer, and restore, to the extent possible, the emotional and material losses of the harmed parties by providing a range of opportunities for dialogue, negotiation and problem-solving. This course provides an introduction and exposure to the principles of restorative practices and their application to the treatment of human suffering. This course will explore the needs and roles of key stakeholders to the conflict and examine the values and assumptions of the restorative practices movement, including its spiritual and religious roots, and introduce students to some of the current programs at community, state and national levels. Students will also have the opportunity to explore the role of restorative practices in peace-building, transformative mediation practices, conflict coaching, and dispute resolution training. Students will evaluate the potential of restorative practices to address workplace conflict, family conflict, and social problems marked by human conflict, oppression, power and harm. This class is designed to build skills in knowledge, analysis, critical thinking, communication, and implementation of restorative practices and principles. Instructor lecture, guest speakers, panels, videos, discussion, cases analyses and student presentations will be utilized.</p>			

LANGUAGE ARTS

Language Arts

(Four years is required for graduation)
#Elective Credit only

9th Grade

English 1-2
College & Career Exploration (# elective required)

10th Grade

English 3-4
Hip Hop Literature (# elective)
Comics Literature (# elective)

11th Grade

English 5-6
AP English Language and Composition
Latin American Literature
Hip Hop Literature (# elective)
Comics Literature (# elective)

12th Grade

Literature and Film
Contemporary Literature and Creative Writing for Pub.
AP English Literature and Composition
College Writing and Literature
Hip Hop Literature
PSU Senior Inquiry
Comics Literature (# elective)

Course Title		Credit	Grade	Prerequisite
ENGLISH 1-2		1	9	NONE
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No	<p>ENGLISH 1-2: In this required course for all ninth graders, students will read, write extensively in a variety of modes, and improve their knowledge of the conventions of Standard English. The class emphasizes the multi-paragraph essay, along with reading goals and growth in reading stamina. Common themes include identity, coming of age, self-discovery, family and community.</p> <p>While this class is designed for students of various abilities, students can contract with their teacher to receive Honors credit by completing high-level tasks designed to prepare them for course work. With successful completion, students will receive an Honors designation on their transcript.</p>			


Course Title		Credit	Grade	Prerequisite
COLLEGE & CAREER EXPLORATION		1	9	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>COLLEGE & CAREER EXPLORATION: This class is an opportunity for ninth grade students to gain exposure to the working world they will one day enter and the ways that post-secondary options, including college, will help them in the future. The intention is to “connect the dots” between school and career in ways that keep students motivated to continue to explore career interests throughout high school and to graduate with the skills they will need for the future. After having chances to reflect on their current strengths and interests, students in this course will gain exposure to a wide range of possible careers, the basics of personal finance, the value of community service, and the expectations for college entrance and scholarships. Students will learn and utilize a variety of digital communication tools, including the creation of a digital portfolio that will demonstrate students’ proficiencies with the Oregon Career Related Learning Standards and AVID Grade 9 Elective Standards. By the end of the course, students will have opportunities for meaningful exploration that will create excitement around college and career to give students a clear pathway to their future possibilities.</p>			

Course Title		Credit	Grade	Prerequisite
ENGLISH 3-4		1	10	NONE
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No	<p>ENGLISH 3-4: This course continues the development of the writing process and the characteristics of the various literary genres. The literature studied in this class will develop a deeper understanding of self, others, and interaction with culture. Vocabulary study and development is related to the reading.</p> <p>While this class is designed for students of various abilities, students can contract with their teacher to receive Honors credit by completing high-level tasks designed to prepare them for course work. With successful completion, students will receive an Honors designation on their transcript.</p>			

Course Title		Credit	Grade	Prerequisite
HIP HOP LITERATURE		1	10 - 11	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>HIP HOP LITERATURE: Students will study Hip Hop as a culture and music through critical analysis of rappers, rap lyrics and social context from 1970s- 2020. Engaging in both nonfiction and fiction Hip Hop Literature students will apply their knowledge through a variety of collaborative projects including writing and recording songs, producing beats, and performing at public events</p>			


Course Title		Credit	Grade	Prerequisite
COMICS LITERATURE		1	10 - 12	ENGLISH 1-2
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>COMICS LITERATURE: Comics Literature is a Language Arts course that will investigate the form of graphic literature, or comics, through an investigation of its history, its canonical texts, its influence on American and international cultures, and its unique potential for storytelling. Graphic novels, serial comics, newspaper comic strips, online comics, and other sequential visual arts will be studied.</p> <p>Students will have an opportunity to create their own sequential graphic literature, as well as write more traditional essays of analysis of the texts studied in class. Comics to be read would include, but not be limited to: Contract With God, The Watchmen, Maus I & II, The Dark Knight, Fun Home, Action Comics #1, The Shadow Hero, March, and many others. (One of the benefits of reading comics is that they read much more quickly than prose and thus many more examples and texts can be read in a course.)</p>			


Course Title		Credit	Grade	Prerequisite
ENGLISH 5-6		1	11	NONE
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No	<p>ENGLISH 5-6: This course will focus upon a wide range of novels, plays, and poetry from American literature. Students will speak publicly through independent and cooperative presentations, write extensively in a variety of modes, and improve their skill with the conventions of Standard English.</p>			


Course Title		Credit	Grade	Prerequisite
AP ENGLISH LANGUAGE & COMPOSITION		1	11	SEE DESCRIPTION
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No 	<p>AP ENGLISH LANGUAGE & COMPOSITION: This course is recommended for Juniors who wish to prepare themselves for college, and what makes up the majority of homework there: reading NONFICTION and WRITING about what the students have read. The overarching objective is to enable the student to write effectively and confidently in courses across the curriculum, and their collegiate, professional and personal lives. The course will prepare students for the Advanced Placement (AP) exam in May (which serves as a Final Exam); the exam offers college credit (depending on score and college applied to). THE COURSE – AND EXAM – ARE NATIONALLY RECOGNIZED DUE TO THEIR RIGOROUS STANDARDS. The FOCUS of the class is on the idea that EVERYTHING IS AN ARGUMENT: that the writer of what THE STUDENT reads is trying to convince their audience of something; and that THE STUDENTS as writers are trying to convince their audience of something as well. RHETORIC (what strategies the speaker/writer uses to convince their audience) will be analyzed in order to demonstrate comprehension of college-level writing. Students should learn to apply these rhetorical strategies to their own writing as well.</p> <p>Prerequisite: COMPLETION OF A SUMMER ASSIGNMENT as well as a commitment to an intensive, accelerated program and additional homework (primarily reading). English 1-2 and 3-4.</p>			

Course Title		Credit	Grade	Prerequisite
LATIN AMERICAN LITERATURE		1	11	ENGLISH 1-2, 3-4
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No	<p>PERSPECTIVES IN AMERICAN LITERATURE: LATIN AMERICAN LITERATURE: Latin American Literature is an English course that focuses on books, poetry, short stories, music, and art from a variety of Latin American countries. Presented in a chronological and geographical manner, we will read and discuss texts that focus on the diverse artistic history of Latin America.</p> <p>We will create visual projects that focus on a celebration of culture, write about how magical realism helps us understand complex historical and social issues, and tackle issues of race, poverty, and immigration along the way, but we will remain focused on the spectacular achievements and opportunities that are present in various Latino/Chicano cultures.</p> <p>The course readings will focus on the rich, magical, and diverse Latin American art, music, and writing. We will read several key novels over the course of the year which will be supported with film, poetry, short stories, and other important narrative voices. Authors and artists we will study will include, but are not limited to: Isabel Allende (Chile), Julia Alvarez (U.S.), Mariano Azuela (Mexico), Sandra Cisneros (U.S.), Paulo Coelho (Brazil), Junot Diaz (Dominican Republic), Gabriel Garcia Marquez (Columbia), Gabriela Mistral (Chile), Pablo Neruda (Chile), and Luisa Valenzuela (Argentina).</p>			


Course Title		Credit	Grade	Prerequisite
LITERATURE & FILM		1	12	NONE
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No	<p>LITERATURE & FILM: Students will study media literacy as well as varied American and world literature with related films. Classes will prepare students for post-secondary study. Students will explore what literature and film mean in the context of a multicultural society, studying canonical pieces as well as new and rediscovered voices. Students will study essays, literature, writing, and film as vehicles to explore social, historical, economic, political, and artistic issues. They will read articles, dramas, essays, novels, poems, nonfiction, and short stories, and analyze selections from film and the media to achieve this goal. In addition to individual and group projects, students will complete media scrapbooks and research projects based on a critical study of American authors, films or directors.</p>			

Course Title		Credit	Grade	Prerequisite
AP ENGLISH LITERATURE & COMPOSITION		1	12	SEE DESCRIPTION
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No 	<p>AP ENGLISH LITERATURE & COMPOSITION: This course is recommended for seniors having an interest in reading and analyzing canonical literature at the college level. The course promotes higher-level reading, writing, research, and an introduction to literary classics. Complete the required summer reading before the new school year begins.</p> <p>Prerequisite: Commitment to an intensive, accelerated program and additional homework. English 1-2, 3-4, 5-6 or AP Language & Comp.</p>			

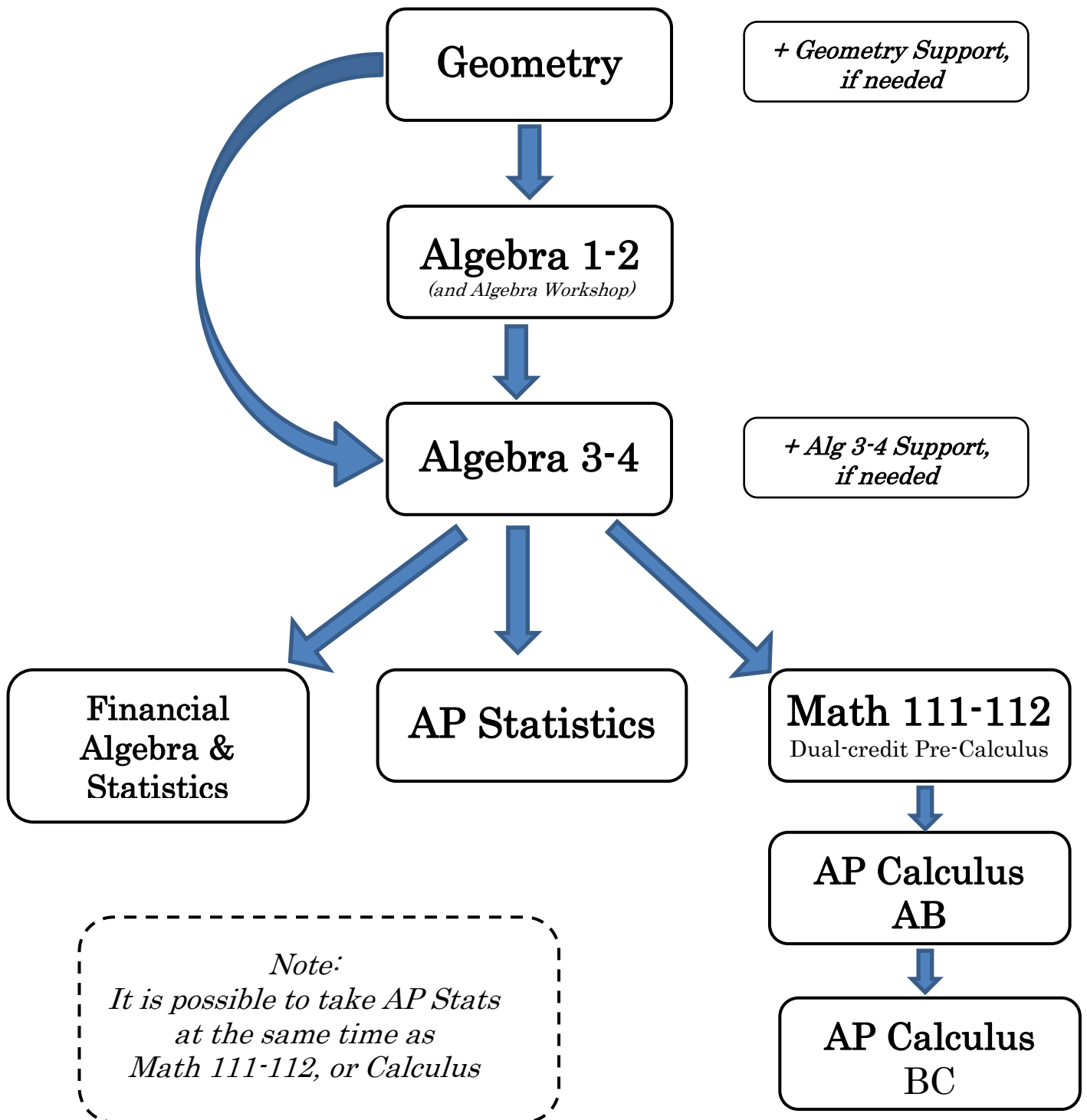
Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
CONTEMPORARY LITERATURE & CREATIVE WRITING FOR PUBLICATION	1	12	NONE	WR246 –ADV CREATIVE WRITING, EDIT & PUBLISHING	4	FREE
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No 		CONTEMPORARY LITERATURE & CREATIVE WRITING FOR PUBLICATION: This course is a study of contemporary literature and creative writing. Along with daily creative jumpstarts and muse awakenings, writing projects will include literary analysis, short fiction, poetry, and creative nonfiction. In addition to smaller-scale publication opportunities, the class will manage, edit, and publish Mosaic, a literary magazine of student work at the end of the year (submissions open school wide). Students will learn publishing software. This course may optionally be taken for credit as PCC WR246 along with English 7-8 credit.				

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
COLLEGE WRITING & LITERATURE	1	12	NONE	(WR121) – ENGLISH COMPOSITION	4	FREE
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No 		COLLEGE WRITING & LITERATURE: This rigorous course will develop each student's composition writing skills, from idea-gathering and organizing those ideas to paragraph development strategies, draft writing, editing, and proofreading. It will also include close critical reading and analysis of various types of literature. In addition, the student will learn to write focused, insightful, reasoned, persuasive, and well-supported analyses based on the assigned literature. "Be considerate of your reader" is at the heart of this course. Finally, students will learn the fundamentals of research and citation of sources. This course equates to a college-level WRITING 121 and will give you both high school credit for English 7-8 and college credit.				

Course Title	Credit	Grade	Prerequisite
HIP HOP LITERATURE	1	12	NONE
GRADUATION Requirements in: LANGUAGE ARTS May be repeated for credit more than once No	HIP HOP LITERATURE: Hip Hop Lit is a demanding course developed for students to engage with American literature through the lens of Hip Hop culture. 'Knowledge of self and community' is a Hip Hop element that will be explored in a variety of writing modes including argumentative essays explored through music reviews, literature analysis, raps, poetry and narratives. Writing pieces will be taken through the writing process and presented publicly with style. Regular in depth reading will analyze lyrics and informational texts to develop critical thinking skills on themes prevalent in Hip Hop including gender, race and social justice. Students will be validated for their own expertise on Hip Hop music and culture and will share their knowledge through individual and group projects. Come get down with Hip Hop Lit!		

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE	1	12	NONE	UNST177/F005 – RACE & SOCIAL JUSTICE	15	FREE
GRADUATION Requirements in: LANGUAGE ARTS & SOCIAL STUDIES May be repeated for credit more than once No 		PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE- DOUBLE BLOCKED COURSE: Senior Inquiry is a dual-credit, year-long program offered in partnerships between Portland State University and selected area high schools. Its purpose is to deliver interdisciplinary college-level courses on site at the high school, preparing students for the unique demands and rewards of college coursework. Senior Inquiry is team-taught by high school and university faculty. Its courses are developed under the same award-winning general education guidelines as PSU's University Studies department and Freshman Inquiry program. Madison students will earn LA and Social Studies credit. Students who do college-level work in Senior Inquiry will also earn PSU credit.				


Mathematics at Madison HS





Course Title		Credit	Grade	Prerequisite
GEOMETRY 1-2		1	9 - 12	NONE
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No	GEOMETRY 1-2: In this course, students will explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Areas of focus will be congruence, similarity, right triangles, trigonometry, circles, and measurement. In addition, students will build on probability concepts from the middle grades by expanding their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probabilities. Students use the software available with the TI-84 calculator to deepen their understanding of key ideas. Homework is required in this class.			


Course Title		Credit	Grade	Prerequisite
ALGEBRA 1-2		1 Math 1 Elec.	9 - 11	NONE
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No	ALGEBRA 1-2: In the first year course of algebra, students extend their previous understandings of linear relationships, including a focus on analyzing and explaining the process of solving equations and system of equations. The work with linear relationships deepens with application of linear models to data. In addition to the study of two-variable statistics, students will build on their previous work with one-variable statistics started in the middle grades. Students will engage in methods for analyzing, solving and using quadratic and exponential functions through graphical, numerical and symbolic representations. Students learn to solve one and two variable inequalities. 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. Algebra 1-2 is double-blocked, meaning that it meets every day. Students earn 1.0 Math credit for Algebra 1-2 and 1.0 Elective credit for Algebra Workshop.			

Course Title		Credit	Grade	Prerequisite
ALGEBRA 3-4		1	9 - 12	ALGEBRA 1-2
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No	ALGEBRA 3-4: This course emphasizes modeling data and problem situations with linear, quadratic, polynomial, exponential, rational, radical, and logarithmic functions. The course also introduces students to complex numbers, trigonometric functions and graphs, conic equations, and discrete topics like probability. Students deepen their understanding of these topics as they work both individually and in groups to solve problems, to apply the mathematics, and to communicate their reasoning. The TI-84 graphing calculator is used extensively in class to study these topics. Honors credit that goes more in depth to algebraic topics to prepare students for Pre-Calculus is available by independent study. Students earning honors credit will cover all of the core course material plus sequences and series, piecewise functions, matrices, and trigonometric identities.			

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
PRE-CALCULUS/ MATH 111-112	1	10 – 12	ADV ALGEBRA 3-4	MTH111/112 – COLLEGE ALGEBRA/ELEM FUNCTIONS	10	FREE
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No 		<p>PRE-CALCULUS/MATH 111-112: This course explores relations and functions graphically, numerically, symbolically, and verbally. Students are introduced to the major concepts of calculus: area between curves, limits, and rates of change. This course examines exponential, logarithmic, polynomial, and rational functions. Students will investigate trigonometric functions, equations and identities as well as examine right and oblique triangles, vectors, polar coordinates, parametric equations and complex numbers. Technology is integrated throughout. Expected homework/study time: 1 hour/night (2 hours per class meeting)</p> <p>Students can earn 10 PCC math credits upon satisfactory completion of the course. Credits are free for Madison students.</p>				

Course Title	Credit	Grade	Prerequisite
AP CALCULUS AB 1-2	1	10 - 12	PRE-CALCULUS/MATH 111-112
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No 	<p>AP CALCULUS A B 1-2: This is a fast-paced college-level mathematics course. Students will study the four major topics of calculus: limits, derivatives, definite integrals, and indefinite integrals. The course follows the guidelines from the AP College Board and prepares students for the AP exam and for the 2nd year of Calculus at the college level. Students are required to take the AP Calculus exam in May as a culminating activity. Students use the TI-84 graphing calculator extensively in class and for homework. Expected homework/study time: 1 hour/night (2 hours per class meeting)</p> <p>NOTE: It is strongly recommended that students purchase their own graphing calculator for this course or check one out from the library bookroom. See instructor for details.</p>		

Course Title		Credit	Grade	Prerequisite
AP CALCULUS BC 1-2		1	11 - 12	AP CALCULUS AB 1-2
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No 	<p>AP CALCULUS BC 1-2: This class will begin with a review of derivatives and integrals, applications for derivatives and integrals, differential equations and modeling. The class will cover L'Hopitals's Rule, relative rates of growth, improper integrals, partial fractions and integral tables. The next section will cover infinite series, covering power series, Taylor Series, Taylor's Theorem, radius of convergence, and testing convergence at endpoints. The final portion covers parametric, vector, and polar functions. The goal of the class is to prepare the students to take the BC Calculus AP exam.</p> <p>Expected homework/study time: 1 hour/night (2 hours per class meeting)</p> <p>Note: It is strongly recommended that students purchase their own graphing calculator for this course or check one out from the library bookroom. See instructor for details.</p>			

Course Title		Credit	Grade	Prerequisite
AP STATISTICS		1	11 - 12	ADV ALGEBRA 3-4
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No 	<p>AP STATISTICS: AP Statistics introduces students to the major concepts and tools used to collect, analyze, and draw conclusions from data. Students will explore and analyze data using graphical and numerical techniques. Students will also use probability and statistical inferences to develop appropriate models for data analysis. Statistics can be taken alone or in conjunction with another math course.</p> <p>AP Statistics is a year-long introductory statistics course designed for students who have successfully completed Advanced Algebra and who wish to complete studies equivalent to a one semester, introductory, non-calculus based college course in statistics. For college credit most universities require a minimum score of a 4 on the AP exam. At some universities a score of 5 earns credit for both Statistics 243 & Statistics 244.</p> <p>Expected homework/study time: 1 hour/night (2 hours per class meeting)</p>			

Course Title		Credit	Grade	Prerequisite
FINANCIAL ALGEBRA & STATISTICS		1	12	ALGEBRA 1-2
GRADUATION Requirements in: MATHEMATICS May be repeated for credit more than once No	<p>FINANCIAL ALGEBRA & STATISTICS: Want to work with math that will influence your daily life? This seniors-only class might be for you. Financial Algebra will apply advanced Algebra skills to model and explore the financial implications of things such as budgeting, credit cards, student loans, buying a car, mortgages, and investing. Statistics is about using data to answer questions. You will gain the tools to look critically at numerical information. We will use investigative questioning and design ways to collect data to answer those questions and then make sense of what that data says.</p>			

MATH SUPPORTS AND GRADUATION INTERVENTIONS

Course Title		Credit	Grade	Prerequisite
GEOMETRY SUPPORT		1	9 - 12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>GEOMETRY SUPPORT: Geometry Support is a class designed to help students meet Common Core State Standards and be successful in their Geometry course. A focus is placed on learning vocabulary, explaining mathematical thinking, and completing work samples that will count toward state graduation requirements.</p> <p>Prerequisite: Current enrollment in Geometry and Teacher recommendation.</p>			

Course Title		Credit	Grade	Prerequisite
MATH ESSENTIAL SKILLS		1	12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>MATH ESSENTIAL SKILLS: This course is for seniors who have not yet met their math graduation requirements of either passing the SBAC test or passing 2 math work samples (of different strands). The course focuses on reviewing CCSS Math standards and completing work samples.</p>			

Course Title		Credit	Grade	Prerequisite
ALGEBRA 3-4 SUPPORT		1	10- 12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>ALGEBRA 3-4 SUPPORT: Designed to help students be successful in the Algebra 3-4 course. A focus is placed on hands-on activities that help illustrate the concepts of the course. In addition, the class will refresh and review prerequisite skills for Advanced Algebra success.</p> <p>Prerequisite: Current enrollment in Algebra 3-4 and teacher recommendation</p>			

Course Title		Credit	Grade	Prerequisite
ADVANCED MATH SUPPORT		1	11 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>ADVANCED MATH SUPPORT: Are you planning to take AP Statistics, AP Calculus, or Math 111-12? Worried about the amount of homework required? Concerned about how you might get help when you need it? This support class will utilize a study team approach, allowing students to do their math homework in a supportive environment and build skills to help them now and in future college math courses.</p>			

PERFORMING



ARTS



Performing Arts

(One Year of Fine Arts is required for graduation)_

1st Year

Drumline
Madison Singers
Symphonic Band
Wind Ensemble (audition required)
Theatre: Beginning
Musical Theatre
Theatre Tech

2nd – 4th Year

Jazz Ensemble
Chamber Choir
Drumline
Madison Singers
Symphonic Band
Wind Ensemble (audition required)
Theatre: Beginning
Musical Theatre
Theatre & Acting: Advanced
Theatre Tech

Please note: These classes will be offered alternate years for elective credit

2021-2022

Intermediate Theatre

2022-2023

Musical Theatre

Course Title		Credit	Grade	Prerequisite
DRUMLINE		1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	DRUMLINE: Drumline students learn to become active members in a working and performing drum corps. All students will learn to play and will be expected to demonstrate competency on snare drum, bass drum, cymbals, and smaller auxiliary instruments. Grades are based on participation, attendance, practice, and rehearsal technique. The Madison Drumline performs throughout the city for events concerts, assemblies, and sporting events.			

Course Title		Credit	Grade	Prerequisite
SYMPHONIC BAND		1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	SYMPHONIC BAND: Students rehearse and perform music of various styles and difficulty levels including some Jazz study. Grades are based on participation, attendance, instrumental sound and production, practice, and rehearsal technique. Students have opportunities to develop solo and ensemble technique for district and state festivals. Symphonic Band performs at concerts and members have the opportunity to perform at assemblies and sporting events throughout the year.			

Course Title		Credit	Grade	Prerequisite
WIND ENSEMBLE		1	9 - 12	AUDITION REQUIRED
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	WIND ENSEMBLE: Audition required. This ensemble is for musicians working on advanced instrumental techniques. Wind Ensemble musicians should also be registered for Symphonic Band if possible. Musicians are expected to work on solos and small ensemble pieces to prepare for performance.			

Course Title		Credit	Grade	Prerequisite
MADISON SINGERS		1	9 - 12	SEE DESCRIPTION
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	MADISON SINGERS: Madison High School's large choral performance ensemble. Students primarily rehearse and perform 4-part music of various styles and difficulty levels. Grades are based on participation, attendance, vocal sound and production, practice, and rehearsal technique. Students have opportunities to develop solo and ensemble technique for district and state festivals. Choir performs at the PIL Choral festival and various other concerts and events throughout the year. Prerequisite: Prior singing experience is expected. Incoming students are required to sing individually for section placement and voice.			

Course Title		Credit	Grade	Prerequisite
CHAMBER CHOIR		1	10 - 12	AUDITION REQUIRED
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	CHAMBER CHOIR: Audition required. This ensemble for singers working on advanced vocal techniques. Chamber Choir musicians should also be registered for the Madison Singers if possible. Singers are expected to work on solos and small ensemble pieces to prepare for performance.			

Course Title		Credit	Grade	Prerequisite
JAZZ ENSEMBLE		1	10 - 12	1 YEAR OF HIGH SCHOOL MUSIC
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	JAZZ ENSEMBLE: <i>Audition required.</i> Students rehearse and perform jazz, funk, rock, and other related genres. The course is designed for musicians working on advanced instrumental techniques. Appropriate instruments include: drum set, electric bass guitar, electric guitar, piano, trumpet, trombone, and saxophone. Jazz Ensemble musicians should be registered for Symphonic Band if possible. Grades are based on participation, attendance, instrumental sound and production, practice, and rehearsal technique. Students have opportunities to develop solo and ensemble technique for district and state festivals. Prerequisite: One year of high school music.			

Course Title		Credit	Grade	Prerequisite
THEATRE BEGINNING		1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	THEATRE BEGINNING: Through performance and hands-on exploration, students develop an appreciation and respect for the craft of acting as well as for the collaborative effort of all involved in producing works of theatre which represent the diversity of cultures in our school. All of this is explored through scene work, team work, dance, play analysis, pantomime, improv, performances, Children's Theatre, and Social Justice Theatre work.			

Course Title		Credit	Grade	Prerequisite
MUSICAL THEATRE		1	9 -12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	MUSICAL THEATRE: Explore the evolution of musical theatre and its expanding styles in addition to learning how to sing, dance, and act for the genre. Students will create a production through this process that they bring to an audience of their choosing. NO experience necessary - students will build on whatever skills they bring.			

Course Title		Credit	Grade	Prerequisite
THEATRE & ACTING: ADVANCED		1	11 - 12	THEATRE INTERMEDIATE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	THEATRE & ACTING ADVANCED: Theatre: Advanced is a class for those students who have enjoyed and passed Theatre: Intermediate with a "B" or better. In this intensive course, actors develop a deeper understanding of theater and production from different cultural and historical perspectives and build upon past theatre experiences. Theatre: Advanced will strengthen and enhance skills in ensemble work/team work, movement, voice, scene and play analysis, scene work including an emphasis on character development and emotional truth, improvisational skills, character analysis and performance, audition skills, career paths, designing, directing and playwriting with an emphasis on performing original work. Students will participate in writing and/or directing for the Student Directed One Acts in the Spring. This course will be co-designed by the students and instructor in order to meet the needs and skills of the students each year...			

Course Title		Credit	Grade	Prerequisite
TECHNICAL THEATRE		1	9 - 12	NONE
GRADUATION Requirements in: FINE ARTS May be repeated for credit more than once Yes	TECHNICAL THEATRE: Hands-on experiences with set construction, lighting, sound, costumes, make-up, & props building. Students will also learn about fundamentals of design and be part of creating all of the technical elements for the productions at MHS.			

SCIENCE DEPARTMENT

Course Sequence

*Three years of science is required for graduation. Four or more years of science is recommended.

9th Grade:

Patterns Physics* 1-2

10th Grade:

Patterns Chemistry* 1-2

or

Patterns Chemistry Materials and Design*

Optional additional science courses:

Patterns Biology 1-2 (with teacher recommendation)

Forensic Science 1-2

AP Environmental Science (with teacher recommendation)

11th Grade:

Patterns Biology* 1-2

Optional additional science courses:

Forensic Science 1-2

AP Biology (if Biology was taken 10th grade year)

AP Chemistry

AP Environmental Science

AP Physics 1

12th Grade:

Optional science courses:

Forensic Science 1-2

AP Biology

AP Chemistry

AP Environmental Science

AP Physics 1

AP Physics C

AP science courses will be offered as follows:

- 2020-21: AP Biology, AP Chemistry, AP Environmental Science, and AP Physics
- 2021-22: AP Biology, AP Physics, and AP Environmental Science
- 2022-23: AP Biology, AP Chemistry, and AP Environmental Science
- 2023-24: AP Biology, AP Chemistry, and AP Physics

See the Biomedical Sciences page for additional Science Credit Offerings through the Biomedical Pathway.


Optional Elective Course: Climate Justice (science and social studies course)


Course Title		Credit	Grade	Prerequisite
PATTERNS PHYSICS 1-2		1	9	NONE
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No	PATTERNS PHYSICS 1-2: This is a lab-based physics course designed for freshmen. Using the processes of scientific inquiry, engineering design, and critical thinking students will discover and apply patterns 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.			

Course Title		Credit	Grade	Prerequisite
PATTERNS CHEMISTRY 1-2		1	10	PHYSICS 1-2
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No	PATTERNS CHEMISTRY 1-2: This lab-based course examines the underlying causes of physical, chemical and nuclear changes, as outlined in the Next Generation Science Standards (NGSS). It emphasizes all three dimensions of the NGSS, with special attention to the crosscutting concepts of Patterns and Energy and Matter. Additionally, scientific inquiry and engineering design are practiced throughout the course. Personal and community safety as well as the chemistry of climate destabilization and resilience will be addressed. Patterns Chemistry will enhance fundamental science related math skills and build upon topics from Patterns Physics. Units of study include types of change, atomic structure, nuclear change, chemical bonding, chemical reactions, kinetic theory, and thermodynamics. This course is preparatory for Patterns Biology 1-2 or AP Chemistry. Prerequisite: Physics 1-2			


Course Title		Credit	Grade	Prerequisite
PATTERNS CHEMISTRY: MATERIALS AND DESIGN		1	10	SEE DESCRIPTION
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No	PATTERNS CHEMISTRY: MATERIALS AND DESIGN 1-2 Materials & Design Chemistry is the same as Chemistry, but focuses on materials and processes common to both the Arts and Sciences. Chemical experiments in this course require the study of design, light and color, pigments, supports, ceramics, metals, dyes, and fibers. This course is recommended for students who have a serious interest in the Fine Arts. Prerequisite: Physics 1-2, Concurrent enrollment in Intermediate Art, Foundations of Graphic Design, or Foundations of Ceramics & Sculpture. Concurrent enrollment in or completion of Foundations of Art with teacher approval.			


Course Title	Credit	Grade	Prerequisite
PATTERNS BIOLOGY 1-2	1	11	SEE DESCRIPTION
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No	<p>PATTERNS BIOLOGY 1-2: This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). It also includes approximately a third of the Earth and Space Science standards, primarily those connected to environmental science and ecology. The course emphasizes all three dimensions of the NGSS, with special attention to the crosscutting concepts of Patterns and Energy and Matter. Additionally, scientific inquiry and engineering design practices are emphasized throughout the course. The course is designed to follow a chemistry course and so builds on student understandings of molecules as they explore the bimolecular underpinnings of life's functions, the evolution of life, and the interactions of life in ecosystems. Technological, historical, political, and environmental aspects of biology will also be addressed. Critical thinking, data analysis, and argumentation from evidence are also emphasized.</p> <p>Prerequisite: Chemistry 1-2 or concurrent enrollment for 10th grade students <i>with teacher recommendation.</i></p>		


Course Title	Credit	Grade	Prerequisite
AP CHEMISTRY	1	11 - 12	CHEMISTRY 1-2
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No 	<p>AP CHEMISTRY: Advanced Placement Chemistry is the equivalent of a college level General Chemistry course. It is a rigorous study in thermodynamics, equilibrium, chemical reactions, and atomic structure. Experience in laboratory skills and mathematical reasoning is emphasized throughout the course. Students will measure, analyze, evaluate, and present their own data as evidence to support or refute scientific claims.</p> <p>Many universities allow students who do well on the AP Chemistry exam to bypass General Chemistry and take upper level courses their first year in college. All students, regardless their AP test score, will be well prepared for college science courses after successful completion of AP Chemistry.</p> <p>Prerequisite: Chemistry 1-2</p>		


Course Title	Credit	Grade	Prerequisite
HUMAN BODY SYSTEMS, PLTW	1	10 - 12	PATTERNS PHYSICS
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No 	<p>HUMAN BODY SYSTEMS, PLTW: Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.</p> <p>Prerequisite: Patterns Physics</p>		


Course Title	Credit	Grade	Prerequisite
FORENSIC SCIENCE 1-2	1	10 - 12	SEE DESCRIPTION
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No	<p>FORENSIC SCIENCE 1-2: This applied science course will provide an overview of basic concepts and techniques used in forensic sciences. Through the investigation of crime scene evidence, the underlying chemical, biological, and physical principles employed in the analysis and interpretation of physical evidence will be emphasized. Students will also learn scientific procedures followed in crime scene analysis. Guest speakers from the community will provide first and knowledge of their fields of expertise. Field trips may be included. A variety of methods will be used to increase student understanding over the year, including: lectures, readings, laboratory exercises, hands-on activities, group work, and projects. Access to a smartphone or computer is required to watch lectures, which are online.</p> <p>Prerequisite: Physics, Chemistry/Biology (concurrent enrollment for sophomores/juniors)</p>		

Course Title	Credit	Grade	Prerequisite
AP PHYSICS 1	1	11 - 12	ADV ALGEBRA 3-4
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No 	<p>AP PHYSICS 1: In this course, students will be exposed to mechanics, waves and sound, and simple circuits. Students' abilities will be developed to be able to read understand and interpret physical information - verbal, mathematical, and graphical. Additionally, students will be able to perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. A passing score on the AP Physics 1 test can earn college credit for one semester of Algebra-based College Physics, which is useful for anyone interested in majoring in a STEM field.</p> <p>Prerequisite: Since the course relies heavily on Algebra skills, completion of Algebra 3/4 is required. Students taking Calculus (or on track to) should consider taking AP Physics C, which is calculus based.</p>		

Course Title	Credit	Grade	Prerequisite
AP PHYSICS C	1	11 - 12	SEE DESCRIPTION
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No 	<p>AP PHYSICS C: In this course, students will learn college-level mechanics and electromagnetism. Students will use calculus to describe physical phenomena and lab results. A passing score on the AP Physics C exams will earn college credit for Calculus-based College Physics. Students interested in studying Engineering or Physics in college should take AP Physics C in lieu of AP Physics 1.</p> <p>Prerequisite: Concurrent enrollment in AP Calculus AB or BC.</p>		

Course Title		Credit	Grade	Prerequisite
AP ENVIRONMENTAL SCIENCE		1	11 - 12	CHEMISTRY 1-2
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No 	<p>AP ENVIRONMENTAL SCIENCE: APES covers the same material as an introductory college course in environmental science, which is the study of the Earth's biological, chemical, and physical systems, and how humans interface with these systems. This course is interdisciplinary so also touches on politics, geography, and sociology. Topics include ecology, populations, climate change, pollution, environmental health, fossil fuels, agriculture, and waste. Students complete college-level labs in toxicology, soil and water quality, and biodiversity. An overnight forest ecology field trip to Opal Creek occurs each fall. Students will also conduct habitat monitoring at Dharma.</p> <p>Many colleges award college credit for lab-based science to students passing the AP exam. All students, regardless their AP score, will be better prepared for college science courses, including more advanced environmental science courses.</p> <p>Prerequisite: Chemistry (or concurrent enrollment)</p>			

Course Title		Credit	Grade	Prerequisite
AP BIOLOGY		1	11 - 12	BIOLOGY 1-2, CHEMISTRY 1-2
GRADUATION Requirements in: SCIENCE May be repeated for credit more than once No 	<p>AP BIOLOGY: The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP exam, some students, in their first year of college, are permitted to take upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for laboratory-science course and will be able to undertake other courses to pursue their majors.</p> <p>AP Biology should include those topics regularly covered in a college biology course for majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of the students. The textbooks used for AP Biology should be those used by college biology majors. The kinds of labs done by AP students must be the equivalent of those done by college students. The AP biology course is designed to be taken by students after successful completion of a first course in high school biology and chemistry. It aims to provide student with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology</p> <p>Prerequisite: Biology, Chemistry</p>			

Course Title		Credit	Grade	Prerequisite
PRINCIPLES OF BIOMEDICAL SCIENCES		1	9	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	<p>PRINCIPLES OF BIOMEDICAL SCIENCES (PLTW): In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.</p> <p>Prerequisite: Students and Parents/Guardians must sign a Basic Statement of Understanding.</p>			

Course Title		Credit	Grade	Prerequisite
CLIMATE JUSTICE		1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>CLIMATE JUSTICE: Climate Justice will look at how the climate emergency has been created and the pathways open to respond to the crisis. Frontline communities will be centered as we explore restorative responses. We will also look at how communities and regions are building resilience in the face of the crisis and how Indigenous experience and leadership informs resilience planning. We will explore historical, political, legal, economic, health, ecological, ethical, technological and personal dimensions of the crisis. The course will take a service learning approach of engaging with real time issues. We will explore why scientists have consistently underestimated the rapid change being experienced and what current models are saying. The connection between social and environmental justice movements will be identified in moving society toward sustainable and resilient practices. We will identify how the crisis informs and affects potential career pathways. We will learn how to prepare testimony and have opportunities to educate policymakers on our concerns and hopes for the future. Through inquiry and project-based learning, students will propose solutions to the problems of climate change, and advocate for actions that will remediate the effects of climate change as well as promote a more just and sustainable future.</p>			

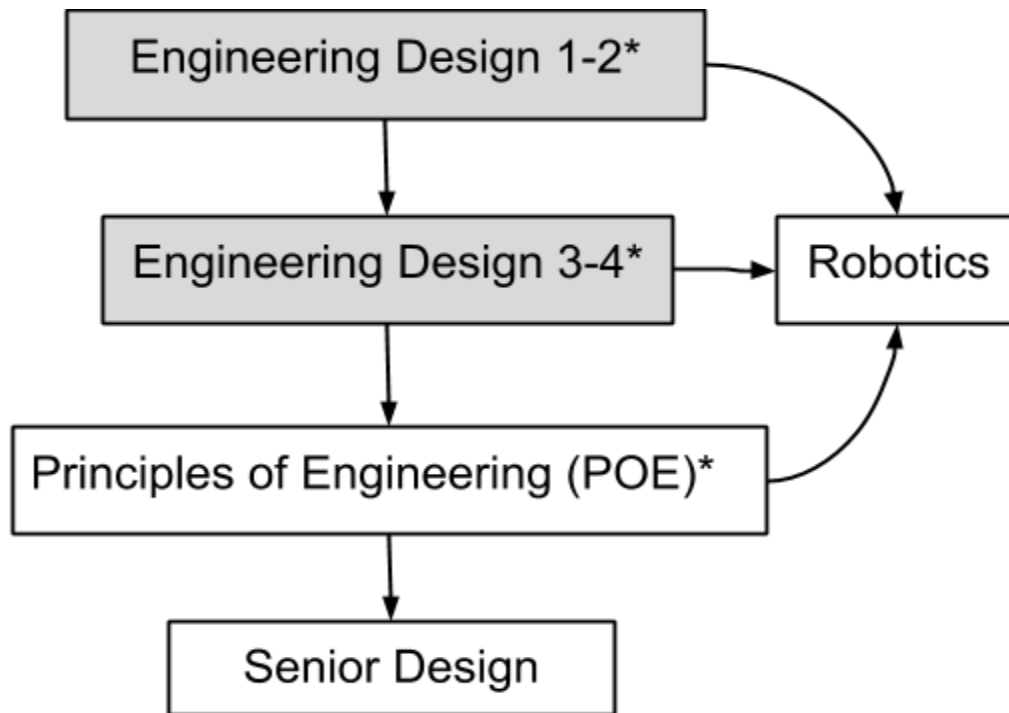
Course Title		Credit	Grade	Prerequisite
LABORATORY TECHNICAL ASSISTANT		1	11 - 12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>LABORATORY TECHNICAL ASSISTANT: Students enrolled as a laboratory technical assistant works independently maintaining, setting up, and helping to clean up science labs. Lab technicians will also mentor students during class and they will be occasionally expected to assist students who need to make up labs during student support time. Through the instructor's facilitation, students will be given a wide variety of tasks that rely on their scientific knowledge and ability to work safely in a laboratory setting. Students must understand and follow all PPS laboratory safety guidelines and student/teacher contract. Grade Option(s): A-F or P/NP option (depending on contract)</p> <p>Prerequisite: Biology and Chemistry; Students must have taken the course that they plan to assist and received a C or better in the course; teacher recommendation, application.</p>			



Pathways to Engineering

4-year CTE Pathway



Whether a student is curious to understand more about engineering, has decided to pursue it as a career or simply wants to think critically, work collaboratively and experience how math and science connect to the real world, the Project Lead the Way (PLTW) Pathway to Engineering (PTE) program provides an opportunity to explore. Students engage in open-ended problem solving, learn and apply the engineering design process and develop vital teamwork, communication and critical-thinking skills. Throughout the courses, students use the same technology and software as the world's industry leaders. The exciting and challenging fields of engineering come alive in the PTE program, which is designed to prepare students for post-secondary study in STEM fields.






*CTE Pathway required courses
Students who successfully complete all required courses will be recognized as a CTE completer with a cord at graduation


Elective Course (not part of CTE pathway)


Quadcopters & Drones

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
ENGINEERING DESIGN 1-2	1	9 - 12	NONE	CADD185/ENGR100 – INVENTOR FUND./EXPLORING ENGINEERING	4	FREE
GRADUATION Requirements in: CTE/ELECTIVE May be repeated for credit more than once No		<p>ENGINEERING DESIGN: Engineering Design 1: Engage in the engineering design process, working individually and in teams to design objects using 3D modeling software. Design for 3D printing. Perform reverse engineering with precise measurements using dial calipers to recreate complex objects.</p> <p>Engineering Design 2: Explore introductory series and parallel circuits. Design and verify circuits using schematic capture software. Build, test, and troubleshoot circuits using breadboards, power supplies, multimeters, and oscilloscopes. Projects include LED card and wearable circuits. Learn Arduino coding for engineering automation - circuits, robots, motors, and sensors.</p> <p>PCC Dual Credit: 4 Credit Hours</p>				
 						

Course Title	Credit	Grade	Prerequisite
ENGINEERING DESIGN 3-4	1	10 - 12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No		<p>ENGINEERING DESIGN 3-4: Engineering Design 3: Engage in the engineering design process, working in teams to create large-scale designs using 3D modeling software. Design for 3D printing and laser cutting. Learn to prepare parts for manufacturing by generating technical drawings with dimensions and tolerances.</p> <p>Engineering Design 4: Study and investigate combinational and sequential logic using logic gates and integrated circuits. Design and test digital circuits using schematic capture software. Test and troubleshoot circuits using breadboards, power supplies, multimeters, and oscilloscopes. Code with Arduino to solve engineering problems. Use an engineering notebook to organize knowledge and document project work.</p> <p>Prerequisites: Engineering Design 1-2 (or by instructor approval); Corequisite: Algebra 1-2</p> <p>PCC Dual Credit: 4 Credit Hours</p>	
 			

Course Title		Credit	Grade	Prerequisite
PRINCIPLES OF ENGINEERING (POE)		1	11 - 12	ENGINEERING DESIGN 3-4
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	PRINCIPLES OF ENGINEERING (POE): Explore a broad range of engineering topics, including simple machines, structural and material strength, and automation. Develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Use an engineering notebook to organize knowledge and document project work.			

Course Title		Credit	Grade	Prerequisite
SENIOR DESIGN		1	12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	SENIOR DESIGN: Bring together knowledge and skills acquired throughout the engineering pathway. Identify a problem, then follow the engineering design process to develop a solution, ultimately presenting their solution to a panel of professionals. Prerequisites: Engineering Design 1-2, Engineering Design 3-4, and POE			

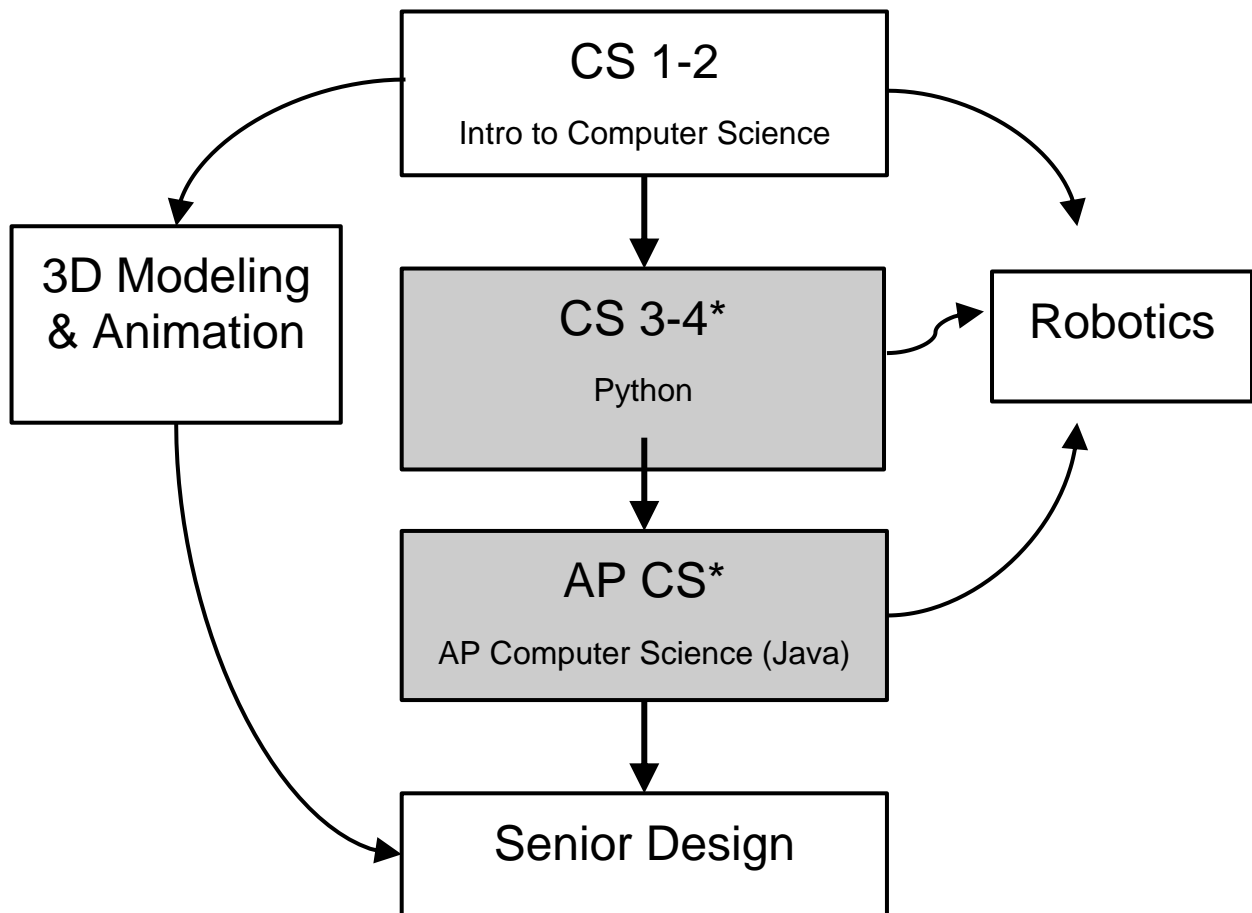
Course Title		Credit	Grade	Prerequisite
FTC ROBOTICS		1	10 - 12	INSTRUCTOR APPROVAL
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	FTC ROBOTICS: Design, build, and code robots. Learn machine design and coding concepts, then apply STEM principles to meet challenges and compete for points in a sport-like game. CTE Pathway elective course			

Course Title		Credit	Grade	Prerequisite
FLYING QUADCOPTORS AND DRONES		1	10 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	FLYING QUADCOPTORS AND DRONES: Using several STEM related skills, learn to fly and code drones to perform specific tasks. You may also design your own down and 3D print out parts to build one. You will also be able to use cameras to film from drones.			

COMPUTER SCIENCE PATHWAY



Computers and code influence almost every aspect of our lives today (shopping, healthcare, transportation, entertainment, science & research, manufacturing, banking and investments, sports...), so having some knowledge about coding will be an advantage in your daily life as well as any career you might choose.



In the first class in the Computer Science pathway, you can start knowing nothing about code and quickly learn how to write programs using the basic building blocks of code that all programmers use. And if the beauty and logic of coding speaks to you, there are plenty of classes in the pathway to help you continue to learn even more.








***CTE Pathway required courses**


Students who successfully complete both required courses and at least one other CS course will be recognized as a CTE completer in Computer Science with cords at graduation.



Course Title	Credit	Grade	Prerequisite
COMPUTER SCIENCE 1-2	1	9-12	NONE
GRADUATION Requirements in: CTE/ELECTIVE May be repeated for credit more than once No  	INTRODUCTION TO COMPUTER SCIENCE (CS 1-2): Learn the basics of coding by creating art and games, and building robots. Create 3D models, 3D print an object you design, and bring the models to life in an animation. Quarter 1: coding basics: watercolor art Quarter 2: 3D modeling & animation: 3D print, movie Quarter 3: game design: pixel art, music, game Quarter 4: robotics & web/app design CTE Pathway elective course		

Course Title	Credit	Grade	Prerequisite
COMPUTER SCIENCE 3-4	1	10 -12	CS 1-2 or INSTRUCTOR APPROVAL
GRADUATION Requirements in: CTE/ELECTIVE May be repeated for credit more than once No  	INTERMEDIATE COMPUTER SCIENCE (CS 3-4): Dive into coding with Python, the world's fastest growing coding language! Learn and practice standard coding concepts, then apply them in mini projects throughout the year. Larger projects toward the end of the year include working with a Raspberry Pi to learn about the Internet of Things, and making a game in pygame. This course will prepare students for AP Computer Science. CTE Pathway REQUIRED course		

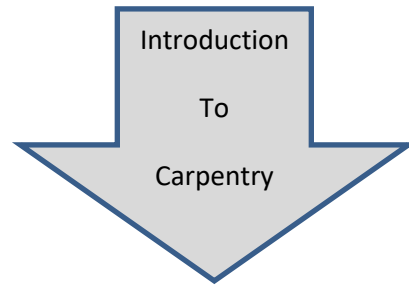
Course Title	Credit	Grade	Prerequisite
AP COMPUTER SCIENCE	1	10-12	CS 3-4
GRADUATION Requirements in: CTE/ELECTIVE May be repeated for credit more than once No   	AP COMPUTER SCIENCE: In this rigorous, fast-paced course, you will learn how to code in Java, one of the top languages sought after by employers. Topics include object-oriented design, data structures, algorithms, problem solving, and the ethical and social implications of computing. The AP test offers the potential for earning college credit and consists of multiple choice and free-response pencil-and-paper coding. <u>Homework is required</u> , and includes both reading (textbook) and coding. CTE Pathway REQUIRED course		

Course Title	Credit	Grade	Prerequisite
3D MODELING AND ANIMATION	1	10-12	CS 1-2
GRADUATION Requirements in: CTE/ELECTIVE May be repeated for credit more than once Yes  	3D MODELING AND ANIMATION: Let your imagination be your guide as you build on the 3D modeling skills you learned in Intro CS. You will design and complete a year long project with a final product such as an animated movie, interactive 3D or VR game, 3D printed products, or photorealistic renders. You will work independently or in small groups to learn the skills you need, like rigging, realistic textures, particle physics (grass, hair, smoke), and rigid body physics (collisions, gravity). CTE Pathway elective course		

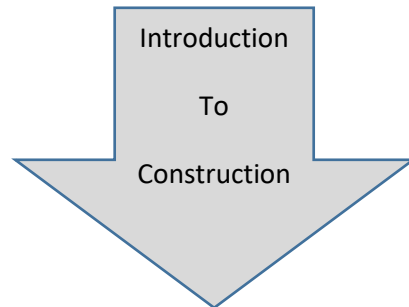
Course Title	Credit	Grade	Prerequisite
FTC ROBOTICS	1	10-12	INSTRUCTOR APPROVAL
GRADUATION Requirements in: CTE/ELECTIVE May be repeated for credit more than once Yes 	FTC ROBOTICS: Design, build, and code robots. Learn machine design and coding concepts, then apply STEM principles to meet challenges and compete for points in a sport-like game. CTE Pathway elective course		

Course Title	Credit	Grade	Prerequisite
SENIOR DESIGN	1	11-12	INSTRUCTOR APPROVAL
GRADUATION Requirements in: CTE/ELECTIVE May be repeated for credit more than once Yes  	SENIOR DESIGN: This course allows advanced students to pursue projects that go beyond other course offerings, including working in other languages, app design, game design, continued work in 3D modeling or animation, or taking an online college course. Learning is self-directed, with guidance from the teacher on design, goal setting, and industry standard documentation. Projects may be independent or students may choose to work in teams. CTE Pathway elective course		

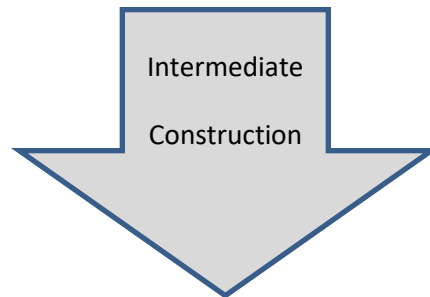
CONSTRUCTION



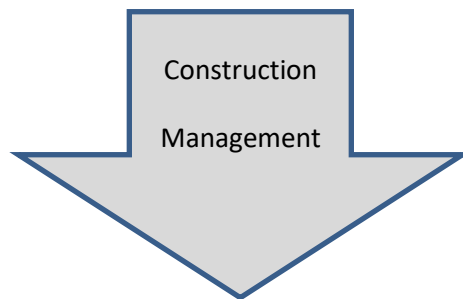
Use hand and power tools to create multiple projects.




Develop skills with hand and power tools.





Increased construction skills including and creating your own plans.



Explore the business side of construction.

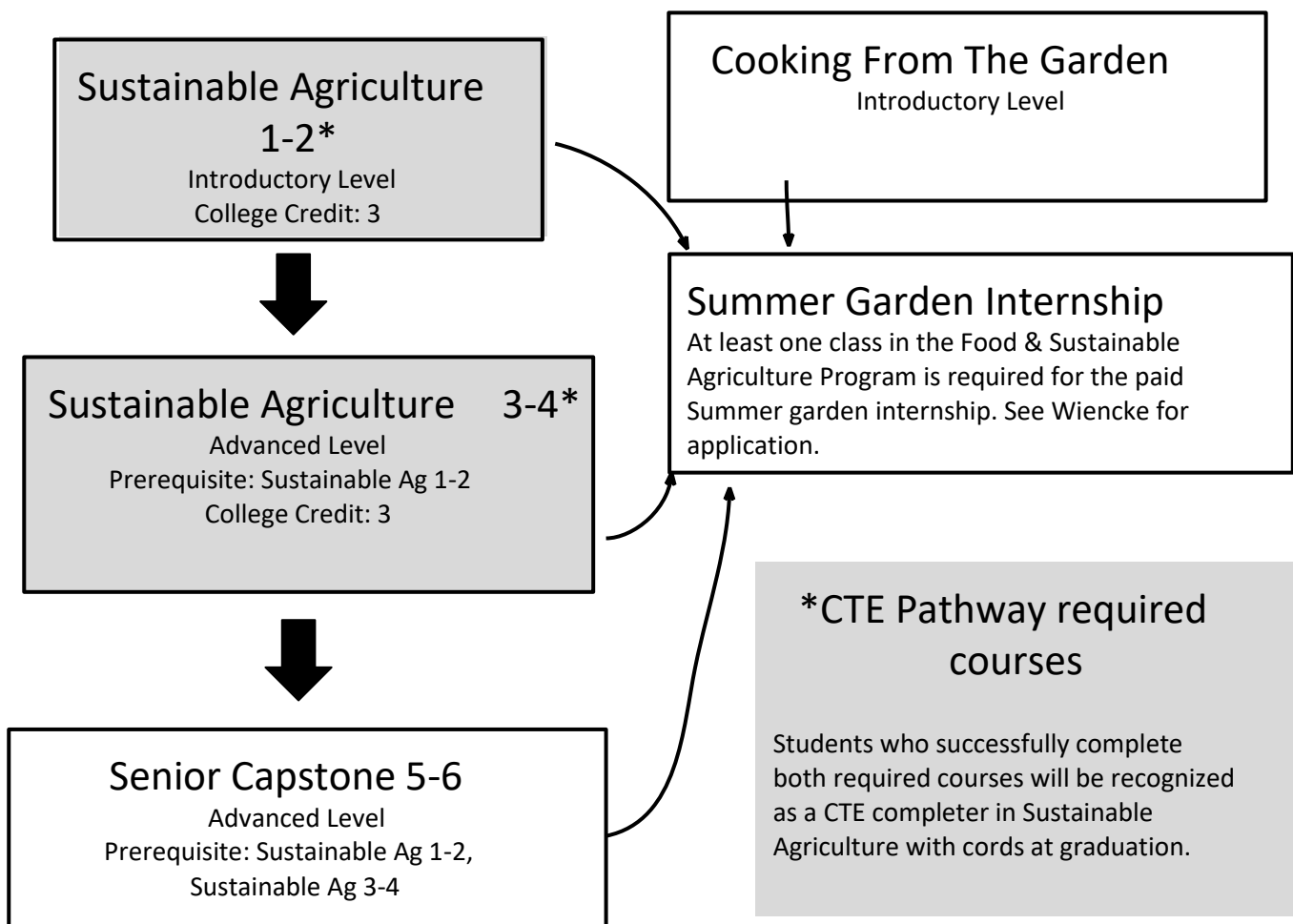
Course Title		Credit	Grade	Prerequisite
INTRODUCTION TO CARPENTRY		1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	INTRODUCTION TO CARPENTRY: This course explores basic woodworking skills and techniques through project based learning. Skills and techniques discussed include: shop and tool safety, reading a tape measure, types and characteristics of woods, finishing, shop and tool maintenance and basic joinery.			



Course Title		Credit	Grade	Prerequisite
INTRODUCTION TO CONSTRUCTION		1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	INTRODUCTION TO CONSTRUCTION: This course explores several industry vocations, including carpentry, masonry, pipe-laying, plumbing, excavation, electrical, roofing, insulation, landscaping as well as the basic skills and techniques needed to be successful in that career field. Such skills and techniques include basic construction math, plan reading, jobsite and tool safety, industry vernacular and industry specific skills.			



Course Title		Credit	Grade	Prerequisite
3RD YEAR - INTERMEDIATE CONSTRUCTION		1	10 - 12	INTRO TO CONSTRUCTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	INTERMEDIATE CONSTRUCTION: This course builds on skills developed in Intro to Construction. Students will hone skills to build a capstone project like a tiny home. Students additionally are expected to create and execute their own building plans for various smaller projects. This process will emphasize cost analysis, building code compliance, appropriate material selection, and resource management.			

SUSTAINABLE AGRICULTURE CTE PROGRAM

Madison's Sustainable Agriculture Program is a project-based approach to teaching hands on skills and knowledge about how to grow food, plants, and build soil. Explore topics and careers in sustainability, social justice, arboriculture, horticulture, farming, food science, natural resources and botany.



Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
SUSTAINABLE AGRICULTURE 1-2	1	9 - 12	NONE	ORGANIC FARMING PRACTICUM	3	FREE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No			<p>SUSTAINABLE AGRICULTURE 1-2: This class is an introduction to growing food and beneficial plants in the school garden. Students work and learn in the school garden by doing the following:</p> <ul style="list-style-type: none"> • Plan and plant veggies and fruits in your own garden plot • Take care of and learn about our chickens • Save seeds • Understand plant anatomy, physiology and classification • Perform hands-on lab experiments • Use environmentally responsible gardening and farming methods • Study and observe the soil food web • Critically think about the food system to find solutions to social and environmental problems • Utilize garden for cooking food, making medicine and tea <p>Receive 3 college credits in Organic Farming Practicum from Clackamas Community College for completing one year of Sustainable Agriculture 1-2. Students are required to take Sustainable Agriculture 1-2 before Sustainable Agriculture 3-4.</p>			
 						

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
SUSTAINABLE AGRICULTURE 3-4	1	10 - 12	INTRO SUSTAINABLE AGRICULTURE 1-2	HOR136 – PROPAGATION OF EDIBLE PLANTS	3	FREE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No			<p>SUSTAINABLE AGRICULTURE 3 - 4: Students in Sustainable Agriculture 3-4 work and learn in the school garden from a leadership and management perspective. Students in this advanced class have more time in the garden. Students research and design an independent project that they implement into the garden, school or community. Advanced Sustainable Agriculture 3-4 students cook, make plant medicine, propagate plants with seeds, cuttings and graftings in the greenhouse. Students learn farmer’s market customer service and business skills through the annual plant sale.</p> <p>Receive 3 college credits in Propagation of Edible Plants (HOR-135) from Clackamas Community College for completing one year of Sustainable Agriculture 3-4.</p>			
 						

Course Title		Credit	Grade	Prerequisite
COOKING FROM THE GARDEN		1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	COOKING FROM THE GARDEN: In this hands-on course students will gain an introductory understanding of personal and environmental wellness through garden-based cooking. Students will learn to grow their own plants in the garden to use for cooking projects. The class will focus on utilizing professional harvesting and culinary practices, engaging in meal planning, and techniques to process and store your harvest throughout the seasons. Students will explore cultural heritage through the lens of food and will examine food systems from seed to table. Garden and kitchen laboratory activities are an integral part of this course.			

Course Title		Credit	Grade	Prerequisite
SENIOR CAPSTONE 5-6		1	12	SUSTAINABLE AGRICULTURE 1-2, SUSTAINABLE AGRICULTURE 3-4
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	SENIOR CAPSTONE: Students in this independent study will complete a project or engage in an internship with a sustainable agriculture focus. The project can involve community partners that are doing work in sustainable agriculture in and around Portland. Students will develop a detailed plan that includes design, goals, materials, budget, marketing and a timeline for their sustainable agriculture project. Students will develop and share a presentation as a culmination of their project. Students must be pre-approved for this independent study. Students in 12 th grade can take this class.			

SOCIAL STUDIES

(Modern World History, US History, Government and Economics are required for graduation)

***Elective credit is earned**

9th Grade

Modern World History
AP Human Geography
Indigenous Studies*
Ethnic Studies*
Gender Studies*
Speech & Debate*

10th Grade

US History
AP Human Geography
AP Psychology*
Ethnic Studies*
Gender Studies*
Portland: A City History*
Indigenous Studies*
Speech & Debate*

11th Grade

AP US History
AP Human Geography*
AP Psychology*
Ethnic Studies*
Gender Studies*
Portland: A City History*
Criminal Justice*
Indigenous Studies*
Speech & Debate*

12th Grade

Government/Economics
AP Government/Economics
PSU Senior Inquiry
AP US History
AP Human Geography*
AP Psychology*
Ethnic Studies*
Gender Studies*
Portland: A City History*
Criminal Justice*
Indigenous Studies*
Speech & Debate*

Please note: These classes will be offered alternate years for elective credit

2020-2021 & 2022-2023


Portland: A City History

2021-2022 & 2023-2025

American Pop Culture


Course Title		Credit	Grade	Prerequisite
MODERN WORLD HISTORY 1-2		1	9	NONE
GRADUATION Requirements in: GLOBAL STUDIES May be repeated for credit more than once No	MODERN WORLD HISTORY 1-2: Students will study the basic elements of physical, cultural, and political geography, as well as world history and comparative cultures. They will better understand how global events, conflicts and technological change reflect international interdependence.			


Course Title		Credit	Grade	Prerequisite
US HISTORY 1-2		1	10	NONE
GRADUATION Requirements in: US HISTORY May be repeated for credit more than once No	US HISTORY 1-2: Conceptual understandings, major issues, and turning points will be emphasized in the time period between Post-Civil War Reconstruction and present day. In grade 8, students will have studied US History through Post-Civil War Reconstruction. In high school students will progress from “The development of the industrial United States” through present day.			


Course Title		Credit	Grade	Prerequisite
AP US HISTORY		1	11 - 12	NONE
GRADUATION Requirements in: US HISTORY May be repeated for credit more than once No 	AP US HISTORY: (APUSH) is a two-semester survey of U.S. History from the Age of Exploration to our present time designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history and to prepare to take the APUSH examination. All APUSH students must take this test. A passing score on the national APUSH exam may earn a student college credit. This course is taught at the college level. The major difference between a high school and college history course is the amount of reading and depth of focus. Moreover, the AP curriculum stresses higher order thinking skills. We demonstrate these skills by our ability to read, write, and discuss historical material in an academic context. Thus, students frequently will be required to analyze, synthesize, and evaluate primary and secondary sources. Students should be advised that this course is reading and writing intensive. It will ordinarily require significant homework time each night to prepare for the next day's class. This course will also require significant class time together outside of the normal class schedule, i.e. evenings and weekends.			


Course Title		Credit	Grade	Prerequisite
ECONOMICS		0.5	12	NONE
GRADUATION Requirements in: ECONOMICS May be repeated for credit more than once No	ECONOMICS: This course provides an overview of macroeconomic and microeconomic issues at the foundation of classical economic theory and its critics. Key concepts include supply and demand, surplus and scarcity, employment, interest rates, inflation, and differing ideas of economic fairness. Monetary and fiscal policies are discussed, as are the public debt and international economic issues. The course introduces a sampling of economic theorists and their work, with a focus on the application of their principles in the U.S. economy. Issues of personal finance are also addressed.			

Course Title		Credit	Grade	Prerequisite
GOVERNMENT		0.5	12	NONE
GRADUATION Requirements in: GOVERNMENT May be repeated for credit more than once No	GOVERNMENT: This course introduces the major institutions and processes of American government and politics. Through an examination of fundamental constitutional structures and issues, it aims to develop critical thinking skills and abilities. Students will analyze and evaluate American public policy through an investigation of student rights and responsibilities. The course intends to stimulate interest in American politics and government, and impart tools that allow students to examine reasons for the choices we make as we act in the public interest for the common good.			

Course Title		Credit	Grade	Prerequisite
AP GOVERNMENT & POLITICS		0.5	12	NONE
GRADUATION Requirements in: GOVERNMENT May be repeated for credit more than once No 	AP GOVERNMENT & POLITICS: AP Government begins with a look at founding documents and philosophies and how they guide our country today. This class is more than just learning from the We the People textbook, it is applying ideas and content in a mock Congressional hearing at the regional and state competitions in January. Small groups of up to 6 students work with a lawyer coach weekly to focus on one area of study from the following: philosophical foundations, creating the Constitution, how the Constitution has been changed, American institutions, the Bill of Rights and challenges to American democracy in the 21st century. Each group of students presents a 4 minute response to the hearing question and then prepares for 6 minutes of impromptu questions from the judges. 3rd quarter focuses on preparation for the AP exam in May and the course ends with economics and personal finance 4th quarter.			

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE	1	12	NONE	UNST177/F005 – RACE & SOCIAL JUSTICE	15	FREE
GRADUATION Requirements in: LANGUAGE ARTS & SOCIAL STUDIES May be repeated for credit more than once No 		PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE- DOUBLE BLOCKED COURSE: Senior Inquiry is a dual-credit, year-long program offered in partnerships between Portland State University and selected area high schools. Its purpose is to deliver interdisciplinary college-level courses on site at the high school, preparing students for the unique demands and rewards of college coursework. Senior Inquiry is team-taught by high school and university faculty. Its courses are developed under the same award-winning general education guidelines as PSU's University Studies department and Freshman Inquiry program. Madison students will earn LA and Social Studies credit. Students who do college-level work in Senior Inquiry will also earn PSU credit.				

Course Title	Credit	Grade	Prerequisite
AP HUMAN GEOGRAPHY	1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVES May be repeated for credit more than once No 	AP HUMAN GEOGRAPHY: The purpose of the AP® Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Students will develop skills that enable them to use and think about maps and spatial data, understand and interpret the implications of associations among phenomena in places, and recognize and interpret at different scales the relationships among patterns and processes. The following topics will be covered in the course: Geography's nature and perspectives, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development, and cities and urban land use.		

Course Title	Credit	Grade	Prerequisite
AP PSYCHOLOGY	1	10 – 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No 	AP PSYCHOLOGY: The AP Psychology course is designed to introduce you to the systematic and scientific study of the behavior and mental processes of human beings and other animals. You will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. You will also learn about the ethics and methods psychologists use in their science and practice.		

Course Title		Credit	Grade	Prerequisite
ETHNIC STUDIES		1	9 – 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	ETHNIC STUDIES: RACE, RACISM AND CULTURE IN THE UNITED STATES: Ethnic Studies focuses on the ethnic group experience in the U.S., with an emphasis on current issues and understandings that are informed by global, national, and local history. Students will begin their learning with an overview of key concepts and terminology in the field of Ethnic Studies, such as race, ethnicity, culture, tolerance, racism, discrimination, prejudice, segregation, ethnocentricity, diversity, identity, ethnic groups, class, stereotypes, civil rights, and multiculturalism. The course will focus on both the theoretical and the personal, with student experiences, observations, and queries being at the heart of study. Students will be encouraged to explore their own ethnic identity as well as that of others, through readings, class discussions and activities, and a genealogy and research project into their own heritage. Lastly, students will explore how to lead for equity and act as an ally to those in other ethnic groups.			

Course Title		Credit	Grade	Prerequisite
CRIMINAL JUSTICE		1	11 – 12	US HISTORY
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	CRIMINAL JUSTICE: This year long course is divided into two sections: fundamentals and careers, and revolves around the essential question, “How can we improve our current criminal justice system to better meet the needs of all Americans?” During semester one we partner with Lewis and Clark Law School to learn the basics of the American criminal justice system while also exploring how race and economic class affect participation within that system. Beginning with second semester in February, we host a series of guest speakers from fields related to criminal justice, including law enforcement officers, parole officers, attorneys, activists, and social workers.			

Course Title		Credit	Grade	Prerequisite
GENDER STUDIES		1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	GENDER STUDIES: From bell hooks to Beyoncé’s Lemonade and from the suffragettes to Stonewall. This class is an introduction to women and gender studies with an emphasis on understanding gender as a socially constructed binary. We will learn how both women and the LGBTQ community have struggled for their rights in history and how gender has been represented in myths, ads, and popular culture. We will also examine the cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality.			

Course Title		Credit	Grade	Prerequisite
PORTLAND: A CITY HISTORY		1	10 – 12	MODERN WORLD HISTORY
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	PORTLAND: A CITY HISTORY: This course is meant for Madison Students who have an interest in learning about the roots of the city they live in. Students will explore the racial and ethnic history of Portland, while also examining changes in the city today. Topics discussed will include: The Flooding of Vanport, The Impact of Red-Lining, Gentrification, Corruption, and much more. Also, students will be challenged to create a project at the end of the year that effects the community. This class includes multiple field trips and guest speakers. Many of the subjects and projects are student-led, and student inspired.			

Course Title		Credit	Grade	Prerequisite
INDIGENOUS STUDIES		1	9 – 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	INDIGENOUS STUDIES: In this class we will look at different aspects of both traditional and contemporary issues faced by Native American tribes in the U.S. as well as other indigenous groups around the globe. The class will be broken into different topics of study and will focus on things such as origin stories, spirituality, growing a traditional food and medicines garden and cultural arts. We will also explore the relationship between Native American tribes and the U.S. Government. The class will also look at modern issues faced by the Indigenous people such as relocation, educational assimilation, and issues of sovereignty. The class will approach education using an Indigenous lens. This translates to the class exploring issues of Indigenous identity through multiple disciplines likes social studies, sciences, theology, environmental studies etc.			

Course Title		Credit	Grade	Prerequisite
SPEECH AND DEBATE		1	9 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	SPEECH AND DEBATE: Students learn using a wide range of communications activities such as: Informative speaking, radio broadcast, student congress, marketing, philosophy, debate, and oral interpretation. This is an interactive, performance based course. If you are interested in an out of your seat elective that challenges your brain, Speech is it! If you are interested in constitution team senior year this is a great place to start.			

WORLD LANGUAGE

WORLD LANGUAGES


(Two years in same World Language is required for graduation)
* may NOT be repeated for credit, # elective credit only

1 st Year	Chinese 1-2 French 1-2 Spanish 1-2 Lengua y Literatura 5-6 (Spanish Immersion 1-2) Somali Native Language Literacy History & Culture for Hispanic Heritage *#
2 nd Year	Chinese 3-4 French 3-4 Spanish 3-4 Lengua y Literature 5-7 (Spanish Immersion 3-4) Somali Native Language Literacy History & Culture for Hispanic Heritage *#
3 rd Year	French 5-8 Spanish 5-6 AP Spanish Language Somali Native Language Literacy History & Culture for Hispanic Heritage *#
4 th Year	French 5-8 Spanish 7-8 AP Spanish Literature Somali Native Language Literacy History & Culture for Hispanic Heritage *#

Course Title		Credit	Grade	Prerequisite
SPANISH 1-2		1	9 - 12	NONE
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No	<p>SPANISH 1-2: Students begin developing the five language skills: listening, reading, writing, speaking, and culture. At the end of this course the student will be able to begin to communicate in common day-to-day interactions. This course is conducted primarily in Spanish. The intended outcome for this course would be: manages common interactions in highly predictable setting, using basic vocabulary and present tense, begins to apply language-learning skills, recognizes and begins to appreciate linguistic and cultural diversity within the Hispanic world.</p> <p>For native speakers of Spanish, we recommend students take Lengua y literatura 5-6 or Lengua y literatura 7-8. This course is NOT APPROPRIATE for native speakers.</p>			


Course Title		Credit	Grade	Prerequisite
SPANISH 3-4		1	9 - 12	SPANISH 1-2*
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No	<p>SPANISH 3-4: Students continue developing the five language skills: listening, reading, writing, speaking and culture. At the end of this course the student will be able to communicate simply in common day-to-day interactions. This course is conducted primarily in Spanish. The intended outcome for this course would be: manages common interactions in predictable settings, using basic vocabulary, and present and past tenses, applies language-learning skills, recognizes and appreciates linguistic and cultural diversity within the Hispanic world.</p> <p>*Or equivalent level of proficiency For native speakers of Spanish, we recommend students take Lengua y literatura 5-6 or Lengua y literatura 7-8. This course is NOT APPROPRIATE for native speakers.</p>			


Course Title		Credit	Grade	Prerequisite
SPANISH 5-6		1	9 - 12	SPANISH 3-4*
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No	<p>SPANISH 5-6: Students continue developing the five language skills: listening, reading, writing, speaking, and culture. At the end of this course the student will be able to communicate in common day-to-day interactions. This course is conducted primarily in Spanish. The intended outcomes for this course would be: manages common interactions in predictable settings, using basic vocabulary, and present, past, and future tenses, applies language-learning skills, recognizes and appreciates linguistic and cultural diversity within the Hispanic world.</p> <p>*Or equivalent level of proficiency</p>			

Course Title		Credit	Grade	Prerequisite
SPANISH 7-8		1	10 - 12	SPANISH 5-6*
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No 	<p>SPANISH 7-8: The Spanish 7 -8 course is an elective dual college credit course founded on the partnership between two educational institutions, Madison High School and Portland State University. This course have been designed and approved under the Challenge course, accredited by NACEP. The Challenge Program is a 35-year old, nationally recognized program, which helps extraordinary high school students get a head start on a college education. To be eligible to enroll in the Challenge Program, students must have a minimum 3.0 cumulative GPA, a strong academic track record, and a desire to learn. Aside from the opportunity to get an early start on college courses, the Challenge Program strives to bring the studiousness of college level coursework to high school classrooms. Moreover, Students in this course will continue to develop proficiency in the four modalities of language learning: listening, speaking, reading, and writing. In structured and culturally contextualized situations, students will begin to be more creative and practical with the language to make inquiries, gather information, and express opinions. Students will continue to expand their conversational skills and writing abilities around topics ranging from managing daily routines and responsibilities to maintaining healthy lifestyles to exploring new places. This course will continue to emphasize vocabulary acquisition and verb forms to increase the number and type of situations in which the students can function using the language. Spanish will be used as much as possible during classroom instruction.</p> <p>Students that successfully finished the Spanish 7-8 course and received a minimum of a "B" grade are eligible to received 12 PSU Credits as long they register properly on the Challenge Program.</p> <p>*Or equivalent level of proficiency</p>			

Course Title		Credit	Grade	Prerequisite
LENGUA Y LITERATURA 5-6		1	9	8TH GRADE IMMERSION OR HOME LANGUAGE IS SPANISH
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>LENGUA Y LITERATURA 5-6 (SPANISH IMMERSION 1-2): Students will continue study of language norms and conventions within the context of authentic fiction and non-fiction media with increasing detail and rigor each year with scaffolded instruction as needed. Students will be able to develop and justify an argument. Students will advance skills in the areas of defining, analyzing, synthesizing and comparing linguistic structures, academic vocabulary and literary elements with the ultimate goal of achieving the ACTFL Advanced Low standard. The CCSS of this course align with those of 9th grade English language arts. Students whose home language is Spanish should also enroll in this course</p>			

Course Title		Credit	Grade	Prerequisite
LENGUA Y LITERATURA 7-8		1	10	LENGUA Y LITERATURA 5-6
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>LENGUA Y LITERATURA 7-8 (SPANISH IMMERSION 3-4): Students will refine their personal study and use of language norms and conventions within the context of authentic fiction and non-fiction media. Students will be able to develop and justify an argument with added emphasis on documentation, tone, structure and register. Students will be able to competently and independently define, analyze, synthesize and compare linguistic structures, literary elements and higher- level, academic vocabulary with the ultimate goal of achieving the ACFLT Advanced Low standard. The CCSS of this course align with those of the 10th grade English language arts.</p>			

Course Title		Credit	Grade	Prerequisite
AP SPANISH LANGUAGE		1	9 - 12	SPANISH 7-8*, LENGUA Y LITERATURE 7-8*
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No 	<p>AP SPANISH LANGUAGE: This class is intended for native speakers of Spanish who want to study Spanish in its written form. The class is conducted in Spanish. Emphasis is on developing the skills needed for reading and writing in Spanish. A student must earn a C or better in order to take the next level the following year. AP Language is the 11th grade course for ALL students that previously took Lengua y Lit and or meet the Language expectations and received a C or better grade.</p> <p>*Or equivalent level of proficiency</p>			

Course Title		Credit	Grade	Prerequisite
AP SPANISH LITERATURE		1	11-12	SEE DESCRIPTION
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No 	<p>AP SPANISH LITERATURE: Este curso está estructurado de modo que los estudiantes lean y trabajen todas las lecturas incluidas en la lista publicada por el College Board en la descripción del curso AP Spanish Literature. La lista de lectura incluye textos de género narrativo, poético y dramático representativos de distintas épocas literarias de España y Latinoamérica, y a lo largo del año se les proporciona a los estudiantes amplias oportunidades de leer, analizar críticamente y comentar dichas obras. El curso enseña a los estudiantes cómo analizar y comentar un texto literario, incluyendo la instrucción explícita de los términos literarios que necesariamente deben poder manejarse para poder realizar dicho análisis de manera satisfactoria. En este curso, toda comunicación oral y escrita, tanto por parte de la profesora como de los estudiantes, ocurre exclusivamente en español. Este requisito se extiende a todos los materiales suplementarios que la profesora proporciona durante el año, así como a la información que los estudiantes manejan en sus trabajos, tanto si la buscan en la Red como en la biblioteca. En nuestro programa, los estudiantes que toman el curso de AP de literatura en español típicamente han tomado el curso de AP lenguaje en español el año anterior.</p> <p>Prerequisite: AP Language is the 11th and 12th grade course for ALL students that previously took Lengua y Literatura and/or meet the language expectations and received a C or better grade.</p>			

Course Title		Credit	Grade	Prerequisite
HISTORY & CULTURE FOR HISPANIC HERITAGE STUDENTS (IN SPANISH)		1	9-12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>HISTORY & CULTURE FOR HISPANIC HERITAGE STUDENTS: This course is designed for students who were born in the United States from Hispanic descendants, or were brought very young to this country, but have never had a formal academic course in Spanish. This course is for students who are struggling to find an identity due to the double culture experience they are living in. At home they speak Spanish and are raised following Hispanic cultural paradigms, but outside have to speak English to adapt to the American culture in order to blend in. At the end of this course students will find or reinforce a sense of identity.</p> <p>The course will cover the main pre Colombian cultures on this continent that we call America. Students will learn the blending process between pre Colombian civilizations in areas such as religion, language, food, and academic advances with the European cultures. In addition, students will also learn how the pre Colombian cultures impacted the European's political, and social situation of that time as their rich natural resources were exploited.</p> <p>In this manner, students will learn the situations and causes that affected the geographic and political division of this continent.</p> <p>More important, students will learn how the encounter with the European cultures along with being under their service for 300 years, shaped today's Hispanic cultures idiosyncrasies, and vibrant persistence.</p>			

Course Title		Credit	Grade	Prerequisite
FRENCH 1-2		1	9 - 12	NONE
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No	<p>FRENCH 1-2: The OWL method of learning French is done in a very positive, kinesthetic environment, where class is conducted in the shape of a circle. There are no desks. There are no textbooks. There is only the need for a composition book (no other journal types are accepted), writing utensils, attendance and a positive attitude. Our class focus is to improve the ability to communicate, according to the ACTFL standards (www.actfl.org). Students taking French 1 are expected to demonstrate performance of speaking & writing at the ACTFL Intermediate Novice Mid (meets) or beyond (exceeds) by the end of the school year.</p>			

Course Title		Credit	Grade	Prerequisite
FRENCH 3-4		1	9-12	FRENCH 1-2
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No	<p>FRENCH 3-4: Students learn to comprehend familiar ideas and details in statements about everyday topics. Additionally, students practice composing short letters and producing simple, guided compositions. Topics of study include City Life, Leisure-Time Activities, Food and Meals, and Sports. The culture of the vast French-speaking world is explored through films, internet, text, and art.</p> <p>Prerequisite: Grade of "C" or better in French 1-2 or equivalent level of proficiency.</p>			

Course Title		Credit	Grade	Prerequisite
FRENCH 5-8		1	9 - 12	FRENCH 1-2, 3-4
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once Yes	<p>FRENCH 5-8: In upper-level French, spoken and written tasks become longer and more complex, involving past and future tenses. Health, Home and Home, Relationships, and Travel and Vacations are a few of the topics studied. Students read simple plays and poems and study excerpts from famous French literature. The curriculum includes forays into other authentic sources, including French music, internet, and film. Learners complete team role plays and group projects.</p> <p>Prerequisite: Grade of "C" or better in French 3-4 or equivalent level of proficiency.</p>			

Course Title		Credit	Grade	Prerequisite
CHINESE MANDARIN 1-2		1	9 - 12	NONE
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No	<p>CHINESE MANDARIN 1-2: This course is the first level of a four-year sequence designed to develop language skills in Mandarin Chinese. We emphasize listening, speaking, reading and writing comprehension. Simple questions, commands and statements are taught. Students will use the English alphabet to write "Pinyin", which represents Mandarin sounds. They will learn to type "Pinyin" on the keyboard to retrieve the Simplified Chinese Characters from a computer.</p>			

Course Title		Credit	Grade	Prerequisite
CHINESE MANDARIN 3-4		1	9 - 12	CHINESE MANDARIN 1-2
GRADUATION Requirements in: WORLD LANGUAGE May be repeated for credit more than once No	<p>CHINESE MANDARIN 3-4: This second level course continues to develop skills acquired in first level course. Students engage in conversations, reading and writing characters that students have learned, provide and obtain information, express feelings and emotions, likes and dislikes, personal preferences and abilities. They demonstrate an understanding of the practices and perspectives of the Chinese language and culture studied.</p>			

Course Title		Credit	Grade	Prerequisite
SOMALI NATIVE LANGUAGE LITERACY		1	9 - 12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	<p>SOMALI NATIVE LANGUAGE LITERACY: This native language literacy class is designed to increase students' knowledge of Somali language and proficiency through the four communication skill domains: reading, writing, speaking, and listening. The primary focus in the Somali Native Language Literacy class will be learning academic writing styles through Somali language, demonstration of the rules of grammar in this language, and the ability to express orally.</p> <p>In this class students can expect to read a variety of fiction and non-fiction texts including short stories and poetry. Increasing students' awareness and understanding of Somalia as a people and the rich geographical, historical, cultural and political contexts from which they come and currently live are critical for developing advanced level language and cultural proficiency. The goal of the course is for students to build advanced level Somali language and literacy skills and positive linguistic and cultural identity in pursuit of the Oregon Seal of Biliteracy at graduation from high school.</p> <p>This course will move students towards the Advanced Low level proficiency in all 4 skill domains (reading, writing, listening and speaking) on ACTFL Proficiency Guidelines (national standards) with the end goal of students earning the Oregon Seal of Biliteracy at graduation. Students will be assessed at the beginning of the course to determine targeted outcome for year 1.</p> <p>Prerequisite: Heritage or native speaker of one of the major Somali languages (Maxaa and Maay).</p>			

ADDITIONAL ELECTIVES

Course Title		Credit	Grade	Prerequisite
BUSINESS LEADERSHIP		1	11 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>BUSINESS LEADERSHIP: In this course, students will develop and improve their business and leadership skills by completing a variety of business-related projects and activities. The leadership component of this class involves students (either individually or in small teams managing or completing a project throughout the course in a self-directed manner. Leadership projects that students can choose from include the following community service project, business plan, digital video production, E-business, E-portfolio, multimedia presentation, annual chapter report, Virtual Business challenge, public speaking, impromptu speaking, Partnership with Business project, American Enterprise project, newsletter design, website design, scrapbook design, and others. Students may then choose to enter their business project in Regional and State Future Business Leaders of America (FBLA) competitive events. The business skills development component of this class involves students learning and/or enhancing various business skills such as document formatting, written and oral communication, marketing, business ethics know-how, organization skills, time management skills, presentation skills, technology.</p>			

Course Title		Credit	Grade	Prerequisite
ENTREPRENEURSHIP & MARKETING		1	10 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	<p>ENTREPRENEURSHIP & MARKETING: Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, and will research various business opportunities. Topics covered include the characteristics of an entrepreneur, discovering entrepreneurial opportunities, and researching and analyzing domestic, global and market trends. The course culminates with the student developing a hypothetical business plan to implement their unique venture that conforms to all applicable governmental laws and regulations. This course provides a basic foundation for further study in marketing. Students study economic functions at work in the marketplace, marketing functions including purchasing, pricing, and distribution functions. This course is based on the business and marketing core that includes communication skills, economics, financial analysis, and promotion. Both marketing and employment skills learned will improve and increase the chance of successful transition into the world of work.</p>			

Course Title		Credit	Grade	Prerequisite
COLLEGE APPLICATION AND SCHOLARSHIP WRITING & PERSONAL FINANCE		1	12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once No	COLLEGE APPLICATION AND SCHOLARSHIP WRITING & PERSONAL FINANCE: This full year course will focus on College Communications 1st semester and Financial Literacy 2nd semester. The College Application & Scholarship Writing course will prepare students for College and Career readiness. Topics include: applying to college & applying for scholarships other topics, college essays, financing college costs/loans, tuition, room and board, fees, books,, comparing college and university programs/costs, obtaining letters of recommendation, resume strategies, communication skills, weekly budgets, time management/scheduling, individual college and career prospects, college life, committing and preparing for college. Personal Finance is critical for students as they progress through their lives. The importance of being financially literate is crucial to success and stability. In this course students will learn to manage money to build wealth, in order to financially attain the lifestyle they desire. Students will attain the knowledge and skills necessary to navigate the financial services industry and begin the financial planning process. Topics include: earning and managing money, completing tax returns, budgeting, strategies of saving and investing, online banking, how to use credit, major purchasing decisions, and ways to protect against risk and financial loss.			

Course Title		Credit	Grade	Prerequisite
LEADERSHIP		1	10 - 12	APPLICATION REQUIRED
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	LEADERSHIP: Leadership skills and techniques are introduced and practiced. Student council-based decision making, equity, and activity planning are emphasized. Students will be divided into teams with different missions such as Restorative Justice, Diversity, Assemblies, Athletic Support, Community Events, CREED, Social Media, and Art. This class requires 12-15 hours of school volunteering per semester.			

Course Title		Credit	Grade	Prerequisite
TEACHER AIDE		1	10 - 12	TEACHER PERMISSION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	TEACHER AIDE: Assists teacher in the classroom with assorted tasks. For P/NP credit only. Prerequisite: Requires contract or approval from teaching staff before scheduling.			

Course Title		Credit	Grade	Prerequisite
INTENSIVE SKILLS TEACHER AIDE		1	10 - 12	NONE
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	INTENSIVE SKILLS TEACHER AIDE: Are you a patient person with a big heart? Do you like befriending and helping people who are different from you? Come and TA for the Intensive Skills Classrooms and learn important skills that you will use for the rest of your life. Working with people with disabilities is both challenging and extremely rewarding. Job description includes being a role model, being a friend, empowering students to their potential, and helping the teachers where needed. No experience necessary.			

Course Title		Credit	Grade	Prerequisite
OFFICE AIDE		1	10 - 12	STAFF PERMISSION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	<p>OFFICE AIDE: Students develop good work habits while performing a variety of office support tasks. The course grade is based upon participation, willingness to work, and execution of assigned tasks. This position requires students to work with office staff in a professional office environment. Filing, answering phones, copying, processing bulk mailings and other office related tasks are the main duties of this position. For P/NP credit only.</p> <p>Prerequisite: Requires approval from office staff member before scheduling.</p>			

Course Title		Credit	Grade	Prerequisite
LIBRARY/MEDIA ASSISTANT		1	10-12	INSTRUCTOR APPROVAL
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	<p>LIBRARY/ MEDIA ASSISTANT: The Educational Media Library program is designed to offer the student actual work experience. The student will become an integral part of the daily operations of the library/textbook room and will learn to navigate the computerized materials management system as well as online databases used for research. The student will hone their public relations skills by interacting with both students and teachers who come to the library for services. Students requesting to take this course should have good attendance, a positive attitude, and a desire to provide helpful customer service to the entire Madison community.</p> <p>Prerequisite: Approval of instructor required before scheduling.</p>			

Course Title		Credit	Grade	Prerequisite
ACADEMIC MENTOR		1	10 - 12	SEE DESCRIPTION
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	<p>ACADEMIC MENTOR: Students have the opportunity to peer mentor and assist in teaching coursework in the 9th grade science, language arts, math, or Modern World History classroom. This coursework involves a commitment to attend a two-day training and meetings once a month during the school year with the academic mentor coordinator and/or teacher(s). Academic Mentors will be taught effective classroom strategies to assist teachers with general classroom activities, to help small groups of students, and to work one-on-one with individual students. Students who choose this course should have strong academic skills, enjoy mentoring, and have the desire to help build the academic skills of younger students. This is a great course for student who are thinking about becoming a teacher or for students who just want to help freshmen be academically successful. Please list a focus area on the forecast sheet: Science, Language Arts, Math, or Modern World History.</p> <p>Prerequisite : Teacher recommendation and grades of A or B in focus area (Science, Language Arts, Math, or Modern World History).</p>			



Decades of College Dreams

Advancement Via Individual Determination

AVID (Advancement Via Individual Determination) is an international program designed for students who are underrepresented at 4-year universities. This elective course involves preparing students for college and the challenging high school courses such as honors, dual credit and Advanced Placement, which advance learning and open doors. Ninety-five percent of students who complete at least 3 years of AVID enter college and 60% of AVID graduates enter 4-year universities. Students benefit from additional writing tasks, numerous field trips to colleges around the state (and potentially out of state), study skills, and college research. Weekly, AVID tutors, who are generally college students, work with small groups and challenge them to think at deeper levels about their course material. At the junior and senior levels, students continue this work and prepare college, scholarship, and financial aid applications with the support of the teacher. Students must meet requirements for admission to AVID and pass an interview. Students who are motivated and determined to do well in high school and college should apply.

AVID	
(elective credit earned in AVID courses)	
Grade	
9th	AVID 9th
10th	AVID 10th
11th	AVID 11th
12th	AVID 12th

Course Title		Credit	Grade	Prerequisite
AVID 9TH GRADE		1	9	APPLICATION REQUIRED
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	AVID 9TH GRADE: At the 9th grade level of AVID, our primary focus is the building of habits that lead to success in academically rigorous high school courses. These habits include organization, note taking, studying and writing skills. Additionally, the curriculum addresses self-awareness that can support goal setting, such as team building and conflict resolution, learning styles and time management. Other class activities support higher order thinking, such as Philosophical Chairs and Socratic Seminars. Field trips and guest speakers are also included as opportunities that enrich our learning and expose us to the variety of college and career opportunities. Students are expected to maintain a large binder of all their courses, and it is checked for organization and notes. Students also prepare questions for Tutorial based on their current courses. These activities help form the habits now that students need to be admitted to and later succeed at a 4 year college program.			

Course Title		Credit	Grade	Prerequisite
AVID 10TH GRADE		1	10	APPLICATION REQUIRED
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	AVID 10TH GRADE: Writing, Inquiry, Collaboration and Reading are the key components of the AVID program. 10th Grade AVID builds on the skills introduced in the 9th grade AVID class including organization, note taking, and writing skills. Students are expected to enroll in AP or dual credit classes as they continue a rigorous course of high school studies. Based on the AVID philosophy that writing is central to the process of understanding students complete essays based on their college and career interests as well as an autobiographical incident.			

Course Title		Credit	Grade	Prerequisite
AVID 11TH GRADE		1	11	APPLICATION REQUIRED
GRADUATION Requirements in: ELECTIVE May be repeated for credit more than once Yes	AVID 11TH GRADE: 11th grade AVID continues in the AVID basics of organization, note taking and writing with the addition of essential skills required to complete a college level essay. Students are introduced to research methods including integrating sources, and using paraphrase, summary, and synthesis as they answer the question, "How have great leaders been a catalyst for change?" Two college level research papers and one scholarship essay will be completed. Students also research colleges and begin the search for scholarships during class.			

Course Title		Credit	Grade	Prerequisite
AVID 12TH GRADE		1	12	APPLICATION REQUIRED
<p>GRADUATION Requirements in: ELECTIVE</p> <p>May be repeated for credit more than once Yes</p>	<p>AVID 12TH GRADE: Senior AVID is the culmination experience of four-years of participation in the AVID program. Seniors primarily focus on the following:</p> <ul style="list-style-type: none"> • Building the college application list • Completing college applications • Applying for federal financial aid (FAFSA/ORSA) • Applying for scholarships, including the OSAC • Choosing which college to attend and following up with that choice <p>Students continue utilizing Cornell notes and tutorials to support their rigorous coursework. In addition, they complete a college-level research paper in preparation for college writing.</p> <p>We celebrate the accomplishments of AVID Seniors at the Senior Awards Assembly by presenting them a cord to be worn at graduation. This is an esteemed honor, representing years of hard work in preparation for college. The following requirements must be met:</p> <ul style="list-style-type: none"> • 3-5 college applications completed and submitted • Acceptance to at least one 4-year university • FAFSA completed by end of January • OSAC completed by Early Bird Deadline • Applied for at least one non-OSAC scholarship • Professional resume • Complete the Senior year of AVID • Submit data to AVID at end of senior year <p>Number of ropes on cord, dependent on number of successful (C or above) years in AVID</p> <ul style="list-style-type: none"> • 4 years: teal, silver, purple, gold • 3 years: teal, silver, purple • 2 years: teal and silver • 1 year: teal 			

ENGLISH LANGUAGE LEARNERS

ELPA SCORE

0 or 1

English Language Development 1 (1 period)*
Sheltered Language Arts (1 periods)*

2

English Language Development 2 (1 period)*
Sheltered Language Arts (1 periods)*

3

English Language Development 3 (1 period)*
Sheltered Language Arts (1 periods)*

4

English Language Development 4 (1 period)*
plus enrolled in Language Arts (LA)

ENGLISH LANGUAGE DEVELOPMENT (ELD)

In English Language Development (ELD), students focus on grammar development as is appropriate to their ability level. Using leveled texts, student work on reading fluency and comprehension. By reading orally, students practice pronunciation of challenging English phonemes. Students practice the writing process and use the grammar that the class has been focusing on in that writing. The writing is often presented to the class. Oral presentations are one way students demonstrate their English ability. Placement in ELD is dependent on the English Language Proficiency Assessment (ELPA) score the student receives from the previous year.

SPECIAL EDUCATION

MADISON HIGH SCHOOL SPECIAL EDUCATION PROGRAMS AND SERVICES

The PPS Madison High School Special Education Department assists students who have Individualized Educational Plans (IEP). In our PPS High Schools, the services include improving skills in reading, writing, and math, emotional/social and behavioral growth. Additional services include physical adaptations for motor impairments, speech and language difficulties and vocational and community training. Placement is determined by the IEP team for those students who have specialized instruction identified on their IEPs. These classrooms include Learning Centers as well as Self-Contained Classrooms. The case manager will communicate with parents/guardians the appropriate courses determined by a student's IEP.

- **Learning Center Classroom:** Students receive specialized academic instruction in areas designated on their IEP, particularly in math, reading, writing, communication and study skills. Students are also supported and monitored in general education classes for academic progress, attendance, and behavior. Learning Center teachers collaborate with general education teachers to promote academic success.
- **Instructional Learning Center:** Students receive specialized academic instruction in areas based on their IEP; particularly in math, reading, writing, communication and study skills. The pace of the class is based on the student's learning support needs and focuses on transitioning into the adult world.
- **Structured Learning Center – Behavior Classrooms:** The services in this classroom focus on assisting the student's social and emotional growth as described in the student's IEP. Classroom instruction helps students gain greater independence and improve behavior patterns while working on academic goals as needed.
- **Structured Learning Center – Life Skills Classroom:** Students receive explicit instruction in the skills required for community living which are based on the student's IEP. The classroom focuses on general community functioning, daily self-management, career education and academic support to assist the student in the future.

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.

Secondary Grading, Course Change, and Credit/Transcript Guidelines

PPS GRADING PRACTICES

It is a teacher's role to establish grading criteria and implement a policy that is clear and fair in accordance with district approved policies and procedures. Grading practices need to be predetermined before the course is offered, written in the course syllabus and clearly communicated to families and students. To that end, Oregon Department of Education (ODE) regulations require all courses that award credit to have a syllabus available for families and students to view. PPS teachers are expected to abide by this ODE requirement and use the online syllabus program to write each required syllabi. After approval by the **school administrator**, the syllabus is posted on-line for students and parents to view.

Grading

All PPS high schools use an A-F or proficiency system for recording grades. The option of using a Pass/No Pass (P/NP) substitute for a letter grade may be available to students.

Grade Notations and Guidelines

- A letter grade of A, B, C, or D is passing and indicates a level of achievement.
- Although a letter grade of D is figured into a student's GPA (D= 1 point) a letter grade of D may indicate that the student has not demonstrated adequate proficiency to move on to the next level. *See High School Course Guides for further information.*
- Even though PPS awards credit for a letter grade of D, the Oregon University System and the NCAA may determine that a student earning a D in any core class does not meet their requirements.
- A grade of F or WF (Withdraw/Fail) indicates that performance in a class was not at a level sufficient to earn credit toward graduation. An F/WF grade is averaged into a student's cumulative GPA.
- **Three weeks prior to the end of the semester/two weeks prior to the end of the trimester:** If a student withdraws from a class, an "F" is recorded on the transcript. No exceptions.

Incomplete

- A notation of Incomplete indicates that the student did not submit sufficient evidence to meet course requirements or demonstrate proficiency within the grading period.
- An Incomplete (I) notation should rarely be used, based on unforeseen circumstances beyond the student's control and accompanied by a written plan. The plan should include a timeline for completion, requirements to complete the course and obtain a passing grade and current grade earned. An "I" grade requires prior building administrator approval.
- If there is agreement between the teacher, and the family, and the building administrator approves:
 - ***The student has up to nine weeks from the date a grade is issued to complete the work, and obtain a new grade. Otherwise the "I" will revert to the initial grade earned.***
 - ***A detailed, written plan using a district form will be provided at the end of the grading period to ensure that the student and family understand the requirements needed to replace the "I" with a grade.***
 - ***If an Incomplete is given at the end of second semester in June, the nine-week time period to replace the "I" begins with the start of school the following academic year.***

Pass/No Pass

Core courses required for graduation are NOT subject to the Pass/No Pass Option. However, credits earned from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS [4.20.024-AD](#)

- In courses fulfilling elective credit or under special circumstances, students may request within the first 15 days of each semester to take a course pass/no pass.
- After this time period (see above) and under extenuating circumstances, only a building administrator can initiate a Pass/No Pass option.
- The Pass/No Pass option is:
 - **Written in the course syllabus**
 - **Clearly communicated to students and families**
 - **Chosen by a student as a grading option within the timeline mentioned above.**
- To receive a “Pass”, a student must meet minimum course requirements that would earn a credit in the course. A “No Pass” is given to a student who does not meet minimum course requirements to earn credit. See specific course grading criteria for more information.
- GPA: Neither a Pass or a No/Pass grade is calculated in the student’s GPA.
- A Non-Standard Diploma exception may be made by the IEP team for a student on an IEP.

No Grade (NG)

When a student enrolls in the school more than halfway through a grading period, with no transfer grades, and there is insufficient time to assess the student prior to the end of the grading period, a “No Grade (NG)” may be given. This option requires prior administrator approval.

Dropping a class

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course. At Madison High School, students are expected to remain in the course they have selected unless there is a clear misplacement, medical issue, or over-enrollment in advanced courses.
- Students may withdraw from a class **within the first 15 school days of the semester (date set by district)** without penalty or notation on the transcript as long as the criteria for dropping has been met and approved. Both the family and the teacher/counselor and administrator must approve the change and approval must be documented on the standard district form.
- After the withdrawal period has expired, students shall NOT be allowed to drop a class without a transcript notation of “WF” (Withdraw/Fail) as the final grade UNLESS the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. A level change within the same subject (i.e. a change from calculus into pre-calculus) would not be subject to this practice. A building administrator must sign all approved requests.

Guidelines for using notations WF/WN/WX

After the 15-day period for dropping a class has passed, a student will receive one of the following notations on their transcript if he/she drops a class:

- **Withdraw Fail (WF):** Student withdraws and is not passing the course at the time of withdrawal or the student withdraws from a course after the 15-day withdrawal period.
- A “WF” is factored into the student’s GPA.
- **Withdraw No Pass (WN):** Student withdraws in a Pass/No Pass system and is not passing the course at the time of withdrawal.
- A “WN” is **not** factored into the student’s GPA.
- **Withdraw No Grade (WX):** A WX notation is given only in rare and unusual circumstances, (i.e., those which are out of the control of the student such as extended illness, death of a family member, etc.) and must be approved by the building administrator. In each extenuating circumstance, written documentation such as grades, attendance, evidence of extenuating circumstances, and record of a parent/teacher/counselor/student/administrator meeting will be kept on file. A “WX” is **not** factored into the student’s GPA.

Repeated Courses

- A student may receive credit for a course only once unless it is designated a multi-semester course.
- Repeated courses taken to pass a course or improve a grade are recorded on the transcript with a notation of “R” **with the credit for the lower grade deleted**. The original course must remain noted on the transcript even though it will no longer be factored into the GPA.

Grade Changes

- A grade change may be made within a year of the entry of the original grade and must be accompanied by written documentation **including the building administrator’s signature**. The documentation will go directly to the data clerk for a grade change.
- Only an administrator/designee may enter a grade change into the Student Information System.
- For protection of counselors and teachers, no counselor or teacher should have access to Synergy to make grade changes on their own.

Challenging Grades

The Portland Association of Teachers’ contract with the district provides that should a teacher make a mistake in giving a grade to a student, the teacher’s grade book becomes the reference point and only that teacher can make a change of grade. If the teacher is retired, and the grade book indicates that an error has been made, every effort will be made to contact the teacher to verify the grade. If the teacher cannot be contacted, the principal may authorize a change of grade. If a student receives an ‘NP’ or ‘F’ and makes an individual contract with a teacher to change that grade by completing certain projects/assignments, upon completion of the contract, the involved teacher will submit a ‘change of grade form’ to the data clerk indicating what class and grade is to be changed. In the case of a senior who plans to graduate, teachers are obligated to give previous notice prior to giving a final ‘F’. Specifically, a progress report in May ‘F’ and a Senior Failure list ‘F’ (given two days after seniors’ last day) would be expected if a final ‘F’ is coming. If no warning is given, the counselor will consult with the principal about whether or not there should be a change of grade.

Transcript Details

1. Any student registering at a PPS high school with previous high school credits should provide an official/unofficial transcript from that accredited high school to be enrolled accurately. If the student is enrolling from another US high school, official transcripts must be sent directly to the PPS school.
2. If a student has no transcript or has not attended an accredited school, they may be enrolled but must meet PPS graduation requirements in order to graduate.
3. Parents/guardians will be asked to provide information so that an official transcript may be obtained from the previous school.
4. Counselors will compile a PPS transcript based on this documentation.
5. International transcripts may to be forwarded the District Registrar for verification and translation.
6. It is the counselor’s responsibility to review transcripts for the following:
 - For meeting requirements for graduation and college entrance
 - For accuracy including added state requirements
 - For accurate GPA calculation
 - For correct grade notations
7. AP, Honors (H), and IB courses should be designated in the course title. Advanced courses may also be designated in the title.
8. **Pre-ninth grade high school credit** may be earned as outlined in PPS Board Policy [6.10.100-P](#) and administered in accordance with [6.10.110-AD](#) Parents or students entering high school with credits already earned must request to have the credit and grade removed from their transcript prior to the end of the students' first semester of high school, if they decide to do so.
9. **Religion classes:** If a student transfers to a PPS school from a faith-based school, or a foreign country where religion is taught as part of their curriculum, students will not be given credit for their religious coursework.

Students MAY be given credit for religion studies that are based on history and do not promote one ideology. In this case, students may be asked to provide a copy of the course syllabus to assure the class meets the credit criteria.

10. Home school: Unless a ‘home school’ program is accredited, and the PPS high school receives an official transcript, home school coursework will not count toward PPS high school graduation requirements. Students may elect to take credit by exam courses from an accredited institution (for a fee) to receive credit on their PPS transcript when available.

11. Proficiency: It is possible to note a student’s proficiency in a subject area without the student earning credit. The proficiency must be certified by a licensed instructor at an accredited institution. It is also possible to earn credit by showing proficiency in a specified curriculum area. The student must demonstrate the required knowledge of the subject by meeting the required standards of the course *as* validated and recorded by a licensed instructor or other district designee.

Certification of Courses

The school administration is annually responsible to verify and update the school’s official approved course list for the NCAA.

CREDIT RECOVERY OPPORTUNITIES

Portland Public Schools offers students multiple pathways to credit recovery. For more information or enrollment details, speak to your school counselor.

Credit Recovery Option	Location	Schedule	Credits + Tuition
School-Based Credit Recovery	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school. Tuition-free.
Portland Evening Scholars	Benson High School 546 NE 12th Ave, Portland, OR 97232	Evenings. Fall: Sept – Jan Spring: Feb – May	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Summer Scholars	Benson High School 546 NE 12th Ave, Portland, OR 97232	Three weeks over the summer; two sessions available.	For a .5 credit: \$200/class or \$35/class for students who qualify for free & reduced lunch. Financial aid may be available.
Virtual Scholars	Varies by class; some classes are taken entirely online, others require some in-school time. Also available during Evening Scholars and Summer Scholars.	Varies by class.	Each class is .5 credit and is designed to take an 18-week semester to complete. Tuition-free.

