

COURSE GUIDE 2020-2021

JEFFERSON

MIDDLE COLLEGE FOR ADVANCED STUDIES

JEFFERSON HIGH SCHOOL

MIDDLE COLLEGE FOR ADVANCED STUDIES

High School Students and Families,

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

What are the goals of a carefully planned schedule?

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

Oregon Administrative Rule 581-022-1620 requires most students to take a full load of courses. All 9th through 11th graders will be enrolled in a full schedule. This opportunity will prepare students to earn a high school diploma, become prepared for college material, and help students to pursue career and extra-curricular interests. It is important to take the time now to create a schedule that best reflects your interests and aspirations. I cannot emphasize enough that making the most of these years increases the likelihood of your post-high school success, whether you plan to enroll in college or pursue other post-secondary options after graduation.

Additionally, course selection will occur through an online process where families will have the opportunity to view students selected courses online. Please make sure you have an active ParentVue account to view these courses in February 2020. As you go through the registration process, consult with your school counselor about any questions you may have about course availability or the forecasting process.

They are an excellent resource!

I wish you the best for the new school year!

Sincerely,

Joe LaFountain

Joe LaFountain

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^{no} al 11^{ro} deberán estar inscritos en un horario completo. Esta oportunidad alistará a los estudiantes para obtener el diploma de la preparatoria y los preparará para el contenido universitario, y, los ayudará a lograr intereses vocacionales y extra-curriculares. Es importante el tomarse el tiempo ahora para programar sus clases en una agenda u horario que refleje de la mejor manera sus intereses y aspiraciones. Es difícil enfatizar suficientemente que el aprovechamiento de estos años incrementan las posibilidades del éxito después de la preparatoria, ya sea que planeen ustedes ir a la universidad o el seguir otras opciones post secundaria después de la graduación de la High School.

Adicionalmente, la selección de cursos se llevará a cabo por medio de un procedimiento por internet, donde las familias tendrán la oportunidad de ver los cursos que los estudiantes seleccionaron por internet. Asegúrense por favor de tener una cuenta activa de ParentVue para ver esos cursos en febrero de 2020. Conforme avancen en el proceso de registrarse, consulten ustedes con su consejero estudiantil de la escuela con respecto a las preguntas que tengan sobre la disponibilidad de cursos y el procedimiento de planificación de la agenda de cursos o "forecasting".

Ellos son una muy buena fuente de información.

¡Les deseo lo mejor para el siguiente año escolar!

Sinceramente,

Joe LaFountain

Joe LaFountain

Superintendente de Regional

TABLE OF CONTENTS

MISSION STATEMENT	1
Welcome to Middle College	2
Jefferson High School – Middle College for Advanced Studies	3
PPS Graduation Requirements	4 - 9
Performing and Visual Arts / Dance	12
Visual Arts	15
Digital Media/Video	17
Freshman Academy	18
Language Arts	20
World Language	22
Health/Physical Education	23
Math	24
English Language Development	27
Science	28
Health Sciences/Biotechnology	29
Social Studies	30
Other Elective Classes	31
Other Programs and Classes	33
Talented and Gifted Education in High School	34
The College Experience.	35
Special Education Program	37
Guidance and Counseling	38
Student Services.	39
Activities, Athletics and Clubs.	40
Student and Parent/Guardian Complaint Procedures	41

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

PROGRAM SUBJECT TO CHANGE DUE TO BUDGET REDUCTIONS

STUDENT LIFE AS A JEFFERSON DEMO



JEFFERSON HIGH SCHOOL — MIDDLE COLLEGE FOR ADVANCED STUDIES

MISSION STATEMENT

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



WELCOME TO MIDDLE COLLEGE

A Unique Experience

Jefferson High School-Middle College for Advanced Studies offers students a unique opportunity to participate fully in a high school experience and begin college-level coursework, preparing them for a variety of post-secondary experiences. Middle College builds academic knowledge, habit, and skills leading to the successful completion of college courses while in high school and prepares students for higher education and/or technical training after high school. All students who enroll at Jefferson are Middle College students and are expected to complete the requirements of the Middle College Diploma

Supporting Students in High School Courses and Preparing for Next Steps

Supports for High School and College Success begin in grade 9 with the Freshman Academy. Students take 4 of their 8 courses with a class-sized cohort of peers sharing experiences in Science, Social Studies, and 2 periods with their English teacher. The focus on this year is reading and writing skills, collaboration and successful completion of coursework so that students are ready for grade 10 and have room in their schedules in grades 11 and 12 to connect to PCC.

Taking Advantage of What High School Has to Offer

Even though Jefferson is a Focus Option school and a Middle College, we maintain the feel of a public high school and encourage all students to participate fully in the high school experience. Students who attend Jefferson HS-MCAS should plan on participating in Sports and or Club activities, sign up for after school SUN classes and experiences, go to tutoring, games, school events and dances. Students also complete ALL of their required core content in Jefferson classes, reserving elective credit or additional time and credit for college courses.

Earning a Middle College Diploma

The Jefferson Goal is that 100% of students work for and attain a Middle College Diploma. This is a particular type of high school diploma specific to Jefferson. Students earning at least 12 college credits and completing experiences that demonstrate college readiness and skill earn a diploma that reads "Middle College Diploma" on the actual document handed to them at graduation. In addition, students earn honor cords to wear around their necks at graduation based on completion of the Health Science BioTech Program, PSU Senior Inquiry, and 12 PCC Credits. Often, the Middle College Diploma is referred to as the reward for completing 24 + 12... 24 high school credits and at least 12 college credits and all that goes with the experience.

Connecting to PCC

Through our Middle College agreement, students at Jefferson High School take courses at Portland Community College's Cascade Campus. See page 29 in the Forecast Guide or connect with the Middle College Director or School Counselors for more information about how to get started in classes across the street at PCC

JEFFERSON HIGH SCHOOL

MIDDLE COLLEGE FOR ADVANCED STUDIES

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

Program Features:

- College preparatory activities integrated throughout the high school experience
- Health Sciences and Biotechnology (Biotech) focused on Math, Science and connection to On-Track OHSU.
- Math and Literacy Workshops
- Dance + Dance Performance programs for all levels of students
- Performances from outside groups
- Project-based curriculum
- Dual credit courses on the Jefferson Campus – students earn college credit
- College course work on the PCC Campus
- College level Career and Technical educational classes at PCC

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

¹Essential Skills

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

²Personal Education Plan & Profile

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

³Career Related Learning Experiences

Educational experiences that connect learning to the world beyond the classroom

⁴Extended Application

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

Courses described may not necessarily be offered.



Graduation Requirement: Essential Skills

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

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

- A. Read and comprehend a variety of text
- B. Write clearly and accurately
- C. Apply mathematics in a variety of settings

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

Assessment	Reading Essential Skill	Writing Essential Skill	Math Essential Skill
Number of Work Samples	2 Total: <ul style="list-style-type: none"> • One of which must be informational 	2 Total: <ul style="list-style-type: none"> • One must be informative/explanatory or persuasive. • One in any of the approved types and purposes: informative/explanatory, persuasive, narratives (real or imagined). 	2 Total: <ul style="list-style-type: none"> • One each for any two of the required content strands (algebra, geometry, or statistics).
Score Categories	Traits <ul style="list-style-type: none"> • Demonstrate General Understanding. • Develop an interpretation • Analyze Text 	Traits: <ul style="list-style-type: none"> • Ideas/Content • Organization • Sentence Fluency • Conversations 	Process Dimensions: <ul style="list-style-type: none"> • Making Sense of the Task • Representing and Solving the Task • Communicating Reasoning • Accuracy • Reflecting and Evaluating
Work Sample Score Requirements	The three trait scores add up to total score of at least 12; with no individual trait score less than a "3".	Minimum score of 4 in all Traits.	Minimum score of 4 in all Process Dimensions
Smarter Balanced	Reading Claim Score: 2515	Writing Claim Score: 2583	Math Claim Score: 2543
PSAT	24	N/A	24.5
ACT	18	12	19
SAT	Sub Score :24	Sub Score:27	Sub Score 24.5
ACCUPLACER	86	N/A	N/A



Graduation Requirement: Personalized Learning Requirements (PLRs)

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

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

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

¹Personal Education Plan & Profile

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

²Career Relating Learning Experiences

Educational experiences that connect learning to the world beyond the classroom

³Extended Application

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

⁴Naviance

A web-based college and career research planning tool



PORTLAND PUBLIC SCHOOLS



Grading, Course Change, and Credit/Transcript Guidelines

Adopted July 1, 2005

Revised, September 8, 2017

The following recommendation was approved and adopted on July 1, 2005 by the Portland Public School District Superintendent, Director of Secondary Education, The Office of High School Reform, and the Student Services Department. Revision to the Certification of Courses section was made and approved by the High School Director, High School Principals, and High School Counselors on March 1, 2012. An update on pre-ninth grade credit was made July 31, 2012 to reflect changes in the Administrative Directive.

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 entered from secondary schools outside of the US will be transcribed as P/NP in accordance of PPS 4.20.024-AD

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

No Grade (NG)

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

Dropping a class

- It is the role of teachers and counselors to support improved performance rather than to counsel students to drop a class. If a student has truly been misplaced in a class, it is appropriate to assist them in changing to a more appropriate level course.
- 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. Both the family and the teacher/counselor (or 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 the student 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 that 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](#).

NCAA REQUIREMENTS

Core Courses

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

Test Scores

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

Grade-Point Average

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

DIVISION I 16 Core Courses

4 years of English.

3 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

1 years of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 16 Core Courses

3 years of English.

2 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

3 years of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

FORECASTING AND THE 4-YEAR PLAN

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 1-2	English 3-4	English 5-6/Reading 115 (dual credit)	College Writing (Senior Inquiry)
Modern World History	U.S. History		Government/Economics (Senior Inquiry)
Algebra (2 periods) or Algebra 3-4, Geometry, Pre-Calculus (dual credit)	Geometry, Algebra 3-4, Pre-Calculus(dual credit) or Calculus	Geometry, Algebra 3-4, Pre-Calculus (dual credit) or Calculus	Algebra 3-4, Pre-Calculus(dual credit), Calculus or Math in Society
Pattern Based Physics	Patterns Chemistry*	NGSS Biology* Anatomy and Physiology**	NGSS Biology, Environmental Science, , Anatomy & Physiology**, Research and Medicine**
College Readiness	Health 1-2 or Biotech Health**	Health 1-2 or Biotech Health**	
Electives: (Choose 2-3) <ul style="list-style-type: none"> • Spanish 1-2, 3-4 • Lengua y literatura • Digital Media Production • Art Studies • Intro Dance (2 periods) • Physical Education • Choir • Theater 	Electives: (Choose 2-3) <ul style="list-style-type: none"> • Spanish 1-2, 3-4, 5-6 • Lengua y literatura • Digital Media Production • Art Studies • Dance (1 or 2 periods) • Publications • Physical Education • Choir • Theater <p>❖ <i>Students can apply to start college classes</i></p>	Electives: (Choose 3) <ul style="list-style-type: none"> • Beyond High School • Creative Writing • Civics • Spanish 1-2, 3-4, 5-6, 7-8 • Lengua y literatura • Physical Education/ Weights • Teacher's Assistant • Office or Library Aide • Publications • Dance (1 or 2 periods) • Art Studies • Digital Media Production • Academic Center • Choir • Theater <p><i>PCC Course Work @ Cascade Campus</i></p>	Electives: (Choose 3) <ul style="list-style-type: none"> • Beyond High School • Creative Writing • Civics • Spanish 3-4, 5-6, 7-8 • Lengua y literatura • Teacher's Assistant • Office or Library Aide • Dance (1 or 2 periods) • Physical Education/ Weights • Publications • Digital Media Production • Art Studies • Math Seminar • Senior Seminar • Choir • Theater <p><i>PCC Course Work @ Cascade Campus</i></p>
Support Courses Available: Literacy Workshop ELD 1-2, 3-4, or Advanced ELD Leveled special education support: <ul style="list-style-type: none"> • Learning Center 	Support Courses Available: Literacy Workshop ELD 1-2 or 3-4 or Advanced ELD Leveled special education support: <ul style="list-style-type: none"> • Learning Center 	Support Courses Available: ELD 1-2, 3-4, or Advanced ELD PCC Skills Center Class Leveled special education support: <ul style="list-style-type: none"> • Learning Center 	Support Courses Available: ELD 1-2, 3-4, or Advanced ELD Leveled special education support: <ul style="list-style-type: none"> • Learning Center

* Ask counselor about Science options at time of forecasting

** Health Sciences / Biotechnology

Note: Students requiring additional support in mathematics or literacy will take a Math or Senior Seminar to help them meet the Essential Skills graduation requirement.

Courses described may not necessarily be offered.

PERFORMING AND VISUAL ARTS

DANCE

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

DANCE SEQUENCE

Intro:

African
Ballet
Jazz
Tap
Modern

Dance 1/2:

African
Ballet
Jazz
Tap
Modern

Dance 3:

Ballet
African
Modern/
Contemporary
Hip Hop
Tap

Dance 4:

Ballet
Jazz
Improvisation
/Comp.

Dance 5:

Ballet/Pointe
Jazz

Jefferson Dancers

Jefferson Dancers II



Student Scheduling

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

JAZZ

Intro to Jazz

Grade Level: 9-12
Prerequisite: None

Students are introduced to the basic forms of classical jazz, contemporary, and ballet, as well as contemporary hip-hop and funk. Designed to enhance body conditioning, strength, flexibility, self-discipline, control, and joy of movement. Students are taught to develop their kinesthetic sense of basic alignment and principles of safe and efficient movement.

Jazz 1-2

Grade Level: 9-12
Prerequisite: Successful completion of Intro to Jazz.

Students are offered additional exploration and work in basic dance technique emphasizing jazz styles.

Jazz 4

Grade Level: 9-12
Prerequisite: Jazz 2, Contemporary 3

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

Jazz 5

Grade Level: 9-12
Prerequisite: Successful completion of Jazz 4, Contemporary 3, Ballet 2 and instructor consent.

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

HIP HOP

Hip Hop 1, 2, or 3

Grade Level: 9-12
Prerequisite: None

Hip Hop is offered at a variety of levels depending on the overall experience and dance level of Jefferson students. In general, student must have a strong knowledge of the basic Hip Hop steps. Complex rhythms and longer sequences progressively build technique, stamina and artistry.

BALLET**Ballet 1/2**

Grade Level: 9-12

Prerequisite: None

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

Ballet 3

Grade Level: 9-12

Prerequisite: Successful completion of Ballet 2 and instructor consent.

This course is for ballet students with strong intermediate-advanced technique. **Pointe work for those who are ready.*

**Ballet 4 and 5*/Pointe**

Grade Level: 9-12

Prerequisite: Successful completion of Ballet 3 and instructor consent and placement.

These are two separate levels of ballet for ballet students with strong intermediate-advanced technique. Pointe work is studied and stressed throughout the year as students learn and study classical variations and repertoire.

MODERN**Intro to Modern**

Grade Level: 9-12

Prerequisite: None

Students are introduced to the basic forms of dance and dance vocabulary. The class focuses on modern techniques such as Horton, Cunningham, and Graham. The class is designed to enhance body conditioning, strength, flexibility, self-discipline, control, and the joy of movement. Students are taught to develop their kinesthetic sense of basic alignment and principles of safe and efficient movement.

Modern 1/2

Grade Level: 9-12

Prerequisite: Successful completion of Intro to Modern or instructor permission.

Students are offered additional exploration and work in basic dance technique emphasizing various modern dance styles. Different approaches to expressive dance require focus, trust, movement skill and a willingness to share and collaborate.

Modern/Contemporary 3

Grade Level: 9-12

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

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

Improvisation/Composition

Grade Level: 10-12

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

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

AFRICAN DANCE**Intro to African Dance**

Grade Level: 9-12

Prerequisite: None

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

African Dance 1-2

Grade Level: 9-12

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

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



African Dance 3

Grade Level: 11-12

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

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

TAP

Intro to Tap

Grade Level: 9-12

Prerequisite: None

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

Tap 1/2

Grade Level: 9-12

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

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

Tap 3/4

Grade Level: 9-12

Prerequisite: Successful completion of Tap 1/2 and instructor consent

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

Strength and Flexibility or Strength/Floor/Barre

Grade Level: 9-12

Prerequisite: None when offered as an introductory level dance

In this course, students will be challenged to increase flexibility and strength. Class will be focusing on core strength and isometric stretching.

PERFORMING GROUPS

The Jefferson Dancers (By Audition Only)

Grade Level: 9-12

Credits: 2

Prerequisite: Audition Only

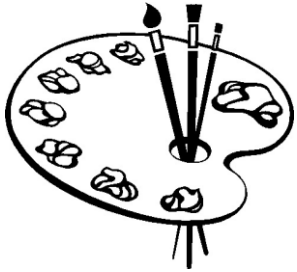
The Jefferson Dancers is a select group of our school's most advanced dancers. Intensive work, intended for the career-oriented dancer, includes continued training and frequent performances in all dance styles. Students work with local, nationally and internationally recognized choreographers. Students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

Jefferson Dancers II

Grade Level: 9-12

Prerequisite: Audition Only

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



VISUAL ARTS

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

Studio Foundations

Grade Level: 9-12

Credits: 1*

Prerequisite: None

In this fun and diverse class, students will learn the basics of drawing, painting, printmaking and 3D art. This class is excellent for those who want to learn art skills, explore an art profession or develop a useful hobby. This class will help students to begin to follow their own artistic path and listen to their own instinctive creativity. Students will learn to see as an artist by creating artworks in pencil, ink, watercolor, acrylic, clay. Art history from many cultures both historical and contemporary is woven into studio assignments. Students will have the opportunity to exhibit their artwork in a variety of venues and have many opportunities to work independently. Students need this

class before taking other art classes. Both beginners and those with art experience will benefit.



Intermediate Art 3-4

Grade Level: 10-12

Credits: 1 (2 semesters)

Prerequisite: Studio Art Foundations

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

Advanced Art: College

Grade Level: 11-12

Credits: 1 (two semesters)

Prerequisite: Intermediate art
*Dual Credit w/PCC

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

Darkroom Photography

Grade Level: 10-12

Credits: 0.5 (1st Semester)

Prerequisite: Studio Art Foundations

Photography 1-2 and 3-4 is for both the beginners and those who have already taken a Photography class but wish to continue exploring the medium.

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

Introduction to Digital Photography

Grade Level: 10-12

Credits: 0.5 (2nd Semester)

Prerequisite: Studio Art Foundations

Photography 1-2 and 3-4 is for both the beginners and those who have already taken a Photography class but wish to continue exploring the medium. Students develop skills to work in the Adobe PhotoShop and the Illustrator environment. In PhotoShop, students gain experience manipulating images from basic photo editing and retouching to manipulating layers. Topics covered are changing color, filters, fonts, texture, special effects and more. All projects are hands on emphasizing composition, creativity and

imagination. Woven throughout the class, students learn to appreciate the art of digital photography through class discussions and practice. Students are inspired through the study of contemporary photographers and graphic designers. This course is perfect for students who are interested in graphic design careers or just want to learn more about digital photography and software. Photography students will have the opportunity to show artwork in the Alberta Arts District, the Cherry Sprout Market, PCC and more, as well as producing a digital portfolio.



Ceramics

Grade Level: 9-12

Credits: 1*

Prerequisite: Studio Art Foundations

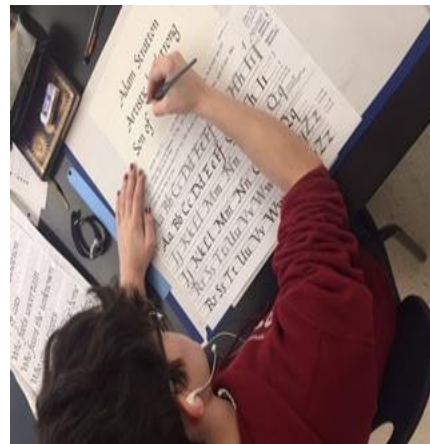
Ceramics 1-2 and 3-4 is for both the beginners and those who have already taken a ceramics class but wish to continue exploring the medium. Ceramics 1 will introduce hand building techniques and "throwing" on the potter's wheel. We will examine low-fire glazing techniques and find inspiration in the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

alternative firing techniques. An emphasis on safe and successful studio practices will be expected of all participants.

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

Publications

See under Other Electives pg. 26





DIGITAL MEDIA/ VIDEO

Video Production 1-2

Grade Level: 9-12

Credits: .5 per semester

Prerequisite: None

One semester will focus on introducing students to the use of Jefferson's state of the art digital video production studio and the use of the equipment for live, multiple camera production on location outside the studio.

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

Video Production 3-4

Grade Level: 9-12

Credits: 1 credit

Prerequisite: Video Production 1-2 or Instructor's permission

One semester of Video Production 3-4 will focus students to production skills that will be honed and advanced with weekly production assignments, incorporation of instant replay for sporting events and live production shown over PPS Channel 28 and streamed via the internet. Students will engage in a significant amount of after school production.

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



Video: News Production

Grade Level: 11-12

Credits: 1

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

This class will have the primary responsibility for producing the flagship program, Jefferson Today on a weekly basis. Working in conjunction with the Field Production classes, student producers will coordinate the production of news segments from those classes every week as well as produce their own. Students will become accomplished at all of the roles in a studio crew including news anchor and reporter. Attention to detail, working as a member of a team and adherence to schedule and meeting deadlines are skills taught in this class. Jefferson Today will show through the school's intranet, on PPS Channel 28, on Jefferson's website and on the internet.

FRESHMAN ACADEMY



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

English 1-2

Grade Level: 9

Credit: 1

Prerequisite: None

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

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

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

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

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

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

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

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

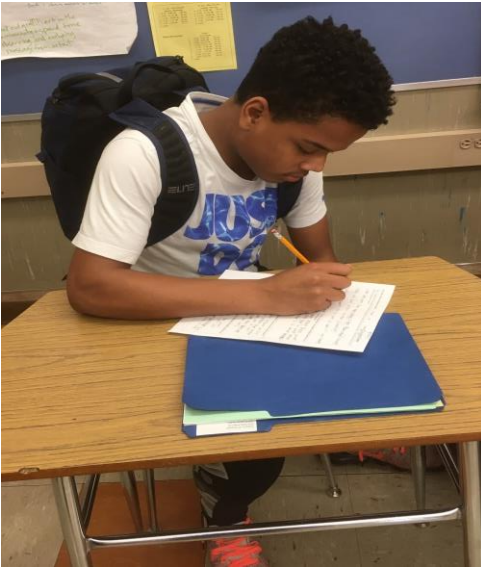
College Readiness*Grade Level: 9**Credits:**Prerequisite: None*

The freshman grade-level College Readiness course builds academic knowledge, habits, and skills that lead to the successful completion of high school and college-level course work.

This is a companion course to English 1-2.



LANGUAGE ARTS



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

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

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

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

Four years of English are required for graduation.

English 1-2

Grade Level: 9

Credit: 1

Prerequisite: None

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

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



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

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

English 3-4

Grade Level: 10

Credit: 1

Prerequisite: English 1-2

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

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

English 5-6/College Reading and Writing 115

Grade Level: 11

Credit: 1 HS English/LA and 6

College credits for those meeting the requirements.

*Dual Credit w/PCC

Junior Language Arts students will use reading and writing to expand their understanding of the world in which they live. They will achieve this through interacting with texts from multicultural perspectives from many genres including but not limited to: essay, non-fiction, novels, poetry, film and songs. In turn, students will organize their own thoughts and ideas into various writing modes, focusing on: essay, narrative and poetry. We will focus on how language impacts our understanding of each other and ourselves.

Junior English is a dual credit course. Students who meet the college level requirements of the course will earn up to 6 college credits in addition to the English/Language Arts high school credit.

Senior Seminar

Grade Level: 11-12

Credit: 0.5 (elective)

Prerequisite: None

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

College Writing + Literature Senior Inquiry

Grade Level: 12

Credit: 1 credit for English 7-8

Prerequisite: None

*Dual Credit w/PSU

This is the Senior Inquiry English 7-8 course. Senior Inquiry is a dual-credit, yearlong course offered in partnership between Portland State University and Jefferson High School. Its purpose is to deliver interdisciplinary college-level courses on site at the high school while preparing students for the unique demands and rewards of college coursework. Senior Inquiry is team taught by high school teachers and university faculty. Students who successfully complete the class will earn 15 college credits as well as the required high school English, Government and Economic credits. In order to be eligible for the PSU credits, students will need to show grade level proficiency, productive academic behaviors, as well as a grade of C or higher in the class.

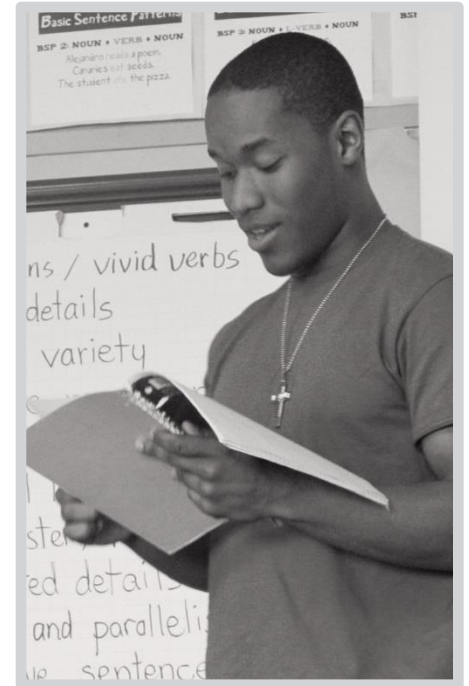
Sheltered Language Arts

Grade Level: 9-12

Credit: 1 (Language Arts)

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

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



WORLD LANGUAGE

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

Spanish 1-2

Grade Level: 9-11

Credits: 1

Prerequisite: None

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

Spanish 3-4

Grade Level: 9-12

Credits: 1

Prerequisite: Successful completion of Spanish 1-2

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

Spanish 5-6

Grade Level: 9-12

Credits: 1

Prerequisite:

C or better in Spanish 3-4 AND teacher recommendation.

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

Spanish 7-8

Grade Level: 9-12

Credits: 1

Prerequisite: Successful completion of Spanish 5-6

This course would be Spanish year 4. Students will become proficient in the use of Simple past and the imperfect. Students will learn the subjunctive. Students will keep practicing structures learned in previous years and will increase their vocabulary and oral fluency. All 4 skills will be practiced within the range of an Intermediate mid to advanced low level. Students will be expected to communicate fully in Spanish 90% of the time. Students will practice all 4 skills: reading, listening, speaking and writing, plus the grammatical focus will be on past tense, perfect tenses and subjunctive.

Lengua y Literatura

Grade Level: 9-12

Credits: 1

Prerequisite: Native Spanish speaker or Immersion Student (year 1 – 5-6 / year 2 – 7-8)

Language and literature courses are the first two courses in a three to four-year sequence offered to students with Intermediate Mid/High proficiency or Spanish native fluency level. In these courses, students have the opportunity to read a variety of texts, develop their skills as writers, and improve their oral communication in Spanish. The four language domains (reading, writing, listening and speaking), are naturally developed during each lesson. The activities and classwork are done 100% in Spanish. In these courses, students read poetry, news articles, myths and legends, memoirs and novels, a variety of authentic texts from the Spanish-speaking world and from the US. With each literary genre we study, students read in groups and with the whole class, respond to the readings orally and in writing, and complete writing projects about what they have read. Students develop their skills by participating in a constant process of reading, discussing, reflecting on the text, and writing. During the course, students receive ample opportunity, inside and outside of class time, to develop both their oral and written expression in a variety of contexts, circumstances, types of discourse, themes, and registers. In addition to providing an opportunity to develop critical reading and analytical writing skills, the course places emphasis on developing the ability to make interdisciplinary connections and to explore culturally.

HEALTH / PHYSICAL EDUCATION



Health

Grade Level: 10-12
Credits: 1
Prerequisite: None

Health 1-2: The academic success of America's youth is strongly linked with their health. Health literacy is essential for preparing students to be healthy and productive members of our society. To prepare our students we must promote a skill-based learning model in which students will be able to develop, practice, and personalize the following essential health skills:

PHYSICAL EDUCATION

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

Physical Education

Grade Level: 9-12
Credits: 1
Prerequisite: None

Physical Education incorporates lifetime activities and outdoor pursuits. Students have the opportunity to apply fitness principles and movement concepts and skills to field and striking, invasion, and net and wall games. At the high school level,

- Field and striking activities allow students to apply tactics and strategies, demonstrate fundamental motor skills, cooperate with and encourage classmates, demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression. Successful participation also promotes students' ability to access local resources and plan for how to engage in field and striking activities through college and/or career. Field and striking games include, but are not limited to, the following activities: Baseball, Softball, and Wiffle Ball.
- Invasion games allow students to apply transferable physical skills as well as develop relationship skills and social awareness that can foster peer-to-peer interactions. At the high school level, students are ready to explore and apply more complex skills, strategies, and tactics. Successful participation also promotes students' ability to access local resources and plan for how to engage in invasion games through college and/or career.

Invasion games include, but are not limited to, the following activities: Basketball, Handball, Flag football, Lacrosse, Soccer, and Ultimate Frisbee.

- In high school, students continue to refine advanced motor skills and movement patterns applied to net and wall games. Students explore how to access local resources and plan for how to engage in net and wall games through college and/or career. Through improved knowledge, confidence, and motivation to use community and local resources, students will be able to confidently apply the skills learned in net and wall activities outside of PE. Net and wall games include, but are not limited to, the following activities: Badminton, Pickleball, Volleyball, Handball, Table tennis, Paddleball, Roundnet and Tennis. We also offer golf as a target game.

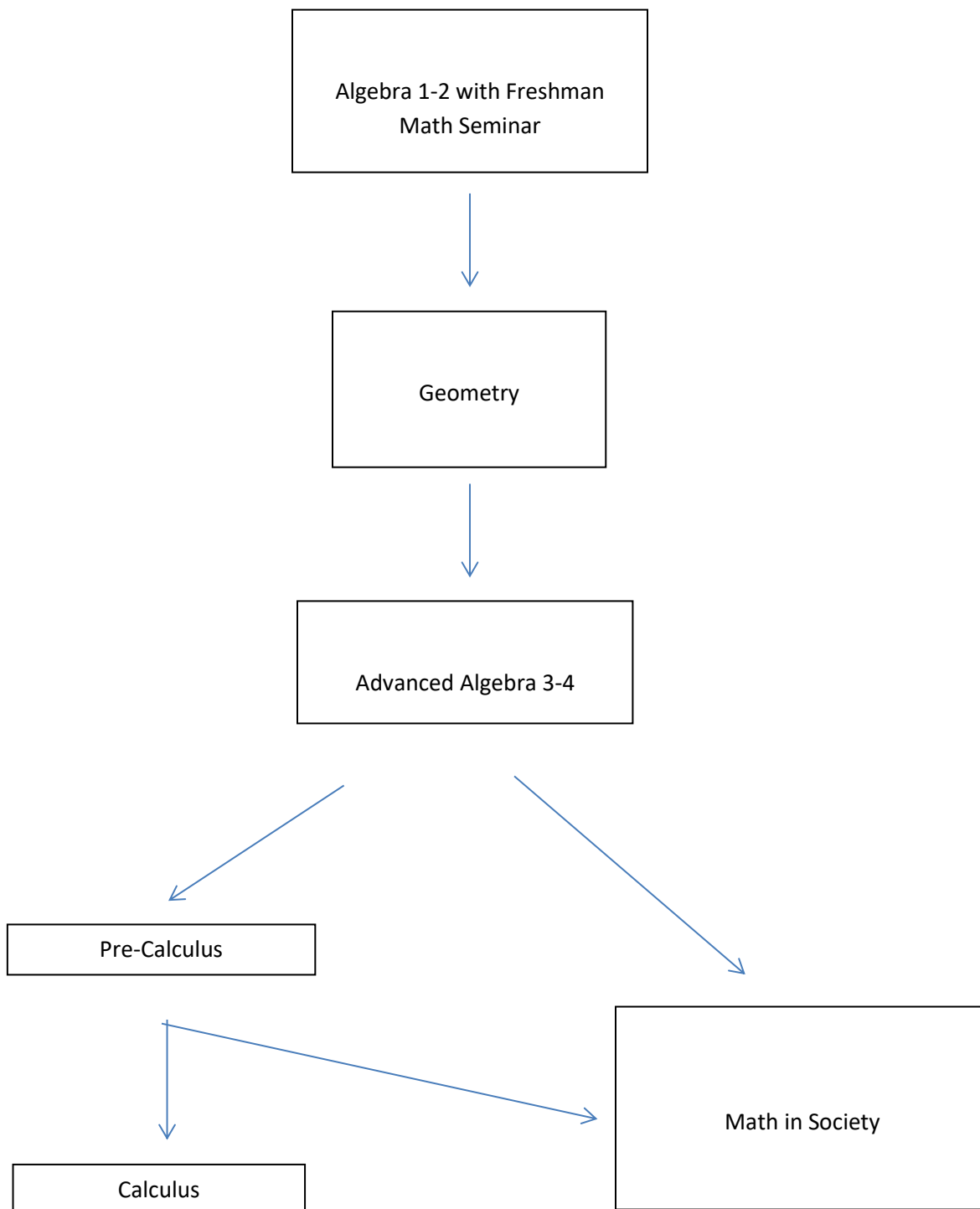
Weight Training (Co-ed)

Grade Level: 10-12
Credits: 1
Prerequisite: PE

Jefferson High School's Weight Training class is a comprehensive strength and conditioning program designed to challenge all students to go outside of their comfort zone. It is our mission to provide equal opportunity to ALL students through planned individual workouts designed to develop muscular strength and endurance

MATH

Jefferson Math Sequence



Algebra 1-2 With Freshman Math Seminar: CCSS (*Meets every day*)

Grade Level: 9-10

Credits: 1

Prerequisite: None

(Mathematics Graduation Requirement)

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

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

Geometry: CCSS

Grade Level: 9-12

Credits: 1

Prerequisite: Successful

Completion of Algebra 1-2

(Mathematics Graduation Requirement)

In this course students study two- and three-dimensional shapes and their relationships in plane and

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

Algebra 3-4: CCSS

Grade Level: 9-12

Credits: 1

Prerequisite: Successful completion of Algebra 1-2 and Geometry (Mathematics Graduation Requirement)

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

On a daily basis, students use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students

learn in collaboration with others, sharing information, expertise, and ideas.

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

Math Seminar 3-4

Grade Level: 12

Credits: 1

Prerequisite: None

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



Pre-Calculus*

Grade level: 9-12

Credits: 1

Prerequisite: C or higher in Alg 3-4

*Dual Credit w/PCC

Pre-Calculus provides the opportunity to extend your knowledge of rational, radical, polynomial, exponential, logarithmic, and trigonometric functions. You will be introduced to limits and the underpinnings of calculus. This is a college preparatory course. The first semester aligns directly with PCC MATH 95 and successful completion of the first semester will provide students the choice to earn dual credit for MATH 95. Homework completed outside of class is required.

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

Calculus

Grade Level: 10-12

Credits: 1

Perquisites: Successful completion of Pre-calculus.

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

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

Math In Society

Grade Level: 12

Credits: 1

Pre-Requisites: Completion of Algebra 3-4

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



ENGLISH LANGUAGE DEVELOPMENT

English Language Learner (ELL) Program

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

Sheltered Social Studies

Grade Level: 9-12
Credits: 1 (Social Studies)
Prerequisite: None

This class covers a variety of topics including colonization, human rights, immigration, globalization, climate change, terrorism, wars, civil rights movements, and U.S. domestic and foreign policy. Materials and activities are designed to meet the unique needs of beginner English Language Learners. This class can be used for Modern World History and Us History credit.

Sheltered Language Arts

Grade Level: 9-12
Credit: 1 (Language Arts)
Prerequisite: IPT level A or B ELPA:
beginning or early intermediate

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

English Language Development 1

Grade Level: 9-12
Credit: 1 (Elective)
Prerequisite: IPT level A
ELPA: beginning

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

English Language Development 2

Grade Level: 9-12
Credit: 1 (Elective)
Prerequisite: IPT level B ELPA: early intermediate
Completion of ELD 1

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

English Language Development 3

Grade Level: 9-12
Credit: 1 (Elective)
Prerequisite: IPT level C
ELPA: intermediate
Completion of ELD 2

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

English Language Development 4

Grade Level: 9-12
Credit: 1 (Elective)
Prerequisite: IPT level D
ELPA: early advanced/advanced
Completion of ELD 3

ELD 4 continues with development of English reading, writing, speaking, and listening skills. Students improve their use of reading strategies and the writing process to access content in all academic areas. Complex academic vocabulary and grammatical structures

are introduced. Students will read longer pieces including novels and non-fiction books, give oral presentations, write in several modes including a research paper, and use technology in language development.

Pre Algebra 1-2 (NewComers)

Grade Level: 9-12
Credit: 1 (Elective)
Prerequisite: IPT level D

This course is designed for students who have had interrupted education and need to develop basic literacy and numeracy skills. Students are new to the United States and have not attended much school in their native language. The program will focus on fundamental math skills (counting reading and writing number to basic whole number math operations, progressing to rational numbers and solving equations)

ESL at PCC

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

*English Speakers of Other Languages

Courses described may not necessarily be offered.

Science

NGSS Physics

Grade Level: 9
Credits: 1
Prerequisites: None

This course focuses on the core ideas of Physics - motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This hands-on course is highly engaging to students, with emphasis on data collection, analysis and communication and lays the foundation for future high school science courses. Students will use technology to collect and analyze data as well as use data mines and simulations when direct observation or collection of data is not possible. This class is the first science class of the three-year science sequence.

NGSS Chemistry

Grade Level: 10
Credits: 1
Prerequisites: None

This lab-based course covers the foundational principles of modern chemistry as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of patterns as well as energy and matter. In addition to the focus on the NGSS

chemistry science content, scientific practices, engineering design, and social justice are emphasized throughout the course. Course content will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Content and skills learned in NGSS Physics is built upon during the course. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

NGSS Biology

Grade Level: 11-12
Credits: 1
Prerequisite: None

This lab-based course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of structure and function as well as interaction and change. In addition to the focus on the NGSS life science content, scientific practices and engineering design, critical thinking, data analysis, and argumentation from evidence are emphasized throughout the course. Course content will include the relationship between molecules and organisms, genetics, evolution, and ecology. Technological, historical, political, and environmental aspects of biology will also be addressed. Content learned in physics and chemistry courses is built upon and expanded on in a biological context.

Human Anatomy and Physiology

Grade Level: 11-12
(Priority will be given to HSBT students)

Credits: 1
Prerequisite: Passing grade in previous science course and Health

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

This course is a requirement for students in Biotech.

Environmental Science

Grade Level: 11-12
Credits: 1
Prerequisite: 1 credit of science

Environmental Science examines the mutual relationships between organisms and their environment. In studying the Interrelationships among plants, animals, and humans, this course covers the following subjects: ecology, biodiversity, population growth, succession, northwest geology, water quality, meteorology and through focus on sustainability, environmental ethics, and public policy.

HEALTH SCIENCES/ BIO TECHNOLOGY



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

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



Biotech Health

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

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

Human Anatomy and Physiology

Grade Level: 11-12
(12th grade if space allows)
Credits: 1
Prerequisite: Passing grade in previous science course and health

Human Anatomy and Physiology is designed for students who wish to explore the structure and functions of the human body. This course focuses on human organ systems and the effects diseases have on

these systems. Laboratory investigations and detailed dissection of a fetal pig and other animal organs are a significant aspect of the class. You will have the opportunity to hear guest speakers and attend field trips that

highlight course content and health careers. This course is a requirement for students in Biotech.

Research & Medicine

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

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

SOCIAL STUDIES

Modern World History

Grade Level: 9
Credits: 1
Prerequisite: None

In Modern World History students are taught to gather and analyze historical information from a variety of primary and secondary sources and to engage in informed deliberations and discussions of issues, events, and ideas. The class covers a variety of topics ranging from evaluating sources, human rights, colonization, humanitarian aid, political systems such as apartheid, world wars, globalization, trade agreements, climate change, and the Palestinian-Israeli conflict. Technology, geography, and literacy skills will be incorporated into projects, essays, simulations, group activities and individual assignments.

United States History

Grade Level: 10
Credits: 1
Prerequisite: None

Students enrolled in this class will evaluate continuity and change over the course of U.S. history. Particular attention is given to social, economic, racial, and gender themes. The class covers a variety of topics ranging from Constitution, Native American experiences, Reconstruction, migration, labor and strikes, the Great Depression and the New Deal, WW2 from a local perspective, the Cold War, civil rights and liberation movements, immigration, U.S. imperialism, and the prison industrial complex. Students will have opportunities to participate in role plays, essay writing, simulations, speeches, as well as individual and group projects.

Government/Economics: College Senior Inquiry

Grade Level: 12
Credit: .5 Government/.5 Econ
Prerequisite: None
**Dual Credit w/PSU*

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

Civics: Community Engagement and Social Change

Grade Level: 10-12
Credits: 1 elective credit
Prerequisite: None

Students will learn how average citizens can impact government at the school, local, state and federal levels. They will also learn about historical and contemporary efforts to effect change at the Grassroots and Non- Governmental Level. All students will engage in at least one service learning project in an attempt to affect change in their community.

Sheltered Social Studies

Grade Level: 9-12
Credits: 1
Prerequisite: None

This class covers a variety of topics including colonization, human rights, immigration, globalization, climate change, terrorism, wars, civil rights movements, and U.S. domestic and foreign policy. Materials and activities are designed to meet the unique needs of beginner English Language Learners. This class can be used for Modern World History and Us History credit.



OTHER Elective Courses

Academic Center – College Campus Course

Grade Level: All 11th -12

(10th w/Approval)

Credits: 1.0

Prerequisite: None

Academic Center supports students preparing to engage in PCC classes and students engaged in PCC classes who need time in the schedule at Jefferson to take PCC classes. Students needing to reserve two periods within the school day to take a class at the PCC Cascade Campus should forecast for the College Campus Course.

Publications

Grade Level: 10-12

Credits: 1.0

Prerequisite: None

The Publications course is designed to meet course expectations for Journalism and Yearbook. Students will study journalistic writing techniques and learn how to use multiple forms of design and publication software to prepare and create web-based articles and school publications as well as document school history through the creation and publication of the school yearbook. Students who enroll in this class can organize and follow timelines and are interested in sharing professionally produced in this class can organize and follow timelines and are interested in sharing professionally produced information about our school, staff, students and community.

Digital Design and Computer Coding

Grade Level: 10-12

Credits: 1.0

Prerequisite: None

The focus of this year-long course is to develop student understanding

in general computer programming concepts and introduce students to the fundamentals of Javascript. Students will learn about these concepts through an online coding platform that will be used to introduce new ideas, deliver self-paced lessons, and provide a platform for students to develop and publish their projects. Throughout the course, students will apply their fundamental knowledge of Javascript to create landscapes, pictures, animations, and apps. The culminating activity for the year will involve students designing, writing, and creating their own computer game. No previous coding experience is required!

Choir

Grade Level: 9-12

Credit: 1

Prerequisite: None

Students enrolled in Choir will learn vocal technique in the context of choral singing. Emphasis will be on studying and singing a variety of musical styles including gospel. Course content will also include music appreciation and theory. This choir will perform at local events, concerts and festivals and may be repeated for credit.

Mindfulness

Grade Level: 10-12

Credits: 0.5

Prerequisite: None

This is designed as a one semester course.

Students will address physical and mental strength habits while practicing Yoga and Mindfulness. Different types and styles of yoga will be utilized. Students will complete a research project on the benefits of Mindfulness.

Theater I-II

Grade Level: 9-11

Credits: 1.0

Prerequisite: None

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

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

Play Production

Grade Level: 10-11

Credits: 1.0

Prerequisite: Previous theater experience or instructor consent

Theater Workshop is a class which emphasizes the ensemble approach to rehearsal. Productions are developed by the ensemble members. Performances are scheduled for schools, community, civic, and religious organizations, and a wide variety of festivals.

Information Literacy

Grade Level: 10-12

Credits: .5

Prerequisite: None

This is designed as a one semester course.

This course is an introduction to information literacy that will help students develop skills for introductory college courses. In this semester-long course, students will learn how to find, select, evaluate, and use information sources gathered from multiple platforms

including but not limited to databases and the Internet. In this course, you will use information to answer questions and solve problems. The course will also include how to read difficult and scholarly texts.

Creative Writing

Grade Level: 10-12

Credits: 1 Can also be taken for a semester credit

Prerequisite: None

Creative Writing is an opportunity for students to create original forms of descriptive writing, poetry, drama and fiction, as well as personal creative essays. Vocabulary development, creative writing techniques, and skills will be explored. Students will read examples of short fiction, flash fiction, poetry and essays as they learn new writing techniques and cultivate their own voice. The end product will be a complete writing portfolio that includes multiple drafts of writing pieces to show student development. Students will also be encouraged and guided through the process of submitting work to online and print publications.

Teacher's Assistant or Counseling Assistant

Grade Level: 10-12

Credits: P/NP

Prerequisite: Teacher's Approval

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

**Cannot forecast for this using online course request.*

Student Library Assistant

Grade Level: 10-12

Credits: 1.0

Prerequisite: Teacher's Approval

This class introduces high school students to the purpose, organization, and procedures of a school library. The goal of this class is equip students with the skills and training that could be used for future library employment or other customer service positions. Students will learn JHS Library's policies and procedures; the daily operations of the library; how to use Destiny Library Manager; and how to provide customer service to students and staff.

Beyond High School

Grade Level: 11-12

Credits: 0.5

Prerequisite: None

This is designed as a one semester course.

11th grade: This course is designed to help students navigate their way through the end of high school and to a fulfilling life beyond. In this class, students will complete graduation requirements, navigate PCC, explore college and career options, have an introduction to personal finance and money management, and community engagement. Students will sign up for classes at PCC, prepare to apply for college, scholarships, financial aid, apprenticeships, internships, and more.

12th grade: This course is designed to help students navigate their way through the end of high school and to a fulfilling life beyond. In this class, students will complete

essential skills and personalized learning requirements, apply for college, financial aid, scholarships, apprenticeships, and jobs. Students in this class prepare for college entrance exams, celebrate triumphs, and learn about paths they hadn't yet considered. They will thoughtfully examine the history, implications, and barriers embedded in the systems one must navigate on the path to college and career, and engage with their communities to disrupt systems that don't work for everyone.

Civics: Community Engagement and Social Change

Grade Level: 11-12

Credits: 1 elective credit

Prerequisite: None

**See Description in Social Studies*



OTHER PROGRAMS AND CLASSES

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

Portland Evening Scholars at Benson:

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

Off Campus Credit

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

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

Volunteer or Work Service

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

Outdoor School

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



SUMMER SCHOOL OPPORTUNITIES

PPS Summer School

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

Jefferson Summer School

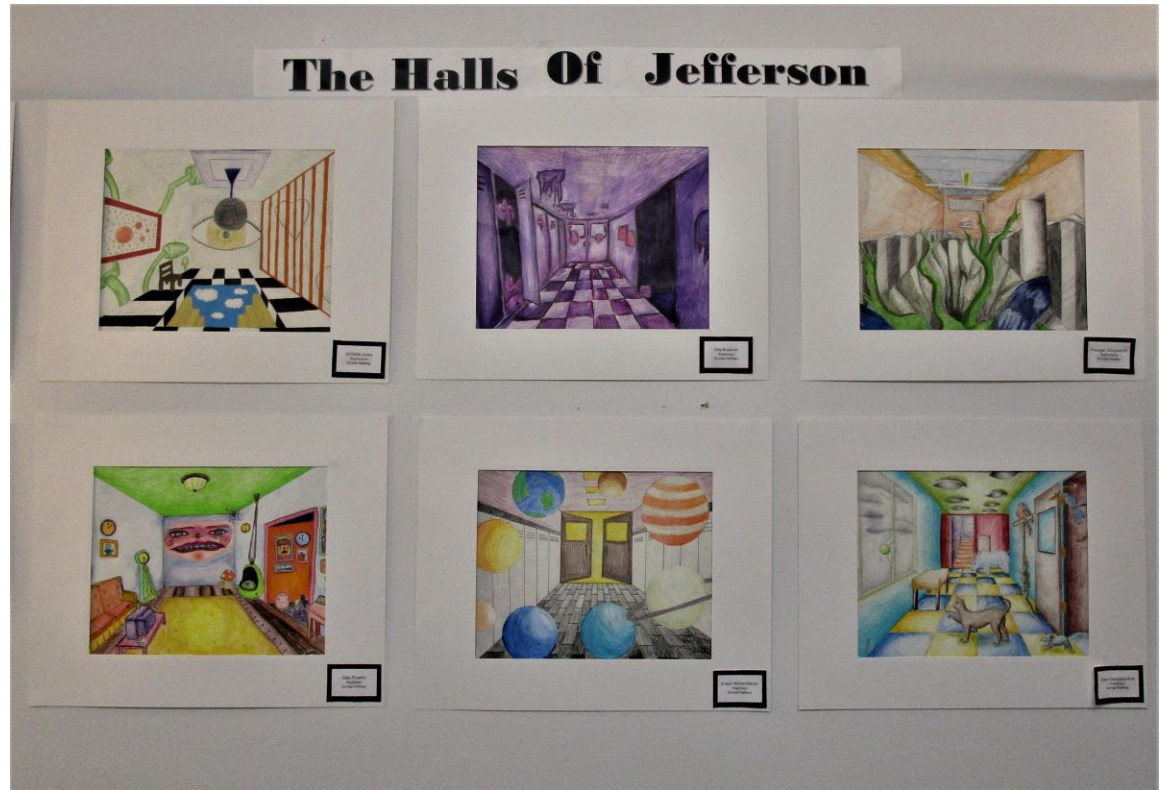
Pending funding, Jefferson will provide a summer school for our neighborhood students to do credit recovery or skill building.

Upward Bound

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



TALENTED AND GIFTED EDUCATION IN HIGH SCHOOL



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

TAG SERVICES & SUPPORT

Talented and Gifted (TAG)

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

TAG and College Credit Course

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

The College Experience

In addition to the requirement that all Jefferson students earn at least 12 college credits prior to their high school graduation, we support students in gaining skills that will lead to success in any post-high school learning experience. Whether that is a 4 year college/university, a 2 year degree or certificate program, or the acceptance into a trade program, we want all Jefferson graduates prepared to navigate a college syllabus, ready to register for advanced courses after high school, confident in how they meet and interact with professionals and excited about making a plan for future coursework.

By Junior Year

Students typically begin their college experience in their Junior year when they engage in college-level classes that will lead to a certificate or degree after high school. Students can take dual credit courses at Jefferson and a wide variety of courses at the PCC Cascade Campus as determined by their PCC placement test scores.

Dual Credit

These are college-level courses offered on the Jefferson campus. Jefferson teachers apply to the PCC Dual Credit Office to be certified as a Dual Credit PCC Instructor. With professional approval and approval of their course syllabus, our teachers have been able to offer college credit within our Junior English, Advanced Art, Pre-Calculus, and Math and Society Classes, along with Jefferson Dancers.

Courses on the PCC Campus

PCC offers a wide variety of classes. For example, Jefferson students have taken: Intro to Business, Psychology, Sociology, Calculus, Art, Poetry, Film and Literature, and

Emergency Dispatch/ Telecommunications. See Page 1 for PCC Course Offerings. See Page 2 for a sample 4-year plan.

The Senior Capstone

All Seniors take a block of courses called Senior Inquiry. This block of courses combines the high school credits for English 7-8, Government, and Economics with the Portland State University Studies course of Freshman Inquiry. This course maintains a focus on Race and Social Justice and supports students in critical thinking skills and demonstration of college-level work through coursework, discussion and an online portfolio.

The Sophomore Application

Frequently, there are students who are excited about college opportunities and are prepared to demonstrate their college readiness prior to their Junior Year. For these students, we have a Sophomore Application, modeled after the Common App, which students use to gather evidence and demonstrate readiness to take the PCC Placement Tests and start classes at PCC Cascade. Students can complete and submit the application May 1st of their 9th grade year and Oct 15 and January 15 of their 10th grade year.

College Credit FAQ

Will my college classes transfer to another college or university?

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?

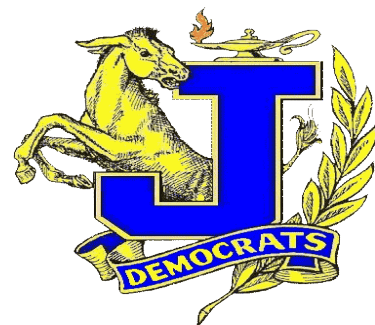
Dual Credit registration occurs within the Jefferson dual credit classroom. PCC College course registration needs to be completed in the Middle College Office (TEB118) at PCC.

How much does it cost?

Dual credit and PCC college campus courses are free to Jefferson students who follow all enrollment, registration, and drop deadlines.

Who can I contact if I have questions?

If you would like more information about other college level class opportunities in your high school, please contact your Jefferson counselor, our College Coordinator, or our Middle College Director.



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, even if some of those credits were earned in High school. In addition, the Oregon

Promise grant that provides aid to students to attend community college has a 90 credit limit on college credits. Once a student has 90 credits, they are no longer eligible.

Important Points to Ponder

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.

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

Example of Dual Credit Courses available at Jefferson HS-MCAS		
Jefferson Course	College Course: Institution	College Credit*
English 5-6: College Reading and Writing 115	Reading and Writing 115: PCC	4
College Writing and Literature AND Government/Econ: College (Senior Inquiry)	Freshman Inquiry: PSU	15 total for the year
Adv Art: Art 115	Art 115- 2D Design: PCC	3
Pre-Calculus	Math 95- Intermediate Algebra: PCC	4
Math 105: Math in Society	Math 105-Math in Society	4

SPECIAL EDUCATION PROGRAM

The Jefferson 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, speech/language, social/emotional, and behavioral growth. Additional services may include physical adaptations for motor impairments, and vocational and community training. Placement is determined by the IEP team for those students who have specialized instruction identified on their IEPs. The case manager will communicate with parents/guardians the appropriate courses determined by a student's IEP.

LEARNING CENTER

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

Pre-Algebra

Grade Level: 9-12

*Credits: 1, elective**

Prerequisite: Indication on IEP

This course is for students who need to remediate basic math skills necessary for success in general education math courses. The course curriculum focuses on critical numeracy, order of operations, pre-algebra, and basic geometric concepts. Mini-lessons and assignments will be individualized to support the needs and goals established in each student's IEP and those determined by the student and the teacher.

*Students on Modified Diploma track may receive Math credit for this course.

Academic Skills/Learning Center

Grade Level: 9-12

Credits: 1, elective (may be taken multiple years)

Prerequisite: Indication on IEP

This class is designed to allow students the classroom structure to work on reading, math, writing, and organization for their content classes. The focus is on completion of assignments, studying for tests, organization, and self-advocacy. Students also learn the metacognitive (higher order thinking) and executive functioning skills that are needed to develop into more effective and successful students. There is individualized educational support and guidance from the instructor.

Guidance and Counseling

Appointments with Counselors are between 8:15 a.m. and 3:30 p.m. daily.

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

Confidentiality

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

How to Contact Your Counselor

Students may:

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

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

Parents may:

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

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

Forecasting

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

Student Intervention Team (SIT)

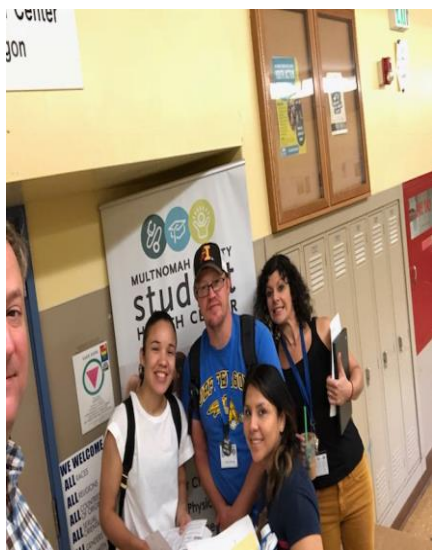
The goal of the Student Intervention Team (SIT) is to ensure the overall success of all students. The SIT team collects data and uses it to *track and evaluate student progress*. The team uses data reports to evaluate what support services and interventions students may need in order to decrease the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

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

Student Services

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

- **School Nurse:** A full nurse is available for emergency care, assistance in chronic and acute illness, counseling and health education. Location: Room C-2
- **Multnomah County Teen Health Center:** Provides you with physical exams, medical referrals and mental health services to teens at Jefferson and is located on the lower level. Location: Room A-11



Student Assistance

Jefferson High School is committed to helping every student reach the standards and benchmarks identified by the State of Oregon. This includes creating a safe environment where you are able and encouraged to achieve your maximum potential. Counselors and other staff believe that substance

abuse and the fear of violence are problems that not only impair an individual's ability to succeed academically, but also affect emotional, spiritual, social and physical development. Primary goals for Jefferson High School are to reduce the abuse of alcohol and other drugs and to reduce the fear of violence on campus and within the community.

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

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

Library

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

Tutoring

Several groups provide tutoring services for students after school through our SUN School programs.

Homework

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

Peer Mediation

Peer mediation is a problem solving process where two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator. Peer mediation can be requested through the Dean, the School Engagement Coach, or a Vice Principal.

Student Support / Counseling Center

Jefferson High School/Middle College for Advanced Studies (JH/MCAS) Student Support / Counseling Center is where students can access their Counselor, Dean of Students, Middle College VP, Student Coordinators, Athletic Director, and Vice Principals. Students are encouraged to stop by for support and direction.

Activities, Athletics and Clubs



ATHLETICS

Sports available:

- Baseball
- Basketball (boys/girls)
- Cross Country
- Football
- Softball
- Volleyball
- Soccer (boys/girls)
- Swimming
- Track & Field
- Wrestling (boys/girls)

Forms

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

Physicals

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

Freshmen must have their physical form dated after spring break of their eighth grade year.

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

Fees*

\$200.00 per student for all athletes.

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

\$350.00 maximum per year per athlete.

\$700.00 maximum per year per family.

Eligibility and Grades

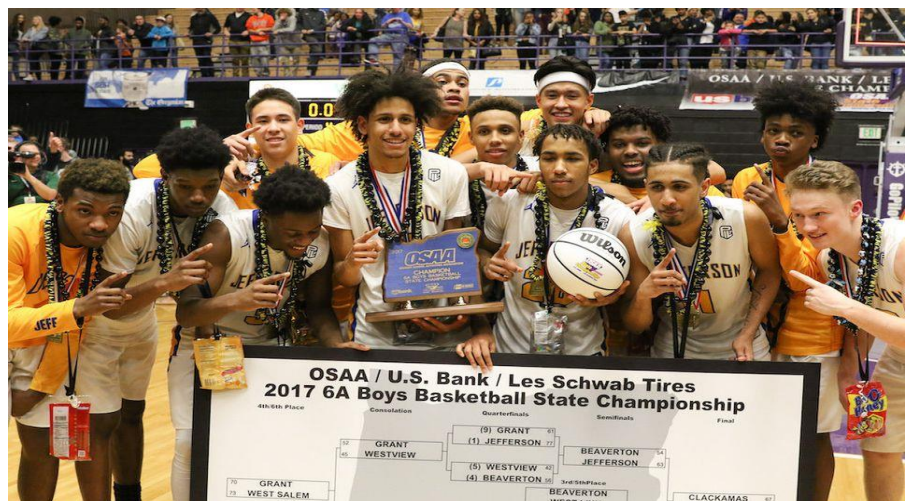
Athletes must always be passing five classes to participate in sports activities. (State rule) Athletes must have a minimum 2.00 GPA with no F's or they become probation athletes for one quarter. (Portland Public Schools rule) Probation athletes whose grades do not come up to standard by the following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

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

ACTIVITIES/CLUBS

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

- Cheerleading
- Music Club
- Mock Trial
- National Honor Society
- Black Student Union
- Yearbook
- Spanish Club
- Student Government
- Robotics
- Women's Empowerment Club
- Mural/Community Arts Club
- Poetry Club
- Painters for Peace
- Sounds of Jefferson
- S.A.G.A. (sexuality and gender alliance)
- Book Club
- Mesa
- Volunteer Club



Student and Parent/Guardian Complaint Procedures

Informal

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

Formal

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

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

Level I — Principal or Designee

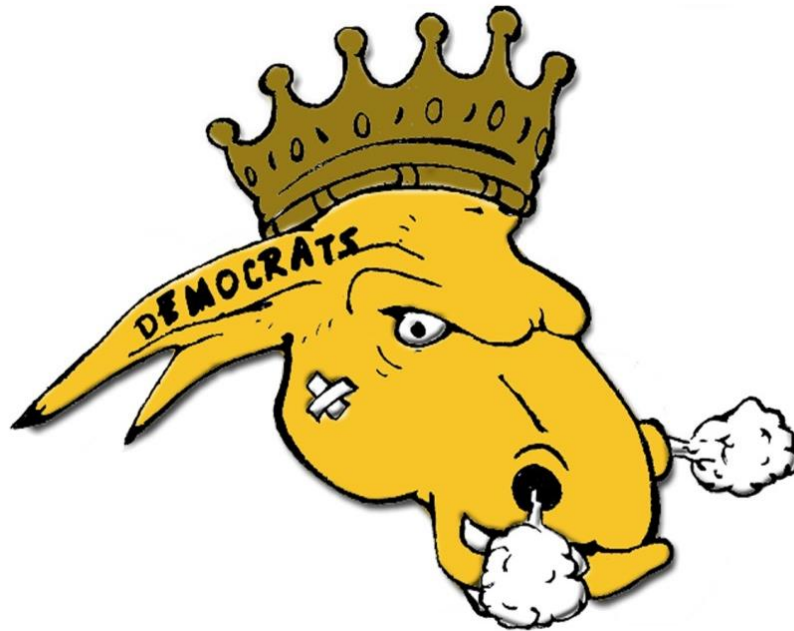
1. The parent/guardian or student sends a letter to or telephones the principal or designee asking for a conference. The letter or call should give detailed information about the problem.
2. The principal or designee arranges a conference. Teachers will be included if appropriate. The conference must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

Level II — Regional Administrator

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

Level III — Superintendent/Board of Education

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



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

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

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

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

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

.Cover art done by student Zion Fadel