

# Leodis V. McDaniel High School

## Course Guide 2024-2025



**Published by Leodis V. McDaniel High School**

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Adam Skyles, Principal

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## MESSAGE FROM THE PRINCIPAL



Dear McDaniel Community,

At McDaniel, our mission is that all students will access an engaging and inclusive education defined by diversity and respect. All students will graduate from high school empowered with critical skills necessary for success in higher education, career, and community engagement. We use this along with our core values **Community, Respect, Education, Equity and Diversity (CREED)** to guide our work and decision making. We strive to create a welcoming environment where our amazing students can collaborate with passionate teachers.

This Course Guide reflects a rich array of offerings to meet that vision and is intended to help you understand your options. We invite you to familiarize yourselves with our extensive course offerings as you prepare to choose your classes for the 2024-2025 school year.

Our vision is to create a climate of high expectations and personalized attention for each of our students. We proudly offer a variety of classes including **Career and Technical Education (CTE)**, **Dual Credit** (in partnership with local colleges and universities), and **Advanced Placement (AP)**. McDaniel is an AP for ALL school; we believe in eliminating barriers for students.

When choosing which courses to take for next year, it is important that you speak to a counselor and review 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 of you to our school community and look forward to working with you to create a learning environment that supports your individual goals.

Sincerely,  
Adam Skyles  
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 McDaniel High School which may cause the limiting of courses, sections and/or course enrollment.

-McDaniel High School Administration and Staff



Dear 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 9<sup>th</sup> through 11<sup>th</sup> 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 January 2024. 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,

Margaret Calvert  
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 9<sup>no</sup> al 11<sup>ro</sup> deberán estar inscritos en un horario completo. Esta oportunidad alistar 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 enero de 2023. 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,

Margaret Calvert  
Superintendente de Secundaria

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. McDaniel 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 McDaniel 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 McDaniel's compliance officers: Principal Adam Skyles, Vice Principals Travis Johnson and Kayla Santiago Rodriguez 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,
- College entrance exam scores optional (i.e. ACT or SAT)

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

Detailed information can be found on McDaniel's online college and career planning tool: MaiaLearning

Go to: [maialearning.com](http://maialearning.com)

Students login using their student Google account.

Parents should contact their student's counselor for login information.

## 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 2025 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 <sup>rd</sup> 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"> <li>Develop a Personal Education Plan &amp; Profile</li> </ul>	<i>Helps to guide students in pursuing their personal, academic and career interests, and post-high school goals; Documentation embedded in transcript</i>	✓
<ul style="list-style-type: none"> <li>Participate and reflect upon Career Related Learning Experiences</li> </ul>	<i>Educational experiences that connect learning to the world beyond the classroom</i>	✓✓
<ul style="list-style-type: none"> <li>Complete a Resume</li> </ul>	<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>	✓
<ul style="list-style-type: none"> <li>Complete an Extended Application (My Plan Project)</li> </ul>	<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>	✓



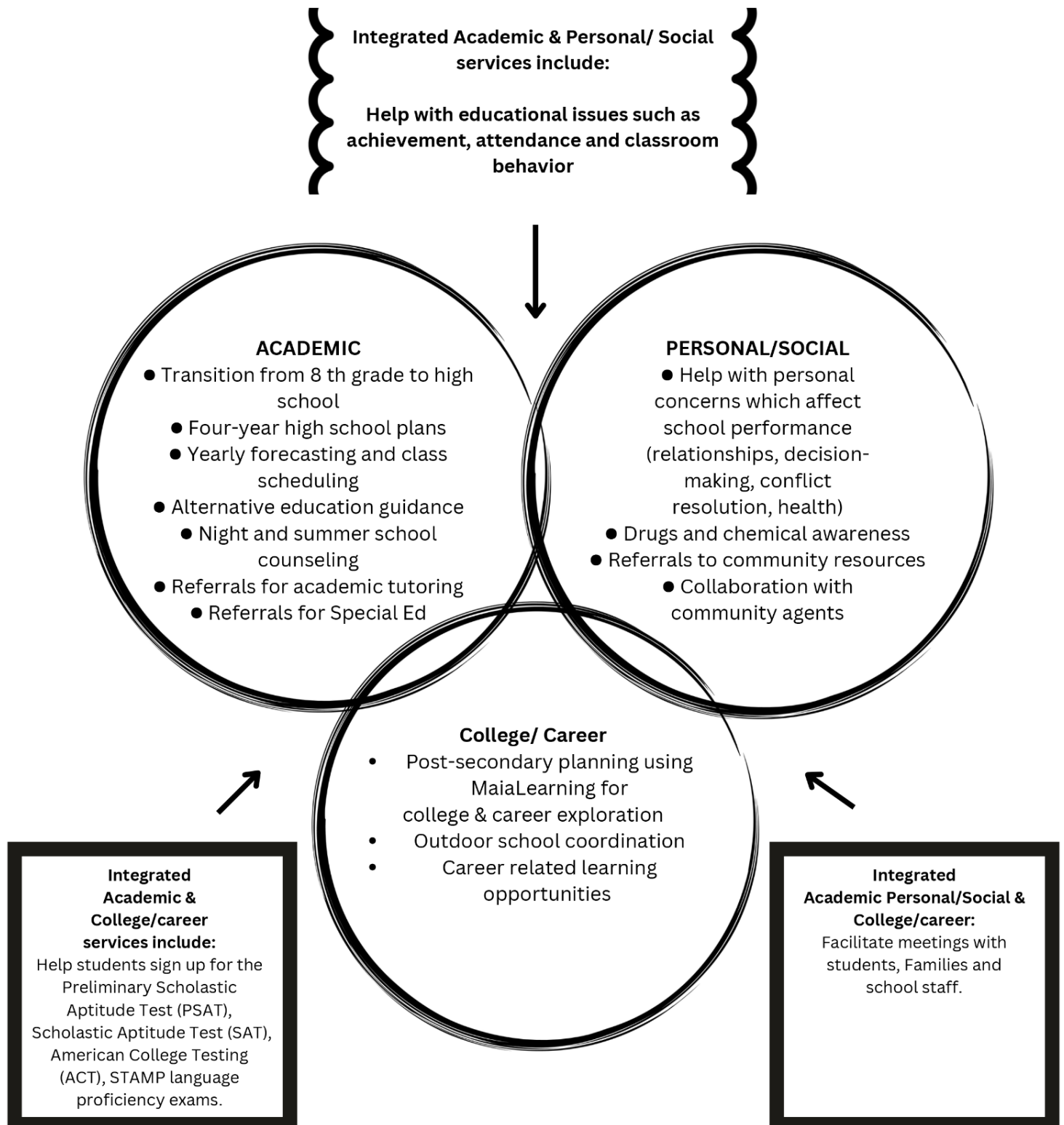
## FOUR YEAR PLAN WORKSHEET

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.

<u>PPS Required</u> <u>Courses</u>	Year Completed			
	9	10	11	12
<b>English (4 credits)</b>				
1. English 1-2				
2. English 3-4				
3. English 5-6 or AP English Language				
4. English 7-8 selective				
<b>Social Studies (3 credits)</b>				
1. Modern World History				
2. US History				
3. Government/Economics				
<b>Math (3 credits) Algebra or higher</b>				
1. Algebra 1-2				
2. Geometry 1-2 (for classes of 2021-2022-2023) or Geometry and Data Science or Geometry and Statistics for the class of 2024 and beyond				
3. +1 Course option				
<b>Science (3 credits)</b>				
1. Physics: NGSS				
2. Chemistry: NGSS				
3. Biology: NGSS				
<b>Health (1 credit)</b>				
<b>PE (1 credit)</b>				
<b>World Language (2 credits same language)</b>				
1.				
2.				
<b>Fine Arts/ Third Year World Language/Career &amp; Technical Education (1 credit)</b>				
1.				
<b>Electives (6 credits)</b>				
1.				
2.				
3.				
4.				
5.				
6.				
<b>Essential Skills Reading</b>				
<b>Essential Skills Writing</b>				
<b>Essential Skills Mathematics</b>				
<b>Personalized Learning Requirements</b> <u>Career</u> <u>Related Learning Experience (2 required)</u> 1.				
2.				
Resume				
My Plan Essay				

# Counseling and Guidance

Leodis V. McDaniel 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

**McDaniel 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.

Students may also take Library/Media Aide as a graded elective course.



McDaniel's Library is proud to host numerous visits from distinguished authors each year and organize field trips to literary events around Portland. Our school 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.

## ***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.







# STAND OUT

## from the Crowd

CTE & AP Students: Be more competitive  
in your post secondary choices



THESE CTE PROGRAMS PAIR WELL WITH THESE AP CLASSES

Computer Science  
Construction  
Design & Applied Arts  
Digital Media  
Education  
Engineering  
Health Science  
Sustainable Agriculture

↔ AP Computer Sci & AP Statistics  
↔ AP Enviro Sci & AP Human Geo  
↔ AP Psychology & AP English Lang  
↔ AP Psychology & AP Statistics  
↔ AP English Lang & AP Human Geo  
↔ AP Enviro Sci & AP Human Geo  
↔ AP Psychology & AP Biology  
↔ AP Enviro Sci & AP Human Geo

At **McDANIEL**, we offer 164+ College Credits!

### Advanced Placement (AP) and Dual Credit Courses

<b>English</b>	<ul style="list-style-type: none"> <li>• AP Engl Language &amp; Composition</li> <li>• AP Engl Literature &amp; Composition</li> <li>• AP Seminar English 3-4</li> <li>• AP Seminar – African Diaspora</li> </ul>	<ul style="list-style-type: none"> <li>• College Writing</li> <li>• Latin American Literature</li> <li>• Feminism and Gender Studies</li> <li>• Contemp. Lit/ Creative Writing</li> <li>• PSU Senior Inquiry: Race and Social Justice</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• AP Human Geography</li> <li>• AP Psychology</li> <li>• AP US History</li> <li>• AP US Government &amp; Politics</li> <li>• AP African American Studies</li> <li>• AP Macroeconomics</li> </ul>	<ul style="list-style-type: none"> <li>• PSU Senior Inquiry: Race and Social Justice</li> <li>• Ethnic Studies</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>• AP Statistics</li> <li>• AP Calculus A/B</li> <li>• AP Calculus B/C</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Calculus / Math 111</li> <li>• Pre-Calculus / Math 112</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• AP Environmental Science</li> <li>• AP Biology</li> <li>• AP Physics – Algebra Based</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Chemistry</li> <li>• AP Biology</li> </ul>
<b>World Language</b>	<ul style="list-style-type: none"> <li>• AP Spanish Language and Culture</li> <li>• AP Spanish Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish 7-8</li> <li>• Spanish 9-10</li> </ul>
<b>CTE: Biomed</b>		<ul style="list-style-type: none"> <li>• Human Body Systems</li> <li>• Biomedical Innovations</li> <li>• Medical Interventions</li> </ul>
<b>CTE: Sust. Agriculture</b>		<ul style="list-style-type: none"> <li>• Intro to Sustainable Agriculture</li> <li>• Urban Farming</li> </ul>
<b>CTE: Comp. Science</b>	<ul style="list-style-type: none"> <li>• AP Computer Science Principles</li> <li>• AP Computer Science A</li> </ul>	
<b>CTE: Education</b>		<ul style="list-style-type: none"> <li>• Intro to Education for Paraeducators</li> </ul>
<b>164+ Possible Credits!</b>	<b>80+ College Credits from AP Courses</b>	<b>84 College Credits from Dual-Credit Courses</b>

# 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

# Dual Credit Courses Offered at McDaniel High School

McDaniel Course	Grade Level Offered	College Course #	College Course (and Institution*)	College Credits	Department / Program
Human Body Systems	10, 11, 12	BIO 103	Introduction to Anatomy and Physiology (OIT)	4	CTE: Biomed
Biomedical Innovations	12	BIO 109	Introduction to Medical Sciences (OIT)	2	CTE: Biomed
Medical Interventions	11, 12	BIT 103	Current Topics in Bioscience Technology (PCC)	2	CTE: Biomed
Intro to Education for Paraeducators	9, 10, 11, 12	ED 100	Intro to Education (PCC)	3	CTE: Education
Intro to Sus Ag	10, 11, 12	HOR 135	Urban Agriculture Practice (CCC)	4	CTE: Sustainable Ag
Urban Farming	10, 11, 12	HOR 136	Propagation of Edible Plants (CCC)	4	CTE: Sustainable Ag
College Writing	12	WR 121	College Composition (PCC)	4	English
Latin American Literature	12	WR 121	College Composition (PCC)	4	English
Feminism and Gender Studies	12	WR 121	College Composition (PCC)	4	English
Cont Lit/Creative Writing	12	WR 121	College Composition (PCC)	4	English
Senior Inquiry (SINQ): Race and Social Justice	12	UNST 177 (SINQ)	University Studies (PSU): - Writing 121 - Social Science	15	English / Social Studies
Pre-Calculus/Math 111-12	10, 11, 12	MTH111	College Algebra (PCC)	4	Math
Pre-Calculus/Math 111-12	10, 11, 12	MTH112	Elementary Functions (PCC)	4	Math
AP Biology	11, 12	BI 101	Biology 1 (PCC)	4	Science
Advanced Chemistry	11, 12	CHE 221-22	General Chemistry	10	Science
Ethnic Studies	9, 10, 11, 12	ES 101	Intro to Ethnic Studies (PCC)	4	Social Studies
Spanish 7-8	9, 10, 11, 12	SPAN 201, 202, 203	Spanish (PSU)	12	World Language
Spanish 9-10	9, 10, 11, 13	SPAN 301, 302, 303	Spanish (PSU)	12	World Language
			<b>Possible Dual-Credit Total per student</b>	<b>84</b>	
			<b>Possible Total Credits Earned through AP Courses</b>	<b>80+</b>	
			<b>TOTAL POSSIBLE COLLEGE CREDITS at MCDANIEL HS</b>	<b>164+</b>	

\*\* CCC = Clackamas Comm. College, OIT = Oregon Institute of Technology, PCC = Portland Comm.College, PSU = Portland State Univ.



## 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 from college sooner:
  - Receiving college credit for classes will enable you to graduate from college sooner, possibly in three years, but definitely in less than the national average of 6 years 4 months. 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.
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 McDaniel

- |  |                                      |
|--|--------------------------------------|
| • <i>AP Environmental Science</i>          | • <i>AP Human Geography</i>          |
| • <i>AP Calculus AB &amp; BC</i>           | • <i>AP Lit &amp; Comp</i>           |
| • <i>AP Spanish Literature and Culture</i> | • <i>AP Biology</i>                  |
| • <i>AP Spanish Language and Culture</i>   | • <i>AP Statistics</i>               |
| • <i>AP Lang &amp; Comp</i>                | • <i>AP Government</i>               |
| • <i>AP Physics</i>                        | • <i>AP Psychology</i>               |
| • <i>AP Computer Science</i>               | • <i>AP US History</i>               |
| • <i>AP Macro Economics</i>                |                                      |
| • <i>AP African American Studies</i>       | • <i>AP Seminar African Diaspora</i> |



# PLTW + AP



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

	<b>PLTW Engineering Course</b>	<b>AP Course AP Calculus BC pathway</b>	<b>AP Course Advanced Math Pathway</b>
<b>Freshman Year</b>	Exploring STEM	Algebra 3/4	Geometry
<b>Sophomore Year</b>	Principles of Engineering	AP Human Geography or AP Psychology + Pre-Calculus + AP Environmental Science	AP Human Geography or AP Psychology + Algebra ¾ + AP Environmental Science
<b>Junior Year</b>	Aerospace Engineering Or Digital Electronics	AP Calculus AB + AP Environmental Science Advanced Chemistry or AP Physics	Pre-Calculus + AP Environmental Science AP Physics or Advanced Chemistry
<b>Senior Year</b>	Capstone	AP Calculus BC + AP Environmental Science, Advanced Chemistry, or AP Physics	AP Stats or AP Calculus AB AP Environmental Science, or Advanced Chemistry or AP Physics



**Other Recommended Courses: Robotics**

**ENGINEERING**

	<b>PLTW Biomedical Course</b>	<b>AP Course AP Calculus BC Pathway</b>	<b>AP Course Advanced Math Pathway</b>
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	Advanced Chemistry + AP Calculus BC	Advanced Chemistry + AP Calculus or AP Stats
<b>Other Recommended Course: AP Physics</b> <b>*PCC Dual Credit</b>			



**BIOMEDICAL  
SCIENCES**

"I was accepted to Brown University for an intense summer program. There were 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**

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

<b>AP Math &amp; Science Pathway</b> (Minimum of 5 of the courses below)	<b>AP Humanities &amp; Social Studies Pathway</b> (Minimum of 5 of the courses below)	<b>Law &amp; Justice Pathway</b> (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 Physics	AP Psychology	AP US History
AP Environmental Science	AP Spanish	AP Psychology
AP Psychology	AP US History	AP Language and Composition
		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

## **MCDANIEL ACTIVITIES, ATHLETICS & CLUBS**

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

African Club	Manga Club
Bible Club	Mecha La Raza Unida
Black Student Union	MESA (Engineering)
Chess Club	Mixed & McDaniel
Chinese Club	Muslim Student Association
College Prep Club	Native American Club Indigenous Alliance
Constitution Team	National Honor Society
Dance Club	Oregon Battle of the Books
ECO Club	Pan African Club
Ethnics Club	Passion Impact
Freestyle Fridays	Peace & Justice Club
Garden & Food Justice Club	Red Cross Club
HOSA	Restorative Justice Club
Investment Club	Safer
Key Club	Sexuality & Gender Alliance
Knitting Club	Speech & Debate Club
Library Club (RATS)	Thespian Club
Lit & Film Club	Unified Soccer Team
Makers Club (Art)	Viet Club

**IRCO McDaniel 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: Jack Tangle, McDaniel IRCO SUN Site Manager 503-407-8702 jtangle@pps.net

### **Athletics**

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

## **MCDANIEL ATHLETICS DEPARTMENT POLICIES ACADEMICS AND ATHLETIC ELIGIBILITY**

The student/athletes at McDaniel 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](http://www.eligibilitycenter.org)



# **OF SPECIAL INTEREST TO INCOMING FRESHMEN CLASS OF 2028**

## **ACADEMIES**

All McDaniel freshmen are assigned to an academy for their Patterns Physics, Modern World History and English classes. 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 Physics, Modern World History, English, Health 1 / 9<sup>th</sup> Grade Inquiry 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 Algebra 1-2 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 McDaniel 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
<b>CHEMISTRY 1-2</b>		<b>1</b>	<b>10 - 12</b>	<b>See Description</b>
GRADUATION Requirements in:  <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>	<b>CHEMISTRY 1-2:</b> 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.  <b>Prerequisite:</b> C or better in Foundations of Physics & Chemistry.			

# WELCOME TO MCDANIEL HIGH SCHOOL



# ART AND COMMUNICATION PATHWAYS



## foundations

FOUNDATIONS OF DESIGN

9<sup>TH</sup>

## intermediate

AUDIO PRODUCTION  
ANIMATION & ILLUSTRATION  
CERAMICS  
GRAPHIC DESIGN  
PHOTOGRAPHY  
PRINTMAKING  
PRODUCT DESIGN  
TEXTILES  
VIDEO PRODUCTION

10<sup>TH</sup> - 12<sup>TH</sup>

## advanced

AUDIO/VIDEO PRODUCTION  
ADVANCED ANIMATION & ILLUSTRATION  
ADVANCED BROADCAST STUDIO  
ADVANCED CERAMICS  
ADVANCED GRAPHIC DESIGN  
ADVANCED PRINTMAKING  
CAPSTONE  
CLOTHING & APPAREL  
CTE PRINT SHOP

11<sup>TH</sup> - 12<sup>TH</sup>



## FOUNDATIONS

INTRODUCTION TO  
JOURNALISM  
PODCASTING

9<sup>th</sup> - 12<sup>th</sup>

## INTERMEDIATE


NEWSPAPER  
NEWSPAPER ADVANCED  
PODCASTING ADVANCED  
YEARBOOK  
LITERARY MAGAZINE  
BROADCASTING COMMUNICATIONS



10<sup>th</sup> - 12<sup>th</sup>

## ADVANCED



EDITORIAL LEADERSHIP  
CAPSTONE

11<sup>th</sup> - 12<sup>th</sup>


		Credit	Grade	Prerequisite
<b>INTRODUCTION TO JOURNALISM</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>INTRODUCTION TO JOURNALISM:</b> This class is designed around conversation, skill-building and collaboration to uplift student voice and prepare youth for a role in reporting and publications. We analyze and evaluate media, we learn about rights and responsibilities, we interview and craft stories, we learn the basics of news, opinion and feature style. We also look at historical and contemporary journalists to see their role in shaping the media. Students will be presented with opportunities to develop their skills in writing, photography, digital design and editing. We will also have unique opportunities to get coaching and training from professional journalists. Students shall have the opportunity to have their pieces be published in the student-run newspaper throughout the course.			


Course Title		Credit	Grade	Prerequisite
<b>NEWSPAPER</b>		<b>1</b>	<b>10 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>  	<b>NEWSPAPER</b> Student journalists in this class will participate in the news cycle, by working closely with editors of the newspaper to report on stories that they pitch, or that the editors assign. They will seek interviews from a variety of sources within the community and research topics and events that matter, and in doing so we will elevate voices, uplift stories and spread knowledge through reporting. Student journalists will also use technology to create pieces for print and online publications, through writing, photographing, recording and editing. In addition to this, they will have unique opportunities to meet with professional journalists through workshops and conferences. <b>Note:</b> This is a co-curricular program, so student journalists will be expected to attend events, work on stories, and collaborate with peers outside the school day. Hard work and product shall be celebrated.  Prerequisite: Intro to Journalism, Podcasting, and/or teacher recommendation and approval.			





Course Title		Credit	Grade	Prerequisite
<b>NEWSPAPER-ADVANCED</b>		<b>1</b>	<b>10 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>  	<p><b>NEWSPAPER ADVANCED:</b> This course is for student journalists who have already worked on a publication and are continuing to develop their reporting skills: verbally, visually, and audibly. They will showcase their skills in a variety of genres (news, opinion, feature, sports and columns), as well as different mediums (photography, podcasting and video) on stories that they pitch, or that the editor assigns. They will work on pieces that require multiple sources within our community and report on topics and events that matter to our audience. Through extended investigation, they will elevate voices, uplift stories and spread knowledge. Student journalists will also be expected to use (and teach) technology skills to design print and online publications, through page layouts, recording, photographing and editing. They will practice pitching article ideas to publications, both local and national. They will also collaborate with professional journalists, and we will submit work to journalism organizations for critique and competition. Note: This is a co-curricular program, so journalists will be expected to attend events, work on stories and collaborate with peers outside the school day. Hard work and product shall be celebrated.</p> <p>Prerequisite: Newspaper and/or teacher recommendation for approval.</p>			



Course Title		Credit	Grade	Prerequisite
<b>YEARBOOK</b>		<b>1</b>	<b>10 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<p><b>YEARBOOK:</b> This course is for that student that is looking to leave their mark on McDaniel 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 McDaniel'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 McDaniel High School, forecast for yearbook.</p> <p><b>Prerequisite: None, but, prefer students that have a minimum of Foundations of Digital Design.</b></p>			


Course Title		Credit	Grade	Prerequisite
<b>PODCASTING</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<p><b>PODCASTING:</b> Be a part of the first ever Podcasting class at McDaniel. Podcasts are audio programs that are shared via the internet. In the United States, podcasting is a growing hobby and broadcasting career field. In this class you'll get to create, edit, record, and produce your own podcast. In addition, you'll get to learn how to use audio recording software and practice your marketing skills. The class will also include guest speakers from local podcasts.</p>			


Course Title		Credit	Grade	Prerequisite
<b>ADVANCED PODCASTING</b>		<b>1</b>	<b>10 - 12</b>	<b>PODCASTING OR TEACHER APPROVAL</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once Yes 	<b>ADVANCED PODCASTING:</b> If you enjoyed Beginning Podcasting and would like to continue to host, record, and edit your own podcast, this class is for you! In addition to making your own creations, you'll get to produce and collaborate with teachers and students in the school to develop their ideas as well. Gain industry level experience that can be applied to many different digital media careers.			


Course Title		Credit	Grade	Prerequisite
<b>LITERARY MAGAZINE</b>		<b>1</b>	<b>10-12</b>	<b>INTRO TO JOURNALISM OR INSTRUCTOR APPROVAL</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once Yes 	<b>LITERARY MAGAZINE:</b> Students in this class will be making content (including creative non-fiction, poetry, short stories, prints, photos, illustrations, etc) and editing content for a print and online literary magazine. The course will teach students how to organize submissions, select content and design layout. There will be time for both developing one's own artistic practice and voice, as well as curating a body of work that represents the McDaniel community.			


Course Title		Credit	Grade	Prerequisite
<b>BROADCAST COMMUNICATIONS</b>		<b>1</b>	<b>10-12</b>	<b>INTRO TO JOURNALISM OR INSTRUCTOR APPROVAL</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once Yes 	<b>BROADCAST COMMUNICATIONS:</b> In this class, students can produce, write, edit and air/publish various issues of importance to the McDaniel community. Students who want to learn more about broadcasting will have the opportunity to utilize the tools and community to produce their own segments for various methods of distribution including video, newspaper and online information formats.			


Course Title		Credit	Grade	Prerequisite
<b>EDITORIAL LEADERSHIP</b>		<b>1</b>	<b>10 - 12</b>	<b>SEE DESCRIPTION</b>
<p>GRADUATION Requirements in:</p> <p><b>ELECTIVE</b></p> <p>May be repeated for credit more than once</p> <p><b>Yes</b></p> <div>   </div>	<p><b>EDITORIAL LEADERSHIP:</b> Students will join this class to serve as section editors, page editors, managing editors, and other positions of leadership for McDaniel's student newspaper. They will work in partnership with the adviser to support the newspaper staff, through organizing, coaching and designing. There is a level of personal responsibility, ethics and skill essential for this course since it is a student-run program, and they facilitate the publishing cycle from start to finish: fact checking stories, giving copy editing notes, placing pieces, creating layouts, and distributing the publication. They also are responsible for communications with administration and other staff members about the operations of the publication. Being that our publications are public forums, editors shall learn how to report compassionately and accurately, by working closely with legal representatives and community advocates when making decisions about sensitive topics. Editors also work with the adviser on policy, style guide, templates and handbook. Note: This is a co-curricular program, so you will be expected to attend events, work on stories and collaborate with peers outside the school day. This level of work signals a deep level of commitment to student voice, public forums, and freedom of press.</p> <p>Prerequisite: Newspaper and/or teacher recommendation and approval.</p>			


Course Title		Credit	Grade	Prerequisite
<b>FOUNDATIONS OF DESIGN</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
<p>GRADUATION Requirements in:</p> <p><b>FINE ARTS</b></p> <p>May be repeated for credit more than once</p> <p><b>No</b></p> 	<p><b>FOUNDATIONS OF DESIGN:</b> The Foundations of Design is designed to drill deep into the basic techniques of all career and technical education art offerings at McDaniel. This course is designed as the first class in the Visual Art and Design Pathway. After completing this course, you will have a variety of choices available to you based on your interests. The topics we will cover include introductions to: Graphic Design, Photography, Video production, 3D Design, Textiles, Animation, Illustration, and Ceramics.</p>			


Course Title		Credit	Grade	Prerequisite
<b>CERAMICS</b>		<b>1</b>	<b>10 - 12</b>	<b>FOUNDATIONS OF DESIGN</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b> 	<b>CERAMICS:</b> 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 hand building 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.			

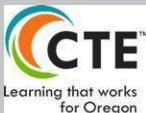
Course Title		Credit	Grade	Prerequisite
<b>CERAMICS ADVANCED</b>		<b>1</b>	<b>11 - 12</b>	<b>CERAMICS</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b> 	<b>CERAMICS ADVANCED:</b> Students will create a Ceramics portfolio of no less than 12 pieces based on a theme assigned quarterly. Students will independently choose the Ceramic methods and materials for the completion of their portfolios. Students will research Ceramic artists and Ceramics fields to deepen their knowledge of the Ceramics 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.			


Course Title		Credit	Grade	Prerequisite
<b>TEXTILES</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ART</b> May be repeated for credit more than once <b>Yes</b> 	<b>TEXTILES:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>CLOTHING AND APPAREL DESIGN</b>		<b>1</b>	<b>11-12</b>	<b>TEXTILES</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once Yes 	<b>CLOTHING AND APPAREL DESIGN:</b> The Clothing and Apparel course is designed to provide students with comprehensive knowledge and practical skills in the field of apparel and textile industries. This hands-on course focuses on various aspects of garment construction, design principles, textile selection, and industry-standard techniques. Students will explore the entire process of clothing production, from concept development and pattern making to final garment assembly.			


Course Title		Credit	Grade	Prerequisite
<b>ANIMATION &amp; ILLUSTRATION</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ART</b> May be repeated for credit more than once Yes 	<b>ANIMATION &amp; ILLUSTRATION:</b> is a course in which students express their visual creativity through drawing, storytelling, and other visual mediums. Throughout the course students will explore the international history and evolution of animation. Students will demonstrate creative self-expression as they learn basic drawing skills, techniques for original character design, the natural flow and movement of objects, and background development which includes an in-depth study of perspective drawing and layout. Instruction will be given in the following areas: Elements of art and principles of design; perspective drawing and layout, historical and cultural development of animation, and industry standard computer art basics and application software. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry.			


Course Title		Credit	Grade	Prerequisite
<b>ADVANCED ANIMATION &amp; ILLUSTRATION</b>		<b>1</b>	<b>11 - 12</b>	<b>ANIMATION &amp; ILLUSTRATION</b>
GRADUATION Requirements in: <b>FINE ART</b> May be repeated for credit more than once Yes 	<b>ADVANCED ANIMATION &amp; ILLUSTRATION:</b> This advanced course takes students beyond the basics, focusing on sophisticated drawing techniques, intricate storytelling, and advanced visual mediums. With an emphasis on refining original character designs, mastering nuanced object movement, and exploring complex background development, students delve into advanced perspective drawing and layout. The curriculum covers advanced elements of art and intricate principles of design. The course integrates industry standards and computer art applications, offering a contemporary perspective on animation. As part of Career and Technical Education (CTE), students gain real-world insights through field trips and interactions with industry professionals, ensuring they are well-prepared for the dynamic field of professional animation. A key highlight of the course places a strong emphasis on animation, making it a central focus for students looking to build impressive portfolios. Students will not only refine their drawing skills but will also master the art of dynamic storytelling through animation and create a diverse range of animated works, showcasing their ability to bring characters and narratives to life through a variety of software platforms.			


Course Title		Credit	Grade	Prerequisite
<b>THE ART OF PRODUCT DESIGN</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b> 	<b>THE ART OF PRODUCT DESIGN:</b> This project -based course explores form, function and aesthetics. Students will learn about a broad range of design related careers and gain an understanding for the impact and influence that craft and design can have on the world. Students will create prototypes as well as a final product for each design challenge. Class sessions are primarily workshop based and include hands-on activities, group discussion, demonstrations, and slide-presentations to reinforce the key ideas. Topics include identifying consumer needs, investigating problems in design, refining ideas, material use, design for production and manufacturing, production costs and retail pricing. We will explore a variety of materials and techniques such as: Clay, Mixed Media Sculpture: Wood, Cement, Plaster, and Wire, Metalsmithing Techniques, and Jewelry design. We will meet with local designers and visit a variety of local production facilities to learn about their process and products. 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.			


Course Title		Credit	Grade	Prerequisite
<b>LINKED DIGITAL MIXED MEDIA</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>LINKED DIGITAL MIXED MEDIA:</b> This course provides an introduction into digital art with a focus on digital imaging, photography, and filmmaking experimentation. This course introduces skills, techniques, and critique of digital art concepts such as image compositing, appropriation, collage, and remixing. Students will use graphic design, photography, and video techniques to explore their creative voice through the lens of historical and contemporary revolutionary writers and activists. Creative projects include posters to inform and challenge, social media campaigns, screen printing, controversial messaging, music videos, editorial photography, and publication techniques. Students learn the basics of art by preparing original art, digital art, and integrated art concepts. They receive instruction in the following areas; elements of art and principles of design; mechanical and computer design methods; finishing of art products; historical and cultural development of art and the design industry. The course teaches students how to organize ideas, create meaning in their original work, and integrate ideas into new and useful creations, thereby boosting students' confidence in their artistic abilities  <b>Students who choose this course will also be linked with Linked Digital Mixed English and Linked Materials &amp; Design Chemistry.</b>			




Course Title		Credit	Grade	Prerequisite
<b>PRINTMAKING</b>		<b>1</b>	<b>10 – 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b> 	<p><b>PRINTMAKING ADVANCED:</b> Students will learn techniques of fine art printmaking, e.g. relief printing, screenprinting, monotype, intaglio, collagraph and collage. This course covers the distinctive nature of printmaking including: tools, inks, paper, plate preparation, registration, printing processes and qualities of prints e.g. overlays, transparency, offset, and multiple images. The goal is for students to gain the skills and confidence to produce multiple images by hand printing and on a press while exploring personal visual expression. Hand printmaking techniques will engage the student with problem solving in drawing, design and color. Topics may include editions, suites and designation systems. Class sessions will comprise of independent and collaborative printing, lecture, demonstrations, discussion and critique.</p> <p>Students will be introduced to the work of artists and the history/tradition of fine art prints and along with basic Elements of Art and Principles of Design will be stressed within artwork. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry.</p>			


Course Title		Credit	Grade	Prerequisite
<b>ADVANCED PRINTMAKING</b>		<b>1</b>	<b>11 - 12</b>	<b>PRINTMAKING</b>
GRADUATION Requirements in: <b>FINE ART</b> May be repeated for credit more than once <b>Yes</b> 	<p><b>ADVANCED PRINTMAKING:</b> Advanced Printmaking invites students to expand their creative horizons by comprehensively studying advanced printmaking techniques. Throughout this course, participants will refine their skills in lithography, screen printing, relief printing, intaglio, experimental techniques, and mono printing. Studio management is a key element, along with exploring the printmaking industry as a career. Creating a cohesive body or work for a final exhibition will be one of the culminating activities, where students will have the opportunity to sell their work. The Adobe Creative Suite will also be a prominent member of the class. Completing Intermediate Printmaking is a prerequisite for all students, NO EXCEPTIONS.</p>			


Course Title		Credit	Grade	Prerequisite
<b>GRAPHIC DESIGN</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>GRAPHIC DESIGN:</b> Graphic 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.			


Course Title		Credit	Grade	Prerequisite
<b>PHOTOGRAPHY</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>PHOTOGRAPHY:</b> This Course includes basic theories, methods, and techniques used to plan, produce, and edit photos, including 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 photography as an information medium, and some of the ways in which it is created to achieve its desired effect on an audience. 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
<b>VIDEO PRODUCTION 1-2</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>VIDEO PRODUCTION 1-2:</b> Video Production focuses on career exploration in the field of video production. The Course includes basic theories, methods, and techniques used to plan, produce, and edit videos, includes instruction on lighting, camera operation, composition, and related computer software 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 used to achieve its desired effect on an audience. Students should be able to demonstrate a variety of production skills and techniques in 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.			

Course Title		Credit	Grade	Prerequisite
<b>VIDEO PRODUCTION 3-4</b>		<b>1</b>	<b>10 - 12</b>	<b>VIDEO PRODUCTION 1-2</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>VIDEO PRODUCTION 3-4:</b> Intermediate video is a continuation of video production that requires having had beginning video production. In this course, students begin to use their video production skills as a service to the community and to the McDaniel family. Students will begin to produce videos that are more school related, including producing the weekly announcements, live streaming assemblies, sports, schoolwide events and promotional videos geared toward advertising theater events, back to school nights, band and choir concerts, club fairs as well as homecoming and prom. The skills they learn in this class will give students the skills to market themselves to the broadcast communication job market with plenty of produced videos to add to their video reel resume should they choose to go into the broadcasting profession.			

Course Title		Credit	Grade	Prerequisite
<b>VIDEO PRODUCTION 5-6</b>		<b>1</b>	<b>10 - 12</b>	<b>VIDEO PRODUCTION 3-4</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>VIDEO PRODUCTION 5-6:</b> The advanced video class is a continuation of the intermediate class. In this class the advanced students will assume the role of executive producer for all the McDaniel video needs including producing the weekly announcements, promotional videos for various departments at McDaniel and any videos that admin requests to produce to be played on Trivory, our Instagram page or on the monitors around the commons. Advanced students will be directing the intermediate class in what needs to be done and instructing them on how to best produce it. For the end of the year the advanced students will be producing the senior video to be played at graduation."			

Course Title		Credit	Grade	Prerequisite
<b>AUDIO ENGINEERING</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>AUDIO ENGINEERING:</b> An introduction to the world of creating sound and music. Students will become familiar with technical musical/audio vocabulary and learn the practical skills necessary to work with digital audio equipment. Students will learn how to make 'beats', mix a song, and create music using industry standard tools and practices. Students will develop skills in tracking, mixing and creating a pre-master, as well as, learn about microphone placement and acoustics. Career opportunities may be possible through potential partnerships with local recording studios and professional sound engineers.			

Course Title		Credit	Grade	Prerequisite
<b>DIGITAL MEDIA PRINT SHOP</b>		<b>1</b>	<b>11 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b> 	<b>DIGITAL MEDIA PRINT SHOP:</b> This course is for students that are interested in production screen printing, large format printing, project graphic design, collaboration, and learning how to manage professional print projects. The main goal of this course is to support all of the printing needs of McDaniel. Students will have time for passion projects, and will have a link between the McDaniel Business department will be the main focus, by supplying products for the student store [stickers, printed garments, promotional items, etc...]. One goal for this course is to reach out to the local community and find projects that can help our local businesses and community groups with their printing needs. Students will earn their prescribed Work-Based Learning credits. This is an advanced CTE course.  Prerequisite: Graphic Tech Intermediate, Printmaking, Digital Mixed Media or CTE Art Capstone.			

Course Title		Credit	Grade	Prerequisite
<b>ART CAPSTONE</b>		<b>1</b>	<b>11-12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b> 	<b>ART CAPSTONE:</b> Students will propose, explore, create and present a long-term action-research project. This project is designed for each student to bring their voice and aesthetic to the forefront, exhibiting the best of what they have learned while expanding their learning. The culmination will include a visual artifact such as a website, perfect book, portfolio, etc... and a presentation to industry professionals and an exhibit. Students will participate in a minimum of one work-based learning experience. Students will excite this course with the ability to produce work, market and make connections to their career goals.  Prerequisite: Any intermediate visual arts or communication course.			

# Health and Physical Education

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

## **9th Grade:**

Health 1 / 9<sup>th</sup> Grade Inquiry  
Lifetime Fitness  
Strength and Conditioning  
Team Sports  
Women & Non Binary  
Strength and Conditiong

## **10th Grade:**

Health

## **10<sup>th</sup> – 12<sup>th</sup> Grade:**

Competitive Games\* #  
Mindfulness\* #  
Strength and Conditioning #  
Women and NonBinary  
Strength and Conditioning #  
Yoga\*#  
CPR/First Aid # (semester only course)  
Unified PE (application required)

Course Title		Credit	Grade	Prerequisite
<b>HEALTH 1 / 9<sup>TH</sup> GRADE INQUIRY</b>		<b>.5 HEALTH .5 ELECTIVE</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>HEALTH/ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<p><b>HEALTH 1:</b> 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, dieting, eating disorders, dating, marriage, sexuality, death and dying, abuse, environmental health, substance abuse, and infectious and chronic diseases. Other wellness topics may be included. <b>Students will take the second semester of health in 11<sup>th</sup> grade.</b></p> <p><b>9<sup>TH</sup> GRADE INQUIRY:</b> This class is designed to support ninth graders in the transition into high school to help them navigate their experiences and understand opportunities that exist at our school and beyond. Students in this course will also learn elements of equitable relationships, personal finance, digital literacy and restorative justice.</p> <p>Students will 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.</p>			

Course Title		Credit	Grade	Prerequisite
<b>HEALTH 1-2</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>HEALTH</b>  May be repeated for credit more than once  <b>No</b>	<p><b>HEALTH 1-2:</b> 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 stress management, depression, suicide prevention, 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.</p>			

Course Title		Credit	Grade	Prerequisite
<b>LIFETIME FITNESS</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>PHYSICAL EDUCATION</b>  May be repeated for credit more than once  <b>No</b>	<p><b>LIFETIME FITNESS:</b> This course will enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self-esteem and the motivation to pursue lifelong physical activity. Students will acquire knowledge of the benefits and principles of fitness, learn and apply self-management skills, and become physically active and build their fitness level. Our goal is to develop an independent decision maker capable of planning and implementing their own personal fitness program. Activities will include but are not limited to yoga, pilates, walking, zumba, kickboxing, and resistance training.</p>			

Course Title		Credit	Grade	Prerequisite
<b>STRENGTH &amp; CONDITIONING</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>PHYSICAL EDUCATION</b>  May be repeated for credit more than once  <b>No</b>	<p><b>STRENGTH &amp; CONDITIONING:</b> 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.</p>			

course Title		Credit	Grade	Prerequisite
<b>TEAM SPORTS</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>PHYSICAL EDUCATION</b> May be repeated for credit more than once <b>No</b>	<b>TEAM SPORTS:</b> This is a physical activity class that focuses on participation as it relates to cultural, ethnic, gender, and physical diversity in a variety of team sports. Activities include but are not limited to flag football, soccer, ultimate games, speedball, basketball, floor hockey, volleyball, and badminton. Content includes examining strategies, proper sportsmanship, refereeing, rules, and skills.			

Course Title		Credit	Grade	Prerequisite
<b>WOMEN &amp; NONBINARY STRENGTH &amp; CONDITIONING</b>		<b>1</b>	<b>9- 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>PHYSICAL EDUCATION</b> May be repeated for credit more than once <b>Yes</b>	<b>WOMEN'S SPEED &amp; STRENGTH:</b> Our goal is for women to feel safe, comfortable, and confident in the weight room. This course is suitable for beginners and experienced lifters, and is designed to improve students' muscular strength & endurance, flexibility and overall conditioning. Students will develop an understanding of the important role strength, conditioning and proper nutrition plays in lifetime fitness and disease & injury prevention. Instruction includes weight-room safety, and touches on basic anatomy and nutrition.			

Course Title		Credit	Grade	Prerequisite
<b>COMPETITIVE GAMES</b>		<b>1</b>	<b>10 - 12</b>	<b>SUCCESSFUL COMPLETION OF PE CREDIT</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>COMPETITIVE GAMES:</b> 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
<b>UNIFIED PE</b>		<b>1</b>	<b>9 - 12</b>	<b>See description</b>
GRADUATION Requirements in: <b>PHYSICAL EDUCATION</b> May be repeated for credit more than once <b>Yes</b>	<b>UNIFIED PE:</b> The goal of Unified PE is to build relationships and develop social & motor skills through group games & activities. This class will be composed of students with and without disabilities. The ideal candidate for this class is someone who enjoys and feels comfortable being active and working collaboratively with peers of all abilities. Unified PE provides an incredible experience for any student who may be thinking about the following career options: education, special education, physical education, psychology, physical or occupational therapy. Students do not need to excel in physical education or athletics; they need to be kind and supportive individuals who enjoy working with others. The ultimate goal for this class is to build peer relationships and strengthen our school community. Students can earn their PE credit or an elective credit by taking this course. Application and teacher recommendation is required.			

Course Title		Credit	Grade	Prerequisite
<b>MINDFULNESS: TAKING CARE OF YOURSELF, EACH OTHER, THE WORLD</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>MINDFULNESS - TAKING CARE OF YOURSELF, EACH OTHER AND THE WORLD:</b> 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 is offered as a community partnership between Portland Public Schools and the nonprofit Peace in Schools. Learn more at <a href="http://www.peaceinschools.org">www.peaceinschools.org</a>			

Course Title		Credit	Grade	Prerequisite
<b>YOGA</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>YOGA:</b> 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 of 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
<b>CPR / FIRST AID</b>		<b>.5</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b>	<b>CPR / FIRST AID:</b> Are you wanting to get your First Aid and CPR certification? Do you want to learn more about the human body systems and be able to help save someone's life? If you answered yes to any of these questions, sign up for First Aid and CPR. In this class we will take a deep dive into all things first aid and CPR while learning how to handle and give care in emergency situations. This class will be hands on and you will walk away with a great tool to add onto your resume. Topics will include the following: responding to emergencies, cardiac and breathing emergencies, care for bleeding, soft tissues, sudden illness, poisoning / substance abuse, and musculoskeletal. *This is a semester only class.			



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.

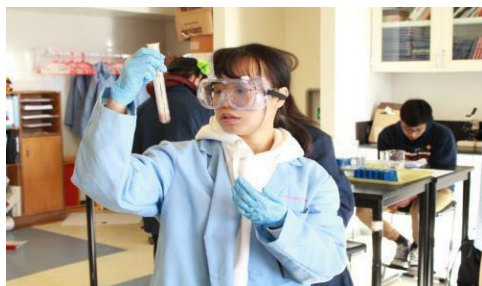



\*Student may enter the biomedical program through Human Body Systems



## LINKED HUMAN BODY SYSTEMS (LHBS)



*(w/ Linked Human Body Systems English & Linked Human Body Systems Chemistry)*

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 McDaniel with a major competitive advantage with career-ready skills and up to 8 free college credits.


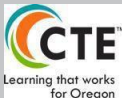




Course Title		Credit	Grade	Prerequisite
<b>PRINCIPLES OF BIOMEDICAL SCIENCES</b>		<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b> 	<b>PRINCIPLES OF BIOMEDICAL SCIENCES (PLTW):</b> Students are exposed to a variety of health careers/occupations and learn about important issues in healthcare. They experience how biology, chemistry, and physics are used by medical and health professionals. Students participate in real-life simulations and role-play exercises, and research the academic and people skills needed to pursue a variety of health-related fields.			

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>LINKED HUMAN BODY SYSTEMS</b>	<b>1</b>	<b>10</b>	<b>NONE</b>	<b>BIO103 - INTRO TO HUMAN ANATOMY AND PHYSIOLOGY</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>  	<b>LINKED HUMAN BODY SYSTEMS (PLTW):</b> In this Career and Technical Education pathway course, 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 model; 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.  <b>You will be enrolled in this course and Linked Human Body Systems English and Linked Human Body Systems Chemistry when forecasting for Human Body Systems in the Biomedical CTE Program of Study.</b>					


Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>HUMAN BODY SYSTEMS</b>	<b>1</b>	<b>11 - 12</b>	<b>NONE</b>	<b>BIO103 - INTRO TO HUMAN ANATOMY AND PHYSIOLOGY</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>  	<b>HUMAN BODY SYSTEMS (PLTW):</b> In this Career and Technical Education pathway course, 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 model; 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.					






Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>MEDICAL INTERVENTIONS</b>	<b>1</b>	<b>11 - 12</b>	<b>HUMAN BODY SYSTEMS</b>	<b>BIT102 - TOPICS IN BIOMEDICAL SCIENCE</b>	<b>3</b>	<b>FREE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b>			<p><b>MEDICAL INTERVENTIONS (PLTW):</b> In this elective, students learn about the variety of interventions involved in the prevention, diagnosis, and treatment of disease. They explore how to prevent and fight infection; how to screen and evaluate the code in our DNA; how to prevent, diagnose, and treat cancer; and how to prevail when the organs of the body begin to fail. Through these topics, students learn about a wide 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 student and earn 2 credits in BIT102 – Topics in Biomedical Science</p> <p><b>Prerequisite: Human Body Systems</b></p>			
 						

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>BIOMEDICAL INNOVATIONS</b>	<b>1</b>	<b>12</b>	<b>MEDICAL INTERVENTIONS</b>	<b>BIO109 – INTRO TO MEDICAL SCIENCES</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b>			<p><b>BIOMEDICAL INNOVATIONS (PLTW):</b> 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.</p> <p>Students enrolled in the course will register as an OIT students and earn 2 credits in BIO109 Introduction to Medical Sciences</p> <p><b>Prerequisite: Human Body Systems and Medical Interventions.</b></p>			
 						

# Career In Education

Course Title		Credit	Grade	Prerequisite
<b>INTRO TO EDUCATION</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once <b>No</b>  	<b>INTRO TO EDUCATION:</b> 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
<b>EDUCATIONAL INTERNSHIP 1-2</b>		<b>1</b>	<b>10 - 12</b>	<b>INTRO TO EDUCATION</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once <b>No</b>  	<b>EDUCATIONAL INTERNSHIP 1-2:</b> 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 student responsibility (Tri-Met pass provided).			

Course Title		Credit	Grade	Prerequisite
<b>EDUCATIONAL INTERNSHIP 3-4</b>		<b>1</b>	<b>11 - 12</b>	<b>INTRO TO EDUCATION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>EDUCATIONAL INTERNSHIP 3-4:</b> Students in this course will work alongside a certified school employee (such as teacher, counselor, or librarian) in a local school while exploring the field of education or child development as a future profession. Students will be asked to work with children one-on-one, in small groups or with the whole group. They will write reflective papers and/or complete assignments related to the internship. Students will create a lesson or project per semester that reflects their learning and present it to students they work with at the internship site. Exemplary attendance and appropriate school attire are required. Transportation to and from your site is to be by Tri-Met. Special Note: Students will be expected to participate in some activities outside of their school day.			
Course Title		Credit	Grade	Prerequisite
<b>RESTORATIVE PRACTICES SEMINAR &amp; PEER MEDIATION</b>		<b>2</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b> 	<b>RESTORATIVE PRACTICES SEMINAR &amp; PEER MEDIATION:</b> Restorative Practices Seminar elective is designed around the idea that conflict is something to be expected between people and groups of people. This course will prepare us with the mindsets, skills and perspectives to approach conflict in a restorative, healing way. This course provides an introduction into and exploration of the principles of restorative practices and their application to the treatment of human suffering. It will examine the values and assumptions of the restorative practices movement, including its alignment with racial equity, and will introduce students to some of the current applications at community, state, and national levels. This class is designed to build skills in analysis, critical thinking, communication, perspective-taking, and implementation of restorative practices and principles. Instructor lecture, guest speakers, panels, videos, discussion, role play, case analyses and student presentations will be utilized.			

# English Language Arts Course Sequence

Students must earn 4 credits in English Language Arts in order to graduate. ELA electives do not count toward this. \*This course is for elective credit only.

## **9th Grade:**

English 1-2

## **10th Grade:**

AP Seminar English 3-4

AP Seminar Linked Human Body  
Systems English (*w/ Linked Human Body  
Systems & Linked Human Body Systems  
Chemistry*)

AP Seminar Linked Digital Mixed  
Media English (*w/ Linked Digital Mixed Media  
& Linked Digital Mixed Media Chemistry Material  
and Design*)

AP Seminar Linked Business English 3-4 AP Seminar  
(*w/ Linked Intro to Business*)

## **11th Grade:**

English 5-6

AP English Language & Composition

## **12th Grade:**

AP English Literature and Composition  
College Writing & Literature (WR 121)  
Creative Writing (WR 121)  
Feminism/Gender Studies (WR 121)  
Hip Hop Literature (WR 121)  
Latin American Literature (WR 121)  
PSU Senior Inquiry (WR 121)

Course Title		Credit	Grade	Prerequisite
<b>ENGLISH 1-2</b>		<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b>  May be repeated for credit more than once <b>No</b>	<b>ENGLISH 1-2:</b> Students examine the major genres through four themes related to personal identity and heroism. Students read a balance of contemporary and classic works—short stories, essays, novels, poetry, dramas, and nonfiction—that encourages them to make inferences and look at the world through archetypal patterns. Students improve their writing, reading, speaking, listening, viewing, and study skills.			


Course Title		Credit	Grade	Prerequisite
<b>AP SEMINAR ENGLISH 3-4</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b>  May be repeated for credit more than once <b>No</b>	<b>ENGLISH 3-4:</b> Student curiosity drives this course. Students will practice reading and analyzing articles, research studies, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver presentations, both individually and as part of a team. Collaboration and communication are required components of this course. Students will leave AP Seminar/English 3-4 with skills that serve them in college, career, and life.			


Course Title		Credit	Grade	Prerequisite
<b>AP SEMINAR LINKED BUSINESS ENGLISH 3-4</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b>  May be repeated for credit more than once <b>No</b>	<b>LINKED BUSINESS ENGLISH 3-4:</b> Students learn about their writing process and the characteristics of various literary genres, deepening their understanding of themselves, others, and culture. While this class is designed for students of various abilities, students can work with their teacher to receive honors credit by completing high-level tasks. This is a Linked Learning course.  <b>Students who choose this class will be linked with Introduction to Business.</b>			


Course Title		Credit	Grade	Prerequisite
<b>AP SEMINAR LINKED MULTI MEDIA ENGLISH 3-4</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b>  May be repeated for credit more than once <b>No</b>	<b>LINKED MULTIMEDIA ENGLISH 3-4:</b> Students learn about their writing process and the characteristics of various literary genres, deepening their understanding of themselves, others, and culture. While this class is designed for students of various abilities, students can work with their teacher to receive honors credit by completing high-level tasks. This is a Linked Learning course.  <b>Students who choose this course will also be linked with Linked Digital Mixed Media and Linked Digital Mixed Media Chemistry Materials &amp; Design</b>			


Course Title		Credit	Grade	Prerequisite
<b>LINKED HUMAN BODY SYSTEMS ENGLISH</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b>	<b>LINKED HUMAN BODY SYSTEMS ENGLISH:</b> Using the brain and health as a lens, students analyze a variety of fiction, nonfiction, and media materials, as well as their own lives, to discover how the brain learns, develops, and changes over time. Students explore multiple genres of writing (narrative, expository, research-based, literary analysis, and creative fiction) and practice active reading strategies and discussion.  <b>You will be enrolled in this English course and Linked Human Body Systems and Linked Human Body Systems Chemistry when forecasting for Human Body Systems in the Biomedical CTE Program of Study.</b>			

Course Title		Credit	Grade	Prerequisite
<b>ENGLISH 5-6</b>		<b>1</b>	<b>11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b>	<b>ENGLISH 5-6:</b> Students read and interpret varied U.S. literature (dramas, essays, novels, poetry, nonfiction, short stories, and more), exploring what this work means in the context of a multicultural society. Students study canonical pieces as well as new and rediscovered voices. They produce writing as vehicles to explore social, historical, economic, political, and artistic issues.			


Course Title		Credit	Grade	Prerequisite
<b>AP ENGLISH LANGUAGE &amp; COMPOSITION</b>		<b>1</b>	<b>11</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>AP ENGLISH LANGUAGE &amp; COMPOSITION:</b> In this introductory college-level composition course, students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts. They explore topics such as rhetorical situations, claims and evidence, reasoning and organization, and style.  <b>Prerequisite:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>AP ENGLISH LITERATURE &amp; COMPOSITION</b>		<b>1</b>	<b>12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>AP ENGLISH LITERATURE &amp; COMPOSITION:</b> In this introductory college-level literary analysis course, students cultivate their understanding of literature through reading and analyzing texts. They explore concepts such as character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. <b>Prerequisite:</b> Commitment to an intensive, accelerated program and additional homework. English 1-2, 3-4, 5-6 or AP Language & Comp.			


Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>CREATIVE WRITING: ENGLISH 7-8</b>	<b>1</b>	<b>12</b>	<b>NONE</b>		<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b> 	<b>CREATIVE WRITING ENGLISH 7-8:</b> Students practice their writing skills in a variety of creative assignments and exercises for writing fiction, drama, and poetry. Students explore various literary forms using a wide variety of writers as models. Through close reading of professional authors, students hone their own writing skills. Upon successful completion of this course, students may be able to earn college credit.					


Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>COLLEGE WRITING &amp; LITERATURE: ENGLISH 7-8</b>	<b>1</b>	<b>12</b>	<b>NONE</b>	<b>(WR121) – ENGLISH COMPOSITION</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b> 			<b>COLLEGE WRITING &amp; LITERATURE ENGLISH 7-8:</b> In this college-level composition course, students learn how to craft academic essays—the style of writing they will encounter throughout college. Exploring themes around social media, digital culture, social justice, and health and wellbeing, students analyze nonfiction work and examine perspectives from a spectrum of possibilities. Students may earn both high school English 7–8 credit, as well as 4 transferable WR 121 college credits through Portland Community College.			

Course Title		Credit	Grade	Prerequisite
<b>HIP HOP LITERATURE: ENGLISH 7-8</b>		<b>1</b>	<b>12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b>		<b>HIP HOP LITERATURE ENGLISH 7-8:</b> Students 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. 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.		

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>FEMINISM/GENDER STUDIES: ENGLISH 7-8</b>	<b>1</b>	<b>12</b>	<b>NONE</b>	<b>(WR121) – ENGLISH COMPOSITION</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b> 			<b>FEMINISM/GENDER STUDIES ENGLISH 7-8</b> In this course, students focus on the roles that gender has played and continues to play in human societies. Using a feminist lens—which includes attention to race, class, gender, nationality, sexuality, and their intersections—students explore how the understanding of gender has changed throughout history and how it is being shaped in contemporary society. Upon successful completion of the course, students may earn both high school English 7–8 credit and 4 transferable Writing 121 college credits through Portland Community College.			



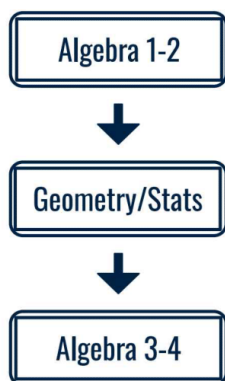
Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>LATIN AMERICAN LITERATURE/COLLEGE WRITING: ENGLISH 7-8</b>	<b>1</b>	<b>12</b>	<b>NONE</b>	<b>(WR121) – ENGLISH COMPOSITION</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b> May be repeated for credit more than once <b>No</b> 			<b>LATIN AMERICAN LITERATURE/COLLEGE WRITING ENGLISH 7-8:</b> Students study books, poetry, short stories, music, and art from a variety of Latin American countries. Students work closely with the Living in the U.S. and art classes to create a humanities/literature/art blend that encourages a rich Latin American/Chicano learning experience. Students create visual projects that celebrate 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. Upon successful completion of the course, students may earn both high school English 7–8 credit and 4 transferable Writing 121 college credits through Portland Community College.			

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE</b>	<b>1</b>	<b>12</b>	<b>NONE</b>	<b>UNST177/F005 – RACE &amp; SOCIAL JUSTICE</b>	<b>15</b>	<b>FREE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS &amp; SOCIAL STUDIES</b> May be repeated for credit more than once <b>No</b> 			<b>PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE- DOUBLE BLOCKED COURSE:</b> <b>ENGLISH 7-8:</b> In this course taught by high school and college instructors, students address contemporary race and social justice issues through a multidisciplinary lens. Students engage in rigorous reading, writing, and project work outside of school. Upon successful completion of this course, students may earn both high school English 7–8 credit as well as up to 15 transferable Writing, Social Science, Science, and Arts & Letters college credits through Portland State University. <b>GOV/ECON:</b> In this year-long dual-credit course offered in partnership with Portland State University, students use a multidisciplinary focus to address contemporary government and economics issues using a social justice framework. Students may be able to receive college as well as high school credit if they successfully complete this course.			

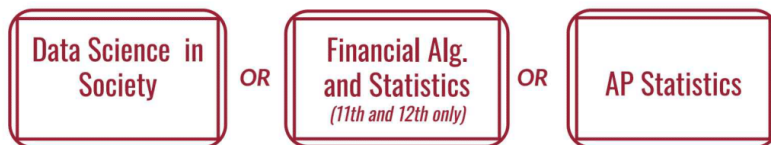


# McDaniel High School Math Offerings

## Start with Math Core:

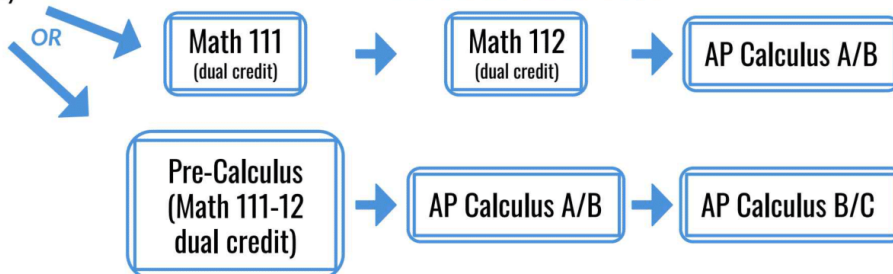


## Data Science / Statistics Options:



Choose a Math pathway

## Calculus Pathway:





**Note:** Students can take Statistics courses concurrently with Calculus Pathway classes

Course Title		Credit	Grade	Prerequisite
<b>ALGEBRA 1-2</b>		<b>1</b>	<b>9 – 11</b>	<b>NONE</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b>	<b>ALGEBRA 1-2:</b> Using the representation of functions as a unifying theme, students are introduced to linear, quadratic, exponential, and polynomial functions through graphical, numerical, and symbolic representations. They learn to solve linear equations, inequalities, systems of equations, and quadratic equations and deepen their understanding of basic algebraic concepts through hands-on activities. They also develop confidence in their ability to think mathematically.			


Course Title		Credit	Grade	Prerequisite
<b>GEOMETRY/STATISTICS</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b>	<b>GEOMETRY/STATISTICS:</b> Students solve problems using properties, proportions, and trigonometric relationships. They also study probability and statistics, emphasizing data collection and interpretation.			


Course Title		Credit	Grade	Prerequisite
<b>ADVANCED ALGEBRA 3-4</b>		<b>1</b>	<b>9 - 12</b>	<b>ALGEBRA 1-2</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b>	<b>ALGEBRA 3-4:</b> Students learn about modeling data and problem situations with functions, specifically linear quadratic, polynomial, exponential, rational, radical, and logarithmic functions. They are also introduced to complex numbers and problems in trigonometry and statistics. Students work both individually and in groups to solve problems, apply mathematics, and communicate their reasoning.			


Course Title		Credit	Grade	Prerequisite
<b>MATH 111</b>		<b>1</b>	<b>10-12</b>	<b>ALGEBRA 3-4</b>
GRADUATION Requirements in: <b>MATH</b> May be repeated for credit more than once <b>No</b> 	<b>MATH 111:</b> In this dual credit course with Portland Community College (PCC), students take a deeper look at advanced algebra topics. This course spreads the Math 111 course over a full year, allowing for more time to explore relations and functions graphically, numerically, symbolically, and verbally. Students will examine exponential, logarithmic, polynomial, and rational functions and investigate applications from a variety of perspectives. Students may be able to earn 4 PCC math credits upon successful completion of the course.			


Course Title		Credit	Grade	Prerequisite
<b>MATH 112</b>		<b>1</b>	<b>10-12</b>	<b>MATH 111</b>
GRADUATION Requirements in: <b>MATH</b> May be repeated for credit more than once <b>No</b> 	<b>MATH 112:</b> In this dual credit course with Portland Community College (PCC), we spread the Math 112 course over a full year. This allows for more time to explore trigonometric functions, equations and identities graphically, numerically, symbolically, and verbally. Students will examine right and oblique triangles, vectors, polar coordinates, and complex numbers.			

Course Title		Credit	Grade	Prerequisite
<b>DATA SCIENCE IN SOCIETY</b>		<b>1</b>	<b>10-12</b>	<b>ALGEBRA 1-2</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b>	<b>DATA SCIENCE IN SOCIETY:</b> Through a focus on data literacy, students are introduced to data-analysis tools and learn a variety of ways to interpret and visualize data. Students develop skills in understanding and working with data through tools such as Google Sheets, Python, Data Commons, and Tableau. They explore data through project-based units and strengthen their understanding of data analysis, sampling, correlation and causation, bias and uncertainty, probability, modeling with data, and making and evaluating data-based arguments.			
Course Title		Credit	Grade	Prerequisite
<b>FINANCIAL ALGEBRA &amp; STATISTICS</b>		<b>1</b>	<b>11 - 12</b>	<b>ALGEBRA 1-2, ALGEBRA 3-4</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b>	<b>FINANCIAL ALGEBRA &amp; STATISTICS:</b> Students gain the skills to look critically at numerical information through investigative questioning, data collection, and data analysis. In the financial algebra part of the course, students apply advanced algebra skills to model and explore the financial implications of budgeting, credit cards, student loans, buying a car, mortgages, investing, and more. In the statistics part of the course, students use data to answer questions. Must take Algebra 3-4 prior to Financial Algebra.			

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>PRE-CALCULUS / MATH 111-112</b>	<b>1</b>	<b>10-12</b>	<b>A or B in ADV ALG 3-4</b>	<b>MATH 111/112 – COLLEGE ALGEBRA/ELEM FUNCTIONS</b>	<b>10</b>	<b>FREE</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b> 	<b>PRE-CALCULUS/MATH 111-112:</b> In this dual credit course with Portland Community College (PCC) students learn about the major concepts of calculus: area between curves, limits, and rates of change. Students examine exponential, logarithmic, polynomial, and rational functions and investigate trigonometric functions, equations, and identities as well as right and oblique triangles, vectors, polar coordinates, parametric equations, and complex numbers. They explore relations and functions graphically, numerically, symbolically, and verbally. Students may be able to earn 10 PCC math credits upon successful completion of the course.					

Course Title		Credit	Grade	Prerequisite
<b>AP CALCULUS AB 1-2</b>		<b>1</b>	<b>10 - 12</b>	<b>PRE-CALCULUS/MATH 111</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b> 	<b>AP CALCULUS A B 1-2:</b> In this introductory college-level calculus course, students cultivate their understanding of differential and integral calculus by engaging with real-world problems represented graphically, numerically, analytically, and verbally. Students use definitions and theorems to build arguments and justify conclusions as they explore concepts such as change, limits, and the analysis of functions.  <b>NOTE:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>AP CALCULUS BC 1-2</b>		<b>1</b>	<b>11 - 12</b>	<b>AP CALCULUS AB 1-2</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b> 	<b>AP CALCULUS BC 1-2:</b> In this accelerated approach to calculus, students learn infinite series, polar and parametric equations, vectors, and advanced integration techniques. This course is equivalent to a third term of college calculus and prepares students to take the AP Calculus exam. Passing the exam may make students eligible for college credit.  <b>Note:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>AP STATISTICS</b>		<b>1</b>	<b>11 - 12</b>	<b>ADV ALGEBRA 3-4</b>
GRADUATION Requirements in: <b>MATHEMATICS</b> May be repeated for credit more than once <b>No</b> 	<b>AP STATISTICS:</b> Through an examination of socially relevant topics, students in this introductory college-level statistics course learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.  Expected homework/study time: 1 hour/night (2 hours per class meeting)			

Course Title		Credit	Grade	Prerequisite
<b>ADVANCED MATH SUPPORT</b>		<b>1</b>	<b>11 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b>	<b>ADVANCED MATH SUPPORT:</b> Are you planning to take Advanced Algebra or higher? 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.			

# Performing Arts

(One Year of Fine Arts is required for graduation)

## **BAND**

Beginning Band  
Drumline  
Jazz Ensemble  
Mariachi  
Symphonic Band  
Wind Ensemble (audition required)  
AP Music Theory

## **CHOIR**

Chamber Choir  
Concert Choir

## **THEATRE**

Beginning Acting  
Musical Theatre  
Technical Theatre  
Theatre for Social Justice  
Theatre Production Management

Course Title		Credit	Grade	Prerequisite
<b>BEGINNING BAND</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b>	<b>BEGINNING BAND:</b> This class is designed primarily for students who are new to a particular band instrument. The ultimate goal is to be ready to join Symphonic Band. No prior musical experience is necessary. The instruments offered are: Flute, Clarinet, Saxophone, Trumpet, Trombone, Tuba, and Percussion. No experience necessary. Only the will and desire to play an instrument. Students are given the opportunity to try the different instruments before they choose one to focus on. Students will be supplied with method books and instruments will be provided if they don't own one that is in working condition. Rentals will be discussed in class. The number of percussionists will be limited and decided on during the 1st month of class. The main focus of beginning percussionists will be on learning the snare drum and xylophone. Students will perform in the Fall, Winter, and Spring concerts.			

Course Title		Credit	Grade	Prerequisite
<b>DRUMLINE</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b>	<b>DRUMLINE:</b> 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 McDaniel Drumline performs throughout the city for events concerts, assemblies, and sporting events.			

Course Title		Credit	Grade	Prerequisite
<b>JAZZ ENSEMBLE</b>		<b>1</b>	<b>9 - 12</b>	<b>1 YEAR OF SCHOOL MUSIC</b>
GRADUATION Requirements in: <b>FINE ARTS</b> May be repeated for credit more than once <b>Yes</b>	<b>JAZZ ENSEMBLE:</b> <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.			

Course Title		Credit	Grade	Prerequisite
<b>SYMPHONIC BAND</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>SYMPHONIC BAND:</b> 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
<b>WIND ENSEMBLE</b>		<b>1</b>	<b>9 - 12</b>	<b>AUDITION REQUIRED</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>WIND ENSEMBLE:</b> 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
<b>MARIACHI</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>MARIACHI:</b> The Mariachi class rehearses and performs traditional Mexican Mariachi music. Students learn performance practices, instrumental skills and music reading skills while learning Mariachi music. Instruments include violin, guitarron, vihuela, trumpet, guitar, and voice. All skill levels are welcome.			

Course Title		Credit	Grade	Prerequisite
<b>CHAMBER CHOIR</b>		<b>1</b>	<b>9 - 12</b>	<b>AUDITION REQUIRED</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>CHAMBER CHOIR:</b> Audition required. This ensemble is for singers working on advanced vocal techniques. Chamber Choir musicians should also be registered for the Concert Choir if possible. Singers are expected to work on solos and small ensemble pieces to prepare for performance.			



Course Title		Credit	Grade	Prerequisite
<b>CONCERT CHOIR</b>		<b>1</b>	<b>9 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>CONCERT CHOIR:</b> McDaniel 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.  <b>Prerequisite:</b> Prior singing experience is expected. Incoming students are required to sing individually for section placement and voice.			

Course Title		Credit	Grade	Prerequisite
<b>AP MUSIC THEORY</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>AP MUSIC THEORY:</b> Students are expected to participate actively in classroom discussions and demonstrations each week. The Music In Theory And Practice textbook (provided by McDaniel H.S.) will be the bulk of required materials. The course is taught to the AP exam. Students take turns demonstrating concepts using the whiteboard, the voice or an instrument. We will use the Solfege theory of sight-singing. Students will utilize the keyboard for a variety of exercises, including developing the necessary skills needed in understanding harmonic progressions and melodies.			

Course Title		Credit	Grade	Prerequisite
<b>ACTING BEGINNING</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>ACTING BEGINNING:</b> 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
<b>MUSICAL THEATRE</b>		<b>1</b>	<b>9-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>MUSICAL THEATRE:</b> 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
<b>THEATRE FOR SOCIAL JUSTICE</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>THEATRE FOR SOCIAL JUSTICE:</b> Theatre has the potential to inspire, educate, and help people to develop empathy. Through examining the multitude of approaches to Social Justice Theatre, interacting with community organizations doing the same work, and creating pieces for performance, students will develop a keen sense of the possibilities of how theatre can inform and change the world			

Course Title		Credit	Grade	Prerequisite
<b>TECHNICAL THEATRE</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>TECHNICAL THEATRE:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>THEATRE PRODUCTION MANAGEMENT</b>		<b>1</b>	<b>10 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>FINE ARTS</b>  May be repeated for credit more than once  <b>Yes</b>	<b>THEATRE PRODUCTION MANAGEMENT:</b> Students will learn about these three areas through experience. They will write short plays, direct them, and learn how to manage them in production. These three areas of theatre overlap and empower the other, so experiencing all three provides students opportunities to explore their strengths as well as expand their skills in other areas. Students will also work with mentors from the local theatre community to see how these skills translate to the professional world.  <b>Prerequisite: Any previous high school theatre class or teacher permission.</b>			

# Science Department Course Sequence

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

## **9th Grade:**

NGSS Physics\* 1-2

## **10th Grade:**

Chemistry\* 1-2

Or

Linked Digital Mixed Media Chemistry  
(w/ Linked Digital Mixed Media & Linked Digital Mixed Media  
English)

Or

Linked Human Body Systems Chemistry  
(w/Linked Human Body Systems & Linked Human Body Systems English)

### **Optional additional science courses:**

Forensic Science 1-2

Zoology

## **11th Grade:**

Patterns Biology\* 1-2

### **Optional additional science courses:**

Forensic Science 1-2

AP Biology

Advanced Chemistry

AP Environmental

Science AP Physics 1

Zoology

## **12th Grade:**

Optional science courses:

Forensic Science 1-2

AP Biology

Advanced Chemistry

AP Environmental

Science AP Physics 1

Zoology

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
<b>PHYSICS 1-2 NGSS</b>		<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>SCIENCE</b> May be repeated for credit more than once <b>No</b>	<b>PHYSICS 1-2 NGSS:</b> Students learn about the core ideas of physics—including motion, forces, momentum, energy, waves, and electromagnetism. They experience the patterns approach of using experiments to learn physics content and then apply what they have learned in engineering design tasks. Students gain skills in problem solving, innovation, design, and critical thinking.			

Course Title		Credit	Grade	Prerequisite
<b>CHEMISTRY 1-2 NGSS</b>		<b>1</b>	<b>10</b>	<b>PHYSICS 1-2</b>
GRADUATION Requirements in: <b>SCIENCE</b> May be repeated for credit more than once <b>No</b>	<b>CHEMISTRY 1-2 NGSS:</b> In this lab-based course, students learn about the foundational principles of modern chemistry, including the structures of atoms and compounds, the periodic table of the elements, chemical reactions and physical changes, gasses, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Students study the themes of patterns as well as energy and matter. They also learn about scientific practices, engineering design, and social justice. Critical thinking, data analysis, and argumentation from evidence are also emphasized.			


Course Title		Credit	Grade	Prerequisite
<b>LINKED CHEMISTRY: MATERIALS AND DESIGN</b>		<b>1</b>	<b>10</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>SCIENCE</b> May be repeated for credit more than once <b>No</b>	<b>LINKED CHEMISTRY: MATERIALS AND DESIGN 1-2:</b> In this lab-based course, students focus 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 is a Linked Learning course. Students who choose this class will be linked with Linked Multimedia English.  <b>Prerequisite:</b> Physics 1-2  <b>Students who choose this course will also be in Linked Digital Mixed Media and Linked Digital Mixed Media English.</b>			


Course Title		Credit	Grade	Prerequisite
<b>LINKED HUMAN BODY CHEMISTRY</b>		<b>1</b>	<b>10</b>	<b>PHYSICS 1-2</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>	<b>LINKED HUMAN BODY SYSTEMS CHEMISTRY:</b> In this lab-based course, students examine the underlying causes of physical, chemical, and nuclear changes. Topics include types of change, atomic structure, nuclear change, chemical bonding, chemical reactions, kinetic theory, and thermodynamics. Students practice scientific inquiry and engineering design and address personal and community safety as well as the chemistry of climate destabilization and resilience. This is a Linked Learning course. Students who choose this class will be linked with Linked Human Body Systems English.  <b>You will be enrolled in this course and Linked Human Body Systems and Linked Human Body Systems English when forecasting.</b>			

Course Title		Credit	Grade	Prerequisite
<b>BIOLOGY 1-2 NGSS</b>		<b>1</b>	<b>11</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>	<b>BIOLOGY 1-2 NGSS:</b> In this lab-based course, students learn about the foundational principles of modern life science, including the relationship between molecules and organisms, genetics, evolution, and ecology. Students study the themes of structure and function as well as interaction and change. They also learn about scientific practices and engineering design. Critical thinking, data analysis, and argumentation from evidence are also emphasized.  <b>Prerequisite:</b> Chemistry 1-2 or concurrent enrollment for 10th grade students <i>with teacher recommendation</i> .			



Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>ADVANCED CHEMISTRY</b>	<b>1</b>	<b>11- 12</b>	<b>SEE DESCRIPTION</b>	<b>CHE 221-222 GENERAL CHEMISTRY 1 &amp; 11</b>	<b>10</b>	<b>FREE</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>  	<b>ADVANCED CHEMISTRY:</b> Advanced Chemistry is the equivalent of two quarters of college laboratory chemistry. It is a rigorous study of atomic structure, periodic trends, chemical bonding, molecular geometry, intermolecular forces, phase transitions, properties of solutions, chemical reactions (including acid/base, redox, and precipitation reactions), gas laws and kinetic-molecular theory, and thermochemistry. The course emphasizes laboratory work and science practices.  Expected study time outside of class: 1 hour/day Students can earn 10 OIT science credits upon satisfactory completion of the course. <b>Prerequisite:</b> Patterns Chemistry 1-2 and MATH 111-112 (or concurrent enrollment).					


Course Title		Credit	Grade	Prerequisite
<b>FORENSIC SCIENCE 1-2</b>		<b>1</b>	<b>10 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>	<b>FORENSIC SCIENCE 1-2:</b> Through the investigation of crime-scene evidence, students gain an overview of basic forensic science concepts and techniques, including the underlying chemical, biological, and physical principles employed in the analysis and interpretation of physical evidence. 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. <b>Prerequisite:</b> Physics, Chemistry/Biology (concurrent enrollment for sophomores/juniors)			


Course Title		Credit	Grade	Prerequisite
<b>AP PHYSICS 1</b>		<b>1</b>	<b>11 - 12</b>	<b>ADV ALGEBRA 3-4</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b> 	<b>AP PHYSICS 1:</b> In this course, which mimics a typical college algebra-based freshman physics class, students study kinematics, dynamics, work, energy, gravity, rotational motion, DC circuits, mechanical waves, and sound. Students perform frequent laboratory work and are encouraged to take the AP exam for college credit. <b>Prerequisite:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>HUMAN BODY SYSTEMS, PLTW</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b> 	<b>HUMAN BODY SYSTEMS, PLTW:</b> In this Career and Technical Education pathway course, 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 model; 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.			



Course Title		Credit	Grade	Prerequisite
<b>AP ENVIRONMENTAL SCIENCE</b>		<b>1</b>	<b>11 – 12</b> <b>(grade 10 with teacher approval)</b>	<b>CHEMISTRY 1-2</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>   	<b>AP ENVIRONMENTAL SCIENCE:</b> In this interdisciplinary course, students learn how human society and nature overlap and interact. They better understand the natural world, identify human-made problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them in the modern era. Economics, politics, sociology, health, and history—among other topics—are discussed frequently.  <b>Prerequisite:</b> Chemistry (or concurrent enrollment)			

Course Title		Credit	Grade	Prerequisite
<b>PRINCIPLES OF BIOMEDICAL SCIENCES</b>		<b>1</b>	<b>9</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>PRINCIPLES OF BIOMEDICAL SCIENCES (PLTW):</b> 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.  <b>Prerequisite:</b> Students and Parents/Guardians must sign a Basic Statement of Understanding.			

Course Title		Credit	Grade	Prerequisite
<b>AP BIOLOGY</b>		<b>1</b>	<b>11 - 12</b>	<b>BIOLOGY 1-2, CHEMISTRY 1-2</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>  	<b>AP BIOLOGY:</b> In this college-level course, students engage in in-depth study and laboratory work involving AP Biology labs, various class activities, and an annual field trip to Oregon Health & Science University. Topics covered include biochemistry, cell biology, genetics, biotechnology, evolution, human anatomy and physiology, and plants. This course prepares students for the AP exam. Those who attain successful scores on the exam may receive college credit.			

Course Title		Credit	Grade	Prerequisite
<b>CLIMATE JUSTICE</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>CLIMATE JUSTICE:</b> This is a student initiated and led course. The course follows and applies itself to current climate events at the local, regional, national and international levels. We look at the climate emergency from both scientific and rights perspectives - exploring how the crisis has been created and pathways of response. A just transition lens will be used to analyze proposed solutions and policy. Students will drive the focus of the class and what projects we work on as individuals, groups and/or a class. Exploration of possible careers and engagement with local policy making will be a part of class.			

Course Title		Credit	Grade	Prerequisite
<b>ZOOLOGY</b>		<b>1</b>	<b>11 - 12</b>	<b>BIOLOGY 1-2 OR CONCURRENT ENROLLMENT</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<b>ZOOLOGY:</b> This course discusses the branch of biology that deals with animals and animal life, including the study of the structure, physiology, development, and classification of animals. Some of the topics discussed include the classification of animals, invertebrates, including sponges, flatworms, mollusks, insects, arthropods, and echinoderms, as well as vertebrates, including fishes, amphibians, reptiles, "birds", and mammals. Students will demonstrate a high level of understanding in problem solving through scientific investigation in formal indoor and outdoor lab settings through field survey, volunteering, field trips, dissections, and in class research projects.			

Course Title		Credit	Grade	Prerequisite
<b>LABORATORY TECHNICAL ASSISTANT</b>		<b>1</b>	<b>11 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>LABORATORY TECHNICAL ASSISTANT:</b> In this elective, students receive training and experience in laboratory technology. Activities include setting up labs, making solutions, correcting lab reports, word processing, plant and animal care, lab clean up, inventory, and assisting students with their regular lab assignments.  <b>Prerequisite:</b> 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.			

# Engineering + Computer Science Pathways

The Engineering and Computer science pathways offer a wide range of classes to develop students' critical thinking and problem-solving abilities through project-based, hands-on learning. All students will benefit from exploring what computer science and engineering have to offer. All future careers require some level of technology expertise and these classes are an essential first step.

Not sure where to start? No problem! Sign up for our survey course: Exploring STEM. This is a project based course that exposes students to a variety of topics in CS and Engineering.

Exploring STEM

Already know where you want to begin? Adding a new skill to your existing engineering/comp sci arsenal? Dive into a focused introductory level class.

Principles of Engineering

CAD

AP CS Principles

Deepen your knowledge and broaden your skill set with our wide array of intermediate courses.

Aerospace Engineering

Drones

AP CS A (Java)

Robotics 1

Digital Electronics


Computer Science 5-6


Robotics 2


Show off your skills and creativity with a senior capstone project!


Engineering Capstone


CS Capstone


Course Title		Credit	Grade	Prerequisite
<b>EXPLORING STEM</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE/ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>EXPLORING STEM:</b> This is an introductory course. Students will explore digital electronics, coding, robotics, and simple machines as they work together to create their own games. The course is intended to help students determine which future engineering courses suit their interests.  <b>CTE Computer Science/Engineering Pathway course</b>			

Course Title		Credit	Grade	Prerequisite
<b>PRINCIPLES OF ENGINEERING (POE)</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>PRINCIPLES OF ENGINEERING (POE):</b> Explore a broad range of engineering topics, including simple machines, structural strength, and robotics. 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
<b>DIGITAL ELECTRONICS (DE)</b>		<b>1</b>	<b>10 - 12</b>	<b>GRADE 10-12 OR TEACHER APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>DIGITAL ELECTRONICS (DE):</b> Explore introductory series and parallel circuits. Design and verify circuits using schematic capture software. Learn Arduino coding for engineering automation - circuits, robots, motors, and sensors. 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, and multimeters. Code with Arduino to solve engineering problems. Use an engineering notebook to organize knowledge and document project work.  (This course is not part of PLTW)			


Course Title		Credit	Grade	Prerequisite
<b>AEROSPACE ENGINEERING (AE)</b>		<b>1</b>	<b>10 - 12</b>	<b>PRINCIPLES OF ENGINEERING OR TEACHER APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>AEROSPACE ENGINEERING (AE):</b> This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.			

Course Title		Credit	Grade	Prerequisite
<b>FLYING QUADCOPTORS AND DRONES</b>		<b>1</b>	<b>10 - 12</b>	<b>GRADE 10-12 OR TEACHER APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>FLYING QUADCOPTORS AND DRONES:</b> Using several STEM related skills, learn to fly and code drones to perform various tasks, indoors and outdoors, using onboard cameras and automation. You may also have the opportunity to design your own drone and 3D print out parts to build one.			


Course Title		Credit	Grade	Prerequisite
<b>ROBOTICS 1-2</b>		<b>1</b>	<b>10 - 12</b>	<b>GRADES 10-12 OR TEACHER APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>ROBOTICS 1-2:</b> 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
<b>ROBOTICS 3-4</b>		<b>1</b>	<b>11 - 12</b>	<b>ROBOTICS 1-2</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>ROBOTICS 3-4:</b> Students in Advanced Robotics form McDaniel's FIRST Tech Challenge team: MechBots (Team #24077). Each season, students are challenged to design, build, program, and operate a robot to compete in a head-to-head challenge against other teams in an alliance format. In addition to class time, the team attends 4 league meets and one league tournament on 5 Saturdays, approximately once a month from October to February. This year long design challenge requires students to have taken at least one of the following: Robotics 1-2, CAD, Digital Electronics, or AP CS - A.			


Course Title		Credit	Grade	Prerequisite
<b>CAD – COMPUTER AIDED DESIGN</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>CAD - COMPUTER AIDED DESIGN:</b> Computer Aided Design is a fundamental skill used in most Engineering fields to model physical objects with a computer. Students will learn to use software to create 3D models and virtual objects which can be turned into physical objects using 3D printers and vinyl cutters. Students will complete a variety of projects which will grow in complexity over the year, with outputs which may include 3D printing, CNC work, molds, and laser cutting.			

Course Title		Credit	Grade	Prerequisite
<b>AP CS PRINCIPLES</b>		<b>1</b>	<b>9 -12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>CTE/ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>AP CS PRINCIPLES:</b> Everyone should learn some coding because computational problem solving are fundamental 21 <sup>st</sup> century skills and because REPRESENTATION MATTERS. Learn the fundamentals of coding with Python in this introductory course; no prior coding experience is needed to be successful. Passing AP scores are accepted for college elective credit. After the AP test, use a Raspberry Pi or micro bit to bring code off the screen and into the real world. This course will prepare you for AP Computer Science A.  <b>CTE Computer Science Pathway course</b>			



Course Title		Credit	Grade	Prerequisite
<b>AP COMPUTER SCIENCE A</b>		<b>1</b>	<b>10-12</b>	<b>AP CS PRINCIPLES</b>
GRADUATION Requirements in: <b>CTE/ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>AP COMPUTER SCIENCE A:</b> 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.  <b>CTE Computer Science Pathway Course</b>			

Course Title		Credit	Grade	Prerequisite
<b>COMPUTER SCIENCE 5-6</b>		<b>1</b>	<b>11-12</b>	<b>AP CS PRINCIPLES, AP COMPUTER SCIENCE A</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>MATH 111:</b> In this course, students will leverage their existing knowledge in computer science to delve deeper into the intricate aspects of software design and development. They will learn the principles of game mechanics, interactive storytelling, and user experience design to craft captivating and engaging games.  The course will introduce students to the fascinating world of VR programming, equipping them with the skills necessary to create immersive environments using cutting-edge technology. Through hands-on projects and coding exercises, students will explore techniques for developing VR applications, including spatial computing, user interfaces, and immersive interactions.  <b>CTE Computer Science Pathway Course</b>			

Course Title		Credit	Grade	Prerequisite
<b>CAPSTONE</b>		<b>1</b>	<b>12</b>	<b>GRADE 12 OR TEACHER APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>CAPSTONE:</b> Bring together knowledge and skills acquired throughout your chosen STEM pathway. Identify a problem, then follow the design process to develop a solution, ultimately presenting your solution to a panel of professionals. Learning is self-directed, with guidance from the teacher and/or industry professionals on design, goal setting, and industry standard documentation. Projects may be independent or students may choose to work in teams.			

# Construction



## **1st Year**

### **Introduction to Construction**

(Develop skills with hand & power tools)

## **2nd Year**


### **Intermediate Construction**


(Increase constructions skills  
including creating your own plans)


## **3rd Year**


### **Advanced Construction Construction Management**

(Explore the business side of  
construction)

Course Title		Credit	Grade	Prerequisite
<b>INTRODUCTION TO CONSTRUCTION</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>INTRODUCTION TO CONSTRUCTION:</b> 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
<b>INTERMEDIATE CONSTRUCTION</b>		<b>1</b>	<b>10 - 12</b>	<b>INTRO TO CONSTRUCTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>INTERMEDIATE CONSTRUCTION:</b> This course builds on skills developed in Intro to Construction. Students will deepen their knowledge by creating and executing their own building plans. This process will include cost analysis, code compliance, appropriate material selection, and resource management. Larger projects such as sheds, decks, and play structures are designed, planned, and built.			

Course Title		Credit	Grade	Prerequisite
<b>ADVANCED CONSTRUCTION</b>		<b>1</b>	<b>11 - 12</b>	<b>GRADE C OR BETTER IN INTERMEDIATE CONSTRUCTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>ADVANCED CONSTRUCTION:</b> This course builds on skills and knowledge from Intermediate Construction. Additionally, students will combine knowledge from multiple trades to build more complex projects such as micro homes, tiny home trailers, a complete bathroom or kitchen for a capstone project. Students will have more opportunities to explore specific trades as a viable career option.			

Course Title		Credit	Grade	Prerequisite
<b>CONSTRUCTION MANAGEMENT</b>		<b>1</b>	<b>11 - 12</b>	<b>INTERMEDIATE CONSTRUCTION, ALGEBRA 1-2</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>CONSTRUCTION MANAGEMENT:</b> This course is designed for advanced construction students who are interested in a possible career within the trades. Students will continue to hone technical skills while designing and building more complex projects such as tiny homes, remodels, and commercial building projects. There is also an emphasis on business and management. This course is two-periods and will require off-site job experiences with industry professionals on current projects. Students in this course will also be expected to practice management skills while working with introductory students as well as create, maintain, and manage inventory of resources for the entire construction program.			

# Sustainable Agriculture CTE Program

McDaniel'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.

Sustainable Agriculture 1-2\*  
Introductory Level  
College Credit: 4

Cooking from the Garden 1-2  
(Food Processing)  
Introductory Level

Urban Farming\*  
Intermediate Level  
Prerequisite: Sustainable Ag 1-2  
College Credit: 4

Cooking from the Garden 3-4  
(Food Processing)  
Intermediate Level  
Prerequisite: Cooking from the Garden 1-2

Alternative Gardening  
Methods\* (Aquaponics)  
Intermediate Level  
Prerequisite: Sustainable Ag 1-2  
College Credit: 4

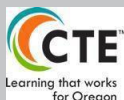
Summer Garden Internship  
At least one class in the Food &  
Sustainable Ag Program is  
required for the paid summer  
garden internship. See Nealon  
for application.

Capstone Sustainable Ag  
Advanced Level  
Prerequisite: Sustainable Ag 1-2  
and Alternative Gardening OR  
Urban Farming

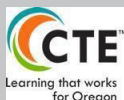




**\*CTE Pathway required courses:** Students who successfully complete both required courses will be recognized as a CTE completer in Sustainable Agriculture with cords at graduation.

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>SUSTAINABLE AGRICULTURE 1-2</b>	<b>1</b>	<b>9 - 12</b>	<b>NONE</b>	<b>ORGANIC FARMING PRACTICUM</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>			<p><b>SUSTAINABLE AGRICULTURE 1-2:</b> 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"> <li>• Plan and plant veggies and fruits in your own garden plot</li> <li>• Take care of and learn about our chickens</li> <li>• Save seeds</li> <li>• Understand plant anatomy, physiology and classification</li> <li>• Perform hands-on lab experiments</li> <li>• Use environmentally responsible gardening and farming methods</li> <li>• Study and observe the soil food web</li> <li>• Critically think about the food system to find solutions to social and environmental problems</li> <li>• Utilize garden for cooking food, making medicine and tea</li> <li>•</li> </ul> <p>Receive 4 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
<b>URBAN FARMING INTERMEDIATE</b>	<b>1</b>	<b>10 - 12</b>	<b>INTRO SUSTAINABLE AGRICULTURE 1-2</b>	<b>HOR136 – PROPAGATION OF EDIBLE PLANTS</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>			<p><b>URBAN FARMING:</b> Students in Urban Farming 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 grafting in the greenhouse. Students learn farmer's market customer service and business skills through the annual plant sale.</p> <p>Receive 4 college credits in Propagation of Edible Plants (HOR-135) from Clackamas Community College for completing one year of Urban Farming.</p>			



Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>ALTERNATIVE GARDENING METHODS (AQUAPONICS)</b>	<b>1</b>	<b>10 - 12</b>	<b>INTRO SUSTAINABLE AGRICULTURE 1-2</b>		<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>			<b>ALTERNATIVE GARDENING METHODS (AQUAPONICS):</b> Students in this course, will dive into other methods for growing plants and food, including aquaponics, hydroponics, and permaculture.  Receive 4 college credits from Clackamas Community College for completing one year of alternative gardening methods.			
 						

Course Title		Credit	Grade	Prerequisite
<b>COOKING FROM THE GARDEN 1-2 (FOOD PROCESSING)</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>COOKING FROM THE GARDEN (FOOD PROCESSING):</b> 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
<b>COOKING FROM THE GARDEN 3-4 (FOOD PROCESSING INTERMEDIATE)</b>		<b>1</b>	<b>10 - 12</b>	<b>COOKING FROM THE GARDEN 1-2 (FOOD PROCESSING)</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>FOOD PROCESSING INTERMEDIATE:</b> will build on the foundational skills and knowledge gained in Cooking from the Garden to create value-added products from freshly grown fruit and veg to sell to our community. Students will create a planting plan and collaborate with the intermediate Sustainable Ag course to plant crops for fresh food preparation and preservation. They will field test food products, such as jams, pickles, and pastries and learn from student consumer focus groups. Students will also learn to cook with and explore animal proteins as an integral part of farms and component in the US diet. Students' learning will culminate in planning and hosting a farm-to-table meal.			

Course Title		Credit	Grade	Prerequisite
<b>CAPSTONE SUSTAINABLE AG</b>		<b>1</b>	<b>11-12</b>	<b>SUSTAINABLE AGRICULTURE 1-2, SUSTAINABLE AGRICULTURE 3-4</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>SENIOR CAPSTONE:</b> 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 <sup>th</sup> grade can take this class.			



# Social Studies

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

**\*Elective credit is earned**

## **9<sup>TH</sup> GRADE**

Modern World History  
AP Human Geography\*  
Indigenous Studies\*  
Ethnic Studies\*  
Speech & Debate\*  
AP Seminar African Diaspora\*

## **10<sup>TH</sup> GRADE**

US History  
AP Human Geography\*  
AP Psychology\*  
Ethnic Studies\*  
Indigenous Studies\*  
Speech & Debate\*  
AP Seminar African Diaspora\*

## **11<sup>TH</sup> GRADE**


AP US History  
AP Human Geography\*  
AP Psychology\*  
Criminal Justice\*  
Ethnic Studies\*  
Indigenous Studies\*  
Speech & Debate\*  
AP African American Studies\*  
AP Seminar African Diaspora\*  
AP Macroeconomics

## **12<sup>TH</sup> GRADE**

Government/Economics  
AP Government/Economics  
PSU Senior Inquiry  
AP US History  
AP Human Geography\*  
AP Psychology\*  
Ethnic Studies\*  
Criminal Justice\*  
Indigenous Studies\*  
Speech & Debate\*  
AP African American Studies\*  
AP Seminar African Diaspora\*  
AP Macroeconomics


Course Title		Credit	Grade	Prerequisite
<b>MODERN WORLD HISTORY 1-2</b>		<b>1</b>	<b>9</b>	<b>NONE</b>
GRADUATION Requirements in: <b>GLOBAL STUDIES</b>  May be repeated for credit more than once  <b>No</b>	<b>MODERN WORLD HISTORY 1-2:</b> Students study contemporary and past events through an examination of case studies. They learn about other cultures through a lens of understanding conflicts that is relevant to the greater global community. Students also improve their ability to think in terms of historical significance and connections to current global reality.			


Course Title		Credit	Grade	Prerequisite
<b>US HISTORY 1-2</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>US HISTORY</b>  May be repeated for credit more than once  <b>No</b>	<b>US HISTORY 1-2:</b> Students explore the processes of change that have molded and influenced the past, present, and future of the United States. Starting with Reconstruction in the 1860s and ending in the present day, students examine how past events impacted future phenomena.			


Course Title		Credit	Grade	Prerequisite
<b>AP US HISTORY</b>		<b>1</b>	<b>11-12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>US HISTORY</b>  May be repeated for credit more than once  <b>No</b> 	<b>AP US HISTORY:</b> Students contemplate the complexities of the American experience by comparing the experiences of different ethnic and social groups throughout history while learning college-level and professional-level historical skills. After completing this course, students should be prepared to take the U.S. History AP exam. Passing the AP exam makes a student eligible to receive college credit for the course.			


Course Title		Credit	Grade	Prerequisite
<b>ECONOMICS</b>		<b>0.5</b>	<b>12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ECONOMICS</b>  May be repeated for credit more than once  <b>No</b>	<b>ECONOMICS:</b> Students in this one-semester course study the principles and foundations of different economic theories, including macroeconomics and microeconomics. They also explore personal economics, such as consumerism, credit, investment, and labor, as well as the dynamics of globalization, including monetary institutions, governments, and corporations.			


Course Title		Credit	Grade	Prerequisite
<b>GOVERNMENT</b>		<b>0.5</b>	<b>12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>GOVERNMENT</b>  May be repeated for credit more than once  <b>No</b>	<b>GOVERNMENT:</b> Students in this one-semester course study forms of government and the formation, foundation, and function of U.S. government. Students explore the organization, duties, and powers of government and learn the rights and responsibilities of active civic engagement.			

Course Title		Credit	Grade	Prerequisite
<b>AP GOVERNMENT &amp; POLITICS</b>		<b>0.5</b>	<b>12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>GOVERNMENT</b>  May be repeated for credit more than once  <b>No</b>  	<b>AP GOVERNMENT &amp; POLITICS:</b> Students study the key concepts and institutions of the political system and culture of the United States. They analyze the U.S. Constitution and other documents as well as complete a research or applied civics project. After completing this course, students should be prepared to take the U.S. Government and Politics AP exam. Passing the AP exam makes a student eligible to receive college credit.			


Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE</b>	<b>1</b>	<b>12</b>	<b>NONE</b>	<b>UNST177/F005 – RACE &amp; SOCIAL JUSTICE</b>	<b>15</b>	<b>FREE</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS &amp; SOCIAL STUDIES</b>  May be repeated for credit more than once  <b>No</b>  	<b>PSU SENIOR INQUIRY HIGH SCHOOL PROGRAM: RACE AND SOCIAL JUSTICE-DOUBLE BLOCKED COURSE:</b>  <b>ENGLISH 7-8:</b> In this course taught by high school and college instructors, students address contemporary race and social justice issues through a multidisciplinary lens. Students engage in rigorous reading, writing, and project work outside of school. Upon successful completion of this course, students may earn both high school English 7–8 credit as well as up to 15 transferable Writing, Social Science, Science, and Arts & Letters college credits through Portland State University. <b>GOV/ECON:</b> In this year-long dual-credit course offered in partnership with Portland State University, students use a multidisciplinary focus to address contemporary government and economics issues using a social justice framework. Students may be able to receive college as well as high school credit if they successfully complete this course.					


Course Title		Credit	Grade	Prerequisite
<b>AP HUMAN GEOGRAPHY</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVES</b>  May be repeated for credit more than once  <b>No</b>  	<b>AP HUMAN GEOGRAPHY:</b> Students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. After completing this course, students should be prepared to take the Human Geography AP exam. Passing the AP exam makes a student eligible to receive college credit for the course.			

Course Title		Credit	Grade	Prerequisite
<b>AP PSYCHOLOGY</b>		<b>1</b>	<b>10 – 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>AP PSYCHOLOGY:</b> Students explore the ideas, theories, and methods of the scientific study of behavior and mental processes. They examine the concepts of psychology through reading and discussion and analyze data from psychological research studies. This course is designed to prepare students to take the AP Psychology exam. Passing the AP exam makes a student eligible to receive college credit.			

Course Title	HS Credit	Grade	Prerequisite	College Course & Category	College Credits	Cost
<b>ETHNIC STUDIES</b>	<b>1</b>	<b>9 -12</b>	<b>NONE</b>	<b>ES101 INTRO TO ETHNIC STUDIES</b>	<b>4</b>	<b>FREE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>  	<b>ETHNIC STUDIES:</b> In this interdisciplinary study of race, ethnicity, and indigenous identity, students analyze the ways in which race and racism have been and continue to be powerful social, cultural, and political forces. Students analyze race and its role in other experiences of stratification—including gender, class, sexuality, and legal status.					


Course Title		Credit	Grade	Prerequisite
<b>CRIMINAL JUSTICE</b>		<b>1</b>	<b>11 – 12</b>	<b>US HISTORY</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>CRIMINAL JUSTICE:</b> Students learn about criminal justice fundamentals and careers while investigating the question of how we can improve our current criminal justice system to better meet the needs of all Americans. In the first semester, students partner with Lewis & 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. In the second semester, students hear from 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
<b>AP MACROECONOMICS</b>		<b>1</b>	<b>11 – 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ECONOMICS</b>  May be repeated for credit more than once  No  	<b>AP MACROECONOMICS:</b> AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.			

Course Title		Credit	Grade	Prerequisite
<b>AP AFRICAN AMERICAN STUDIES</b>		<b>1</b>	<b>11 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>  	<b>AP AFRICAN AMERICAN STUDIES:</b> This is an interdisciplinary course that examines the diversity of African American experiences from early African kingdoms through the ongoing challenges and achievements of Black Americans today. Students will interact with varied sources to understand the complexities of Black experience in the United States.			

Course Title		Credit	Grade	Prerequisite
<b>INDIGENOUS STUDIES</b>		<b>1</b>	<b>9 – 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>INDIGENOUS STUDIES:</b> Students examine 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. Students explore the relationship between Native American Tribes and the U.S. government and look at modern issues faced by Indigenous people such as relocation, educational assimilation, and issues of sovereignty.			

Course Title		Credit	Grade	Prerequisite
<b>SPEECH AND DEBATE</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<b>SPEECH AND DEBATE:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>AP SEMINAR: AFRICAN DIASPORA</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>  	<b>AP SEMINAR: AFRICAN DIASPORA:</b> This is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics related to the African Diaspora. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their findings around the cultures, histories, and issues related to the communities descended from the people of Africa.			

# WORLD LANGUAGE

Two years in the same World Language is required for graduation.

## **1<sup>st</sup> Year**

American Sign Language 1-2  
Chinese Mandarin 1-2  
French 1-2  
Spanish 1-2  
Lengua y Literature 5-6 (Spanish Immersion 1-2)  
Vietnamese DLI 9  
Somali Native Language Literacy

## **2<sup>nd</sup> Year**

American Sign Language 3-4  
Chinese Mandarin 3-4  
French 3-4  
Spanish 3-4  
Lengua y Literature 7-8 (Spanish Immersion 3-4)  
Vietnamese DLI 10  
Somali Native Language Literacy

## **3<sup>rd</sup> Year**

Chinese Mandarin 5-6  
French 5-6  
Spanish 5-6  
AP Spanish Language  
Somali Native Language Literacy

## **4<sup>th</sup> Year**


Chinese Mandarin 7-8  
French 7-8  
Spanish 7-8  
Spanish 9-10  
AP Spanish Literature  
Somali Native Language Literacy




Course Title		Credit	Grade	Prerequisite
<b>SPANISH 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<p><b>SPANISH 1-2:</b> 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><b>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.</b></p>			

Course Title		Credit	Grade	Prerequisite
<b>SPANISH 3-4</b>		<b>1</b>	<b>9 - 12</b>	<b>SPANISH 1-2*</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<p><b>SPANISH 3-4:</b> 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</p> <p><b>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.</b></p>			


Course Title		Credit	Grade	Prerequisite
<b>SPANISH 5-6</b>		<b>1</b>	<b>9 - 12</b>	<b>SPANISH 3-4*</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<p><b>SPANISH 5-6:</b> 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
<b>SPANISH 7-8</b>		<b>1</b>	<b>10 - 12</b>	<b>SPANISH 5-6*</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>  PSU	<p><b>SPANISH 7-8:</b> The Spanish 7-8 course is an elective dual college credit course founded on the partnership between two educational institutions, McDaniel High School and Portland State University. This course has been designed and approved under the Challenge course, accredited by NACEP. The Challenge Program is a 35-year old, nationally recognized program, which helps extraordinarily 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 finish the Spanish 7-8 course and receive a minimum of a "B" grade are eligible to receive 12 PSU Credits as long as they register properly on the Challenge Program. *Or equivalent level of proficiency</p>			

Course Title		Credit	Grade	Prerequisite
<b>SPANISH 9-10</b>		<b>1</b>	<b>10 - 12</b>	<b>SPANISH 7-8*</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>  PSU	<p><b>SPANISH 9-10:</b> The Spanish 7-8 course is an elective dual college credit course founded on the partnership between two educational institutions, McDaniel High School and Portland State University. This course has been designed and approved under the Challenge course, accredited by NACEP. The Challenge Program is a 35-year old, nationally recognized program, which helps extraordinarily 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 receive 12 PSU Credits as long as they register properly on the Challenge Program. *Or equivalent level of proficiency</p>			

Course Title		Credit	Grade	Prerequisite
<b>LENGUA Y LITERATURA 5-6</b>		<b>1</b>	<b>9</b>	<b>8<sup>TH</sup> GRADE IMMERSION OR HOME LANGUAGE IS SPANISH</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once <b>No</b>	<b>LENGUA Y LITERATURA 5-6 (SPANISH IMMERSION 1-2):</b> 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			

Course Title		Credit	Grade	Prerequisite
<b>LENGUA Y LITERATURA 7-8</b>		<b>1</b>	<b>10</b>	<b>LENGUA Y LITERATURA 5-6</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once <b>No</b>	<b>LENGUA Y LITERATURA 7-8 (SPANISH IMMERSION 3-4):</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>AP SPANISH LANGUAGE</b>		<b>1</b>	<b>9 - 12</b>	<b>SPANISH 7-8*, LENGUA Y LITERATURA 7-8*</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b>  May be repeated for credit more than once <b>No</b> 	<b>AP SPANISH LANGUAGE:</b> 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.  *Or equivalent level of proficiency			

Course Title		Credit	Grade	Prerequisite
<b>AP SPANISH LITERATURE</b>		<b>1</b>	<b>11-12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b> 	<p><b>AP SPANISH LITERATURE:</b> 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><b>Prerequisite:</b> 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
<b>VIETNAMESE DLI 9</b>		<b>1</b>	<b>9</b>	<b>8<sup>TH</sup> GRADE IMMERSION OR HOME LANGUAGE IS VIETNAMESE</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<p><b>VIETNAMESE DLI 9:</b> This is a continuation of the Vietnamese DLI program.</p>			

Course Title		Credit	Grade	Prerequisite
<b>VIETNAMESE DLI 10</b>		<b>1</b>	<b>9</b>	<b>VIETNAMESE DLI 9</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<p><b>VIETNAMESE DLI 10:</b> This is a continuation of the Vietnamese DLI program for students who have completed Vietnamese DLI 9.</p>			

Course Title		Credit	Grade	Prerequisite
<b>FRENCH 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>FRENCH 1-2:</b> 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 ( <a href="http://www.actfl.org">www.actfl.org</a> ). 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.			

Course Title		Credit	Grade	Prerequisite
<b>FRENCH 3-4</b>		<b>1</b>	<b>9-12</b>	<b>FRENCH 1-2</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>FRENCH 3-4:</b> 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.  <b>Prerequisite:</b> Grade of "C" or better in French 1-2 or equivalent level of proficiency.			

Course Title		Credit	Grade	Prerequisite
<b>FRENCH 5-6</b>		<b>1</b>	<b>9 - 12</b>	<b>FRENCH 1-2, 3-4</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>Yes</b>	<b>FRENCH 5-6:</b> In upper-level French, spoken and written tasks become longer and more complex, involving past and future tenses. Health, House 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.  <b>Prerequisite:</b> Grade of "C" or better in French 3-4 or equivalent level of proficiency.			

Course Title		Credit	Grade	Prerequisite
<b>CHINESE MANDARIN 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>CHINESE MANDARIN 1-2:</b> 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.			

Course Title		Credit	Grade	Prerequisite
<b>CHINESE MANDARIN 3-4</b>		<b>1</b>	<b>9 - 12</b>	<b>CHINESE MANDARIN 1-2</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>CHINESE MANDARIN 3-4:</b> This second level course continues to develop skills acquired in the 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.			

Course Title		Credit	Grade	Prerequisite
<b>CHINESE MANDARIN 5-6</b>		<b>1</b>	<b>9 - 12</b>	<b>CHINESE MANDARIN 3-4</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>CHINESE MANDARIN 5-6:</b> This third level course continues to develop skills acquired in the first and second level courses. This class will provide reading, writing paragraphs and a wide range of communication practice that requires high level of recognizing Chinese vocabularies and can demonstrate reading and writing Chinese Characters fluently. Demonstrate comprehension of likes and dislikes, abilities, location, frequency expressions, and simple descriptions and comparisons. Successful completion of Chinese Mandarin 5-6 is defined as Intermediate Low level in listening and speaking, and Intermediate Low level in reading and writing within the ACTFL descriptors.			

Course Title		Credit	Grade	Prerequisite
<b>CHINESE MANDARIN 7-8</b>		<b>1</b>	<b>9 - 12</b>	<b>CHINESE MANDARIN 5-6</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>CHINESE MANDARIN 7-8:</b> This is the fourth level of a four-year sequential course. It's designed for students who are comfortable and confident with Chinese characters without the use of Pinyin. The course includes class discussion, spontaneous speaking in authentic and more fluent Chinese with more grammatical accuracy, challenging comprehensive writing assignments, and higher quality of project completion and oral presentations. Throughout the course, students are expected to write short essays and express their points of view for different events. They are expected to be able to participate in conversations about various familiar topics, communicate effectively in everyday scenarios, and present information, both verbally and writing, on present, past and future events. Students are expected to speak Chinese daily as their main form of verbal communication, and to write regularly.			

Course Title		Credit	Grade	Prerequisite
<b>AMERICAN SIGN LANGUAGE 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>AMERICAN SIGN LANGUAGE 1-2:</b> This is for students with no prior or minimal skills and knowledge of ASL. It includes the study of the history, structure, and grammar of ASL. ASL 1-2 also encompasses the study of the historical and cultural contexts of the Deaf community. ASL is a visual, spatial, gestural language that utilizes space and movement to convey meaning. You will develop communication skills of which you are not accustomed to: using hands, face, body, eyes and space. In order to progress, it is important that you become comfortable using body language and "listening" with your eyes. To encourage and foster the development of ASL, spoken language (talking) will not be used during specific class activities.			



Course Title		Credit	Grade	Prerequisite
<b>AMERICAN SIGN LANGUAGE 3-4</b>		<b>1</b>	<b>9 - 12</b>	<b>ASL 1-2</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>No</b>	<b>AMERICAN SIGN LANGUAGE 3-4:</b> The second year of ASL will provide a broader and deeper study of American Sign Language, as well as Deaf culture and history in America. The students will participate in a variety of activities including reading and writing, group work activities, presentations, and signing in and out of class, placing a strong emphasis on conversational skills. There will be more emphasis on developing and understanding the grammatical elements that are the basis of telling and understanding stories in ASL. Nearly all instruction will be in ASL and the students will be expected to sign and not use their voice during many classes. The student's understanding of the nature of the language and how it functions in everyday life is stressed.			

Course Title		Credit	Grade	Prerequisite
<b>SOMALI NATIVE LANGUAGE LITERACY</b>		<b>1</b>	<b>9 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>WORLD LANGUAGE</b> May be repeated for credit more than once <b>Yes</b>	<p><b>SOMALI NATIVE LANGUAGE LITERACY:</b> 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><b>Prerequisite:</b> Heritage or native speaker of one of the major Somali languages (Maxaa and Maay).</p>			





# BUSINESS





Businesses create ways for us to get what we need and desire. The business pathway gives students the opportunity to explore how they fit in the business world. Students will learn about business through project-based learning, creating new products and designing new companies. In the final year of the program students will be running small businesses of their own design or businesses created for the school.


Year 1- Introduction to Business or Linked Introduction to Business


Year 2- Business Management

Year 3- Business Launch


Course Title		Credit	Grade	Prerequisite
<b>INTRODUCTION TO BUSINESS (LINKED)</b>		<b>1</b>	<b>10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b> 	<b>INTRODUCTION TO BUSINESS:</b> This introductory business course will look at marketing, production, small business, entrepreneurship and other areas of general business interest. Students will see what is required to start a business through project-based learning. Business and marketing plans will be created for both fictional and actual businesses. Students will gain a deeper understanding of what it takes to be an entrepreneur by working with local business owners. Local business owners and leaders will be involved in the class, giving students the opportunity to learn from their experiences. Students will leave the class with a better understanding of how businesses operate.  <b>Students who choose this class will be linked with Linked Business English 3-4.</b>			


Course Title		Credit	Grade	Prerequisite
<b>INTRODUCTION TO BUSINESS</b>		<b>1</b>	<b>11 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b> 	<b>INTRODUCTION TO BUSINESS:</b> This introductory business course will look at marketing, production, small business, entrepreneurship and other areas of general business interest. Students will see what is required to start a business through project-based learning. Business and marketing plans will be created for both fictional and actual businesses. Students will gain a deeper understanding of what it takes to be an entrepreneur by working with local business owners. Local business owners and leaders will be involved in the class, giving students the opportunity to learn from their experiences. Students will leave the class with a better understanding of how businesses operate.			

Course Title		Credit	Grade	Prerequisite
<b>BUSINESS MANAGEMENT</b>		<b>1</b>	<b>11 - 12</b>	<b>INTRO TO BUSINESS OR INSTRUCTOR APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>BUSINESS MANAGEMENT:</b> This course will continue to explore aspects of entrepreneurship as students create business around a project of their choice. Students will have the opportunity to work with TYE, an organization that promotes entrepreneurship and provides opportunities for students to compete in competitions for cash prizes. Students will learn leadership principles and investigate management styles. Students will do activities to understand themselves better and develop understanding of how others think and work.			

Course Title		Credit	Grade	Prerequisite
<b>BUSINESS LAUNCH</b>		<b>1</b>	<b>12</b>	<b>BUSINESS MANAGEMENT OR INSTRUCTOR APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>No</b> 	<b>BUSINESS LAUNCH:</b> This is where ideas become reality. Students in this class will have opportunities to run small businesses within the school, like the student store or other school-based businesses to serve the community in partnership with other school programs. This course will also provide the opportunity and support for students to start their own businesses. Students will leave this class with the knowledge of how to get permits, ways businesses can be structured, and some financial basics.			

# Additional Electives

Course Title		Credit	Grade	Prerequisite
<b>RESTORATIVE PRACTICES SEMINAR &amp; PEER MEDIATION</b>		<b>1</b>	<b>10 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b> 	<b>RESTORATIVE PRACTICES SEMINAR &amp; PEER MEDIATION:</b> Restorative Practices Seminar elective is designed around the idea that conflict is something to be expected between people and groups of people. This course will prepare us with the mindsets, skills and perspectives to approach conflict in a restorative, healing way. This course provides an introduction into and exploration of the principles of restorative practices and their application to the treatment of human suffering. It will examine the values and assumptions of the restorative practice movement, including its alignment with racial equity, and will introduce students to some of the current applications at community, state, and national levels. This class is designed to build skills in analysis, critical thinking, communication, perspective-taking, and implementation of restorative practices and principles. Instructor lecture, guest speakers, panels, videos, discussion, role play, case analyses and student presentations will be utilized.			

Course Title		Credit	Grade	Prerequisite
<b>AP SEMINAR: AFRICAN DIASPORA</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b> 	<b>AP SEMINAR: AFRICAN DIASPORA:</b> AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics related to the African Diaspora. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their findings around the cultures, histories and issues related to the communities descended from the people of Africa.			

Course Title		Credit	Grade	Prerequisite
<b>GENDER STUDIES</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>GENDER STUDIES:</b> In this course, students explore the social institutions that inform our deeply entrenched notions of the feminine and the masculine, relations between and among women and men, and sexuality. They also explore the ways in which gender, sex (“biology”), and sexuality have been differently produced across a range of historical contexts and cultural entanglements.			

Course Title		Credit	Grade	Prerequisite
<b>DEEP ROOTS</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>DEEP ROOTS:</b> is a project-based learning elective class that centers around music production, freestyle rapping and writing, recording, and performing songs. Students will be expected to fully participate and create digital music both individually and collaboratively. The projects involve making songs for two public performances- one at the end of each semester. All ability levels are welcome, the only requirement is a desire to learn, grow and express yourself through the songwriting process. The teacher’s expertise is in Hip Hop music but all music genres can be explored.			

Course Title		Credit	Grade	Prerequisite
<b>INTERNSHIP PATHWAY</b>		<b>.5</b>	<b>12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<b>INTERNSHIP PATHWAY:</b> Internship pathway is a work-based learning program where seniors in high school gain hands-on experience at a local business, organization, or in the school district. Internships are unpaid carefully monitored work experiences where a student is trained in a specific career area. Students learn job specific skills, build their resume, and explore a career path. After logging 30 project hours and completing career-based assignments a student earns .5 elective high school credit. This is a double blocked class that requires back to back free periods to enroll.			

Course Title		Credit	Grade	Prerequisite
<b>LEADERSHIP INTRO</b>		<b>1</b>	<b>9-10</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>No</b>	<b>LEADERSHIP INTRO:</b> This class will focus on the development of leadership skills and teamwork with the overall goal of supporting the McDaniel community. 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.  <b>There will be an application and interview process after forecasting for this course.</b>			

Course Title		Credit	Grade	Prerequisite
<b>LEADERSHIP ADVANCED</b>		<b>1</b>	<b>11-12</b>	<b>LEADERSHIP INTRO</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>LEADERSHIP ADV:</b> Leadership skills and techniques are practiced in decision making, equity, and activity planning. 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.  <b>There will be an application and interview process after forecasting for this course.</b>			

Course Title		Credit	Grade	Prerequisite
<b>STUDENT GOVT/ASB</b>		<b>1</b>	<b>9-12</b>	<b>ELECTED BY STUDENT BODY</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>STUDENT GOVT/ASB:</b> This class is for the student council members elected by their peers to represent them in student government. This class requires 12-15 hours of school volunteering per semester.			

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

Course Title		Credit	Grade	Prerequisite
<b>INTENSIVE SKILLS TEACHER AIDE</b>		<b>1</b>	<b>10 - 12</b>	<b>TEACHER PERMISSION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>INTENSIVE SKILLS TEACHER AIDE:</b> 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.			

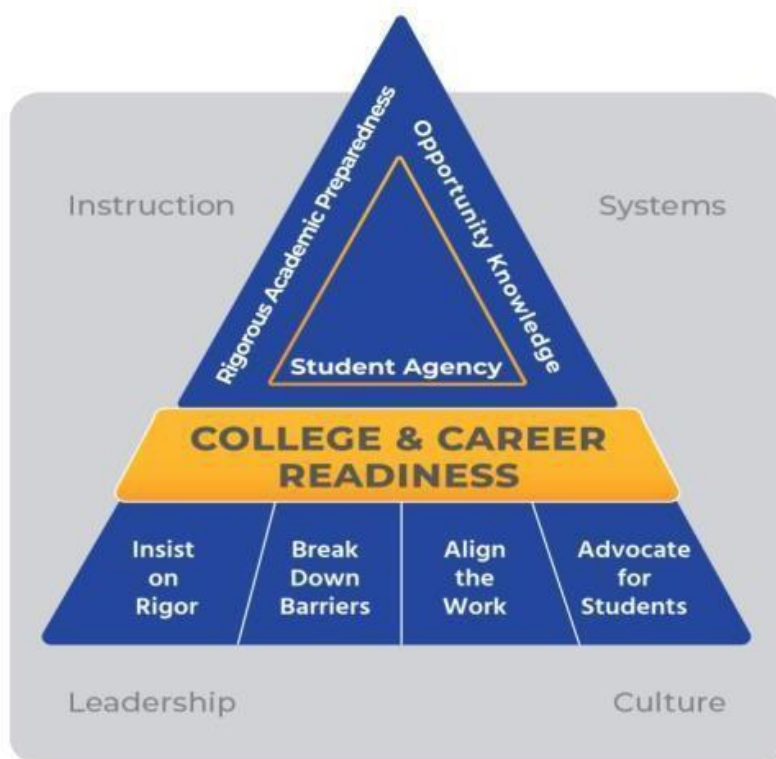
Course Title		Credit	Grade	Prerequisite
<b>OFFICE AIDE</b>		<b>1</b>	<b>10 - 12</b>	<b>STAFF PERMISSION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>OFFICE AIDE:</b> Students develop good work habits while performing a variety of office support 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. <b>Prerequisite:</b> Requires approval from office staff before scheduling.			

Course Title		Credit	Grade	Prerequisite
<b>ACADEMIC MENTOR</b>		<b>1</b>	<b>10 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>ACADEMIC MENTOR:</b> 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. <b>Prerequisite:</b> Teacher recommendation and grades of A or B in focus area (Science, Language Arts, Math, or Modern World History).			

Course Title		Credit	Grade	Prerequisite
<b>LIBRARY/MEDIA ASSISTANT</b>		<b>1</b>	<b>9 - 12</b>	<b>INSTRUCTOR APPROVAL</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<b>LIBRARY/ MEDIA ASSISTANT:</b> 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 McDaniel community. <b>Prerequisite:</b> Approval of instructor required before scheduling.			



**AVID (Advancement Via Individual Determination)** is an international program designed for students who are underrepresented at 4-year universities. The mission of AVID is to close the opportunity gap by preparing all students for college readiness and success in a global society. 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. With AVID's help, students gain the soft skills and confidence to take on a college- and career-ready path. They engage in peer tutoring (generally college students), collaborative study groups, and student-centered activities such as Socratic Seminars and Philosophical Chairs. The students enrolled in the AVID elective class benefit from additional writing tasks, numerous field trips around the state, study skills, and college research. During junior and senior year, students continue this work and prepare college, scholarship, and financial aid applications with the support of the teacher. Ninety-five percent of students who complete at least 3 years of AVID enter college and 60% of AVID graduates enter 4-year universities





Course Title		Credit	Grade	Prerequisite
<b>AVID 9TH GRADE</b>		<b>1</b>	<b>9</b>	<b>APPLICATION REQUIRED</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<b>AVID 9<sup>TH</sup> GRADE:</b> 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
<b>AVID 10TH GRADE</b>		<b>1</b>	<b>10</b>	<b>APPLICATION REQUIRED</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<b>AVID 10<sup>TH</sup> GRADE:</b> 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
<b>AVID 11TH GRADE</b>		<b>1</b>	<b>11</b>	<b>APPLICATION REQUIRED</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<b>AVID 11<sup>TH</sup> GRADE:</b> 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
<b>AVID 12TH GRADE</b>		<b>1</b>	<b>12</b>	<b>APPLICATION REQUIRED</b>
<p>GRADUATION Requirements in:</p> <p><b>ELECTIVE</b></p> <p>May be repeated for credit more than once</p> <p><b>Yes</b></p>	<p><b>AVID 12<sup>TH</sup> GRADE:</b> 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"> <li>• Building the college application list</li> <li>• Completing college applications</li> <li>• Applying for federal financial aid (FAFSA/ORSA)</li> <li>• Applying for scholarships, including the OSAC</li> <li>• Choosing which college to attend and following up with that choice</li> </ul> <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"> <li>• 3-5 college applications completed and submitted</li> <li>• Acceptance to at least one 4-year university</li> <li>• FAFSA completed by end of January</li> <li>• OSAC completed by Early Bird Deadline</li> <li>• Applied for at least one non-OSAC scholarship</li> <li>• Professional resume</li> <li>• Complete the Senior year of AVID</li> <li>• Submit data to AVID at end of senior year</li> </ul> <p>Number of ropes on cord, dependent on number of successful (C or above) years in AVID</p> <ul style="list-style-type: none"> <li>• 4 years: teal, silver, purple, gold</li> <li>• 3 years: teal, silver, purple</li> <li>• 2 years: teal and silver</li> <li>• 1 year: teal</li> </ul>			

# English Language Learners

## ELPA SCORE

<b>0 or 1</b>	English Language Development 1 (1 period)
<b>2</b>	English Language Development 2 (1 period)
<b>3</b>	English Language Development 3 (1 period) Sheltered Language Arts (1 period)
<b>4</b>	English Language Development 4 (1 period) or Integrated ELD

### **DESIGNATED ELD PROGRAM GUIDELINES**

Each student identified as an English learner in grades 6–12 has the opportunity to receive language instruction based on their English language proficiency level. Designated ELD programs provide language instruction during a protected time, separate from core content instruction. Ideally, students are grouped by English language proficiency levels. Instruction is guided by the English Language Proficiency (ELP) Standards and focuses on the critical language and skills students need to be successful in their core content courses.

### **ELD CLASS PERIOD**

This approach provides ELD instruction for EB students during a designated class period. Students are usually grouped by grade and language proficiency level. Similar to the elementary pull-out ELD service model, ELD Class Period is specific to middle and high school classrooms.

### **INTEGRADED ELD**

This approach is used in all core content courses to benefit students at all levels of English proficiency. In integrated ELD courses, EB students learn alongside non-EB students. Teachers provide instruction that simultaneously introduces language and content, using specialized techniques to accommodate EB students' linguistic needs. High school and middle school students in integrated ELD courses attain core content credit. Integrated ELD models rely on the ongoing collaboration between core content teachers and ELD teachers and specialists. Core content and ELD teachers require instructional planning time to collaborate on the taught and assessed curriculum that is based on both common core and ELP standards. Master schedules must reflect this necessary collaborative time.

Course Title		Credit	Grade	Prerequisite
<b>ELD 1</b>		<b>1</b>	<b>9 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<p><b>ELD 1:</b> This course develops listening, speaking, reading, and writing skills at the beginning level of English. Students will engage with a variety of authentic literature and informational texts. Teachers use scaffolded instruction including visuals, language supports, and partnership structures to develop oral and written language. Instruction incorporates meaningful and authentic opportunities for language use with basic grammatical structures and content-area vocabulary. Students develop oral language skills while interacting for a variety of purposes. Skills and strategies developed are transferable and provide support for academic success in mainstream core content courses.</p> <p>Prerequisite: Body of evidence that demonstrates Emerging level of English Language Proficiency.</p>			

Course Title		Credit	Grade	Prerequisite
<b>ELD 2</b>		<b>1</b>	<b>9 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<p><b>ELD 2:</b> This course develops listening, speaking, reading, and writing skills at the early intermediate level of English. Students will engage with a variety of authentic literature and informational texts. Teachers use scaffolded instruction including visuals, language supports, and partnership structures to develop oral and written language. Instruction incorporates meaningful and authentic opportunities for language use with increasingly complex grammatical structures and content-area vocabulary. Students develop oral language skills while interacting for a variety of purposes. Students develop their use of reading strategies and the writing process to access content in all academic areas. Skills and strategies developed are transferable and provide support for academic success in mainstream core content courses.</p> <p>Prerequisite: Body of evidence that demonstrates Emerging and/or Progressing level of English language proficiency.</p>			

Course Title		Credit	Grade	Prerequisite
<b>ELD 3</b>		<b>1</b>	<b>9 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<p><b>ELD 3:</b> This course develops listening, speaking, reading, and writing skills at the intermediate level of English. Students will expand their academic vocabulary, reading, fluency, and comprehension strategies through engagement with a variety of authentic literature and informational texts. Teachers use scaffolded instruction including visuals, language supports, and partnership structures to develop oral and written language. Instruction incorporates meaningful and authentic opportunities for language use with increasingly complex grammatical structures and content-area vocabulary. Students develop oral language skills while interacting for a variety of purposes. Students expand their use of reading strategies and the writing process to access content in all academic areas. Skills and strategies developed are transferable and provide support for academic success in mainstream core content courses.</p> <p>Prerequisite: *Body of evidence that demonstrates Progressing level of English language proficiency</p>			

Course Title		Credit	Grade	Prerequisite
<b>ELD 4</b>		<b>1</b>	<b>9 - 12</b>	<b>SEE DESCRIPTION</b>
GRADUATION Requirements in: <b>ELECTIVE</b> May be repeated for credit more than once <b>Yes</b>	<p><b>ELD 4:</b> This course develops listening, speaking, reading, and writing skills at the intermediate/early-advanced level of English. Reading comprehension strategies, the writing process, academic vocabulary, and grammar instruction are embedded through engagement with a variety of authentic literature and informational texts. Students will fine-tune their ability to understand, analyze, and evaluate complex text in the content areas and will write in various genres. Teachers use scaffolded instruction including visuals, language supports, and structured interactions to develop oral and written language. Instruction incorporates meaningful and authentic opportunities for language use with more advanced grammatical structures and content-area vocabulary. Students improve their use of reading strategies and the writing process to access content in all academic areas. Skills and strategies developed are transferable and provide support for academic success in mainstream core content courses.</p> <p>Prerequisite: Body of evidence that demonstrates Early-Advanced level of English language proficiency.</p>			

## **NEWCOMER PROGRAM AT PORTLAND INTERNATIONAL SCHOLARS ACADEMY**

Portland International Scholars Academy (PISA) is an optional full-day high school program located at McDaniel and Roosevelt high schools. Students who are new to the United States within the last two years and have beginning English proficiency are eligible to enroll. The program is designed to support students as they transition to schooling in the United States, particularly students who are new to English and/or have had interrupted schooling. PISA courses provide a comprehensive curriculum for new arrivals, including foundational literacy supports, core content courses, and English language development.

### **ELA**

NE Foundational Literacy  
 NE English 1/2  
 NE English 3/4

### **Math**

NE Pre-Algebra  
 NE Algebra 1/2  
 NE Geometry 1/2

### **Science**

NE Biology Systems 101  
 NE Human Body Systems  
 NE Physics

### **Social Studies**

NE MWH 1/2  
 NE US History 1/2

### **Health**

NE Health 1/2

### **World Language**

Lectura y Escritura

Course Title		Credit	Grade	Prerequisite
<b>NE FOUNDATIONAL LITERACY</b>		<b>1</b>	<b>9 - 12</b>	<b>ELPA AND OTHER ASSESSMENTS</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once <b>Yes</b>	<b>NE FOUNDATIONAL LITERACY:</b> This class is designed for students who have had interrupted education and due to extraordinary circumstances need to develop basic literacy skills. This class will focus on basic reading and writing skills following the science of reading/LETRS program).			

Course Title		Credit	Grade	Prerequisite
<b>NE ENGLISH 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>ELPA AND OTHER ASSESSMENTS</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b>  May be repeated for credit more than once <b>No</b>	<b>NE ENGLISH 1-2:</b> Students examine the major genres through four themes related to personal identity and heroism. Students read a balance of contemporary and classic works—short stories, essays, novels, poetry, dramas, and nonfiction—that encourages them to make inferences and look at the world through archetypal patterns. Students improve their writing, reading, speaking, listening, viewing, and study skills. Students address the learning targets of traditional English 1 -2 through appropriately scaffolded instruction for students who are learning English. These classes are only for students at beginning levels of proficiency that have been in the country for two years or less.			

Course Title		Credit	Grade	Prerequisite
<b>NE ENGLISH 3-4</b>		<b>1</b>	<b>9 - 12</b>	<b>ELPA AND OTHER ASSESSMENTS</b>
GRADUATION Requirements in: <b>LANGUAGE ARTS</b>  May be repeated for credit more than once <b>No</b>	<b>NE ENGLISH 3-4:</b> Students examine the major genres through four themes related to personal identity and heroism. Students read a balance of contemporary and classic works—short stories, essays, novels, poetry, dramas, and nonfiction—that encourages them to make inferences and look at the world through archetypal patterns. Students improve their writing, reading, speaking, listening, viewing, and study skills. Students address the learning targets of traditional English 3-4 through appropriately scaffolded instruction for students who are learning English. These classes are only for students at beginning levels of proficiency that have been in the country for two years or less.			

Course Title		Credit	Grade	Prerequisite
<b>NE PRE-ALGEBRA 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>ELECTIVE</b>  May be repeated for credit more than once <b>No</b>	<b>NE PRE-ALGEBRA 1-2:</b> Students focus on fundamental math skills, including counting, reading and writing numbers, basic whole-number math operations, rational numbers, and solving equations. Students address the learning targets of traditional Pre-Algebra 1-2 through appropriately scaffolded instruction for students who are learning English. These classes are only for students at beginning levels of proficiency that have been in the country for two years or less.			

Course Title		Credit	Grade	Prerequisite
<b>NE ALGEBRA 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>ELECTIVE</b>  May be repeated for credit more than once  <b>Yes</b>	<b>NE ALGEBRA 1-2:</b> Using the representation of functions as a unifying theme, students are introduced to linear, quadratic, exponential, and polynomial functions through graphical, numerical, and symbolic representations. They learn to solve linear equations, inequalities, systems of equations, and quadratic equations and deepen their understanding of basic algebraic concepts through hands-on activities. They also develop confidence in their ability to think mathematically. Students address the learning targets of traditional Algebra 1–2 through appropriately scaffolded instruction for students who are learning English.			

Course Title		Credit	Grade	Prerequisite
<b>NE GEOMETRY 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>MATHEMATICS</b>  May be repeated for credit more than once  <b>No</b>	<b>NE GEOMETRY 1-2.</b> Students solve problems using properties, proportions, and trigonometric relationships. They also study probability and statistics, emphasizing data collection and interpretation, Students address the learning targets of traditional Geometry 1 -2 through appropriately scaffolded instruction for students who are learning English. These classes are only for students at beginning levels of proficiency that have been in the country for two years or less.			

Course Title		Credit	Grade	Prerequisite
<b>NE BIOLOGY SYSTEMS 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>	<b>NE BIOLOGY SYSTEMS 1-2:</b> In this course, students with interrupted education learn how body systems (i.e. Skeletal, Cardiovascular, Respiratory, Digestive, Urinary, Endocrine, and Lymphatic) function. This course gives students the foundational knowledge to continue on in the Career and Technical Education Pathway courses <i><b>Principles of Biomedical Sciences or Human Body Systems.</b></i> Students address the learning targets of traditional Biology Systems 101 through appropriately scaffolded instruction for students that are learning English. This class is only for students at beginning levels of proficiency that have been in the country for two years or less.			

Course Title		Credit	Grade	Prerequisite
<b>NE HUMAN BODY SYSTEMS 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in:  <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>	<b>NE HUMAN BODY SYSTEMS 1-2:</b> In this Career and Technical Education pathway course, 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 model; 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. Students address the learning targets of traditional Human Body Systems 1-2 through appropriately scaffolded instruction for students who are learning English. These classes are only for students at beginning levels of proficiency that have been in the country for two years or less.			



Course Title		Credit	Grade	Prerequisite
<b>NE PHYSICS 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>SCIENCE</b>  May be repeated for credit more than once  <b>No</b>	<b>NE PHYSICS 1-2:</b> Students learn about the core ideas of physics—including motion, forces, momentum, energy, waves, and electromagnetism. They experience the patterns approach of using experiments to learn physics content and then apply what they have learned in engineering design tasks. Students gain skills in problem solving, innovation, design, and critical thinking. Students address the learning targets of NGSS Physics 1-2 through appropriately scaffolded instruction for students who are learning English.			

Course Title		Credit	Grade	Prerequisite
<b>NE MODERN WORLD HISTORY 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>SOCIAL SCIENCES</b>  May be repeated for credit more than once  <b>No</b>	<b>NE MODERN WORLD HISTORY 1-2:</b> Students study contemporary and past events through an examination of case studies. They learn about other cultures through a lens of understanding conflicts that is relevant to the greater global community. Students also improve their ability to think in terms of historical significance and connections to current global reality. Students address the learning targets of traditional Modern World History 1-2 (see above) through appropriately scaffolded instruction for students who are learning English. These classes are only for students at beginning levels of proficiency that have been in the country for two years or less.			

Course Title		Credit	Grade	Prerequisite
<b>NE US HISTORY 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>SOCIAL SCIENCES</b>  May be repeated for credit more than once  <b>No</b>	<b>NE US HISTORY 1-2:</b> Students explore the processes of change that have molded and influenced the past, present, and future of the United States. Starting with Reconstruction in the 1860s and ending in the present day, students examine how past events impacted future phenomena. In this course, students address the learning targets of U.S. History 1-2 through appropriately scaffolded instruction for students who are learning English.			

Course Title		Credit	Grade	Prerequisite
<b>NE HEALTH 1-2</b>		<b>1</b>	<b>9 - 12</b>	<b>NONE</b>
GRADUATION Requirements in: <b>HEALTH</b>  May be repeated for credit more than once  <b>Yes</b>	<b>NE HEALTH 1-2:</b> 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 stress management, depression, suicide prevention, 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. Students address the learning targets of traditional Health 1-2 through appropriately scaffolded instruction for students who are learning English. These classes are only for students at beginning levels of proficiency that have been in the country for two years or less.			

Course Title		Credit	Grade	Prerequisite
<b>LECTURA Y ESCRITURA</b>		<b>1</b>	<b>11-12</b>	
<p>GRADUATION Requirements in:</p> <p><b>WORLD LANGUAGE</b></p> <p>May be repeated for credit more than once</p> <p><b>No</b></p>	<p><b>Lectura y Escritura:</b> This Foundations of Reading and Writing course is designed specifically for students who need additional support to develop literacy skills and follow the sequence of courses offered by the Spanish Language Arts department. This course tends to have smaller class sizes so that students receive more individualized attention and can learn at a pace tailored to their skill level and needs. Similar to the other courses we offer, the Foundations of Reading and Writing course is conducted 100% in Spanish. Students in Foundations of Reading and Writing read and study a variety of texts and genres, and have constant opportunities to develop their abilities to express themselves orally and in writing.</p>			

# Special Education

The PPS McDaniel 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:
  - o ***Written in the course syllabus***
  - o ***Clearly communicated to students and families***
  - o ***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 McDaniel 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
<b>School-Based Credit Recovery</b>	At your school	Afternoons during the school week and / or on Saturdays during the school year.	Credit availability varies by school.  Tuition-free.
<b>Portland Evening Scholars</b>	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Evenings.  Fall: Sept – Jan  Spring: Feb – May	During the 23-24 school year, this program is free for all students. We are hopeful that Evening Scholars will not need to resume charging a fee in the future.
<b>Summer Scholars</b>	Located on five PPS Campuses: Franklin Grant Kenton McDaniel Roosevelt	Three weeks over the summer; two sessions available.	During the 23-24 school year, this program is free for all students. We are hopeful that Summer Scholars will not need to resume charging a fee in the future.
<b>Virtual Scholars</b>	At your school and 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.