

# Jefferson High School

2200 Talbot Rd.  
Jefferson, OR 97352  
(541) 327-3337



## 2022-2023 Curriculum Guide & Course Catalog

**JHS Course Catalog  
2022-2023 School Year**

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## Letter from the Principal

Dear Students, Parents, and Guardians,

This 2022-2023 JHS Curriculum Guide and Course Catalog offers the most updated information on courses designed for JHS students, so they can reach their academic potential and have a successful high school experience. By thoughtfully planning a coordinated sequence of academic and career related courses, all students will be better prepared for life after high school.

After high school, Jefferson High School graduates continue their education at four-year colleges and universities, community colleges, technical institutions, in the military, or in apprenticeship / training programs as they strive to meet their own academic and career goals.

In alignment with our district vision statement, “*Equipping all students with the skills to successfully navigate their future*”, JHS staff invested time last year in examining our systems and looking for ways to better assist our students in preparing for college and career.

To support this work, Jefferson High School ended Wednesday Academy classes at the end of the 2021-2022 school year. During the 2022-2023 school year, Wednesdays will focus on core competencies that prepare students to be competitive with their peers across the state. Some of the offerings from Wednesday Academy have been incorporated into our master schedule. As we consider the remaining Wednesday Academy classes, we will look ahead for other opportunities to provide enrichment for Jefferson students.

These changes allow for additional instructional hours in core academic classes, more streamlined pathways among schools within our district, increased rigor and relevance, and allow teachers fewer prep periods to prepare for instruction.

As you work with your students to identify course offerings for their high school experience, please use this as a reference for making informed decisions. As always, we are here for you with any questions you may have. We thank you for your partnership and look forward to a very successful 2022-2023 school year!

Sincerely,  
Melissa Groninger  
Principal

Laura Plerce-Cummings  
Vice Principal

## Graduation Requirements

Our goal at Jefferson High School is to prepare all students for success in their next steps after high school. This includes college and career, citizenship, and life-long learning.

To earn a diploma, students need to successfully complete the following:

- earn credit requirements,
- complete personalized learning requirements through Plan & Profile work, and
- demonstrate proficiency in the Essential Skills (this is currently paused).

In the following pages, you will find information regarding each of the requirements for graduation. In addition, we provide guidance for those students seeking to graduate with an Honors Diploma. This document is updated annually as we receive guidance from the [Oregon Department of Education specific to graduation requirements](#).

### **JHS Regular Diploma Requirements** **Class of 2023**

<b><u>Subject Areas</u></b>	<b><u>Credit Requirements</u></b>
Language Arts	4 Credits
Math	3 credits * <b>Must</b> be Algebra I and above
Science	3 credits * <b>Must</b> include Scientific Inquiry and Lab Experiences
Social Sciences	3 credits * <b>Must</b> include at least 0.5 credit from Civics, starting with students graduating in 2026
Health	1 credit
Physical Education	1 credit
Career & Technical Education, The Arts, and/or World Language	3 credits *Credits may come from any one or a combination of these content areas.
Electives	6 credits *Must take .5 Career Development
<b>TOTAL</b>	<b>24 Credits</b>

### **Essential Skills**

Students will not be required to show proficiency in Essential Skills as a condition of receiving a high school diploma during the **2021-2022, 2022-2023, and 2023-2024** school years.

Updated August 2022

## **Personalized Learning Requirements**

*Personalized Learning Requirements support our students in preparing for post-secondary success. Much of this work will be completed in our LIONS PRIDE classes. In addition, Jefferson High School will provide students with the opportunity to attend our College & Career Fair on campus as well as other college and career related experiences off campus.*

- Education Plan and Profile** – Develop an education plan and build an education profile to guide learning toward personal, career and post-high school goals
- Career-Related Learning Experiences** – Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan
- Career-Related Learning Standards** – Demonstrate career-related knowledge and skills: personal management, teamwork, communication, problem solving, employment foundations, career development
- Extended Application** – Apply and extend knowledge and skills in new and complex situations related to the student's personal career interests and post-high school goals
- CPR** training through Health Class.

## **Requirements and Support/Counseling Program**

The purposes of the counseling program and LIONS PRIDE groups are to assist each student to discover and develop their potential. Through individual and group conferences with the counselor and LIONS PRIDE group teacher, each student has the opportunity to discuss and assess personal goals and to examine how they can be attained. During the year, students are encouraged to meet with their counselor to talk about matters of concern. Our counselor provides information about courses of study in high school, post-high school educational and technical programs, and job opportunities.

## **Requirements for Valedictorian/Salutatorian**

The valedictorian and salutatorian will be the student(s) with the highest cumulative grade point averages after seven semesters who earn a Jefferson High School Honors Diploma. Seventh and/or eighth grade classes do not count toward GPA in high school. In case of a tie, co-valedictorians and/or salutatorians will be honored.

In addition to GPA, a student must attend Jefferson High School at least two semesters (during their senior year), have 21 credits or more from the National Honor Society's list of classes (on page \_\_\_\_), and be eligible to obtain a Jefferson High School Honors Diploma. Honors Diploma information is found on page 5.

**JHS Honors Diploma**  
**Class of 2023**  
**CREDIT REQUIREMENTS – 24 credits**

<u>Subject Areas</u>	<u>Credit Requirements</u>
Language Arts	4 Credits * <b>Must</b> include Advanced LA 4 taken in senior year
Math	4 credits * <b>Must</b> be Algebra I and above
Science	4 credits * <b>Must</b> include Scientific Inquiry and Lab Experiences
Social Sciences: Global Studies, US History, Government, Economics	3 credits * <b>Must</b> include at least 0.5 credit from Civics, starting with students graduating in 2026
Health	1 credit
Physical Education	1 credit
Career & Technical Education and/or The Arts,	1 credit *Credits may come from any one or a combination of these content areas.
World Language	2 credits
Electives	4 credits * <b>Must</b> take .5 Career Development
<b>TOTAL</b>	<b>24 Credits</b>
<p><b>A minimum of 3.5 cumulative GPA must be attained by the end of 7<sup>th</sup> semester (end of 1<sup>st</sup> semester senior year).</b>            To be eligible for an Honors Diploma, students must attend JHS for a minimum of 2 semesters senior year.</p>	

**Essential Skills**

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- Education Plan and Profile** – Develop an education plan and build an education profile to guide learning toward personal, career and post-high school goals
- Career-Related Learning Experiences** – Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan
- Career-Related Learning Standards** – Demonstrate career-related knowledge and skills: personal management, teamwork, communication, problem solving, employment foundations, career development
- Extended Application** – Apply and extend knowledge and skills in new and complex situations related to the student’s personal career interests and post-high school goals
- CPR** training through Health Class.

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The purposes of the counseling program and LIONS PRIDE groups are to assist each student to discover and develop their potential. Through individual and group conferences with the counselor and LIONS PRIDE group teacher, each student has the opportunity to discuss and assess personal goals and to examine how they can be attained. During the year, students are encouraged to meet with their counselor to talk about matters of concern. Our counselor provides information about courses of study in high school, post-high school educational and technical programs, and job opportunities.

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## **School Records – Transfers and Rights**

Withdrawals: Please contact the main office to inform of a student withdrawal. This will start the transition process. When notice of a student's enrollment in another school is received, academic records will be sent to the new school within 10 days. Failure to formally withdraw may result in long delays in sending academic records to the new school and potential loss of credit.

Should parents desire to challenge the accuracy or appropriateness of a record, a hearing will be arranged within 45 days of the request. The building principal will make specific arrangements for the hearing. Both informal and/or formal hearings may be requested. Parents may enter a statement in the record regarding the record contents. A copy of any portion of the record may be furnished to the parent for personal purposes. If the cost becomes excessive, a fee will be charged for supplying the records. When a student reaches the age of 18 or is attending a post-secondary school, the rights to inspect and challenge the records shall be accorded only to the student.

## **Student Rights**

### **Student Rights & Responsibilities**

Jefferson High School has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. All classes will be offered regardless of race, color, native origin, sex, sexual orientation, disability or English language proficiency. Students, parents and guardians have the right to know school expectations and subsequent consequences.

#### Student Rights:

1. The right to receive an education free from discrimination, harassment and bullying.
2. The right to report any incidents of bullying, harassment, abuse, and verbal or physical threats.
3. The right to talk with your teachers, counselor, administrators, and other school staff about any questions or concerns.
4. The right to privacy, which includes privacy in respect to school records.
5. The right to receive fair discipline without discrimination.

#### Student Responsibilities:

1. The responsibility not to discriminate, bully, or harass others.
2. The responsibility to attend school regularly, arrive on time, bring appropriate materials, and be prepared to participate in class and do homework.
3. Respect the rights, feelings, and property of other students, parents/guardians, school personnel, visitors, guests, and school neighbors.
4. Follow classroom, school, and district rules on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom so as not to interfere with teaching and learning.

#### Parent/Guardian:

Parents/Guardians have a right to:

- Receive regular official reports of your student's academic progress and attendance.
- Make recommendations and give input about your student's educational planning.
- Participate in conferences with teachers and/or administration.
- Receive explanations from teachers about your student's grades.
- Access your student's school records, within appropriate guidelines.
- Obtain further clarification on student rights, responsibilities, and discipline.

Parents/guardians have a responsibility to:



- **Ensure your student’s attendance is prompt and regular while also providing the school with explanations for absences or tardiness.**
- **Stay informed of your student’s progress.**
- **Help support your student’s compliance with school rules.**
- **Review and discuss student rights, responsibilities, and behavior expectations with your student.**

The rights and responsibilities of students, including expectations, will be made available to students and their parents in this handbook which is distributed annually. **Partnering with parents and guardians to support students in engaging and accessing their education is a priority of this administration.**

## **Child Find – Identifying Children with Disabilities**

Jefferson School District believes that every child is entitled to a free appropriate public education regardless of the nature or severity of his or her disability. As a district we value all students and seek to locate, identify and evaluate children who may be in need of special education services from birth to age 21.

As a district we are proud to serve our students with disabilities. If you are a parent, guardian, staff member or community member and you know anyone with a disability that is not receiving education services please notify our Student Services Department.

### **Section 504**

The Americans with Disabilities Act, often referred to as Section 504, requires Jefferson School District to make accommodations to meet the needs of individuals with "a physical or mental impairment that substantially limits one or more of the major life activities of such an individual." The needs of such an individual can typically be met through modifications and accommodations in the environment and do not require special instruction.

When a student is suspected of having a disability that interferes with receiving an education a referral should be made to the Student Support Team. (SST). The SST team makes determination and if needed, a referral is made to the building 504 coordinator.

If you have questions, concerns or comments about 504 for your student, please contact Student Services Director, Katrina Womack or JHS school counselor, Holly Rahn.

### **Title IX**

State and federal laws prohibit discrimination based on gender and sexual orientation. Schools have an obligation to protect students, teachers, staff and other people within the school community. Schools also have an obligation to ensure that its programs and curriculum are free of bias and prejudice.

**JHS Counselor:**

Holly Rahn  
541-327-3337 ext. 1261

**504 Coordinator and  
Special Education Director**

Katrina Womack  
541-327-3337 ext. 1045

**Title IX Coordinator:**

Brad Capener  
541-327-3337 ext. 1050

## Oregon Public University Requirements

Applicants to any of Oregon’s public universities should:

- complete the following 15 credits of college preparatory subjects with a C- or higher
- meet the university’s specific admission requirements,
  - admissions application
  - scholarship application deadlines
  - minimum cumulative GPA
  - SAT/ACT scores(if required)
  - essay requirements if applicable
  - other specific information

<b>Subject Area</b>	<b>Requirements/Recommendations</b>
English	4 years
Math	3 years – Including first-year algebra and 2 additional years of college preparatory mathematics. A fourth year of math senior year is HIGHLY RECOMMENDED..
Science	3 years – At least one of a lab science and at least one year each of two different sciences (Biology, Chemistry, Physics, etc.)
Social Science	3 years (US History, Global Studies, Economics, Government)
World Language	2 years of the same world language

## **Specific University Requirements & Details**

**Note:** *It is important you check each university's admissions webpage for their latest requirements, deadlines and specific details. Some will require SAT or ACT scores. ALL require the 15 Units (credits) of College Prep Coursework with grades of C- or better.*

Eastern Oregon Univ.	Automatic admittance to EOU with a cumulative high school GPA of 2.75 and all other requirements are met. <a href="https://www.eou.edu/admissions/freshman/">https://www.eou.edu/admissions/freshman/</a>
OHSU	3 Year Bachelor of Science with a Major in Nursing offered on five campuses: Ashland, Klamath Falls, La Grande, Monmouth and Portland. Cumulative GPA of 3.0 or higher. Only prerequisite courses will be used in the GPA calculation. Completion of 45 quarter/30 semester hours of prerequisite coursework prior to enrolling. Refer to this website: <a href="http://www.ohsu.edu/xd/education/schools/school-of-nursing/admissi">www.ohsu.edu/xd/education/schools/school-of-nursing/admissi</a>
Oregon State University	Preferred cumulative unweighted GPA of 3.0; class rank taken in context with academic rigor and class size of high school attended. <a href="http://admissions.oregonstate.edu">http://admissions.oregonstate.edu</a> <a href="http://osucascades.edu/admissions/first-year-student-admission-requirements">http://osucascades.edu/admissions/first-year-student-admission-requirements</a>
Oregon Tech	<a href="http://www.oit.edu/admissions">www.oit.edu/admissions</a>
Portland State University	Cumulative, unweighted GPA of at least 3.0 in all graded subjects. <a href="https://www.pdx.edu/undergraduate-admissions/">https://www.pdx.edu/undergraduate-admissions/</a>
Southern Oregon University	<a href="http://www2.sou.edu/admissions/apply/freshman">http://www2.sou.edu/admissions/apply/freshman</a>
University of Oregon	Average cumulative GPA of admitted freshman 3.6 and SAT of 1080 or higher and ACT score of 22 and higher <a href="https://admissions.uoregon.edu/requirements">https://admissions.uoregon.edu/requirements</a>
Western Oregon University	Cumulative unweighted GPA of 3.0 or higher. <a href="http://www.wou.edu/admissions/requirements/">http://www.wou.edu/admissions/requirements/</a>

## Scheduling

Selecting classes is an exciting part of high school. Students have the opportunities to review course offerings and share their interest during our forecasting period. Based on these preferences and needs, a master schedule is created to best serve students.

### Scheduling Procedures

1. Students are given a list of class offerings in the spring. These offerings are based on both state and district graduation requirements, and predicted student preferences.
2. Students are encouraged to give careful thought to the classes that they choose. A forecasting process will take place with the counselor in April of each school year. This will allow students to choose their classes, including required and elective subjects. This process will then be used to determine the master schedule for the upcoming school year.
3. Students will receive their schedules at registration in late August. Schedule change requests may be made at that time. Once the semester begins, students are given three days in which to change their schedule.

### Schedule Change Procedures

#### **Schedule Change Procedure**

Students may be allowed to drop a class without penalty during the first three school days of a new semester for the following reasons.

- A family or medical emergency
- Enrollment in another school
- An administratively directed change in schedule that requires the student to drop the class
- A transfer to an alternative placement

Students will earn full credit for classes added within three days of the new semester. To change a schedule, a student must apply through the school's counselor. Before approving a student's request, the counselor will consider class loads, teacher resources, and course content. If a schedule change is approved, a student must make up all the necessary work before the end of the grading period.

If a student requests adding a class after three days, they must apply through the counselor. The counselor will consult the teacher and administrator about the appropriateness of late entry to the class before making a decision.

***NOTE: Students must continue to attend their current class until the process has been finalized. Students will be notified of the date their schedule will change.***

#### Schedule Change for Year-Long Classes:

If a student has signed up for a year-long class, the student has committed to be in the class for the year. The master schedule is determined around students' initial course selections and cannot be changed mid-year. **Only academically sound reasons will be considered in making an exception to this policy.**

To change a year-long class at semester,

- 1) student must apply through the counselor,
- 2) the counselor will consult with the teacher and administrator, and
- 4) parental permission will be obtained.

***If a student makes a change to their schedule outside the time allowed for schedule changes the student may receive an "F" on their transcript for that class.***

## **Academic Advising**

### **Basic Attendance Requirements**

Jefferson School District normally requires a minimum of four years of high school attendance to receive a diploma. Students who enroll in accredited on-line courses may be permitted to apply these courses toward an accelerated graduation ONLY after approval from the parent, counselor and administration. Early graduation will be allowed only after state and district requirements, other than semesters of attendance, have been satisfied.

Credit deficiencies existing at the end of the senior year can be made up by attending a fifth year at Jefferson High School. These credit deficiencies must be completed within five years of the graduation date of the class in which the student was enrolled.

### **Conversion Credit/Transfer Credits**

All classes noted on the transcript are reviewed and transferred to a Jefferson transcript. Transferred credits are classified according to subject category. When course subject matter or title clarification is needed, the previous school is contacted.

**CREDITS FROM NON-ACCREDITED SCHOOLS or HOMESCHOOLING WILL NOT BE ACCEPTED FOR TRANSFER.**

### **Expanded Options**

The Jefferson School District will pay for eligible students who are enrolled as a full-time student in either 11<sup>th</sup> or 12<sup>th</sup> grade, and at least 16 years old, to take courses at Chemeketa Community College, Linn Benton Community College or any of the other public Oregon colleges and universities that participate in the program. Enrollment in this program occurs in response to the principal's letter sent in February to parents of students who will be at least 16 years of age by September (Jrs/Srs).

### **Requirements for Class Standing**

After the ninth grade, students are considered on track to graduate with the following number of credits entering the grade year:

Sophomore Year	completion of 6 credits
Junior Year	completion of 12 credits
Senior Year	completion of 18 credits
Graduation Standing	completion of 24 credits

If your student is credit deficient, please see the counselor to discuss possible ways to earn additional credits.

### **College Credits Available**

*College Credit Now* and *The Willamette Promise* programs provide high school students dual credit for college level courses while taking their high school classes. Jefferson High School instructors teach courses and content, reviewed and approved in collaboration with community college/university faculty. Course outlines and textbooks are reviewed for college equivalency in order to maintain the integrity of college accreditation.

Students receiving credit from *College Credit Now* have priority status in enrollment at Chemeketa Community College. Students can also earn credit from OIT and Western Oregon University.

### **College Release Program**

Seniors may be released to attend a community college provided that their release will not jeopardize other graduation requirements. Students may use college release to take enrichment classes not offered at JHS, or to earn additional high school and/or college credits. These courses and grades will be entered on the students' transcripts at the end of each term.

High school students must have written parental permission and approval from the counselor and administration to attend college classes. Underage Enrollment forms are available in the counseling office.

**JHS will award ½ unit of credit for every 3 hours of college credit that is satisfactorily completed.**

## **Policies and Procedures**

### **Credit by Examination/Proficiency**

A procedure has been established to allow students to challenge a course required for graduation. Students must apply and receive counselor and administrator approval before enrollment in the course and receive a minimum of 70% on the challenge exam. This is a graded exam, it is not a pass/fail. **It will be computed in your GPA and placed on your transcript as a letter grade.** For additional details, see the school's counselor.

### **Credit Recovery/Independent Study**

Students who fail a required course may earn that credit by retaking the course. Credit may also be earned outside the regular school program if the recovery plan has been previously approved by the counseling department or in credit recovery class(es) at JHS. The student is responsible for any cost incurred for credit earned outside of regular school.

Currently, Jefferson High School subscribes to the Odysseyware Program. Odysseyware is an independent study program and content is NOT taught by Jefferson High School teachers. Students are assigned to courses, view videos and read texts, and demonstrate their learning through a variety of tasks. A Jefferson High School staff member will support students through goal setting, reviewing work completed, discuss learning strategies and serve as a guide for understanding how to navigate the program.

### **Eligibility for Activities and Athletics**

According to the OSAA policy, all students who are planning to participate in athletics and/or activities must be currently enrolled in a minimum of five classes, and must have passed five classes the previous semester to be eligible. There are additional Jefferson School District eligibility requirements. Please see the Athletic/Activities Handbook for that information.

### **Incompletes**

Students are allowed no more than two weeks after the end of the semester to complete and submit to their teachers any work necessary to earn credit for the semester. If not completed within that time, they will automatically receive an "F". Once work has been completed, teachers are required to complete a grade change form. Grades will be updated in a timely manner.

### **Participation in Commencement Exercises**

Students will be permitted to participate in commencement exercises if they have completed all requirements for earning a diploma, paid all fees, and attended all commencement exercise rehearsals.

### **Valedictorian and Salutatorian - laura switch out**

The valedictorian and salutatorian will be the student(s) with the highest accumulative grade point averages after seven semesters who earn a **Jefferson High School honors diploma**. To be eligible, a student must attend Jefferson High School at least two semesters (during their senior year) and have 21 credits or more from the National Honor Society's list of weighted classes. Seventh and/or eighth grade classes do not count toward GPA in high school. In case of a tie, co-valedictorians and/or salutatorians will be honored.

Valedictorians and salutatorians will have an advisor to support in the various requirements: development and preparation of speech, guidance in presenting during graduation and communication with families.

## JEFFERSON HIGH SCHOOL CLASS OFFERINGS

KEY:    + National Honor Society            R = Required            AR = Art/CareerTech/World Language  
          \* College Level Class Offering        E = Elective

S = Selective

DEPARTMENT/CLASS	TYPE	LENGTH	OFFERED
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### ARTS (APPLIED )

Art A	AR/E	S	9-12
Art B	AR/E	S	9-12
Advanced Art	AR/E	S	10-12

### ARTS (PERFORMING)

Concert Band	AR/E(+ 2 <sup>nd</sup> yr)	Y	9-12
Jazz Band	AR/E+	Y	9-12
Concert Choir	AR/E(+ 2 <sup>nd</sup> yr)	Y	9-12
Harmonix	AR/E+	Y	9-12
Drama	AR/E(+ 2 <sup>nd</sup> yr)	S	9-12
Adv. Drama	AR/E+	S	10-12
Improvisation	AR/E	S	10-12
Theater Tech—	AR/E	Y	9-12

### BUSINESS

Student store Manager	E+	Y	11-12
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### CAREER & TECHNICAL EDUCATION (CTE)

Agriculture I/Intro Ag	AR/E	Y	9-12
Agriculture II	AR/E+	Y	9-12
Advanced Agriculture III-IV *	AR/E+	Y	10-12
Woods	AR/E	S/Y	9-12
Advanced Woods	AR/E+	S/Y	10-12
Agricultural Welding	AR/E	S/Y	9-12
Advanced Ag Welding	AR/E+	S/Y	10-12
Intro to Automotive Technology A	AR/E	S	9-12
Intro to Automotive Technology B	AR/E	S	9-12
Comprehensive Automotive Technology	AR/E+	S	10-12
Advanced Automotive Technology	AR/E	S/Y	11-12
Shop Management (A & B)	AR/E+	S	9-12
Field experience (A & B)	AR/E+	S	9-12
Race Team-Auto Tech (A, B, C & D)	AR/E+	S	9-12
Digital Media Productions A	AR/E	S	9-12
Digital Media Productions A	AR/E	S	9-12
Graphic Design A	AR/E	S	9-12
Graphic Design B	AR/E	S	9-12

*\*College Credit possible for this course. Additional minimal fees will be required for College Credit.*

*~Not all courses are offered every year.*



DEPARTMENT/CLASS	TYPE	LENGTH	OFFERED
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**ELECTIVES**

AVID 9	E+	Y	9
AVID 10	E+	Y	10
AVID 11	E+	Y	11
AVID 12	E+	Y	12
English Language Development	E	Y	9-12
Leadership	E+	S/Y	10-12
LIONS PRIDE	E	Y	9-12
Food Service Assistant	E	S/Y	9-12
Adv. Food Service	E	S/Y	10-12
Peer Tutor	E+	S/Y	10-12
Learning Resource Center (LRC)	E	S/Y	9-12
Library Aide	E	S/Y	10-12
Office Aide	E	Y	11-12
Teacher Aide	E	S/Y	11-12
Work Experience	E	S/Y	11-12
Home Release (no credit)		S/Y	12
College Release (+ on completion)		S/Y	12
Yearbook	E+	Y	10-12

**LANGUAGE ARTS**

LA 1	R+	Y	9
LA 2	R+	Y	10
LA 3	R+	Y	11
LA 4	R+	Y	12
Advanced Language Arts 4*	R+*	Y	12
Media Studies	E	S	10-12
Creative Writing	E	S	10-12
Communications*111	E+	Y	11-12

**LIFE SKILLS**

Functional Social Studies/Life Skills	S	Y	9-12
Functional World Science	S	Y	9-12
Functional Literacy	S	Y	9-12
Functional Mathematics	S	Y	9-12
Functional Culinary Art	S	Y	9-12

**MATH**

Found. of Alg. C/Found. Geom. A	S+	Y	9-12
Algebra 1	S+	Y	9-12
Geometry	S+	Y	9-12
Financial Algebra	S+	Y	10-12
Algebra 2	S+	Y	10-12
Math Analysis 1 *	S+*	Y	11-12
Math Analysis 2 *	S+*	Y	11-12
Math Analysis 3 *	S+*	Y	11-12

\*College Credit possible for this course. Additional minimal fees will be required for College Credit.

~Not all courses are offered every year.

<b>DEPARTMENT/CLASS</b>	<b>TYPE</b>	<b>LENGTH</b>	<b>OFFERED</b>
<b>PHYSICAL EDUCATION/HEALTH</b>			
Recreational Sports	E	S	9-12
Athletic Conditioning	E	Y	9-12
Health I	R+	S	9-10
Health II	R+	S	10-11
Team Sports	E	S	10-12
<b>SCIENCE</b>			
Physical Science	R+	Y	9-10
Biology 1*	R+	Y	9-10
Chemistry *	E+	Y	11-12
Physics*	E+	Y	11-12
Biology 2*	E+	Y	10-12
Biology 3*	E+	Y	10-12
<b>SOCIAL STUDIES</b>			
Global Studies	R+	Y	9
US History	R+	Y	10/11
Government	R+	S	11/12
Economics	R+	S	12
Geo 106* Sustainable World	E+	Y	10-12
<b>WORLD LANGUAGE</b>			
Spanish I	AR/E+	Y	9-12
Spanish II	AR/E+	Y	9-12
Spanish III *	AR/E+	Y	10-12
Spanish IV *	AR/E+	Y	11-12

*\*College Credit possible for this course. Additional minimal fees will be required for College Credit.  
~Not all courses are offered every year.*

## Agriculture Course Descriptions

Agriculture 1-Introduction to Ag. Science & Technology (NRS)			<b>Length:Year</b>
<b>Credit:1.0</b>	<b>College Credit:No</b>	<b>Repeat for Credit:</b>	<b>Grade Level:9-12</b>
<p>This is a course that provides an introduction and basic overview to Agricultural and Horticultural Sciences. Students will also become familiar with livestock breeds, crop science, soil science, forestry skills, leadership skills, introduction to public speaking, and parliamentary procedure.</p> <p><b>Fee:</b> \$10</p>			
<b>Prerequisite:</b> None			

Advanced Agriculture 2, 3 & 4			<b>Length:Year</b>
<b>Credit:1.0</b>	<b>College Credit:No</b>	<b>Repeat for Credit:</b>	<b>Grade Level:10-12</b>
<p>Advanced agriculture is an advanced study of agricultural science and technology. The curriculum includes advanced studies in agricultural business and management, livestock, crop production, forestry skills, agricultural systems and management and soil conservation. This course will cover cooperatives, leadership development, agricultural issues, agricultural sales, and other areas of agriculture.</p> <p><b>Fee:</b> \$10</p>			
<b>Prerequisite:</b> Agriculture 1 (with a "c" or instructor approval)			

Agricultural Welding			<b>Length:Semester</b>
<b>Credit:.5</b>	<b>College Credit:No</b>	<b>Repeat for Credit:</b>	<b>Grade Level:9-12</b>
<p>Agricultural Welding is designed to teach basic metal processing through arc welding, oxy-acetylene welding, sheet metal and machine operations. Specific projects are required. Safety is stressed. Students are expected to provide safety glasses, welding gloves and proper clothing.</p> <p><b>Fee:</b> \$10</p>			
<b>Prerequisite:</b> None			

<b>Advanced Agricultural Welding</b>			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 10 - 12</b>
<p>Advanced agricultural welding is an extension of agricultural welding. Students continue to advance their skills using arc welding, MIG welding, oxy-acetylene welding, sheet metal and machine operations. Specific projects are required. Students are expected to provide safety glasses, welding gloves and proper clothing.</p> <p><b>Fee:</b> \$10</p>			
<b>Prerequisite:</b> Agricultural Welding			

<b>Woods</b>			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>This course is designed for students who are interested in developing skills in the use of woodworking machines and equipment. Safety is emphasized. Students will begin to develop abilities to plan, design, and construct useful projects. Students will complete required projects and then will have the opportunity to construct a small woods project.</p> <p><b>Fee:</b> \$10</p>			
<b>Prerequisite:</b> None			

<b>Advanced Woods</b>			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 10-12</b>
<p>This course is an extension of woods. Students continue to advance their skills on machines and equipment. Students are expected to construct more complex wood projects. Students are expected to provide safety glasses and proper clothing for the class.</p> <p><b>Fee:</b> \$10</p>			
<b>Prerequisite:</b> Woods			

Sheet Metal: Advanced Construction Technology and Pre-Apprenticeship Program of Study			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Students can take this course to continue applying what they learned in Sheet metal and make their own projects. Sheet metal courses expose students to the skills and information necessary to lay out, fabricate, assemble, install, maintain, and repair items and structures created from sheet metal components. Students will learn the safe and efficient operation of various tools, and typically gain skills in blueprint reading, and finishing and polishing metals. Introduction to different trade careers will be accomplished through guest lectures, industry partnerships and field trips. We are working to align this course to APR101, Trade Skills Fundamentals.</p>			
<b>Prerequisite:</b> Sheet Metal Intro and instructor approval.			

Sheet Metal: Intro Construction Technology and Pre-Apprenticeship Program of Study			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: Available APR101</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Make a metal planter, a metal tool box, make toys and other objects out of sheet metal. This course will expose students to the skills and information necessary to lay out, fabricate, assemble, install, maintain, and repair items and structures created from sheet metal components. Students will learn the safe and efficient operation of various tools, and typically gain skill in blueprint reading, and finishing and polishing metals. Some other trade skills in plumbing and electrical can also be learned if time allows.</p>			
<b>Prerequisite:</b> None			

General Drafting:			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Learn how to use programs needed to 3D print, laser engrave or use a CNC machine. Drafting—General courses, usually offered as a sequence of courses, introduce students to the technical craft of drawing illustrations to represent and/or analyze design specifications and then refine the skills necessary for this craft. Drafting—General courses use exercises from a variety of applications to provide students with the knowledge and experience to develop the ability to perform freehand sketching, lettering, geometric construction, and multiview projections and to produce various types of drawings (working, detail, assembly, schematic, perspective, and so on). Computer-aided drafting (CAD) systems (if available) are typically introduced and used to fulfill course objectives.</p>			
<b>Prerequisite:</b> None			

Independent Study Drafting			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Drafting—General courses, usually offered as a sequence of courses, introduce students to the technical craft of drawing illustrations to represent and/or analyze design specifications and then refine the skills necessary for this craft. Drafting—General courses use exercises from a variety of applications to provide students with the knowledge and experience to develop the ability to perform freehand sketching, lettering, geometric construction, and multiview projections and to produce various types of drawings (working, detail, assembly, schematic, perspective, and so on). Computer-aided drafting (CAD) systems (if available) are typically introduced and used to fulfill course objectives.</p>			
<b>Prerequisite:</b> B or better in General Drafting Instructor permission			

Electricity/Electronics			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Learn low voltage electrical along with 110V systems. Electricity/Electronics—General courses teach fundamental concepts of electricity and electronics, including safety procedures, and may introduce students to the available occupations in electrical and electronic industries. Topics covered typically include components of circuits; reading schematics and diagrams; electricity and electronics as sources of energy; signal transmission; and using equipment common to these occupations, such as ammeters, voltmeters, capacitor checkers, transistor testers, signal generators, and ohmmeters.</p>			
<b>Prerequisite:</b> Instructor permission			

Independent Study Trades			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 10-12</b>
<p>Explore a trade such as Electrician, Carpenter, Plumbing, HVACR, Sheet Metal, Mason, and many others. Learn how to sign up as an apprentice. Learn how to increase your chances of getting in the program, and what your next steps should be to get you into the trades.</p>			
<b>Prerequisite:</b> Beginning Sheet Metal and Instructor permission.			

## Arts (Applied) Course Descriptions

<b>Art A</b>			<b>Length:</b> Semester
<b>Credit:</b> .5 credit	<b>College Credit:</b> No	<b>Repeat for Credit:</b> No	<b>Grade Level:</b> 9-12
<p>Art A is an introductory course that will focus on 2D art forms, such as drawing, painting, collage, and printmaking. The elements and principles of design and craftsmanship will be emphasized.</p> <p>Fee: \$10/semester</p>			
<b>Prerequisite:</b> None			

<b>Art B</b>			<b>Length:</b> Semester
<b>Credit:</b> .5 credit	<b>College Credit:</b> No	<b>Repeat for Credit:</b> No	<b>Grade Level:</b> 9-12
<p>Art B builds on the skills developed in Art A and introduces 3D art forms, using materials such as clay, papier-mâché, and cardboard. The elements and principles of design and craftsmanship will be emphasized.</p> <p>Fee: \$10/semester</p>			
<b>Prerequisite:</b> Art A			

<b>Advanced Art</b>			<b>Length:</b> Semester
<b>Credit:</b> .5 credit	<b>College Credit:</b> No	<b>Repeat for Credit:</b> Y	<b>Grade Level:</b> 10-12
<p>Advanced art is an opportunity for students explore a variety of media on a deeper level. Media used will vary each semester, but may include advanced drawing, painting, sculpture, and/or printmaking. This class can be repeated for credit.</p> <p>Fee: \$10/semester</p>			
<b>Prerequisite:</b> Art A & Art B			

## Arts (Performing) Course Descriptions

Concert Band			<b>Length: 1 year</b>
<b>Credit: 1.0</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>The emphasis of this ensemble is developing musicianship through performance of high-quality concert band literature. Students will develop poise, confidence, character, tone quality, facility and musicality as individuals and ensemble performers, as well as an appreciation for the theory and historical context of music. Attendance at concerts and festivals is required. Members of this group also perform in Pep Band unless they are participating in the sport for which Pep Band is playing.</p>			
<b>Prerequisite:</b> Middle School Band or private instruction			

Jazz Band			<b>Length: 1 year</b>
<b>Credit: 1.0</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>The emphasis of this ensemble is developing musicianship through performance of traditional “big-band” literature, including jazz, swing, blues, funk and myriad Latin styles, among others. Members of this group are expected to also participate in Concert Band, schedule &amp; instrumentation permitting. Attendance at concerts and festivals is required. Members of this group also perform in Pep Band unless they are participating in the sport for which Pep Band is playing</p>			
<b>Prerequisite:</b> Audition/Invitation			

Concert Choir			<b>Length: 1 year</b>
<b>Credit: 1.0</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>This ensemble focuses on developing musicianship through performance of high-quality choral literature. Students will learn about vocal techniques, singing styles, ear training, and music theory. Various styles of music will be performed, including both secular and sacred. Attendance is required at all concerts and festivals.</p>			
<b>Prerequisite:</b> none			



Harmonix			<b>Length: 1 year</b>
<b>Credit: 1.0</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>“Harmonix” is a small group that studies and performs many styles of music, including (but not limited to) pop, blues, and jazz. Each vocalist will learn to sing solos, improvise melodies, write or participate in original compositions, use microphones, and sing in front of a variety of audiences. Each singer is also required to sing with Concert Choir schedule permitting. Attendance is required at all concerts and festivals.</p>			
<b>Prerequisite:</b> Audition/invitation			

Drama			<b>Length: Semester</b>
<b>Credit: 0.5</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Drama will include both performing and production skills of various theater presentations. Skills such as memorization, oral interpretation, and character development will be emphasized.</p>			
<b>Prerequisite:</b> none			

Theater Tech			<b>Length: semester</b>
<b>Credit: 0.5</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Students will learn how to do lighting, sound tech, stagecraft, costumes, make-up, videotaping, promotions, production photos, budgeting, stage managing and directing. They will use these skills to help with the productions JHS puts on.</p>			
<b>Prerequisite:</b> none			

Musical Theater			<b>Length: 1 year</b>
<b>Credit: 1.0</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Rehearsing, preparing, and performing in a musical production. We will also watch musicals, sing songs, learn dances, and act scenes from musicals, design costumes, build sets, design posters, and work on props.</p>			
<b>Prerequisite:</b> Audition/Invitation			

Improvisation			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Students in this class will learn a wide variety of improvisational games, similar to those played by professional improvisation groups. All students should expect to be on stage and performing for their peers. The grade for this class will be based on participation. Students will learn the basic rules of comic improvisation, such as always saying yes, sharing the stage, sensing your audience, and hopefully developing a sense of comic timing. The final for the class will involve a public performance which will be called Improv Night at JHS.</p>			
<b>Prerequisite: None</b>			

Theater 110			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: 3 credits</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 11-12</b>
<p>This class is presented with the help of the Willamette Promise and Western Oregon University. Students will be able to earn 3 elective college credits. This class is an introductory level course which hopes to provide the basic knowledge in live performance theater and the role of an audience, and the role of all technical supports. Students will produce a portfolio with proof of a project connected to the theater arts (set design, costume design, sound, lights, script writing, performance). As well as producing a portfolio, students will read at least five plays and reflect on said plays, view at least one live theater performance in person, and take a comprehensive exam on the nature of theater, including vocabulary, job descriptions, and technical terms.</p>			
<b>Prerequisite: None</b>			

## Automotive Course Descriptions

Introduction to Automotive Technology A			<b>Length: 1 Semester</b>
<b>Credit: .5</b>	<b>College Credit: N/A</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Students will be introduced to and study the importance of Safety, Tools, and Equipment in the work environment. Students will train and test on the following power tools:                      -Pneumatic and Electric: drivers, wrenches, drills, grinders, and cutters</p>			
<b>Prerequisite:</b> None, This is the entry level course			

Introduction to Automotive Technology B			<b>Length: 1 Semester</b>
<b>Credit: .5</b>	<b>College Credit: N/A</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Students will continue to study the importance of Safety, Tools, and Equipment with the focus on practicing and safely using tools and equipment in the work environment. Students will learn to properly and safely use the tools and equipment by participating in provided activities and projects that may include (but not limited to) maintaining, repairing, building, and fabricating mechanical objects, shop equipment, and vehicles. More advanced tools and equipment will be introduced used, such as: Welders, Plasma Cutters, Torches</p>			
<b>Prerequisite:</b> Introduction to Automotive Technology A			

Comprehensive Automotive Technology			<b>Length: 2 semesters</b>
<b>Credit: 1</b>	<b>College Credit: N/A</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 10-12</b>
<p>Students will learn the basics of automotive systems such as: ICE (internal Combustion Engine), brakes, tires, and wheels. Activities and projects will be provided by the instructor, but may also be student provided with approval, and will include (but not be limited to):                      Disassembling and Reassembling a 4 cylinder engine, Disassembling and reassembling an automotive hydraulic braking system, learning to use the tire machine and balancer.</p>			
<b>Prerequisites:</b> Introduction to Automotive Technology A & B			

Advanced Automotive Technology			<b>Length:2 semesters</b>
<b>Credit: 1</b>	<b>College Credit: N/A</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 11-12</b>
<p>Students at this level will be focused on activities and projects emphasizing: self direction, shop management, and leadership skills. This will include students selecting their own projects and activities (instructor approval), assisting with shop management and operations (instructor guided), and acting as a lead person responsible for team and group projects (instructor assigned).</p>			
<p><b>Prerequisites:</b> Introduction to Automotive Technology A &amp; B, Comprehensive Automotive Technology</p>			

## Digital Media Course Descriptions

Graphic Design			<b>Length: 1S</b>
<b>Credit: .5</b>	<b>College Credit:</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 9-12</b>
<p>An introduction into graphic design in a project based class. Students will work in multiple programs exploring how to make templates, marketing designs, and personal projects. Topics covered: color theory, typography, composition, design principles, and harnessing your creativity.</p>			
<p><b>Prerequisite:</b> Art A - or teacher approval -</p>			

Graphic Design B			<b>Length: 1S</b>
<b>Credit: .5</b>	<b>College Credit:</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>A continuation into graphic design in a project based class. Students will work in multiple programs exploring how to make templates, marketing designs, and personal projects. Topics rotate between: advanced color theory, designing typography, composition, design principles, and harnessing and refining your creativity.</p>			
<p><b>Prerequisite:</b> Graphic Design A</p>			

Digital Media Productions A			<b>Length: 1S</b>
<b>Credit: .5</b>	<b>College Credit:</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 9-12</b>
<p>An introduction into digital media - mainly focusing on video production - in a project based class. Students will work in Adobe Premiere to plan, produce, film, and edit projects. Each project has a series of requirements, but creativity is free to take each project that follows a students' inspiration Topics covered: intro to color theory, composition, design principles, planning video production, ADA accessibility for digital medias, and harnessing your creativity.</p>			
<p><b>Prerequisite:</b> Art A - or teacher approval -</p>			

Digital Media Productions B			<b>Length: 1S</b>
<b>Credit: .5</b>	<b>College Credit:</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>A continuation of digital media A in a project based class. Students will work in Adobe Premiere to plan, produce, film, and edit projects. Each project has a series of requirements, but creativity is free to take each project that follows a students' inspiration Topics covered: planning video production, ADA accessibility for digital media, audio capture / editing, and harnessing your creativity.</p>			
<b>Prerequisite:</b> Digital Media Prod. A			

Photography			<b>Length: 1S</b>
<b>Credit: .5</b>	<b>College Credit:</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>An introduction into photography in a project based class. Students will work in digital photography, learning about photo composition, lighting, editing in adobe programs, and harnessing a personal photography style.</p>			
<b>Prerequisite:</b>			

Digitally Marketing Yourself			<b>Length: 1S</b>
<b>Credit:</b>	<b>College Credit:</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 11-12</b>
<p>An introduction into marketing yourself as a small business. Projects will include graphic design and/or filming opportunities, in a project based class. Students will work in multiple programs exploring how to make planned social media posts, editing to a brand, and creating cohesion.</p>			
<b>Prerequisite:</b> 1.5 CTE (any kind) or teacher approval, preferred to take graphic design A			

## ELECTIVE Course Descriptions

AVID (9,10,11,12)			<b>Length: Year-long</b>
<b>Credit: 1.0 credit</b>	<b>College Credit: No</b>	<b>Repeat for Credit: Yes</b>	<b>Grade Level: 9-12</b>
<p>AVID stands for Advancement Via Individual Determination and it is an academic elective course that prepares students for college readiness and future success. Students receive additional academic, social, and emotional support to help them succeed in their classes. AVID combines rigor with support for students who are willing to work hard to achieve their college and career dreams. Students will have the opportunity to go on field trips to visit colleges, work with college tutors, explore career possibilities, and develop their academic skills with inquiry, collaboration, and organization. Students must apply and be accepted to join the AVID elective.</p>			
<b>Prerequisite:</b> None			

English Language Development			<b>Length: Year-long</b>
<b>Credit: 1.0 credit</b>	<b>College Credit: No</b>	<b>Repeat for Credit: Yes</b>	<b>Grade Level: 9-12</b>
<p>English Language Development (ELD) is a year-long course to aid students in learning to improve their reading, writing, listening, and speaking in English, according to English Language Proficiency (ELP) Standards. Students participate in activities designed to help them improve their English language skills.</p>			
<b>Prerequisite:</b> None			

Leadership			<b>Length: Year-long</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Yes</b>	<b>Grade Level: 10-12</b>
<p>The purpose of leadership class is to develop the finer art of leadership, plan school activities, and provide service to the school and community. This class is based on the belief that good leaders are developed – not born. The focus of this class will be to support your development of skills and tools, through some practical experience, to become better leaders of our school and community. Leadership is responsible for planning and carrying out school events like assemblies and dances. Students in this class must be responsible, independent workers who are willing to do work both during school hours and after school.</p>			
<b>Prerequisite:</b> Teacher approval required			

Library Aide			Length:Semester
Credit:.5	College Credit:	Repeat for Credit:	Grade Level:11-12
Students will support the daily activities and needs of the library: checking out books, reshelving books, creating bulletin boards, and other needs of the library.			
Prerequisite: None			

Office Aide			Length:Year Long
Credit:1.0	College Credit:	Repeat for Credit:	Grade Level:11-12
Students will support the daily activities and needs of the main office: running call slips, updating announcements, copying and creating documents, creating bulletin boards, and other needs of the library			
Prerequisite:			

Teacher Aide			Length:Semester
Credit:.5	College Credit:	Repeat for Credit:	Grade Level:11-12
Students will support a specific teacher in the needs of the classroom. Tasks may include, filing, copying, creating documents, running errands in the school.			
Prerequisite:None			

LIONS PRIDE			Length:Full Year
Credit: .5	College Credit:	Repeat for Credit:	Grade Level: 9-12
LIONS PRIDE promotes meaningful relationships between staff and students while providing opportunities for students to reflect on academic progress and goals. Areas of focus will include college and career readiness, social emotional learning, and community building. This year-long course supports plan and profile graduation requirements and students will earn career development and elective credit for this pass/fail course.			
Prerequisite: None			



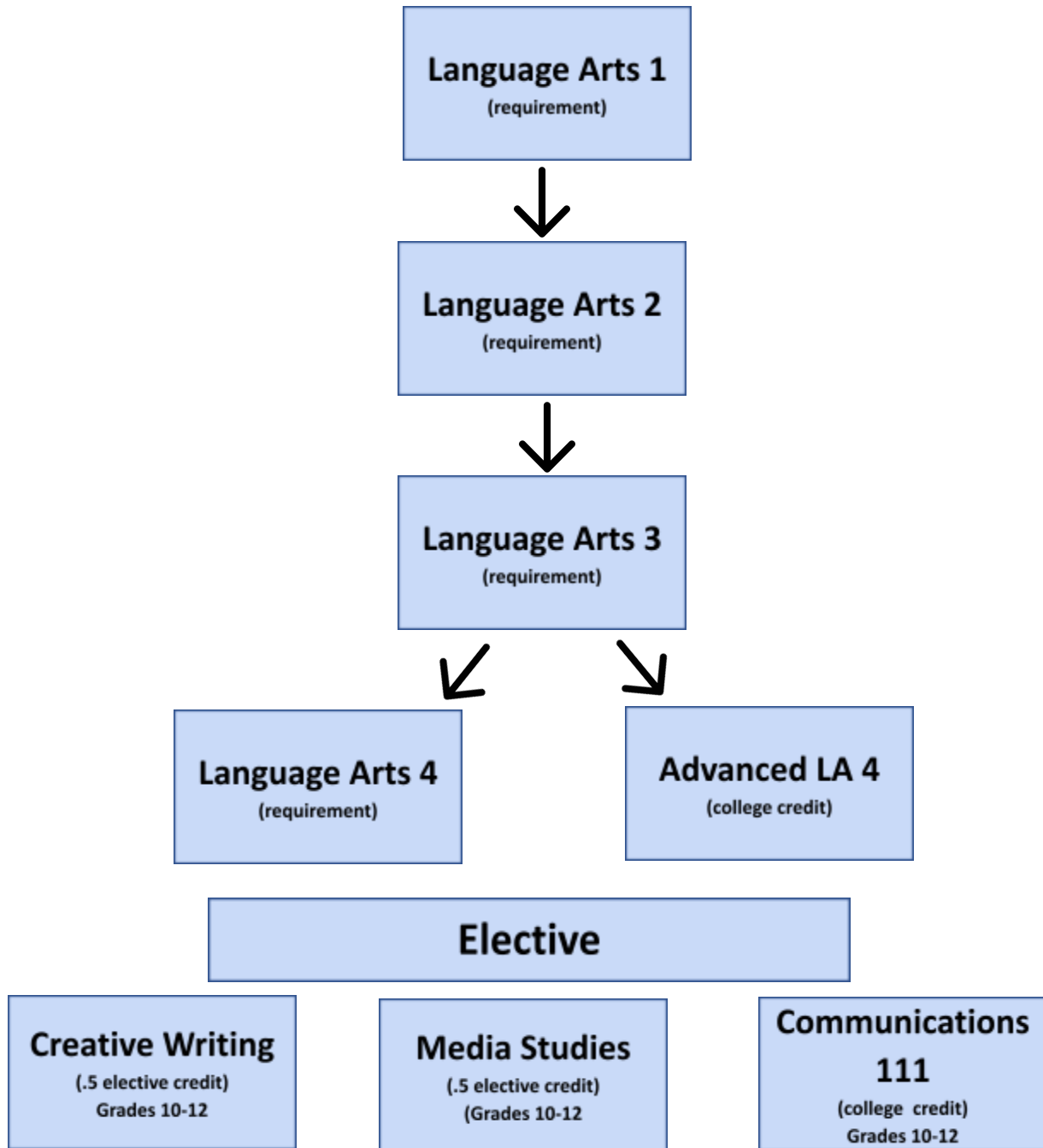
Student Store Manager			
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	
A student must be of the highest moral character and above reproach. Student is responsible for purchasing/ordering items for student store. The student will keep track of sales, count inventory and create to-do lists. Student must be able to work independently			
<b>Prerequisite:</b> Teacher Approval Required			

Work Experience			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level:</b>
Students will earn credit for work outside of school. Students will log and reflect on their work experience and the employer will sign off on work completion.			
<b>Prerequisite:</b> Counselor Approval Required			

Yearbook			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 10-12</b>
Yearbook captures the school year with copy, captions, and pictures. Students must be able to work in teams as well as independently. Qualities of a yearbook staff include creativity, energy, and a high attendance rate. Students must be of the highest character and be responsible for their actions.			
<b>Prerequisite:</b> Teacher Approval Required			

# Language Arts Pathways

Students are required to take four years of Language Arts to meet graduation requirements. Students will engage in a variety of learning experiences focusing on reading, writing, listening, and speaking. Additional elective courses are offered for students who want to go beyond the four year requirement.



## Language Arts Course Descriptions

English Language Arts 1			<b>Length: 1Y</b>
<b>Credit: 1</b>	<b>College Credit: 0</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9</b>
<p>This course focuses upon an organized study of grammar, usage, vocabulary, composition, short stories, novels, and drama. The emphasis of this class is upon improving the student's basic essay writing skills. Common Core Standards are the main focus for all of the LA classes.</p>			
<b>Prerequisite: N/A</b>			

English Language Arts 2			<b>Length: 1Y</b>
<b>Credit: 1</b>	<b>College Credit: 0</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 10</b>
<p>This course focuses upon a more advanced study of grammar, usage, vocabulary, composition, short stories, novels, and drama. The emphasis is always upon improving the student's essay writing skills. Common Core Standards are the main focus for all of the LA classes.</p>			
<b>Prerequisite: LA1</b>			

English Language Arts 3			<b>Length: 1Y</b>
<b>Credit: 1</b>	<b>College Credit: 0</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 11</b>
<p>This course builds upon the student's previous study of literature, writing, language skills, and vocabulary. The SBAC test is taken in the Spring of junior year in Oregon, and preparation for this test is a key focus during Quarter 3. Common Core Standards are the main focus for all of the LA classes.</p>			
<b>Prerequisite: LA2</b>			

English Language Arts 4			<b>Length: 1Y</b>
<b>Credit: 1</b>	<b>College Credit: 0</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 12</b>
<p>This course continues the celebration of language by focusing on reading, writing, and speaking in a variety of ways. It has a textbook which is focused on the British influence in literature, but this can be a minor focus over the year, depending on the needs of the class. Students will read four different books independently in class, write three formal essays, and embrace language in a variety of motifs by way of the arts, music, current events, personal experience, school processes, family and community. Common Core Standards are the main focus for all of the LA classes.</p>			
<b>Prerequisite: LA3</b>			

Writing 121 and Writing 122			<b>Length: 1Y</b>
<b>Credit: 1</b>	<b>College Credit: Up to 8</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 12</b>
<p>This course is supported by the Willamette Promise and Western Oregon University. Students will be supported as they try to earn college credit in Writing 121 and Writing 122 (4 credits each). For each course, students will create a writing portfolio that centers around an argumentative and formal research paper. Students will learn the skills needed to be able to write a college level essay for whatever the demand may be due to college classes in the future. The eight credits are required for all freshmen entering the university system in Oregon.</p>			
<b>Prerequisite: LA 3 with a B grade at minimum</b>			

Communications 111			<b>Length: 1 Sem</b>
<b>Credit: .5</b>	<b>College Credit: Y</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 11-12</b>
<p>This course is designed to introduce students to the art of communication. It is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations. Students will develop presentations to inform, argue, debate, and persuade.</p>			
<b>Prerequisite: None</b>			

Creative Writing			<b>Length: 1 Sem</b>
<b>Credit: .5</b>	<b>College Credit:N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 11-12</b>
<p>This course is for those students who are interested in creative writing, in all of its forms: poetry, short stories, dramatic scenes, journals, and all forms of prose including more ambitious genres such as novels and full length plays. There will be an emphasis on different approaches to the creative process, most notably the Romantic perspective on spontaneity and imagination. The class will be organized such that the individual student will decide what the emphasis for their body of work will be. Students will be expected to share their work with the class, and will be expected to provide structured and meaningful feedback to peers.</p>			
<b>Prerequisite:</b> None			

Media Studies			<b>Length: 1 Semester</b>
<b>Credit: .5</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 11-12</b>
<p>The purpose of this class is to explore the genre of media, both as an art form and as a historical phenomenon. Students will be expected to form intelligent opinions as to the merits of varying forms of media, mostly film. Students will write an essay length review for all media viewed. On the average, students will write one full page essay response paper per week.</p>			
<b>Prerequisite:</b> None			

# Life Skills Course Descriptions

Life Skills courses are part of our Life Skills Program.

Functional Social Studies/Life Skills			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Students learn about essential Life Skills tied to Social Studies concepts to better prepare them for adulthood and independence. Topics include self care, conversation skills, basic economics, personal and internet safety, using money in the real world, and functional vocabulary needed to fully understand the world around them. Additionally, students will explore a variety of careers to explore personal interests and gain the knowledge and skills needed to enter the workforce.</p>			
<b>Prerequisite: None</b>			

Functional World Science			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Students learn about science topics that are relevant to their life to increase their knowledge of the world around them. Science is presented in a functional manner that targets cognitive levels of students by presenting topics in an obtainable way that still connects to K-6 grade level science standards by modifying curriculum and utilizing hands-on materials and engaging lessons.</p>			
<b>Prerequisite: None</b>			

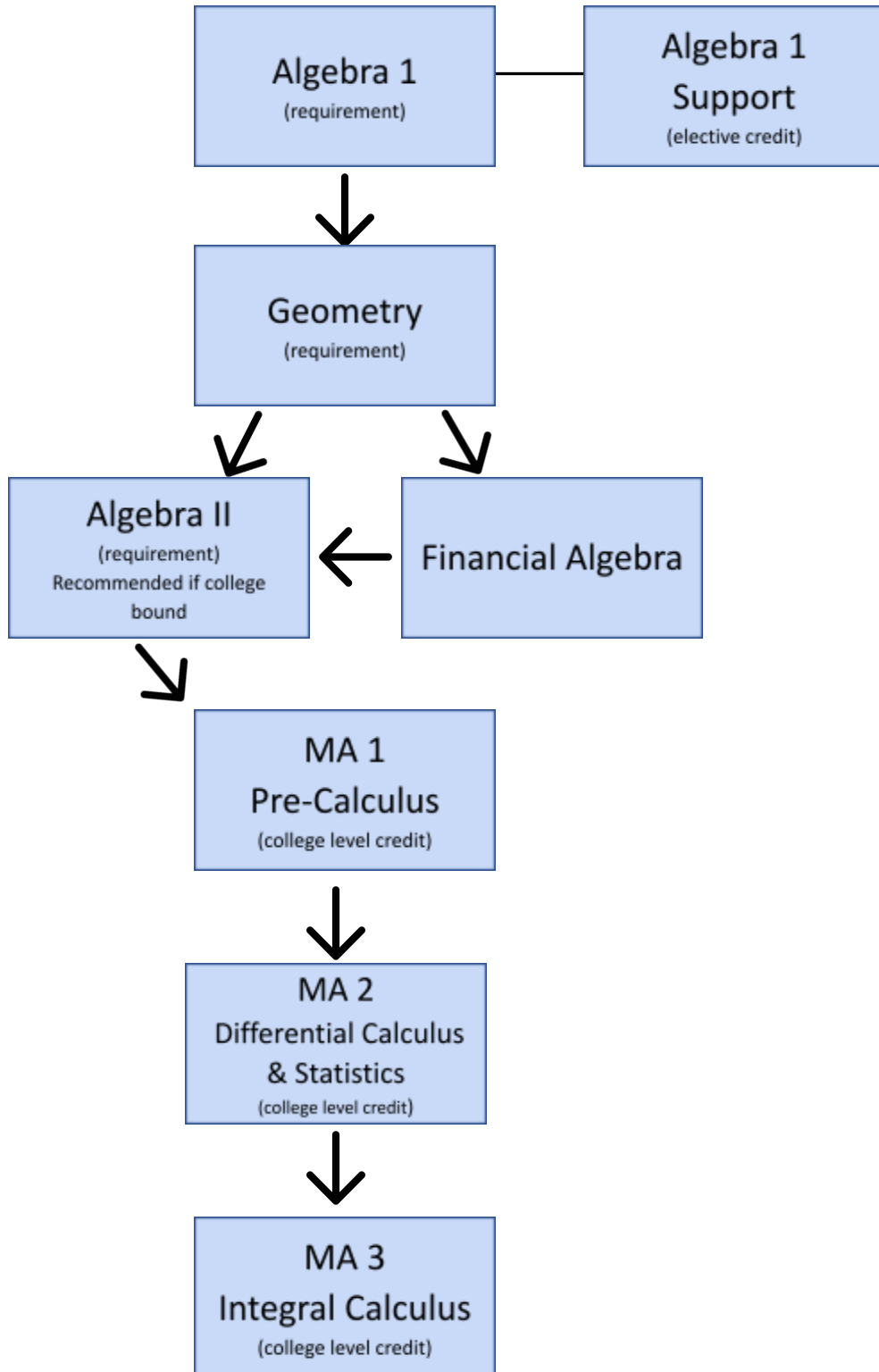
Functional Literacy			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Students learn about literacy concepts that will increase their functional understanding of the world around them by focusing on functional environmental prints that allow students to gain a deeper understanding of literacy as it exists in the real world. As a class, students will complete a lesson as a whole group that focuses on a functional literacy topic, then students will complete work that is individualized to their needs based on their IEP.</p>			
<b>Prerequisite: None</b>			

Functional Mathematics			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Students learn about math concepts that will increase their functional understanding of the world around them by focusing on money, time, measurement in the kitchen, and other functional math related assignments. As a class, students will complete a lesson as a whole group that focuses on a functional math topic, then students will complete work that is individualized to their needs based on their IEP.</p>			
<b>Prerequisite: None</b>			

Functional Culinary Arts			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Students will have access to the kitchen where they can practice independent living skills essential to their success after graduation including cooking, cleaning, following directions, and learning vocabulary related to these tasks.</p>			
<b>Prerequisite: None</b>			

# Math Pathways

Students are required to take three years of math to meet graduation requirements. However, it is recommended students take four years of math, especially if the student plans to attend college.





## Math Course Descriptions

Foundations of Algebra C/Foundations of Geometry A			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit: No</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 9-10</b>
<p>This one-year class continues development of basic algebra skills including linear systems and quadratic equations. The class also develops beginning Euclidean geometry ideas including logical reasoning and proof, parallel line properties, and triangle properties.</p>			
<p><b>Prerequisite:</b> Successful completion of Foundations of Algebra A/B or teacher recommendation</p>			

Algebra Support			<b>Length: Semester/ Full Year</b>
<b>Credit: 1</b>	<b>College Credit: No</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 9-10</b>
<p>This is a course designed to support students develop and strengthen the basic algebra skills needed for success in an algebra 1 class. This course is taken in conjunction with Algebra 1. Based on student need, students may take this course for one semester or an entire year.</p>			
<p><b>Prerequisite:</b> Teacher Recommendation</p>			

Algebra 1			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit:</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 9</b>
<p>This one year class develops and applies concepts of algebra including quadratics functions, exponential functions, rational and radical expressions and functions, systems of linear equations, linear inequalities, area, surface area, factoring, and volume. This class is designed for students who are already familiar with these concepts. This class <u>requires</u> a scientific calculator.</p>			
<p><b>Prerequisite:</b> Successful completion of 8th Grade mathematics</p>			

Geometry			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit: No</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 9-10</b>
<p>This course is designed to analyze and apply geometric concepts and measurements. The focus is on properties of geometric figures and applying them in real-world situations. Students learn about lines, planes, angles, circles, triangles, and other geometric shapes. Students will engage in methods of using proofs to explain their answers. The Mathematical Practice Standards apply throughout each topic, along with the content standards, allowing students to make sense of problems and apply to real-world situations.</p>			
<b>Prerequisite:</b> Successful completion of Algebra 1 or teacher recommendation			

Algebra 2			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit: No</b>	<b>Repeat for Credit: N</b>	<b>Grade Level:10-11</b>
<p>Students in Algebra II expand their mathematical repertoire by working with rational and exponential expressions, as well as, polynomial, exponential, and logarithmic functions. As students encounter more and more varied mathematical expressions and functions, general principles they encountered in Algebra I remain relevant, unifying the material in the course.</p>			
<b>Prerequisite:</b> Successful completion of Geometry or teacher recommendation			

Financial Algebra			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit: No</b>	<b>Repeat for Credit: N</b>	<b>Grade Level:10-11</b>
<p>Financial Algebra is an algebra based, applications-oriented, technology dependent course. It addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, and Pre-calculus under seven financial umbrellas: Banking, Investing, and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. Students use a variety of problem solving skills and strategies in real-world contexts. The mathematics topics contained in this course are introduced, developed and applied in an as-needed format in the financial settings covered.</p>			
<b>Prerequisite:</b> Successful completion of Geometry or teacher recommendation			

Mathematics Analysis 1			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit: Yes</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 11-12</b>
<p>This class covers two general topics: College Algebra and Trigonometry. The first, College Algebra is covered in depth in the Semester 1. Topics include functions, polynomial and rational functions, exponential functions, logarithmic functions, systems of equations (linear and nonlinear), and matrices. Trigonometry is covered in the Semester 2. The topics include the six trigonometric functions, their graphs, applications of trigonometry, non-right triangle trigonometry, vectors, the conic sections, parametrics equations, and the polar coordinate system. Curriculum for this class is directed by the content required by Chemeketa Community College for the concurrent college credit. As such a graphing calculator is REQUIRED for this class. While the content of the semesters is distinct this is a full-year class.</p>			
<b>Prerequisite:</b> Successful completion of Algebra 2 or teacher recommendation			

Mathematics Analysis 2			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit: Yes</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 12</b>
<p>This class covers two general topics: Probability and Statistics, and Differential Calculus. The first, Probability and Statistics is covered in depth in the Semester 1. The content includes basic data collection and display, common descriptive statistics, probability and computation of probabilities, discrete probability distributions, continuous probability distributions, parameter estimators including margins of error and hypothesis testing, and regression analysis. Differential Calculus is covered in the Semester 2. The topics include limits and continuity, basic differentiation and proofs of derivatives, implicit differentiation and related rates problems, extrema, inflection points, graphing, optimization problems, differentials, Newton's method, and antiderivatives. Curriculum for this class is directed by the content required by Chemeketa Community College for the concurrent college credit. As such a graphing calculator is REQUIRED for this class. While the content of the semesters is distinct this is a full-year class.</p>			
<b>Prerequisite:</b> Successful completion of Mathematics Analysis 1 or teacher recommendation			

Mathematics Analysis 3			<b>Length: Full Year</b>
<b>Credit: 1</b>	<b>College Credit: Yes</b>	<b>Repeat for Credit: N</b>	<b>Grade Level: 12</b>
<p>This is a full year class covering Integral Calculus. Topics include a full review of differential calculus, antiderivatives, the definition and derivation of the integral, differentiation and integration of logarithmic, exponential, and inverse trigonometric functions, first order differential equations and techniques leading to them, applications of integration, techniques for specific integration forms, and L'Hopital's Rule. Curriculum for this class is directed by the content required by Chemeketa Community College for the concurrent college credit. As such a graphing calculator is REQUIRED for this class.</p>			
<b>Prerequisite:</b> Successful completion of Mathematics Analysis 2 or teacher recommendation			

# Odyssey Course Descriptions

Odyssey Courses are designed for **Credit Recovery**. Students must have approval prior to taking these courses. These courses are NOT taught by Jefferson High School teachers. The courses are an independent program consisting of videos, texts, and various tasks to demonstrate learning.

Algebra 1			
<b>Credit: .5-1.0 MA</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	
Algebra is intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, Mathematics 800 Fundamentals. Within the Algebra I course, the student will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.			
<b>Prerequisite:</b> Counselor approval			

Biology			<b>Length: 5-10 units</b>
<b>Credit: .5-1.0</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level</b>
Biology is intended to expose students to the designs and patterns of living organisms and their interactions with the environment. In preceding years, students should have developed a foundational understanding of life sciences. Expanding on that, this Biology course will incorporate more abstract knowledge. The student's understanding should encompass both the micro and macro aspects of life, and this biology course includes both. The major concepts covered are taxonomy, the chemical basis of life, cellular structure and function, genetics, microbiology, plant structure and function, animal structure and function, and ecology and the environment.			
<b>Prerequisite:</b> Physical Science or equivalent & Counselor approval			

Career Management			<b>Length: 5 units</b>
<b>Credit: .5 EL</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level:</b>
Career management is a semester-length high school elective course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including: <ul style="list-style-type: none"> <li>● communication, leadership, teamwork, decision making</li> <li>● problem solving, goal setting, time management</li> </ul> Students will complete activities that help identify personal interests, aptitudes, and learning styles. Students will use results of self-assessments to determine careers that may prove personally satisfying.			
<b>Prerequisite:</b> Counselor approval			

Economics			<b>Length:6 units</b>
<b>Credit: .5 F3</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	
<p>Students will examine the basic principles of economics, as well as investigate the effect those principles have on every aspect of society. Lessons and projects encourage students to examine a variety of problems from the viewpoint of an economist. They will be completing formal and informal writing using research, while also incorporating media and technology. Economics teaches real life skills that students will be able to apply to their lives every day.</p>			
<b>Prerequisite:</b> US History & Counselor approval			

Forensics: Using Science to solve Mystery			
<b>Credit: .5</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	
<p>This course is the overview of modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Modern-day forensic science practices have come into being thanks to the contribution of science and legal professions seeking ways to study crime scenes and criminal activities in an effort to stop crime. Of particular interest in this course are the various applications of medicine in the field of forensic science. This course identifies science concepts and critical thinking in the area of forensic science. Following the presentation of the concepts, students are encouraged to conduct online research exploring examples and applying the concepts just learned. Links to case studies and interactive learning tools are supplied along with high-quality research sites. Projects are assigned throughout the course that allow students to actively apply the information just learned. These projects include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case.</p>			
<b>Prerequisite:</b> Counselor approval			

Geometry			<b>Length: 5-10 units</b>
<b>Credit: .5-1.0 MA</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level:</b>
<p>Geometry is a full year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.</p>			
<b>Prerequisite:</b> Counselor approval			

Government			<b>Length:6 units</b>
<b>Credit: .5 S3</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 11th</b>
<p>The Government course focuses on American and international governments. Students will learn about the history of governments, the characteristics of the United States government, political parties, and the voting process. These areas of focus target two major content strands: History, and Government and Citizenship. Students will also gain practice in research, presentations, writing essays, and creating an argument in topics such as elected officials and the Supreme Court.</p>			
<b>Prerequisite:</b> US History & Counselor approval			

Health Education			<b>Length: 5 units</b>
<b>Credit: .5 H1</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level: 9-12</b>
<p>Health Education is a health science elective course that introduces students to what good health is, why good health is important, and what students should do to achieve good health.</p>			
<b>Prerequisite:</b> Counselor approval			

Integrated Physics and Chemistry			
<b>Credit: .5-1.0</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	
<p>Integrated Physics and Chemistry is a physical science course designed for high school students needing an entry-level science covering basic concepts found in chemistry and physics. Topics included are matter, motion and forces, work and energy, electricity and magnetism, and waves. Throughout the course, students will have opportunities to observe simulations, investigate ideas, and solve problems, both online and away from the computer</p>			
<b>Prerequisite:</b> Counselor approval			

Money Matters A			<b>Length: 5 units</b>
<b>Credit: .5 EL</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level:</b>
<p>Students will explore global economics, and the impact of the free enterprise system on business and consumers. Students will learn about their financial options and goal-setting based on existing and projected economic indicators. Investments, income taxes, asset planning will also be investigated, as will risk management, retirement and estate planning.</p>			
<b>Prerequisite:</b> Counselor approval			

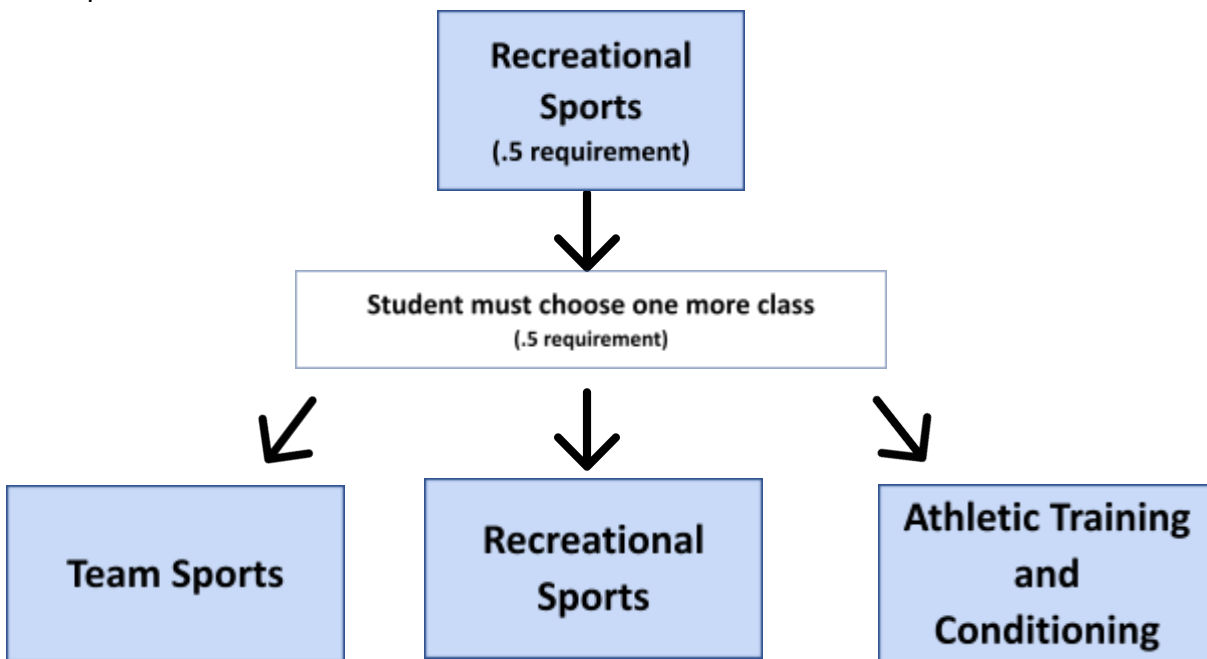
Money Matters B			
<b>Credit: .5 EL</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	
<p>Students will explore global economics, and the impact of the free enterprise system on business and consumers. Students will learn about their financial options and goal-setting based on existing and projected economic indicators. Investments, income taxes, asset planning will also be investigated, as will risk management, and retirement and estate planning.</p>			
<b>Prerequisite:</b> Money Matters A & Counselor approval			

Physical Fitness			<b>Length: 5 units + PE LOG</b>
<b>Credit: .5 EL or PE</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level:</b>
<p>Physical Fitness is a semester-length course designed for high school students. The course focuses on the health benefits of regular physical activity and of a long term exercise program. As students work through the course, they will learn about the many aspects of physical fitness, including basic nutrition, the importance of flexibility, cardiovascular health, muscle and strength training, and realistic goal setting. Along the way, students will be required to maintain and submit a 60 hour activity log in order to measure progress in course exercises, as well as in personal fitness goals.</p>			
<b>Prerequisite:</b> Counselor approval			

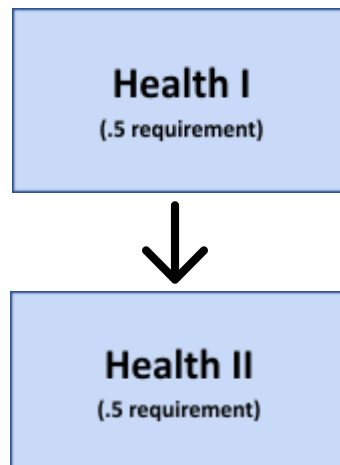
U.S. History Reconstruction to Present			<b>Length: 5-10 units</b>
<b>Credit: .5-1.0 S2</b>	<b>College Credit:</b>	<b>Repeat for Credit:</b>	<b>Grade Level:</b>
<p>U.S. History Reconstruction to Present examines American history from the events leading up to the Civil War to the present day, placing special emphasis on the major political, economic, and social movements of the twentieth century. Additionally, students will gain practice in research and writing through various projects. In addition to the default course program, U.S. History Reconstruction to Present includes alternate lessons, projects, essays, and tests for use in enhancing instruction or addressing individual needs.</p>			
<b>Prerequisite:</b> Counselor approval			

# Physical Education/Health Pathways

Our Physical Education courses provide students with the introduction to different aspects of team-oriented and individual physical activities that foster life-long fitness and good health. Students learn team building skills, game strategies, fundamentals and rules of several physical activities. All students must complete one credit of physical education with Recreational Sports as a requirement for all students.



Students are required to take one full year of Health and will cover units related to promotion of mental, social, and emotional health, physical activity, environmental health, healthy eating, prevention and control of disease, Alcohol, tobacco and other drug prevention, promotion of reproductive health, unintentional injury prevention, and violence prevention. Students will learn practices to keep themselves healthy throughout their lifetime while focusing on skills needed to maintain or increase individual health.





## Physical Education/Health Course Descriptions

Recreational Sports			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: NO</b>	<b>Repeat for Credit: YES</b>	<b>Grade Level: 9-12</b>
<p>This course is designed to aid in the development of the student's health and skill related fitness levels. Students are required to dress down daily. This course includes a variety of fitness activities, ranging from team sports to individual games and relays.</p>			
<b>Prerequisite: NONE</b>			

Health 1			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: NO</b>	<b>Repeat for Credit: No</b>	<b>Grade Level: 9-11</b>
<p>Health will emphasize the importance of responsible decision making and goal setting to gain and maintain overall wellness. By learning to evaluate their own health knowledge and behavior, students will be better equipped to face critical health issues.</p>			
<b>Prerequisite: NONE</b>			

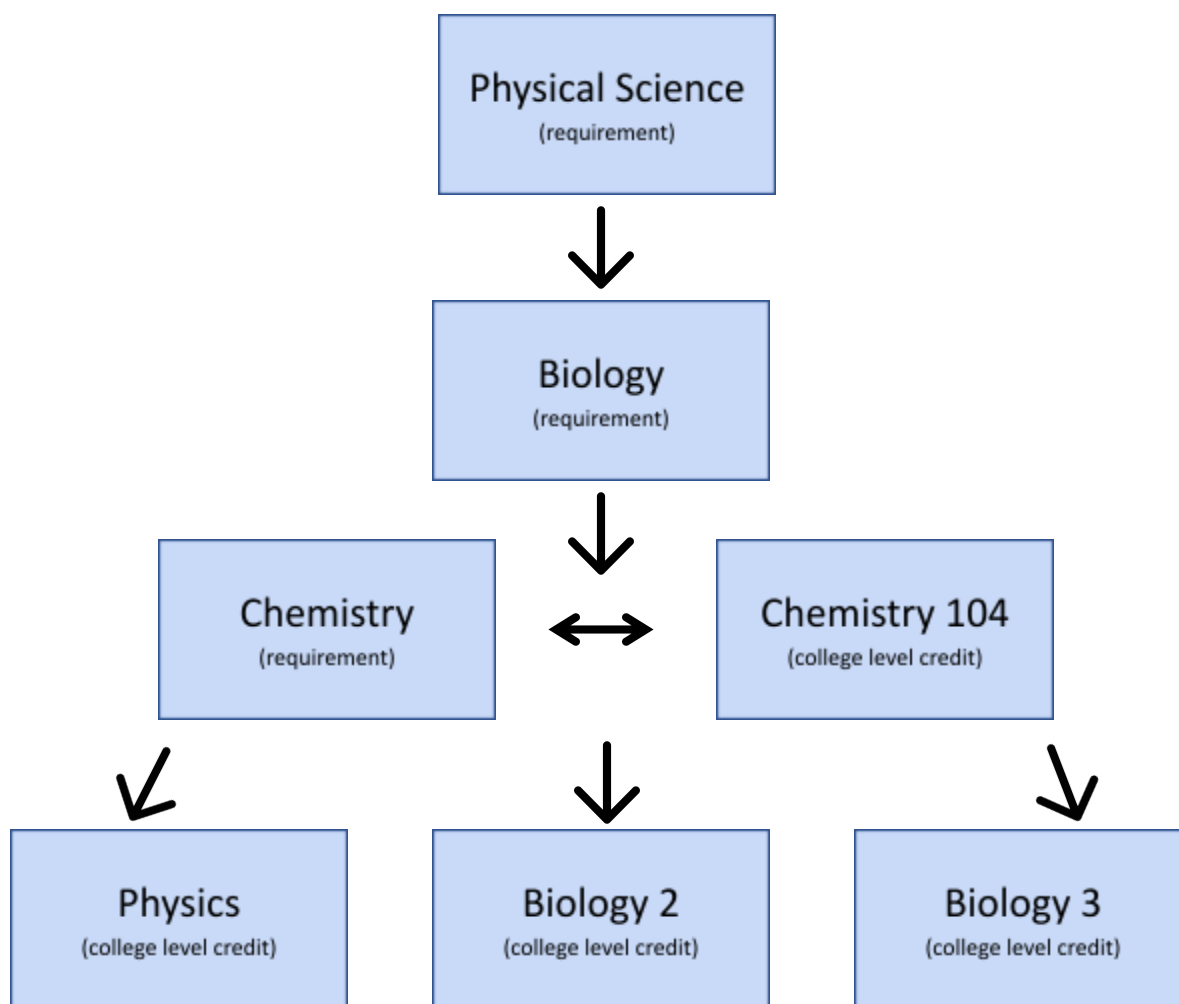
Health 2			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit: No</b>	<b>Grade Level: 9-12</b>
<p>Students will look closely at their own lifestyles, learn the skills, such as analyzing influences, advocacy, interpersonal communications, and accessing information, necessary for changing negative behavior, and set goals for improving their well-being.</p> <p><b>Fee: Optional First aid card certification if you purchase the First Aid Certificate in the office after passing skills test and written test.</b></p>			
<b>Prerequisite: Health 1</b>			

<b>Athletic Training &amp; Conditioning</b>			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit: YES</b>	<b>Grade Level: 11-12</b>
<p>This is an elective course that requires great effort from the students that are involved in this class. It is designed to introduce or enhance the proper form of weight lifting to improve several components of fitness, such as muscular strength, muscular endurance, cardiovascular fitness and flexibility. It will teach the importance of warm-ups, proper lifting technique, the importance of spotting, and cool down to maintain a healthy lifestyle. Dressing down and participation on a daily basis is a requirement for this class as well as keeping a log of your progress.</p>			
<b>Prerequisite: Rec Sports</b>			

<b>Team Sports</b>			<b>Length: Semester</b>
<b>Credit: .5</b>	<b>College Credit: No</b>	<b>Repeat for Credit: Yes</b>	<b>Grade Level: 10-12</b>
<p>This elective course is designed to teach students different team sports, with the main focus being the sport of volleyball, basketball, and ultimate frisbee while enhancing personal and social behaviors. This is also designed to elicit opportunities to advance individual skill levels in these team sports. Dressing down and participation on a daily basis is a requirement for this class.</p>			
<b>Prerequisite: Rec Sports</b>			

# Science Pathways

Students are required to take three years of science to meet graduation requirements. At Jefferson High School we provide students with a comprehensive overview of science through physical science, biology and chemistry. In addition, students have options to take additional biology classes as well as chemistry and biology at the college level.



## Science Course Descriptions

Biology 1			<b>Length: Year</b>
<b>Credit: 1 credit/ year</b>	<b>College Credit: No</b>	<b>Repeat for Credit: No</b>	<b>Grade Level: 10</b>
<p>Biology 1 is offered as a basic survey of biology. Cell biology, genetics, ecology, evolution, and classification are covered. The nature of the scientific enterprise is stressed.</p>			
<b>Prerequisite:</b> Physical Science			

Biology 2			<b>Length: Year</b>
<b>Credit: 1 credit/ year</b>	<b>College Credit: Yes</b>	<b>Repeat for Credit: No</b>	<b>Grade Level: 11-12</b>
<p>Biology 2 covers a variety of subjects in Biology in more detail than in the earlier Biology 1 survey course. Biology 2 and 3 can be taken in either order. The main areas of study include: Evolution and Ecology. This course offers an opportunity to earn college credit through Western Oregon University and the Willamette Promise consortium for Biology 101.</p>			
<b>Prerequisite:</b> Biology 1			

Biology 3			<b>Length: Year</b>
<b>Credit: 1 credit/ year</b>	<b>College Credit: Yes</b>	<b>Repeat for Credit: No</b>	<b>Grade Level: 11-12</b>
<p>Biology 3 covers a variety of subjects in Biology in more detail than in the earlier Biology 1 survey course. Biology 2 and 3 can be taken in either order. Main areas of study include: The Nature of Science, Biochemistry, Cellular Metabolism, DNA and Genetics. In addition, students will learn to design experiments and write research papers. This course offers an opportunity to earn college credit through Western Oregon University and the Willamette Promise consortium for Biology 102.</p>			
<b>Prerequisite:</b> Biology 1			

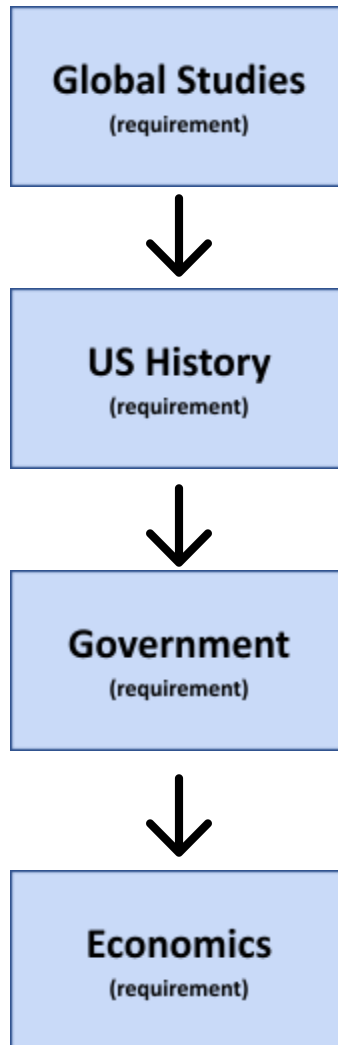
Physical Science			Length: Year
Credit: 1	College Credit: No	Repeat for Credit:	Grade Level: 9
Physical science introduces students to the physical science of elementary chemistry, elementary physics, the study of energies, and the laws that govern those energies.			
Prerequisite: None			

Chemistry			Length: Year
Credit: 1	College Credit: Available	Repeat for Credit:	Grade Level: 11-12
Chemistry is the investigation of the composition of substances and various forms of matter. A study of the period law, chemical bonding, and the writing of chemical equations is included. This is a college preparatory course and is recommended for college-bound students. This course offers an opportunity to earn college credit through Western Oregon University and the Willamette Promise consortium.			
Prerequisite: Alg. I with a "B" or better – currently enrolled in Geometry or Alg. II			

Physics			Length: Year
Credit: 1	College Credit: Y	Repeat for Credit:	Grade Level: 11-12
This course includes an overview of scientific principles and procedures, and leads students toward a clearer understanding of motion, energy, electricity, magnetism, and the laws that govern the physical universe.			
Prerequisite: Algebra II with a B or better			

# Social Science Pathways

Students are required to take three years of social science to meet graduation requirements. It is recommended students begin with World Cultures in 9th grade and end with Economics/Government in 12th grade. Courses are typically taken in the following sequence:



## Social Science Course Descriptions

Global Studies			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9</b>
<p>This survey course is designed to help the student understand and appreciate the roots, development and nature of the modern world beginning with the Industrial Revolution. The focus of the class will be from the 19<sup>th</sup> century to the present day, examining topics like industrialization, colonization, independence movements around the world, genocide and more.</p>			
<b>Prerequisite: None</b>			

US History			<b>Length: 1 Year</b>
<b>Credit: 1</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 10-11</b>
<p>An in-depth study of United States history from the turn of the 19th century up through today. Topics include Progressive Era, WWI, roaring 20's, the Great Depression, WWII, Cold War, the 60's, "Me Decade", Reaganomics as well as current events. We will be examining the people, events, and decisions that impacted society.</p>			
<b>Prerequisite: None</b>			

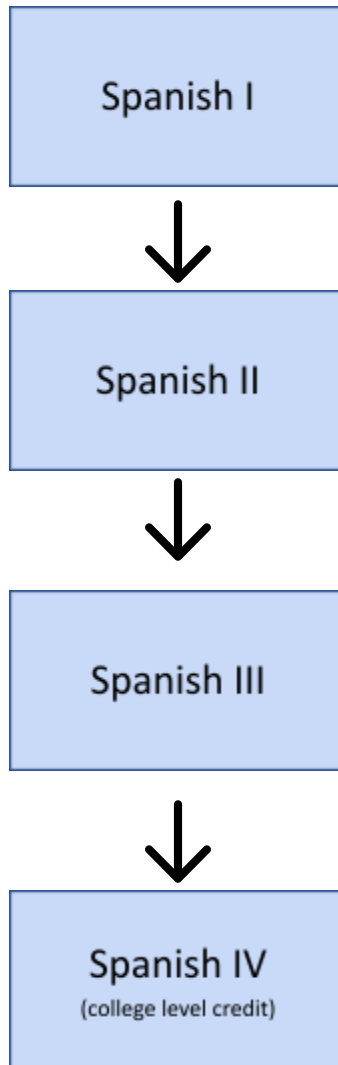
Government			<b>Length: 1 Sem</b>
<b>Credit: .5</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 11-12</b>
<p>Students are to understand the foundation and functions of US democracy. European and non-European examples are examined. It is important for students to examine and evaluate the relationship between governments at a variety of levels. Understanding and evaluating the significance of all 3 branches of government with particular attention to the Supreme Court's role in defining individual liberty. Active citizenship is a consistent theme in this and all Social Science Domains.</p>			
<b>Prerequisite: None</b>			

Economics			<b>Length: 1 Sem</b>
<b>Credit: .5</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 12</b>
<p>Economics is designed to give students a basic understanding of the fundamentals of economics. Students will be able to recognize real world applications in which economics is present. On a practical note, this will be one if not the most important classes you take in high school. We learn about money and how our attitude towards it can influence our lives. The Economic standards are divided into three strands; decision making, national economy, and global economics. Students must understand the basic mechanism and function of each. Students must utilize economic indicators and tools to analyze the national economy, and understand the trade-offs of a globalized economy.</p>			
<b>Prerequisite: None</b>			



# World Language Pathways

Jefferson High School offers two pathways for students to earn World Language credit. At least two years of world language is required for entrance into a four-year college, but three years is recommended.



## World Language Course Descriptions

Spanish 1			<b>Length: Year</b>
<b>Credit: 1.0</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Introduction to Spanish language and Latinx culture is designed for novice-low proficiency level students. Reading, writing, listening, speaking, and specific language study skills developed with an emphasis on grammar and oral production. The course is college preparatory: Students must take two years and earn a “C-” or higher as required for admission to the Oregon University System.</p>			
<b>Prerequisite:</b> none			

Spanish 2			<b>Length: Year</b>
<b>Credit: 1.0</b>	<b>College Credit: N</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Continuation of study of Spanish language and Latinx culture designed for novice-mid proficiency level students. Reading, writing, listening, speaking, and specific language study skills further developed with an emphasis on grammar and oral production. The course is college preparatory: Students must take two years and earn a “C-” or higher as required for admission to the Oregon University System.</p>			
<b>Prerequisite:</b> Spanish 1 with a “C” or higher – or teacher approval			

Spanish 3			<b>Length: Year</b>
<b>Credit: 1.0</b>	<b>College Credit: Y</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Continuation of study of Spanish language and Latinx culture designed for novice-high level students. Reading, writing, listening, speaking, and specific language study skills further developed with an emphasis on grammar and oral production. During this course, students will attempt to earn credit through the Willamette Promise dual credit program (granted by Western Oregon University): gaining credit for up to two courses between Spanish 101 and 203.</p>			
<b>Prerequisite:</b> Spanish 2 with a “C” or higher – or teacher approval			

Spanish 4			<b>Length: Year</b>
<b>Credit: 1.0</b>	<b>College Credit: Y</b>	<b>Repeat for Credit: Y</b>	<b>Grade Level: 9-12</b>
<p>Continuation of study of Spanish language and Latinx culture designed for intermediate-low level students. Reading, writing, listening, speaking, and specific language study skills further developed with an emphasis on grammar and oral production. During this course, students will attempt to earn credit through the Willamette Promise dual credit program (granted by Western Oregon University): gaining credit for up to two courses between Spanish 101 and 203.</p>			
<p><b>Prerequisite:</b> Spanish 3 with a “C” or higher – or teacher approval</p>			