

# Milwaukie High School & Milwaukie Academy of the Arts 2024-2025

## Course Catalog

Student-Centered  
Relationships  
Equity, Diversity, & Inclusion  
Future Ready



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## **Equal Education Opportunity**

Every student of the district will be given equal educational opportunities regardless of age, gender, gender identity, sexual orientation, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location. The district shall develop and implement an Equal Educational Opportunity Plan that assures that no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district. All reports, complaints or information will be investigated. A student or parent may access and use the district's general complaint procedure through Board policy KL - Public Complaints. The district will communicate the availability of policy and complaint procedures to students and their parents through district communication systems and handbooks, and will be published to the district website and made available at the district office during regular business hours. [Reference District Policy JB]

# Milwaukie High School & Milwaukie Academy of the Arts

Preparing graduates who are inspired and empowered to strengthen the quality of life in our local and global communities.

Greeting Mustangs! The Course Guide is our first opportunity to share with you our course offerings, graduation requirements, and welcome you for the 2024-2025 school year. Milwaukie High School & Milwaukie Academy of the Arts students can expect to be challenged to think deeply, solve problems, and enjoy learning in a respectful and safe school. Our commitment includes access to professional music, physical education, and counseling educators from ninth grade through to graduation. ***[Although it is in the intention to offer all courses listed in this course guide, some courses may not be offered due to low enrollment numbers.]***

Our students are critical and creative thinkers with a strong foundation in English language arts, math, science, social studies and the arts. Innovative, exceptional, and caring staff actively engages each student and their families. Through a relevant and challenging curriculum, Milwaukie High School & Milwaukie Academy of the Arts educators promote high expectation, cultural understanding, and productive study habits.

**At Milwaukie High School & Milwaukie Academy of the Arts, we emphasize:**

## **Student Achievement**

Each student will meet or exceed grade level standards and graduate.

## **Equity**

Create inclusive learning environments for each student.

## **Quality Programs**

Build a variety of learning paths and school options within academics, arts, activities, and athletics.

Students are the heart of Milwaukie High School & Milwaukie Academy of the Arts. We grow artists, scientists, teachers, athletes, and community leaders. Students have the opportunity to follow their own path and discover new possibilities on the journey to graduation, college, and career. **Expect Greatness.**

Go Mustangs!

# MHS/MAA ACADEMIC INTEGRITY POLICY

Milwaukie High School & Milwaukie Academy of the Arts believes that the work you submit needs to be reflective of your own learning and not anyone else's. To have academic integrity means that you have demonstrated your learning to the best of your own ability. Academic dishonesty is not acceptable in any circumstance. If you are struggling with an assignment, the materials in a class, or other circumstances you need to speak to the teacher rather than resorting to the following examples of academic dishonesty.

**Academic dishonesty includes, *BUT IS NOT LIMITED TO*:**

## **Cheating**

- Copying another person's homework or assignment
- Looking on another's test/quiz or allowing another to copy a test/quiz/assignment
- Using notes or cheat sheets for a test/quiz (without teacher's permission)
- Stealing/selling or sharing a test or quiz
- Submitting another student's assignment for credit and claiming it as your own
- Using false claims or fabricated references in a paper or assignment
- Reporting to another student what is on a test or quiz
- Using an electronic device, without teacher's permission, during a test/quiz (camera, phone, etc.)
- Substantial editorial or compositional assistance (including extensive parental assistance)
- Allowing another student to copy or borrow content from your work

## **Plagiarism**

Plagiarism is using another person's ideas, words, or images without proper citation. (If you use ANYTHING from the internet or a print resource, you must cite it, even when you paraphrase the other's ideas.)

## **Consequences for Academic Dishonesty**

When students have cheated or plagiarized on classwork, assignments, projects, or tests/quizzes, a range of consequences may be applied depending on the circumstance. At a minimum, the student will meet with the teacher and/or an administrator. If the student has violated our Academic Integrity Policy, the following range of consequences may be applied:

### **Academic Consequences**

1. Reduced credit or loss of credit for the assignment (as per the teacher's syllabus and/or teacher's discretion).
2. Students may need to further demonstrate their learning, through either redoing assignments or completing alternative assignments.
3. Repeated incidents or major infractions may result in withdrawal and loss of credit for the class.

### **Behavioral Consequences**

1. Parents/guardians will be informed.
2. The incident will be recorded on the student's record.
3. The student may be removed from valedictorian, honors diploma, academic hall of fame and/or other honors/titles based on administrative review. The students may also lose membership in academic clubs such as the National Honors Society.
4. A behavioral consequence may be assigned.

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# GRADUATION REQUIREMENTS/DIPLOMA OPTIONS

## **Standard Diploma - 24 credits**

On track students should graduate in 4 years or less

- 4.0- Language Arts
- 3.0- Mathematics: Algebra 1 and more advanced
- 3.0-Science
- 3.0-Social Science: 1 World History, 1 US History, .5 Economics, .5 Government
- 1.0- Health
- 1.0- Physical Education
- 6.0- Electives
- 3.0- Fine Arts/ World Language/ Career Technical\*

\*For all 4- year universities 2.0 credits of the same World Language is required.

## **Requirements (to be completed in College & Career 2 class)**

Complete two (2) Career Related Learning Experience (CRLEs)

Complete Extended Application (EA)

**Honors Diploma-** North Clackamas School District will award an Honors diploma for students who have met the criteria for the **NCS D Standard diploma** and the additional criteria listed below.

GPA 3.5 or better by the end of 7th semester

5.0 credits of the required 24.0 credits must be Advanced Placement (AP) and/or college credit-bearing courses with “C” or better (excluding Sabin-Schellenberg Courses which bear college credit). Students do not need to earn college credit through high scores on the AP exams or by completing registration for college credit.

The 5.0 credits of AP and/or college credit-bearing courses required to earn an Honors Diploma must be completed during the junior and senior years. However, all AP courses taken in any year of high school will count towards the Honors Diploma. Freshmen and Sophomore accelerated courses in language arts, social science, science, algebra, and geometry do not count towards the required 5.0 credits.

If a course is not prefaced by “AP” but is still applicable towards the 5 credits it must offer college credit at the 100 level or higher in the core academic areas of math, language arts, social science, science, or second languages. These include: Math: Pre-Calculus, Math and Society; World Languages: French 3, 4, Japanese 3, 4, Spanish 3, 4 or 5; and Art: Advanced Art, Advanced Digital Photography.

# GRADUATION REQUIREMENTS/DIPLOMA OPTIONS

## **AP Capstone Diploma**

This program includes two AP courses: AP Seminar and AP Research. An AP Capstone Diploma can be especially helpful for first generation college goers. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need to succeed with college-level work. In addition to successfully completing the two required courses (AP Seminar & Research) students will need to successfully complete four AP courses throughout their high school.

## **Descriptions of the requirements for earning an AP capstone diploma:**

### **AP Seminar - Year 1** earning scores of 3 or above

In this course, you'll learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence based recommendations. You'll investigate a variety of topics through various viewpoints of your choice. During the course, you'll complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score. AP Seminar is a prerequisite for AP Research.

### **AP Research - Year 2** earning scores of 3 or above on your paper

In AP Research, you'll explore various research methods and complete an independent research project. Your project can build on a topic, problem, or issue you covered in AP Seminar or on a brand new topic of your own choosing. At the end of the project, you'll submit your academic paper and present and defend your research findings. These components contribute to the overall AP Research score. There is no end-of-course exam.

### **4 AP Courses & Exams** - Earning 3 or above

These classes are of students' choice and taken throughout the four years of high school.

### **AP Seminar & AP Research Certificate**

- AP Seminar - Year 1 earning scores of 3 or above
- AP Research - Year 2 earning scores of 3 or above on your paper

## **Biliteracy Seal**

The Oregon Department of Education Seal of Biliteracy is an award given by a school district in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. It encourages students to pursue biliteracy, honors the skills our students have attained, and can be evidence of skills that are attractive to future employers and college admissions offices.

The mark of the seal represents a standardized measure of a student's language proficiencies on the path to college and career readiness. As a result, there are multiple pathways for students to demonstrate their language proficiency in reading, writing, speaking and listening, irrespective of the partner language.

In order to earn the Seal of Biliteracy, students must meet the reading and writing Essential Skill Graduation requirements in English and demonstrate an advanced-low proficiency in reading, writing, speaking and listening in a partner language.

*\*Students interested in earning this graduation honor should speak with their counselor for more information.\**

## ACADEMIC POLICIES

Milwaukie High School & Milwaukie Academy of the Arts recognizes that excellence in education requires setting high, attainable expectations for each student. To this end, these course descriptions are accompanied by additional information about specific class expectations.

- ▶ **Prerequisite courses:** These include all coursework or skills that should be completed prior to enrollment in the specific course. Some required courses have no prerequisites; others may indicate a recommended grade level at which the course may be taken.

## SCHEDULING POLICIES

1. Per state requirements, 9th - 11th Grade students must take a minimum of eight classes to be enrolled as a full-time student. 12th grade students must have a minimum of six classes. Work Experience can count as your 6th class. Exceptions to the six-class minimum require administrative approval.
2. Students who participate in athletics/activities must have passed five credit classes in the prior semester and must be currently enrolled in five credit classes. Study hall and excused periods are not credit classes. Credits earned during the summer may be used as passed classes for eligibility and will be transcribed to the prior semester.
3. Work Experience credit is available to juniors and seniors if a minimum of 150 hours of work is accumulated through the semester. Paperwork is handled the first three weeks of each semester with the counseling office. Work Experience is limited to 2.5 credits total which may be obtained in the junior or senior year. (One .5 credit per semester is allowed = 2.5 total credits.)
4. Schedule changes are made only for limited extenuating circumstances within the first 10 school days of a semester. Accurate forecasting is necessary to create the proper number of classes and seat numbers. Changes will not be made to schedules that reflect the proper forecasted classes. Schedule changes that affect academic requirements must have parent/guardian approval. NO schedule changes will be made based upon teacher preference.
5. Only one credit toward minimum graduation requirements may be earned working as a Teacher Assistant/Office Assistant.
6. Students wishing to use community college credits toward meeting graduation requirements must receive MHS/MAA counselor or administrator approval prior to enrollment. See Credit Policies for requirements.
7. Students are not allowed to take more than two classes in physical education for credit during one semester.
8. A class may be taken on an audit basis without credit with instructor and counselor consent. A change to audit status may be made up to the deadline for dropping classes each semester.
9. Students who withdraw from school (from all classes) at quarter will leave with the withdrawal grade; however, no quarter grade will be reported on the transcript.
10. Exceptions to these policies can be made in rare medical circumstances and only with administrative approval.

# Schedule Change Process and Procedures

## *Forecasted classes cannot be changed*

### **Minimum Requirements**

All students will be enrolled in (8) classes from 9th grade through 11th grade. Students in the 12th grade are allowed to take an excused period. In extenuating circumstances students may take less than 8 classes, but need approval. In order to be considered full time and participate in OSAA athletics and activities, students must be passing (5) credit bearing courses.

### **Adding / Changing a Class**

Requests for class changes must be initiated prior to the beginning of the semester or up to two weeks after the semester begins. These requests will only be considered on the basis of availability.

***\*Students must follow their schedule until a change is made.\****

### **Dropping a Class at Semester**

Most courses are year-long and require a year-long commitment. Courses dropped after four weeks into the semester, must have an approval form signed and turned in, and then will be recorded on the transcript as an "F" (failing grade). Year long classes may not be dropped at semester unless there are extenuating circumstances and requires approval.

### **Withdrawing From School**

Students who withdraw from school (from all classes) mid-term (quarter) before semester ends will leave with a withdrawal grade; however, no quarter grade will be reported on the transcript. Students who withdraw at mid-term, either to attend another school or be home schooled, risk the forfeiture of athletic eligibility under OSAA rules.

## FEES & GRADING

### FEES - Activity/Class

The NCS D has assessed fees for various activities and classes. Specific fee prices are listed on the Fee Schedule in the Student Handbook. Courses with fees are indicated with a "Fee: Yes" below the course title in this book. If there are fees required in a course and you need assistance with paying them, please speak to the teacher of the course.

### Sabin-Schellenberg Classes

Several elective classes are available to students at the Sabin/Schellenberg Professional Technical School. For a complete listing of these class offerings and descriptions, please refer to their course guide (a separate catalog). These classes are included in your forecasting options.

## GRADING SYSTEM

A	4 Grade Points	Outstanding
B	3 Grade Points	Above Average
C	2 Grade Points	Average
D	1 Grade Point	Below Average
F	0 Grade Point	No Credit Earned
NG	0 Grade Point	No Grade (no credit earned)
NP	0 Grade Point	No Pass (no credit earned)
P	0 Grade Point	Pass (credit earned, not computed in GPA)
M	0 Grade Point	Modified Pass (credit earned, not computed in GPA)
(-)	0 Grade Point	Audit (student is in class but receives no credit)

### Equitable Access

It is important to us that students are in class and on campus. Their presence makes us a better and stronger environment. It is very important to us that students feel welcome and included. No student will be turned away if they are unable to afford fees or have other circumstances beyond their control. Families and students should talk to our bookkeeper or a trusted adult at school so that we can make sure everyone can participate and be engaged in school, activities and athletics.

## **CLASS RANK AND GPA**

All courses other than pass/fail & audits are used in computing accumulative GPA and establishing class rank. All courses are weighted equally; honors or accelerated courses are not given additional point value. Refer to transcript supplement for interpretation of course abbreviations. The preliminary rank in class based upon six semesters of course work is done at the beginning of the senior year. The final rank is based on eight semesters of work. The valedictorian and salutatorian are determined by this rank. Honor cords are provided by Milwaukie High School/Milwaukie Academy of the Arts to recognize the top ten scholars at the graduation ceremony.

### **SELECTING THE VALEDICTORIAN AND SALUTATORIAN**

Those students on a standard diploma who earn the highest-grade point average and rank number one in the class by the end of the eighth semester or equivalent for early graduation, will become class valedictorians. In the event of ties, all students who earn the top GPA will receive this award (all GPAs are rounded to the nearest hundredth for this designation, and all classes are included in computing the GPA). Students must be enrolled full time (5 classes) in both the junior and senior year.

Those students on an honors or standard diploma, who earn the second highest grade point average in the class by the end of the eighth semester or equivalent for early graduation, will become class salutatorian. In the event of ties, all students who earn the second highest GPA will receive this award (all GPAs are rounded to the nearest hundredth for this designation, and all classes are included in computing the GPA). While recognition for class honors is primarily one of academic achievement, The North Clackamas School District reserves the right to deny or to revoke class honors to any student who is found to have engaged in illegal activity and/or behaviors in violation of school policies while enrolled in high school. Such a decision to deny class honors shall be made by the high school principal and shall be subject to appeal to the district superintendent, whose decision shall be final. (NCS D Policy: IKC)

# CREDIT POLICIES

## AUDITING A CLASS

A class may be taken on an audit basis without credit with administrator consent. Change to audit status may be made up until the deadline for dropping classes each semester. Students must consult counselors and teachers when considering a course for audit.

## CREDITS EARNED OFF CAMPUS

By District policy, a student may earn up to eight (8) units of credit while in high school for non-district experiences. Non-district experiences include credits from accredited institutions and programs such as community college, community schools, correspondence courses, approved online courses, evening and summer high schools. A student must have a Prior Approval Form completed and approved by their counselor prior to receiving credit for any non-district study.

Approved college, summer school, and/or evening school credits will be accepted for credit recovery or for original credit in situations in which the classes are either not available at the high school or not available due to scheduling conflicts. Approved online courses, through accredited programs, may be taken for credit recovery or for original credit in order to allow greater flexibility in the student's schedule.

For college course work, and accelerated middle school, to receive high school credit, the content of the college course will be reviewed and compared to a comparable high school course. Courses whose content matches will receive comparable credit. For example, a college Math 90 course that includes all the content in one year of the high school Algebra 2 course would receive 1.0 credit for completion.

For courses that do not identically match the high school content, the following formula will be used:

- › 6 quarter hours of college credit shall equate to 1.0 high school credit.
- › 3 quarter hours of college credit shall equate to .5 high school credit.

Students wishing to take a course that is not on the approved list for outside credit will be required to provide the following documentation to their counselor. The syllabus must be submitted prior to approval and other documentation at the completion of their course work.

- › Course description of syllabus for each course – Submitted PRIOR to approval
- › Transcript (evidence of competency)
- › Samples of work (private or home instruction)
- › Standardized/form referenced assessments (private or home instruction)

Apprenticeships in science and engineering (ASE) include at least 130 hours of work, study, writing, participation in workshops and seminars, and preparing and implementing oral and poster presentations. Administrative approval must be obtained in advance of apprenticeship experiences. (Note 130 hours is equivalent to 1.0 high school elective credit) with a maximum of 1.0 credit per apprenticeship experience. See a counselor for additional information.

# CREDIT POLICIES

## CREDIT RECOVERY

Milwaukie High School offers makeup classes for core content areas for both MHS and MAA students. Students may be enrolled in credit recovery by their counselor, after unsuccessful completion of an original credit course. To be re-enrolled in the same class where credit was not granted, prior administrator approval must be granted.

- ▶ Credit recovery is only available to juniors and seniors after all other credit options have been exhausted
- ▶ Students will be graded on a pass/fail basis

Students can not only receive recovery credit for completing online classes, they can also receive original credit. In order for a student to receive original credit (A-D grade), they must complete 100% of the course with a relative score of 60% or better. In order to receive recovery credit (P/NP), students must complete 60% of the course with a relative score of 60% or better. Students who are to receive original credit for on-line work, must receive prior admin approval before class is started and scheduled.

## QUARTERLY CREDITS

Quarter (0.25) credit may be granted to ELL students and students on Individual Education Plans (IEP) for successful completion of the first or second nine-week quarter of a semester. This must be documented prior to the student's enrollment in the course for quarter credit specifying whether the credit earned is an elective or required, and a plan indicating the appropriate succeeding course(s).

There will be times when a student transfers into a MHS/MAA during the midpoint of a semester. At that time, counselors will place students into the classes that most appropriately correspond to the student's transfer schedule and marks. By doing so, teachers will have a starting point with regard to awarding credit.

Ultimately the semester mark will be determined by the classroom teacher determined by the standards that are required in the class. Based upon this criteria, teachers can choose to award full credit .5 or partial credit .25 for the class (see below). The teacher can also submit a no grade NG, if there were not ample opportunities for students to show proficiency and/or connect prior learning to the semester mark. This will not impact a students overall GPA.

Quarter credit option should be primarily focused on elective courses. Teachers that grade primarily on proficiency, do have the option to award full credit regardless of the date of students' enrollment. All quarter credits must have pre-administrative approval before being awarded.

# CREDIT POLICIES

## HOME SCHOOLING

Students may be granted credit for specific course work completed at home that meets the same curriculum standards that is required for earning credit at MHS. The burden for providing documentation that shows that the appropriate standards were covered and mastered by the student exists with the student and/or the family. A portfolio of work must be presented including, but not limited to the following:

1. List of course titles
2. Documentation of direct teacher/student instruction time
3. Evidence of competency
  - Samples of student work
  - Student completion of appropriate assessments
  - Valid state-standardized or norm-referenced test scores

Students may earn up to one-half the established district minimum credits required for graduation. This number includes any request for granting credit for off campus experiences from non-accredited sources. Placement of the student will be on a temporary basis; e.g., if a student is placed at “junior” class standing, but is clearly not performing satisfactorily at the first midterm progress reporting following entry, a new placement will occur at the appropriate level and credits granted may be reviewed and recalculated. A discussion with the Curriculum Assistant Principal regarding credit accrual is advised before deciding to home school and request credit.

## REPEATING A CLASS

### Repeatable Courses for Original Credit:

Art & Tech	Ceramics	Digital Photo.	Elementary Mentors (1.0 credit)	Leadership	Mustang Market	Yearbook
Band and Orchestra	Choir	Acting/ Directing/ Stagecraft	Teacher Assistant/Office Assistant/Peer Tutor/Library Assistant (1.0 credit)	Student Gov. *Elected Position	Work Experience	PE Elective Classes

### Credit For Teacher Assistant, Office Assistant, Peer Tutor, and Elementary Mentor

- a. Students can earn up to 1.0 credit for any combination of a teacher assistant and/or office assistant position and will be graded Pass (P), No Pass (NP).
- b. Students can earn up to 1.0 credit for peer tutor or elementary mentor and may be graded with a letter grade for peer tutor (A-F), and Pass (P), No Credit (NC) for elementary mentor.
- c. Exceptions to the above parameters may be made with special circumstances and administrative approval, such as multi-period Career Technical Education (CTE) blocks, advance level tutoring, etc.

# CREDIT POLICIES

## WORK EXPERIENCE

Work experience credit is available to juniors and seniors if a minimum of 150 hours of work is accumulated through the semester. Paperwork is due by the end of the second week of the semester available in the counseling office. One Work Experience credit can be earned during student's 11th grade school year and one during the 12th grade school year. .5 Work Experience credit can be earned during the summer between a student's junior and senior year. Students may receive a maximum of 2.5 credits for working outside of school (.5 credit per semester). Students must file a completed application by the announced deadline, and job verification and employer reviews are additionally required.

## CREDIT FOR WORK EXPERIENCE

- a. No more than 2.5 credits may be earned for work experience beginning no earlier than the 1st semester of junior year. Only 0.5 credit per semester or during the summer up to maximum of 2.5 credits.
- b. Students must work a total of 150 hours per semester in order to be granted credit.
- c. Each student must have a Work Experience Training Agreement Form signed by the student, his/her parent, the employer, and the Work Experience Program Coordinator. This form must be signed and returned to the program coordinator prior to being enrolled in the course.
- d. Students must provide documentation of hours worked. This information can be provided by turning in pay stubs, timesheets or other written records of work hours. Failure to turn in this documentation will result in no credit being earned.
- e. Students and employers must complete a NCS D Work Experience Program Employer Evaluation Agreement.
- f. Students should notify the program coordinator when they quit, change jobs, or have been terminated from their job.
- g. Students will be graded on a Pass (P)/No Pass (NP) basis.
- h. Volunteer and work hours will be consistent with regard to document expectations.

# GRADUATION

## EARLY GRADUATION

Students who plan to complete their program of study in less than four years must have prior written agreement with the Assistant Principal-Curriculum. These arrangements are made through the student's counselor. Formal graduation is held only once each year in June. There are procedures and time lines that must be met in order to complete the program in less than four years.

Early Graduation application must be made and turned in by November of the same school year.

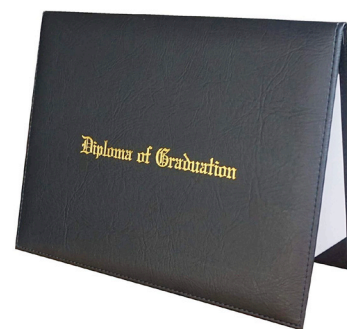
## TRANSFERRING DURING SENIOR YEAR

Students that enter Milwaukie during the eighth semester should request a diploma from the school they are transferring from. Milwaukie will furnish the previous school with a transcript upon completion of the semester. A student who transfers from Milwaukie in the eighth semester should make arrangements to receive a diploma from Milwaukie before leaving the school, and upon official word of completion of the courses at the school transferred to, a diploma will be granted by MHS. This assumes that the receiving school is an accredited school as defined by the Oregon Board of Education.

## STANDARD PROGRESS

*It is the responsibility of the student to know their credit status and the minimum number of credits required for their graduation. Counselors meet periodically with students to review these requirements; however, it is a student's responsibility to enroll in and successfully complete all necessary requirements.*

If you have questions about the requirements please schedule an appointment with your counselor. To participate in the graduation ceremony students must have successfully completed all State and District Requirements that include meeting the minimum credit requirements for each graduating class as set by the North Clackamas School District School Board. **Students who do not meet these requirements will not participate in graduation ceremonies.**



# Advanced College Credit and AP Classes

## Why Take College Credit Courses?

By taking advanced college credit through Clackamas Community College or Advanced College Placement courses provides helpful experience and skills to successfully transition to college from high school. Earning college credit in high school saves time and expense.

## How do I earn college credit?

A plan has been developed in cooperation with Clackamas Community College and Milwaukie High School for students to earn college credit for qualifying courses. When students enroll in an advanced college credit course they will be required to pay \$10.00 per credit hour and complete the college admission application form. Please talk with your counselor or teacher for help with this.

Another way to possibly earn college credit is through taking an Advanced Placement course and earning a score of 3 or above on the AP exam. College credit is determined by the specific college score and policy requirements.

## **Milwaukie High School offers the following Advanced Placement Courses:**

In each of these classes students have the opportunity to take an Advanced Placement test (\*AP Studio Art students submit a portfolio for committee review). Students can receive college credit, depending on their score and the policy of the college they attend. We offer dual credit with the following institutions:

- AP Biology
- AP Calculus (AB)
- AP Eng Language & Composition
- AP Eng Literature & Composition
- AP Government
- AP Human Geography
- AP Japanese @ SSC
- AP Seminar
- AP Spanish 5 Language & Culture
- AP Statistics
- AP Studio Art\*
- AP Research
- AP Psychology
- AP US History
- AP World History



<b>Course</b>	<b>ACC Credit</b>	<b>Credits Earned</b>	<b>Fee \$10 per credit</b>	<b>AP Exam</b>
Advanced Art	Art 131	4 credits	\$40	
Advanced Digital Photo.	Art 262	3 credits	\$30	
AP Studio Art*				Submit a portfolio for committee review
AP Biology				Credit by exam; 3 or above
Pre-Calculus	MTH 111, 112	5 credits	\$50	
AP Calculus (AB)	MTH 251, 252	5 credits	\$50	Credit by exam; 3 or above
AP Eng. Language & Comp.				Credit by exam; 3 or above
AP Eng. Literature & Comp.	ENG 104, WR 121	4 credits	\$40	Credit by exam; 3 or above
AP U. S. Government	Pol. Sci 201	4 credits	\$40	Credit by exam; 3 or above
AP Human Geography				Credit by exam; 3 or above
AP Japanese @ SCC				Credit by exam; 3 or above
AP U.S. History				Credit by exam; 3 or above
AP Seminar				Credit by exam; 3 or above
AP Research				Submit your academic paper and present and defend. Earn 3 or above.
AP World History				Credit by exam; 3 or above
AP Statistics	MTH 243	4 credits	\$40	
Spanish 3	SPN 101, 102, 103	4 credits	\$40	
Spanish 4	SPN 201, 202, 203	4 credits	\$40	
AP Spanish 5 Lang. & Culture				Credit by exam; 3 or above
AP Psychology				OIT Credit with grade of C or higher
Math in Society	MTH 105	4 credits	\$40	

# COLLEGE CREDIT COURSES

## COLLEGE INFORMATION

All students should plan to continue their education beyond high school. The path to college can be achieved by exploring possible choices early, taking a minimum of four core academic subjects each year, and earning satisfactory grades in all classes. The effort and commitment made towards your high school career experience can increase your readiness for college. Numerous national studies indicate the most important thing a student can do to prepare for college success is to take rigorous courses for all four years of high school. College entrance requirements vary greatly, and there are post-high school options available for graduates of all ability levels and interests. Students considering attending a private college should begin to check requirements of individual schools during their sophomore year. Students can and should consult their counselor as well as resources in our Career Resource Center as early as possible.

### Oregon Public Universities Entrance Requirements:

An accredited high school diploma; minimum of 15 credits in core college preparatory courses—see list below.

- English (4 credits)
- Mathematics (3 credits)-- One unit is highly recommended senior year
- Science (3 credits)
- Social Studies (3 credits)
- Second Language (2 credits) --Two years of the same second language

Note: Students will need to earn a C or higher in these courses in order for them to be accepted by some universities. Involvement in co-curricular and volunteer activities can also be important for college admissions. Students and parents should consult the college catalogs and consult with their counselor for information on available activities, as well as specific college entrance requirements, application dates, scholarships, financial aid, etc.

### The following schools require a minimum high school GPA for admittance:

- Eastern Oregon University - 2.75
- Oregon Institute of Technology - 2.5
- Oregon State University - 3.0
- Portland State University - 2.5
- Southern Oregon University - 2.5
- University of Oregon - 3.0
- Western Oregon University - 2.75
- Oregon Health and Sciences University - 3.0
- OSU Cascades - 3.0



## **SAT or ACT Tests**

SAT and ACT tests are offered locally. It is recommended that four- year college bound students take the SAT or ACT during the spring of their junior year, as well as the following fall. The Pre-ACT a practice ACT test, is offered yearly in mid-October for sophomores. The PSAT is offered to juniors who wish to be considered for national merit scholarships. ***Fee waivers available in the counseling office.***

## **Community College**

Community colleges accept all students. You do not need to have followed a college preparatory curriculum or have a certain GPA to be accepted. Community colleges generally do not require SAT or ACT; however, they do require students take a placement test.

## **OREGON PROMISE**

Oregon Promise is a state grant that helps to cover tuition costs at any Oregon community college for recent high school graduates and GED® test graduates. Students must apply during their senior year or immediately after GED® test completion. You must meet all of the eligibility and application requirements.

### **To be eligible, students must:**

- Be a recent Oregon high school graduate or GED® test graduate.
- Attend an Oregon community college by your required start term, based on your graduation date.
- Have a 2.0 cumulative high school GPA or higher, or a 145 grade on all GED® tests.
- Be an Oregon resident for at least 12 months prior to college attendance. For dependent students, your parent(s) must also live in Oregon.
- Have no more than 90 college credits completed or attempted.
- Complete FAFSA or ORSAA application.
- Students may be subject to eligibility requirements based on the Student Aide Index SAI. SAI eligibility requirements are subject to change based on available funding.

### **Oregon Promise Enrollment Terms:**

- If you take less than 6 credits or skip your first Oregon Promise term (typically fall term), then your Oregon Promise is canceled and you cannot reapply.
- If you attend fall term and receive the grant, then you can take less than 6 credits or skip winter term and still receive funds in spring term (if you take 6 credits). However, you would not be eligible for a renewal grant in future academic years, since you skipped a required term (winter).
- You must take 6 or more credits each term (fall, winter, spring) in order to maintain your renewal eligibility. OSAC can only make exceptions due to emergency circumstances, military training, active duty, etc. Contact your college financial aid office prior to or immediately after stopping classes for more details.

# REQUIREMENTS FOR TAKING HONORS AND ADVANCED PLACEMENT COURSES

An “Advanced Placement” (AP) designation before a name indicates that the course meets the standards set by the College Board for advanced college placement, and that students in the course are prepared to take the AP test of that subject in May of the current academic year. Students are *eligible* for college credit with a 3,4, or 5 score on the exam, depending on the policy.

## **Advanced Placement Courses require students to have fully acquired the fundamental skills of the academic discipline.**

Students must have fully acquired the fundamental skills of the academic disciplines involved. Only when they have fully acquired the basic skills of spelling, grammar, manuscript preparation, problem-solving, calculation, research, experimentation, etc., are students ready to enter Advanced Placement courses.

## **Advanced Placement Courses require students to work independently.**

Students often work on assignments without step by step instruction. Students are responsible for asking clarifying questions when they do not fully understand material. Students should be prepared to spend more time on homework. In addition, they can seek extra help, if need, and make appointments with their teachers to obtain added support.

## **Advanced Placement courses require students to develop personal commitments and a strong work ethic.**

Simply attending class and behaving acceptably is not adequate; students must participate in discussions and activities. They must develop an active interest in the concepts they are learning, engage these concepts, and actively seek answers to questions. Students must commit to doing their best work, not the least work necessary, for a high grade.

## **Advanced Placement courses require students to value learning.**

While grades are important and taken seriously, learning must be first priority of students. Students must be able to learn from mistakes. The thinking skills students practice are abstract and often have ambiguous answers. Students must learn to cope with ambiguity and to think through complex questions. Immediate rewards for “right” answers are not always possible in the context of Advanced Placement courses.

## **Advanced Placement courses require students to maintain a positive attitude.**

Students cannot resist a task because it is new or difficult. When work is “easy,” students may be practicing skills rather than learning new ones. Discomfort with new tasks is normal and students must be willing to take risks. They must do their best and strive to see the purpose of the work they are doing.

## **Advanced Placement courses require students to take an interest in the subject**

Students must be willing to analyze their work in detail and participate in lengthy discussions and projects. Each level of an advanced placement course is preparation for the next. Students must not limit themselves to the assigned material, but continually strive to learn more by engaging in outside reading, attending lectures, doing additional research, etc.

## ESTIMATED STUDY HOURS FOR AP CLASSES

Advanced Placement (AP) courses are engaging and challenging, and can be more challenging when taken in combination. Your counselor can help with finding the best combination for you. Use the form on the next page to consider the time commitments for the AP classes. You are encouraged to consider your other activities and involvements as you plan for AP class enrollment.

Course Name	Grade	Estimated Study Hours per week <i>These hours may increase in the spring as exams get closer</i>
AP Biology	11-12	Approximately 3 hours a week
AP Calculus (AB)	11-12	Approximately 3 hours a week
AP Human Geography	9-12	Approximately 3 hours a week
AP Japanese @ SSC	12	Approximately 3 hours a week
AP Language & Composition	11	Approximately 3 hours a week
AP Literature & Composition	12	Approximately 3 hours a week
AP Pyschology	11-12	Approximately 3 hours a week
AP U.S. Government	12	Approximately 3 hours a week
AP Spanish 5	11-12	Approximately 3 hours a week
AP Statistics	11-12	Approximately 3 hours a week
AP Studio Art	11-12	Approximately 3 hours a week
AP U.S. History	10-12	Approximately 3 hours a week
AP World History	10-12	Approximately 3 hours a week
AP Seminar	11	Approximately 3 hours a week
AP Research	12	Approximately 3 hours a week

# MANAGING A WEEKLY SCHEDULE

Forecasting courses is a search for BALANCE. When selecting courses, students should carefully consider what their lives will look like next school year. As students get older, courses continue to grow more rigorous. Seniors, increasingly, will face both challenging courses and the college application process.

As students choose courses, they should consider not only their academic interests, but also such questions as: Will I have a job next school year? Do I plan to play a sport, audition for a play, or be in a club? How much sleep do I get/need right now? What are my college or career aspirations?

## SAMPLE WORKSHEET FOR CALCULATING WEEKLY WORKLOAD

**Sleep:**

Recommended 8-9 hours per night, 56-63 hours per week

\_\_\_\_\_

**In-School Time:**

6.5 hours per day, Monday - Friday

\_\_\_\_\_

**Homework:**

Calculate average workload, including for any AP courses or study hall

\_\_\_\_\_

**Sports Practice:**

Consider daily practice as well as games, meets, etc.

\_\_\_\_\_

**Clubs / Activities:**

Consider after school as well as weekend commitments

\_\_\_\_\_

**Outside of School Activities:**

Travel to school/family times/meals/friends/TV/social media/job/other activities

\_\_\_\_\_

**Hours in one week:**

**168 Hours**

# ATHLETIC/ACTIVITIES PARTICIPATION

## OSAA REQUIREMENTS

***Athletics and activities at Milwaukie High School & Milwaukie Academy of the Arts are a privilege not a right.*** Students turning out for athletics or an activity must meet all eligibility requirements set by the North Clackamas School District and the OSAA. The OSAA requirements are:

- ▶ A student must pass a **minimum of five (5) classes** the previous semester and currently be enrolled in a minimum of five classes.
- ▶ The NCSA has established additional standards stating that a student must also have no less than a **2.0 grade point average and no “F” grades** in order to participate in athletics or activities. Students who do not meet these additional requirements established by NCSA can spend one semester a year on a “plan of assistance” in lieu of losing their eligibility. If the student still does not meet the requirements of a 2.0 GPA or above and no “F” grades after one semester on the “plan of assistance,” or chooses not to participate in the “plan of assistance,” they will become ineligible until they meet these requirements.

In addition, the student must regularly attend their classes.

- ▶ The student must attend at least one half of the school day (2 classes constitute as one-half day) to be eligible to practice or participate in a contest. **Any exceptions must be cleared through a building administrator**, who will then communicate with the student’s coach or advisor.
- ▶ Students who are excused from classes for participation in an athletic contest or an activity are to be aware that upon returning to class, each student must be prepared for full participation in class work. This includes advance written assignments.

## ATHLETIC REQUIREMENTS

Students who participate in athletics/activities must have passed five credit classes in the prior semester and be currently enrolled in five credit classes. Study Hall is not a credit-bearing class. Credits earned during the summer may be used as passed classes for athletic eligibility. In addition, in order to be scholastically eligible, a student must also be making satisfactory progress towards the school’s graduation requirement by earning a minimum of the quantity of credits indicated below for a specified year.

### **Credits to Graduate: 24**

- ▶ Prior to Year 2: 4.5
- ▶ Prior to Year 3: 10
- ▶ Prior to Year 4: 17

## COLLEGE ATHLETIC PROGRAM REQUIREMENTS

Students who are planning to enroll in college as a freshman and wish to participate in Division I or Division II athletics must be certified by the NCAA Eligibility Center. Students should register online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and enter the site as an NCAA College-Bound Student Athlete. The NCAA suggests that student-athletes register with them at the beginning of their junior year in high school. Students wishing to participate in college athletics at an NAIA school must be certified by the NAIA. Students should register online at [www.PlayNAIA.org](http://www.PlayNAIA.org).

Milwaukie High School & Milwaukie Academy of the Arts encourages students to be involved in multiple activities and athletic programs. We believe this is a key factor in the many successes we enjoy. We firmly believe that student involvement in the activities enhances their academic achievements and their overall high school experience.

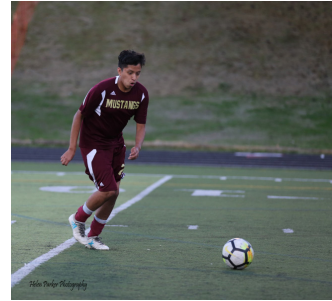
Students/families who are interested participating in the activities and who have questions regarding commitment level, contacts with other activities, or any other concerns are encouraged to contact the advisor/coach and/or the Athletic Department. **Seasons may be extended due to state competition at the Varsity level.**

# MILWAUKIE ATHLETIC WEBPAGE

<https://milwaukieathletics.com/>

## **Fall Play: Aug. – Nov.**

Cheerleading: Aug. – Feb.  
Dance Team: Aug. - March  
Cross Country: Aug. - Oct.  
Football: Aug. - Nov.  
Soccer: Aug. - Nov.  
Volleyball: Aug. - Nov.



## **Winter Play: Dec. – Feb.**

Basketball: Nov. - March  
Swimming: Nov. – Feb.  
Wrestling: Nov. – Feb.



## **Spring Play: Feb. - May**

Baseball: Feb. - June  
Golf: Feb. - May  
Softball: Feb. - June  
Tennis: Feb. - May  
Track: Feb. - May



# **Milwaukie High School Core Courses Descriptions**

# ENGLISH LANGUAGE DEVELOPMENT

## Proficiency Determination:

**Proficient** -Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the ELPA Screener by earning Levels 4\* or higher in all domains. Proficient students are not identified as English Learners and do not receive English language development services.

**Progressing** - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPA Screener by scoring at least one domain score above Level 2, and at least one domain score below Level 4. These students are eligible for English language development services.

**Emerging** - Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level, content-related academic tasks in English. This is indicated on the ELPA Screener by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

### Language Arts: Emerging ELD

**Grades:** 9th, 10th, 11th, 12th

**Credit:** 1.0 (yearlong course)

*Pre Req:* Language proficiency status Emerging. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level language arts standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. Students will develop language skills on familiar topics both orally and in writing by recognizing and identifying key vocabulary, asking and responding to simple questions, expressing opinions, making a claim and supporting claim with evidence and details, analyzing and critiquing claims, identifying the main topic and providing facts about the topic, retelling and sequencing.

### NGSS Physics: Emerging ELD

**Grades:** 9th, 10th, 11th, 12th

**Credit:** 1.0 (yearlong course)

*Pre Req:* Language proficiency status Emerging. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level science standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. This course is centered on the Core Ideas of Motion, Stability, and Energy. The Crosscutting Concepts of Patterns and Cause and Effect will be emphasized while engaging in all of the Science and Engineering Practices. Through hands-on experiences, computational thinking, technology, discussions, texts, and writing, students will explore the following topics: Patterns, Inquiry, Velocity, Acceleration, Forces, Energy, Power Production, and Climate Science.

# ENGLISH LANGUAGE DEVELOPMENT

## **NGSS Chemistry: Emerging ELD**

**Grades:** 9th, 10th, 11th, 12th

**Credit:** 1.0 (yearlong course)

Pre Req: Language proficiency status Emerging. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level science standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. This course is centered on the Core Ideas of Matter and its Interactions, Energy, Earth's Systems, and Weather and Climate. The Crosscutting Concepts of Patterns and Energy and Matter will be emphasized while engaging in all of the Science and Engineering Practices. Through hands-on experiences, critical thinking, data analysis, and argumentation from evidence, students will explore topics such as: Kinetic Molecular Theory, Elements, The Periodic Table, Bonding, Compounds, and Chemical Reactions.

## **Economics: Emerging ELD**

**Grades:** 9th, 10th, 11th, 12th

**Credit:** 0.5 (second semester)

Pre Req: Language proficiency status Emerging. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level social studies standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. Economics addresses both personal financial knowledge and broader concepts of national and global economics. Students will explore how determinants cause supply and demand to shift and the impact on secondary markets. Students will explore sources and ramifications of credit in addition to insurance, investments, taxes and the stock market. Students will explore the impact the government plays in economic policy including the role of the Federal Reserve, the World Bank, and trade policies.

## **US History: Emerging ELD**

**Grades:** 9th, 10th, 11th, 12th

**Credit:** 1.0 (yearlong course)

Pre Req: Language proficiency status Emerging. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level science standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. US History: Emerging ELD engages students in inquiry around big themes, events, and ideas in U.S. History. Themes may include: democratic ideals, forming the nation's borders, race, U.S. interests in the world, challenges and successes of democracy, economic equity, and expansion of rights. Assessments focus on skills of argument, writing, and social science analysis.

# ENGLISH LANGUAGE DEVELOPMENT

## **Government: Emerging ELD**

**Grades:** 9th, 10th, 11th, 12th

**Credit:** .5 (first semester)

Pre Req: Language proficiency status Emerging. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level social studies standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. Topics that are covered in the US Government class include: the foundations of American Government principles including the federal framework of the US government structure, the Constitutional powers delegated to the national government and the states, the participation of the citizenry within a republican government, and discussion of current political issues and public policy. Student will evaluate the relationships among governments at the local, state, tribal, national, and global levels. Students will be expected to do some research on issues and use materials from various primary and secondary sources. Students will practice and demonstrate the skills of social science analysis.

## **Progressing ELD**

**Grades:** 9th, 10th, 11th, 12th

**Credit:** 0.5/1.0 (this course can be taken yearlong or for one semester based on student's needs)

Pre Req: Language proficiency status Progressing. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. Students will develop language skills on academic topics both orally and in writing by determining the meaning of academic vocabulary and figurative language, inferring the intent and analyzing the speakers development of themes and ideas, analyzing and critiquing other's claims, participating in discussions on a range of topics, texts, issues, introducing and developing a claim with facts, details and evidence, conducting and communicating research, and identifying and summarizing the main ideas from literary informational texts. At this level, students will focus on reading and writing through non-fiction text using complex sentence structures, complex and content-specific vocabulary, and forms and functions.

## **Language Arts: Progressing ELD**

**Grades:** 9th, 10th, 11th, 12th

**Credit:** 1.0 (yearlong course)

Pre Req: Language proficiency status Progressing. ELD Specialist approval required.

This course will prepare students who are acquiring English to access grade-level language arts standards. Students will develop skills in alignment with their level of English language proficiency in reading, writing, speaking and listening. Students will pursue a general study of literature with a focus on analytical reading. Verbal and written communication skills are stressed. Writing assignments will include narrative, argumentative, and expository modes in formal and informal settings. Students will review grammar, punctuation, sentence structure, spelling, and vocabulary in addition to literary devices and author craft.

# ENGLISH LANGUAGE DEVELOPMENT

## **Co-Taught Economics**

Grades: 12

Credit: 0.5

Course Length: Semester

This course addresses broad concepts of both national and global economics. Students will learn the various types of economic systems, their features, and impact on social and economic goals. Students will learn how economic indicators describe the condition of the nation's economy, explore the role government plays in the economy, and they will also make the connection between voting and economic policies.

## **Co-Taught U.S. History**

Grades: 11-12

Credit: 1.0

Course Length: Year

This course is a study of the American experience from a variety of perspectives. We will focus on expanding historical and cultural awareness, strengthening literacy skills, and thinking critically about social issues. Units will be organized thematically and include ongoing analysis of origins, identity, race, geography, immigration, regionalism, conflict, civil rights, politics, and changes through U.S. history. Class materials will be accessed through a variety of media, with an emphasis on reading primary and secondary informational texts. We will also focus on using evidence in writing and engaging in academic discussions. Most coursework will be in class, although reading and writing outside of class will sometimes be required.

## **Co-Taught Government**

Grades: 12

Credit: 0.5

Course Length: Semester

The foundations of the American governmental system will be studied this semester. Students will study, interpret, analyze, and evaluate differing governmental and economic systems. By examining key primary documents (Declaration of Independence, The Federalist Papers, The ARTicles of Confederation, and the U.S. Constitution), students will gain a better understanding of how and why their political structure came into being. In addition, students will study the legislative, executive, and judicial components of the U.S. government.

## **Co-Taught World History**

Grades: 10

Credit: 1.0

Course Length: Year

This introductory course examines world history from the INdustrial Revolution through World War II. Chronological and geographic themes will enable students to better understand the interconnected nature of economics, politics, religion, class struggle, and cultrue on a global scale. This class prepares students for advanced placement courses.

# FINE AND PERFORMING ARTS

## Painting

**Grades:** 9,10,11,12

**Credit:** 0.5

**Course Length:** Semester

**NCSD course/activity fees apply**

**CRLE**

This is a two-dimensional, introductory level course that offers a wide variety of visual tools, art media, and design techniques. Students discover the elements of art and principles of design through wet art making materials, including liquid ink, acrylic paint, water color, and printing ink. There will be discussions around art history, including modern art, with a focus on underrepresented, living artists. There will be an emphasis on composition, artistic voice, and problem solving. Students will practice art through daily smaller assignments, while also creating major art projects, and learning to provide constructive feedback for their own artwork and the work of others.

## Intermediate Art

**Grades:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Drawing/Painting or Instructor Consent

**NCSD course/activity fees apply**

**CRLE**

This class is designed for the second-year art student who has an interest in continuing many of the concepts, processes, skills and techniques introduced in both the Drawing and Painting classes. A wide variety of media will be used including charcoal, acrylic paint, ink, and printmaking. Class discussions and shared feedback will also be part of this class as well as developing one's artistic expression

## Drawing

**Grades:** 9,10,11,12

**Credit:** 0.5

**Course Length:** Semester

**NCSD course/activity fees apply**

**CRLE**

This is a two-dimensional, introductory level course that offers a wide variety of visual tools, art media, and design techniques. Students discover the elements of art and principles of design through dry art making materials, including graphite, colored pencil, charcoal, and pastels. There will be discussions around art history, including modern art, with a focus on underrepresented, living artists. There will be an emphasis on composition, artistic voice, and problem solving. Students will practice art through daily smaller assignments, while also creating major art projects, and learning to provide constructive feedback for their own artwork and the work of others.

## Advanced Art

**Grades:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Intermediate Art or Instructor Consent

**NCSD course/activity fees apply**

**CRLE**

**ACC**

Designed for the advanced art student who wishes to further their studies in art. Students will continue projects that explore deeper concepts and techniques while developing their own individual voice and creative expression. The sketchbook will become an important tool in the development of ideas and experimentations. Advanced Art can work both on its own or as a pre-AP course before AP Studio Art. Dual College Credit (CCC) is also available.

# FINE AND PERFORMING ARTS

## **AP Studio Art**

**Grades:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Adv. Art or Instructor Consent

**NCS D course/activity fees apply**

**CRLE**

**ACC**

The AP Studio Art program is for the most highly motivated and very dedicated art student who is willing to take initiative and creative risks to develop a portfolio centered around a sustained focus of work. Students doing AP Art will be required to submit to the AP Board 15 pieces of art with a small written statement about their focus, the work they created as well as the processes involved in making the portfolio. Dual College Credit (CCC) is also available.

## **Art & Technology**

**Grades:** 9, 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**NCS D course/activity fees apply**

**CRLE**

Are you inspired by cool graphics and exciting digital art? Art & Technology is a one-semester course that teaches art and graphics with a 21st century twist. Students will learn the Principles and Elements of Art & Design while they create work using computer aided graphic design programs. This class focuses primarily on using Adobe Photoshop to create our projects. The projects and skills involved will progressively become more complex throughout the semester. By the end of the course students will have a solid foundation in the toolbox as well as specific concepts needed to create digital artwork.

## **Ceramics 1**

**Grades:** 9, 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**NCS D course/activity fees apply**

**CRLE**

Learn how to work with clay and create some amazing three dimensional artwork! In this semester-long class you will learn different ways to create a combination of functional, decorative, and sculptural artwork. You will learn the essential handbuilding skills needed to make sculptures and dishes. You will also learn different ways to decorate, design, and add color to your clay pieces. We will also give and gain feedback on the artwork we create. Clay can be messy and a ton of fun, because of this we support ourselves and each other by keeping the classroom clean after each day that we work with clay. You will also get to learn about different Ceramic Artists to be inspired by each week. Creative freedom is highly valued and each project will be an opportunity to express yourself visually.

## **Ceramics 2**

**Grades:** 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**Pre:** Ceramics 1

**NCS D course/activity fees apply**

**CRLE**

Explore, expand, and build on the skills you learned in Ceramics 1! This class is a chance to start learning how to use a pottery wheel to create clay artwork, create larger/more complex sculptures and functional ceramic artwork. You will also learn new glazing techniques and discover Ceramic artists to be inspired by. You will have the chance to explore the medium even more freely and openly than in Ceramics 1 and challenge yourself with risk taking and refining your skills!

# FINE AND PERFORMING ARTS

## **Digital Photography 1**

**Grades:** 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**NCS D course/activity fees apply**

**CRLE**

This class is a beginner's class teaching you how to see as well as the basics and fundamentals of photography as art. You will learn what makes a good photograph using the elements and principles of art & design. The class also focuses on how to edit your photography using Adobe Photoshop. You will be expected to be self-motivated as most photos will be taken as homework. The class will be used as studio time to work on editing photos as well as discussion on Photography techniques, concepts and artists. At the end of the semester students will make a portfolio of their work

## **Media Arts 1**

**Grades:** 9, 10, 11, 12

**Course Length:** Semester

**Pre:** None

**NCS D Course/Activity Fees Apply**

**CRLE**

This is a two-dimensional & three-dimensional, introductory level course that offers a wide variety of visual tools, art media, and design techniques. Emphasis is placed upon found objects, repurposed materials, sculptural art, mixed media, and the role artists play in society and throughout history. Students will learn to respond to and make judgments in art, while also coming to understand themselves better as artists and also further develop their artistic voice through major art projects.

## **Yearbook**

**Grades:** 10, 11, 12

**Credit:** 1.00

**Course Length:** Year

**Pre:** 'C' or higher in Language Arts/Teacher recommendation, Digital Photo preferred

**CRLE**

Students will produce the school yearbook using both journalistic and photographic skills. All students will be expected to interview and write for the book as well as take photos throughout the year. The reward is that the class is making a book that will last forever. To be successful in this class, students must have good attendance, work well in a team environment, stay positive and motivated, have the ability to speak to people they might not know, develop good questions for an engaging interview, write interesting stories, attend several functions outside of the class (sports, plays, concerts etc.), and meet very strict deadlines set by the publisher. As a business that is making a product sold to the public, this course and its curriculum provide real world experience. It will also help prepare students for many career environments.

## **Digital Photography 2 & Advanced Digital Photography**

**Grades:** 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**Pre:** Digital Photography 1

**NCS D course/activity fees apply**

**CRLE**

**Dual College Credit (3 credits)**

This class is an Intermediate & Advanced level Photography syllabus. Students must have taken at least one semester of Digital Photography 1 before moving into Digital Photography 2, and at least one semester of Digital Photo 2 to access the Advanced Photo syllabus. A variety of subject matter, Post Processing skills and concepts will be explored as well as a deeper understanding of Photography as art and photojournalism. Topics discussed will include the morals and ethics of photojournalism and street photography as well as the rise of AI and its impact on Art & Photography. Longer, more involved independent projects will also be pursued for the Advanced students. Three Dual College Credits from CCC are available in Advanced Photography.

# FINE AND PERFORMING ARTS

## Acting 1

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

Students of all experience levels are welcome in this introduction to acting course. The primary objective of this course is to help students of all levels gain greater confidence and skill in stage acting, and to develop an appreciation of theatre as a creative and collaborative art. Together we will create a culture where all students feel safe to explore vocal projection, body language, character development, improvisation, memorization techniques and a variety of acting techniques through in-class performance. Students will also read and analyze scripts, and will learn to give and receive feedback in a constructive manner. Participation in the Regional Acting Festival is encouraged but not required. Attending one outside of class performance as an audience member (either at MHS/MAA or another theatre) is required.

## Directing

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** None

**CRLE**

No experience is necessary for students to embark on their directing journey. This class will learn about dramatic action, stage movement, visualization and motivation. The student will become intimately involved with the craft of directing. This class involves directing other students on their in-class performances, as well as learning skills in script analysis and giving feedback in a constructive manner. Attending one outside of class performance as an audience member (either at MHS/MAA or another theatre) is required.



*Pic: Students performing in "The Brothers Grimm Spectaculathon" - Fall 2022*

## Acting 2

**Grades:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Acting 1

**CRLE**

Acting 2 continues the work started in Acting 1. Students will deepen their knowledge of theatre through the study of various genres and playwrights including at least one modern play. We will continue reading and analyzing scripts, and deepen our understanding of various acting and performance techniques through in-class performance. Because some students take Acting 2 more than once, the content of the class will change year-to-year to individualize the class's instruction for the interests, skills, and needs of the students. Participation in the Regional Acting Festival is required. Attending one outside of class performance as an audience member (either at MHS/MAA or another theatre) is required.

## Stagecraft

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:**

**NCS D course/activity fees apply**

**CRLE**

This class will emphasize the mastery of technical theatre skills. Students will be responsible for the design, construction, set up and tear down of the technical elements of performances at MHS and MAA. Students will learn skills in the area of set, scenic paint, lighting, sound, props, costumes, marketing, hair/makeup, and more. Students will be instructed in safety regarding use of tools and lifting heavy objects. Class time will be spent learning and applying these skills for the needs of the current MHS/MAA theatre productions. Attending one outside of class performance as an audience member (either at MHS/MAA or another theatre) is required.

## FINE AND PERFORMING ARTS

### **Symphonic Band**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year, repeatable

**Pre:** At least one year playing a band instrument OR teacher approval

**NCS D course/activity fees apply**

**CRLE**

Symphonic band is a non-auditioned concert band ensemble at MHS/MAA for students who are working to improve performance skills to qualify for Wind Ensemble. An emphasis in this ensemble is developing a strong foundation of instrumental technique and ensemble skills. You will learn easy to intermediate concert band music, solo & chamber ensemble music, and beginning to intermediate music theory and ear training. Students will perform a variety of music at concerts throughout the school year, at home football and basketball games, and in the marching band. Attendance at all performances, purchase of concert attire, and the occasional before/after school rehearsal is required. Private lessons from a specialist on your instrument are highly encouraged, but not required.

\*\*\*Students with no prior band experience must contact the teacher before selecting this class to make the transition as smooth as possible.

### **Wind Ensemble**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year, repeatable

**Pre:** Audition and/or teacher approval

**NCS D course/activity fees apply**

**CRLE**

Wind Ensemble is the premier concert band ensemble at MHS/MAA for students who are continuing to expand and refine their skills as musicians. Audition is required (each spring or at the end of semester 1 upon request). You will learn intermediate to advanced concert band music, solo & chamber ensemble music, and intermediate to advanced music theory and ear training. Students will perform a variety of music at concerts throughout the school year, at home football and basketball games, in the marching band, and at festivals/competitions, including OSAA district and state events. Attendance at all performances, purchase of concert attire, and the occasional before/after school rehearsal is required. Private lessons from a specialist on your instrument are highly encouraged, but not required.

\*\*Percussion students should forecast for either Symphonic Band or Wind Ensemble

## FINE AND PERFORMING ARTS

### Concert Orchestra

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year, repeatable

**Pre:** At least one year playing a string instrument (violin, viola, cello, bass) OR teacher approval

**NCS D course/activity fees apply**

**CRLE**

Intermediate Orchestra is a non-auditioned string orchestra ensemble at MHS/MAA for students who are working to improve performance skills to qualify for Advanced Orchestra. An emphasis in this ensemble is developing a strong foundation of instrumental technique and ensemble skills. You will learn easy to intermediate string orchestra music, solo & chamber ensemble music, and beginning to intermediate music theory and ear training. Students will perform a variety of music at concerts throughout the school year. Attendance at all performances, purchase of concert attire, and the occasional before/after school rehearsal is required. Private lessons from a specialist on your instrument are highly encouraged, but not required. \*\*\*Students with no prior orchestra experience must contact the teacher before selecting this class to make the transition as smooth as possible.



*Pic (above): Students playing cello at Fall 2022 instrumental and vocal music concert.*

### Chamber Orchestra

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year, repeatable

**Pre:** Audition and/or teacher approval

**NCS D course/activity fees apply**

**CRLE**

Advanced Orchestra is the premier string orchestra ensemble at MHS/MAA for students who are continuing to expand and refine their skills as musicians. Audition is required (each spring or at the end of semester 1 upon request). You will learn intermediate to advanced string orchestra music, solo & chamber ensemble music, and intermediate to advanced music theory and ear training. Students will perform a variety of music at concerts throughout the school year and at festivals/competitions, including OSAA district and state events. Attendance at all performances, purchase of concert attire, and the occasional before/after school rehearsal is required. Private lessons from a specialist on your instrument are highly encouraged, but not required.



*Pic: Student playing clarinet at Fall 2022 instrumental and vocal music concert.*

# FINE AND PERFORMING ARTS

## \*\*\*Jazz Concurrent Enrollment Policy\*\*\*

The MHS/MAA Instrumental Music Department maintains a concurrent enrollment policy for all students participating in a jazz ensemble. All brass, woodwind, and percussion students must also be enrolled in one of MHS/MAA concert bands (symphonic band, wind ensemble). All bassists must be enrolled in one of MHS/MAA's orchestras. Because of the collaborative educational structure this creates, the MHS/MAA jazz curriculum functions as an extension of the band and orchestra curricula. Occasional exceptions to this policy exist such as scheduling, "jazz-only" instruments (ex. guitar, piano), but these must be communicated and approved by the teacher.

### **Intro to Jazz**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year, repeatable

**Pre:** One year experience playing a jazz instrument OR teacher approval. Concurrent enrollment in a concert band (symphonic band, wind ensemble) or orchestra unless you play guitar or piano.

**NCSD course/activity fees apply**

**CRLE**

Intro to Jazz is a non-auditioned performance group at MHS/MAA for students who are working to improve performance skills to qualify for Jazz Ensemble. Students will study and perform various styles of instrumental jazz at an introductory to intermediate level. Instruments in this ensemble include saxophone, trumpet, trombone, piano, guitar, bass, and drumset - woodwind musicians (ex. clarinet, flute) are encouraged to learn saxophone for this class. Emphasis is placed on learning basics of style, articulation, beginning improvisation, listening skills, and the history of jazz music. Students will perform a variety of music at concerts throughout the school year. Attendance at all performances, purchase of concert attire, and the occasional before/after school rehearsal is required. Private lessons from a specialist on your instrument are highly encouraged, but not required. \*\*\*Students with no prior experience must contact the teacher before selecting this class to make the transition as smooth as possible.

### **Jazz Ensemble**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year, repeatable

**Pre:** Audition and/or teacher approval. Concurrent enrollment in a concert band (symphonic band, wind ensemble), or orchestra unless you play guitar or piano.

**NCSD course/activity fees apply**

**CRLE**

Jazz Ensemble is the premier jazz band at MHS/MAA for students who are continuing to expand and refine skills as jazz musicians. Audition is required (each spring or at the end of semester 1 upon request). Students will study and perform various styles of instrumental jazz at an intermediate to advanced level. Emphasis is placed on achieving a quality "big band" sound as well as improvisation, listening skills, and the history of jazz music. Students will perform at concerts throughout the school year and at festivals/competitions, including OSAA district and state events. Attendance at all performances, purchase of concert attire, and the occasional before/after school rehearsal is required. Private lessons from a specialist on your instrument are highly encouraged, but not required.

## FINE AND PERFORMING ARTS

Instruction focuses on vocal and performance techniques and musical literacy. The curriculum is taken from standard choral literature, pop, jazz, and musical theater. Students will have opportunities to work with guest clinicians. This is a participation and performance-based class. Although some points will come from sight reading, writing assignments, and singing quizzes, students will earn most of their points through daily participation and concert performances. Full credit for daily class means that the student was punctual and gave focus to choral work during class time. Full credit for each performance means that the student was professionally punctual, dressed for the performance, and fully prepared musically. Excused absences may be made up through a pre-approved assignment within a reasonable time after the absence for credit. Students will be exposed to various college options and prepared for college scholarships and choir auditions..

### **A-Choir**

**Grades:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Department approval through audition

**NCS D course/activity fees apply**

**CRLE**

Immerse yourself in an extensive choral training program. A Cappella Choir (A-Choir) is the premiere vocal ensemble at Milwaukie. This touring ensemble performs exceptional choral literature. In this course, students engage in community outreach events, prepare for musical life after high school, and gain perspective on the collegiate experience. Distinguish yourself as an exceptional professional candidate on upcoming resumes and college applications. Activities taking place outside of class time are required, including performances, festivals, competitions and sectional rehearsals. This class may be taken only after an audition with the director.



*Pic (above): Students singing in the Fall 2022 A-Choir performance*

### **Bella Voce (Intermediate Choir for higher voices)**

**Grades:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Department approval through audition

**NCS D course/activity fees apply**

**CRLE**

Bella Voce is one of the intermediate (auditioned) choirs at Milwaukie. It is for Soprano/Altos (most often female, though open to all gender identities) who are ready for the next level of musicianship. Students in Bella Voce will continue the development of choral singing, vocal technique, sight singing, and music theory skills. Students learn music from a variety of genres, periods, and cultures. Students will also have the opportunity to produce and record original songs of any genre using professional studio equipment and software. Bella Voce participates in approximately 6 performances per year, including a spring festival and joint concerts with other choirs at school and in the community.

### **Composition/Songwriting**

**Grades:** 9, 10, 11, 12

**Credit:** 0.5

**Course Length:** Semester

**Pre:** One prior year of high school vocal or instrumental required, or concurrently enrolled in a instrumental or vocal music class.

**CRLE**

Composition/Songwriting courses prepare students to express themselves through creating music. These courses may use conventional or unconventional notation and may include instrumental and vocal music. Along with musical instruments and vocals, technology may be used for creating, recording, and performing music. Students will also perform compositions formally or informally and respond to music created in the classroom.

# FINE AND PERFORMING ARTS

## **Tenor/Bass Chorus (Starter Choir for Lower Voices)**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** None

**NCS D course/activity fees apply**

**CRLE**

Mustang Tenor/Bass Chorus welcomes tenor and bass (lower voice) singers of all levels who wish to develop their vocal skills through the study of choral music. This chorus is an inclusive place to learn and grow in one's singing abilities and bond with fellow students in a safe and encouraging learning environment. Students will study and perform classical, world, and pop music. Students will develop skills in vocal production, technique, music theory, and sight-reading. Students will also have the opportunity to produce and record original songs of any genre using professional studio equipment and software. Mustang Tenor/Bass Chorus participates in approximately six performances per year, including a spring festival and joint concerts with other choirs at school.

## **Treble Chorus (Starter Choir for Higher voices)**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** None

**NCS D course/activity fees apply**

**CRLE**

Are you ready to grow as a musician and be a part of a highly supportive and motivated team? This vocal group is for Soprano/Altos (most often female, though open to all gender identities) In this course, you will develop into a more confident person and learn how to take creative risks within a highly supportive environment. We focus on personal development, musicianship skills, and traditional music theory. Treble Chorus participates in approximately 4 required performances per year, including a spring festival and joint concerts with other choirs at school and in the community.

## **Pony Pipers**

**Grades:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Concurrent enrollment in A-Choir and Audition

**NCS D course/activity fees apply**

**CRLE**

Pony Pipers is a small, very select choir of advanced singers who represent Milwaukie by performing at luncheons, meetings, hospitals, and other community activities. A variety of styles are studied including pop, jazz, and a cappella music. A strong emphasis is put on choreography and dynamic musical performances. This course is designed for the hardworking, talented, and knowledgeable music students who strive to be outstanding performers. A high level of positive personal conduct is expected, as is a commitment to team building. A significant time commitment is required. Activities taking place outside of class time are required. Purchase of performance attire is required (scholarships available).

# HEALTH

Students in Health explore factors that promote wellness including mental/emotional, social and physical health. Students learn how to reduce health risks, access valid health information and to analyze the influence of culture, media, and technology. Grades will be determined by demonstrated proficiency of state health standards and include assessments and classroom activities. Successful completion of the class will fulfill graduation requirements and prepare students to make informed healthy life choices. Students will be given the opportunity to complete assignments in class; based upon classroom performance, students may complete their work at home.

## Health 1

**Grade:** 9

**Credit:** 0.5

**Course Length:** Semester

This REQUIRED course is designed to teach students factual information in the areas of wellness, fitness, communicable diseases, drugs-alcohol-tobacco, and healthy sexuality.

## Health 2

**Grade:** 10

**Credit:** 0.5

**Course Length:** Semester

**Pre:** Health 1

This REQUIRED course is designed to teach students factual information in the areas of wellness, mental health, drugs, healthy sexuality, non-communicable diseases, and nutrition.



# LANGUAGE ARTS

## Language Arts Course Map

### Grade 9 or Credit 1

Pre-AP English 9

### Grade 10 or Credit 2

Pre-AP English 10

### Grade 11 or Credit 3

AP English Language & Composition	English 11: American Literature	English 11: Fantasy & Sci-Fi
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### Grade 12 or Credit 4

AP English Literature & Composition	Contemporary Literature	Image of War in Literature
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### Additional Elective Choices for grades 10, 11, & 12:

Students may take a language arts elective while taking the required language arts course.

**These classes are EL credit ONLY, not LA credit.**

AP Seminar*	Creative Writing A	Creative Writing B**
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\*See AP Certificate/Diploma section for course descriptions

\*\*Students must take Creative Writing A before taking this course.

# LANGUAGE ARTS

## **Pre-AP English 9**

**Grade:** 9

**Credit:** 1.0

**Course Length:** Year

This course is designed to support all 9th grade students across varying levels of readiness as they strengthen their analytical and evaluative skills through reading and writing. The focus is to enhance proficiency in Language Arts in five specific areas: reading closely, valuing evidence, noticing language choices, research, and academic conversations. English 9 Pre-AP students have frequent opportunities to engage deeply with texts and sources. This course values depth of learning, rather than breadth and speed, and is designed to allow all students to take and be successful in Pre-AP ELA 10, and later AP classes.

There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; work will also be offered online for those students who are ill or out of school.

## **Pre-AP English 10**

**Grade:** 10

**Credit:** 1.0

**Course Length:** Year

Students will explore world literature to deepen their understanding of world history, focusing on themes of identity and personal growth through times of conflict, including the Holocaust. Reading selections offered will include short stories, novels, essays, and poetry. Throughout the year, students will write both short and extended papers with a focus on analysis and persuasion.

There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; work will also be offered online for those students who are ill or out of school.

## **English 11: American Literature**

**Grade:** 11

**Credit:** 1.0

**Course Length:** Year

Students will focus on chronological and historical themes in American literature, using cultural artifacts such as short stories, essays, novels, primary documents, plays, poetry and visual arts. These multitude of texts will cover various American identities and perspectives that discuss and define what it means to be an American. We will explore these themes by writing, reading, and analyzing works to understand the context of historical connections, the style/structure of the work, and author's intention.

There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; work will also be offered online for those students who are ill or out of school.

# LANGUAGE ARTS

## **English 11: Fantasy & Science Fiction**

**Grade:** 11

**Credit:** 1.0

**Course Length:** Year

**Pre:** None

**CRLE**

English 11: Fantasy and Science Fiction will provide an opportunity for students to experience a wide range of fantasy and science fiction (also called speculative fiction) works from around the world and from different time periods like Middle Earth and those set in the future. Through this course, students will develop analytical skills and reading strategies to evaluate our current lives and see into the literature of different worlds while sharing and learning of an author's insight. Areas of interest include topics like the environment, natural resources, war, social issues, science, technology and others. To demonstrate a command of the course's objectives, learning activities will include readings, journaling, class discussion, debate, essays, tests and projects in addition to viewing films related to the prescribed course literature. The class is designed as a selective and will meet the requirement of one year of language arts.

There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; work will also be offered online for those students who are ill or out of school.

## **AP English: Lang and Composition**

**Grade:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**CRLE**

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. In order for students to find success they must participate in class discussions and workshops, attend each class and take a responsible role as a student learner. This course is designed to emulate a college level freshman writing class and will prepare students to perform at a high level; therefore, this is a writing-intensive course. Since this is an advanced course, students are expected to complete an average of one hour of work to maintain the course's pace. With the successful completion of this course, students will have the knowledge and skills to take the AP exam Administered by the College Board in May.

# LANGUAGE ARTS

## **AP English: Literature and Composition**

**Grade:** 12

**Credit:** 1.0

**Course Length:** Year

**CRLE**

**ACC**

Students will learn about the literature and culture of Western Civilization and its impact on modern thought. This will include how literary genres and historical, philosophical, economic, sociological, and religious factors affect meaning in literary texts. College-level approaches to the study and analysis of imaginative and non-fiction literature will be used. You will be expected to complete required projects, learning experiences, and performance tasks connected with the close analytical reading of selected major authors and texts. In addition to many informal written responses, students are required to complete several major expository/analytical papers, a research/analysis paper, essay examinations, active participation in class discussions, and a summer reading project. This course and its curriculum mirror freshman level college literature courses and will prepare students well for the level of reading, writing and studying expected from them in the first year of college. Students in this class will have a reading and writing assignment for every class, and should expect to spend at least one hour per evening reading as we complete a novel about every two weeks. With the successful completion of this course, students will have the knowledge and skills to take the AP exam administered by the College Board in May

## **English 12: Contemporary Literature**

**Grade:** 12

**Credit:** 1.0

**Course Length:** Year

This course will focus on the interpretation and analysis of contemporary literature with particular emphasis on surveying a diverse scope of texts written in the last 40 years. We will look at popular literature targeted toward a broad audience. Texts will include emerging media of the contemporary landscape: graphic novels, television, critical reviews, animated short films, podcasts, TedTalks, infographics, etc.

In addition, students in this course will engage in an extended research process each semester. Research will be guided by personal interest and future plans. Skillful use of technology is an expected element of this course. There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; work will also be offered online for those students who are ill or out of school.

## **Image of War in Literature**

**Grade:** 12

**Credit:** 1.0

**Course Length:** Year

**CRLE**

This year-long course examines how war from the 20th century to the present is portrayed in both fiction & non-fiction literature and film. Through literature, as well as in film, we will analyze the portrayal of war and how factual events can be altered through a writer, a producer, or director's influence. To demonstrate command of the course objectives, there will be readings, class discussions, essays, research, tests, and projects in addition to the prescribed course literature. Due to the nature of warfare, the content of these books and films will include: profanity, violence, carnage, and intense and graphic sequences of war.

There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; work will also be offered online for those students who are ill or out of school.

# LANGUAGE ARTS

## College and Career 1

Grade: 9

Credit: 0.5

Course Length: Semester

College & Career I is a semester-long course designed to build a strong foundation for 9th grade students. The focus of this class is to help students be successful in high school, on-track for graduation, and mindful of their future. Students will create their Education Plan and Profile, examine post-high school options, and will research and explore careers. In addition, study hall time for other classes is built into the College & Career I schedule.

## College and Career 2

Grade: 11

Credit: 0.5

Course Length: Semester

This semester-long course fulfills the Extended Application requirement for graduation. Students will have the opportunity to explore careers, research training and education programs, participate in mock job interviews, and learn about the importance of responsible financial planning. At the completion of this course, students will be one step closer to graduation, confident about their skills, and excited about their futures.

## Creative Writing A

Grades: 10, 11, 12

Credit: .5 elective

Course Length: Sem.

CRLE

This course will allow students to improve their ability to respond - in writing - to various stimuli. These exercises strengthen a student's creativity and sharpen communication skills. Furthermore, students are prepared to submit work for publication, connecting to the world beyond high school and the community of "working writers." Students will write at every class session. Attendance is vital, as the in-class writing exercises cannot be replicated. Additionally, students will complete TWO quarter projects in the form of a short story, play, personal memoir. Students are also strongly encouraged to discuss and share their writing with their peers.

**\*Students may only take this course once for elective credit.\***

## Creative Writing B

Grades: 10, 11, 12

Credit: .5 elective

Course Length: Sem.

Pre-Requisite: Creative Writing A

CRLE

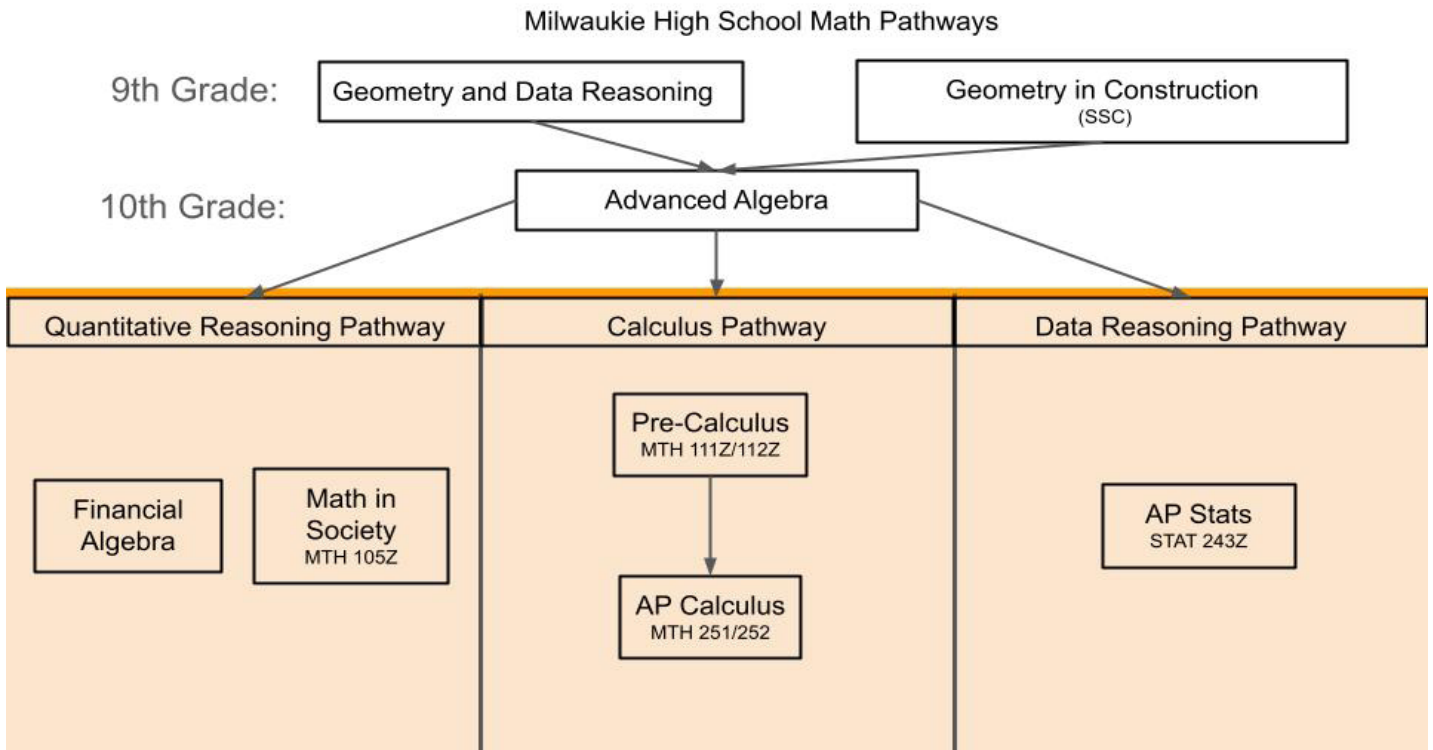
Creative Writing B is a semester-long course. After reviewing some ways to improve writing across genres, each student will focus on one specific type of writing according to preference (memoir, fiction, or poetry). Each writer will have a focus project for the semester, a small group of colleagues, and the ability to work on and contribute to our literary magazine. We will also use mentor texts to level up our own writing. If you are interested in writing, growing as a writer, and have taken Creative Writing A, this is an elective course for you.

# MATHEMATICS

3 years of math credits are required for high school diploma.

Acceptance for an NCAA or Oregon public university requires students to have Cs or better in their required math classes. It also requires successful completion of Algebra 2 or Advanced Algebra. See grade class requirements below.

Oregon graduation requirements for math classes have recently changed. Please see the flowchart below to learn what options are available for students in each graduating class. If you are a transfer student from another district, please talk to your counselor or math teacher about your math pathway.



# MATHEMATICS

## Geometry and Data Reasoning

1st Required Math Credit

Credit: 1.0

Course Length: Year

Materials: Scientific Calculator

This course, students will make sense of problems and persevere in solving them using appropriate tools, structures, and reasoning. The course will cover topics in the Geometry and Data Reasoning strands from the Oregon Mathematics Standards. Students will:

- apply geometric transformation to figures through an analysis of graphs and understanding of functions
- construct and communicate geometric arguments through the use of proofs, logical reasoning, and geometric technology
- solve problems and interpret solutions of area and volume of shapes by applying concepts of congruence, similarity, and symmetry in authentic contexts
- apply concepts of right triangle trigonometry in authentic contexts to solve problems and interpret solutions
- formulate statistical investigative questions
- collect and consider data; analyze, summarize, and describe data interpret data and answer investigative questions
- understand independence and conditional probability and use them to interpret data

## Advanced Algebra

2nd Required Math Credit

Credit: 1.0

Course Length: Year

Materials: Scientific Calculator

In this course, students will make sense of problems and persevere in solving them using appropriate tools, structures, and reasoning. The Course will cover topics in the Algebra, and Number and Quantity strands from the Oregon Mathematics Standards. Students will:

- use algebraic reasoning to rewrite expressions in equivalent forms
- use algebraic reasoning to find solution to an equation, inequality, and systems of equations or inequalities
- analyze the structure of an equation or inequality to determining an efficient strategy to find and justify a solution
- make predictions in different applications using expressions, equations, and inequalities to analyze authentic contexts
- describe functions by using both symbolic and graphical representations
- compare and relate functions using common attributes
- represent functions graphically and interpret key features in terms of the equivalent symbolic representation
- model a wide variety of authentic situations using functions through the process of making and changing assumptions, assigning variables, and finding solutions to contextual problems
- understand and apply the real number system
- attend to units of measurement needed to solve problems through quantitative reasoning and mathematical modeling

# MATHEMATICS

## Math in Society

**Grade level:** 11th, 12th

**Credit:** 1.0 (yearlong course)

**College Course Title:** CCC Mth 105 Math in Society

**Pre Req:** Advanced Algebra.

Math in Society is an advanced math class designed to improve the Algebra skills of students, as well as learn the topics of Math 105. In Math in Society, students explore concepts and applications of logic rules, basic probability and statistics, as well as personal finance models. They will investigate problem-solving techniques (algebraic and non-algebraic) as well as some non-traditional mathematics topics such as social choice or discrete mathematics. This course integrates technology where appropriate.

Highlights of the course include:

Exponential Functions as it relates to financial literacy and modeling using functions to develop models for real world situations; analyze models, solve problems, and answer questions that arise from situations

Statistics and Probability, Logic and Graph Theory; Algebra and Geometry Review - exploring variety of types of functions; identify characteristics of functions; use functions and equations to solve problems; understand how transformations affect graphs, equations, and properties of functions.

Trigonometry: radian measure, trigonometric functions on the unit circle, use trigonometric ratios to solve problems.

To register for Clackamas Community College credit, tuition is required and students must meet CCC guidelines.

\* THIS COURSE CAN BE APPLIED TOWARDS THE HONORS AND/OR THE CAPSTONE DIPLOMA. \*

## Financial Algebra

**Grade:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Please see math course flowchart for graduating class specifics.

This course completes one of the three math credits required for graduation. Students should be aware that Advanced Algebra (formally Algebra 2) is required for students who plan to attend a 4-year college after high school.

Financial Algebra offers 11th and 12th grade students an opportunity to view the world of finance through a mathematical lens. The course will utilize the mathematical formulas, functions, and pictorial representations used to assist students in making sense of the financial world around them and equip them with the ability to make sound financial decisions.

The topics covered are:

- Unit 1- Taxes and Fundamentals of Algebra
- Unit 2- Checking and Linear Equations
- Unit 3- Saving and Systems of Equations
- Unit 4- Budgeting and Systems of Inequalities
- Unit 5- Intro to Investing and Exponential Equations
- Unit 6- Investing Strategies and Exponential Functions
- Unit 7- Types of Credit and Modeling Functions
- Unit 8- Managing Credit and Fundamentals of Statistics
- Unit 9- Paying for College and Statistical Analysis
- Unit 10- Insurance and Probability

# MATHEMATICS

## Pre-Calculus

**Grades:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Advanced Algebra (C grade or better)

**Materials:** TI – 83 or TI-84 graphing calculator  
ACC

This course is designed for the college bound student and satisfies the state level college entrance requirements for math. Students will complete an in-depth algebra review including functions, sequences and series, proof by induction and introduction to the concept of limits and derivatives. A graphing calculator is necessary for participation in this course, but classroom calculators are provided. If students intend to continue with higher level courses, purchasing a TI-84 calculator is recommended, but not required. This course is an opportunity for students to experience the rigor of a college-level math class. Students will have an opportunity to receive credit at Clackamas Community College

CCC Credit Info:

\*This class is also offered as a dual credit course through CCC, covering the content of Math 111 first semester (4 CCC Credits), and Math 112 second semester (4 CCC Credits).

## AP Statistics

**Grade:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Materials:** Scientific Calculator

**College Course Title:** CCC STAT 243, 244 Intro to Prob and Stats I & II

Pre Req: Pre-Calculus or Math in Society.

This course covers two terms of college Probability & Statistics and is available for eight hours of college credit. Students may elect to take the AP exam in May. Concepts covered in the first semester include displaying and analyzing data, correlation and regression, probability and counting rules, discrete probability distributions, normal distribution, sampling distributions and data collection. Concepts covered in the second semester include confidence intervals, hypothesis testing, and chi squared testing.

To register for Clackamas Community College credit, tuition is required and students must meet CCC guidelines.

## AP Calculus

**Grades:** 11,12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Pre-Calculus “C” Grade or better

**Materials:** TI – 83 or TI-84 graphing calculator  
ACC

This course is an opportunity for students to experience the rigor of a college level course while in high school. Students will explore first term calculus concepts including limits, tangent lines, derivatives and anti-derivatives. Students will complete application problems of the derivatives and anti-derivatives, such as area under a curve, volumes of rotated solids, and optimization and related rate problems. Students prepare for the AP exam by completing practice tests. This course demands a high level of time commitment for study and practice. A graphing calculator is necessary for participation in this course, but classroom calculators are provided. If students intend to continue with higher level courses, purchasing a TI-84 calculator is recommended, but not required. Students may receive credit at Clackamas Community College if they receive an A or a B in this course. With the successful completion of this course, students will have the knowledge and skills to take the AP exam administered by the College Board in May.

PSU Credit Info:

\*This class is also offered as a dual credit course through Portland State University, covering the content of Math 251 first semester (4 PSU Credits) and Math 252 second semester (4 PSU Credits).

# PHYSICAL EDUCATION (PE)

## Dance

**Grades:** 9,10,11,12

**Credit:** 0.5 (AR or PE)

**Pre:** None

**NCSD course/activity fees apply**

**CRLE**

A performing arts class where students explore the elements of dance in an inclusive, joyful space. Students try a diverse range of styles and dance forms including hip hop, musical production, expressive movement, line dance, modern and culturally relevant dance forms of students' choosing. Emphasis on expression and process in non-gendered partnerships, small groups and whole class collaborations. Structured, consistent movement and practice as well as regular opportunities to workshop and perform. Wearing comfortable clothes is necessary, no shoes allowed on the dance studio floor. Welcoming and engaging to all levels, beginner through expert. This course can be used to fulfill .5 of the required PE credit for graduation. This course can be used to fulfill .5 of the required arts credit for graduation.

## Fitness Fundamentals

**Grades:** 9, 10, 11, 12

**Credit:** 0.5

**Course Length:** Semester

**Pre:** P.E. 1

This course is focused on lifetime fitness. Providing students with the knowledge and skills needed to use a variety of bodyweight resistance and flexibility training techniques for personalized fitness goals. Students will have opportunities to reflect on their physical, social, and mental growth. Activities may include but are not limited to: yoga, Pilates and interval training.

Can be used to fulfill .5 of the required PE credit for graduation.

## Physical Education 1

**Grade:** 9

**Credit:** 0.5

**Course Length:** Semester

This REQUIRED course is a state requirement and a prerequisite for all advanced Physical Education courses. This is a graded activity based course. Students will learn about and participate in a variety of team and individual lifetime sports, in a safe and positive environment. Students will develop their physical fitness through moderate - rigorous athletic physical activities and graded fitness assessments. Dressing out in appropriate activity attire is recommended. Locks and lockers will be provided for each student.

## Strength Training

**Grades:** 9, 10, 11, 12

**Credit:** 0.5

**Course Length:** Semester

**Pre:** P.E. 1

**CRLE**

This course will build the foundations for all students in the weight room. Students will learn basic fitness concepts, functional movements, and body mechanics. Students will learn how to perform a wide variety of exercises using bodyweight, medicine balls, barbells, and other resistance training equipment to enhance overall health and fitness. This course can be used to fulfill .5 of the PE requirements.

## Team Sports

**Grades:** 9, 10, 11, 12

**Credit:** 0.5

**Course Length:** Semester

**Pre:** P.E. 1

This course will help students develop fundamental skills through various team sports.. The emphasis is directed toward participation and individual success through skills and lifetime activities. Activities may include but are not limited to: soccer, football, volleyball, basketball, kickball and softball.

This course can be used to fulfill .5 of the PE requirements.

# SCIENCE

9th: NGSS Physics

10th: NGSS Chemistry

11th: NGSS Biology or AP Biology

Our courses of study for grades 9, 10, & 11 are designed to address the Physical Science, Chemistry, Earth Science and Life Science Contents Standards set forth by the Next Generation Science Standards. We require all 9th grade students to take NGSS Physics, 10th grade students to take NGSS Chemistry, and 11th grade students are required to take either NGSS Biology or AP Biology.

Students who wish to accelerate their Science curriculum can choose to double up the science courses they take during their 10th, 11th and 12th grades at Milwaukie High School. The science department is committed to creating the most successful and challenging plan for your student at MHS.

## Sciences Course Map

### Grade 9

NGSS Physics
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### Grade 10

NGSS Chemistry
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### Grade 11

NGSS Biology <u>or</u> AP Biology		
Students may take a science elective while taking the required Biology course.		
Ecology (S1) and Environmental Science (S2)	Geology (S1) and Astronomy (S2)	Chemistry 2 (year long)

\*\*\*Students choosing Ecology or Environmental for a semester cannot select Geology or Astronomy courses and vice-versa.

### Grade 12

Students may need to take a science course to achieve their 3-year science graduation requirement or may choose to continue their science education based on interest and/or academic goals.	
Ecology (S1) and Environmental Science (S2)	Chemistry 2 (year long)
Geology (S1) and Astronomy (S2)	AP Biology (year long)

\*\*\*Students choosing a semester of Ecology or Environmental cannot select Geology or Astronomy courses and vice-versa.



**AP Research\*** is offered as an Elective credit does not qualify as science credit. However, students taking AP Research can explore their personally selected STEM topic and learn research skills that will be valuable in future endeavors.

This course is available for 11th and 12th graders who have completed the prerequisite AP Seminar.

Locate AP Research in the Electives section of the Course Guide

\*STEM: Science, Technology, Engineering, and Math

# SCIENCE

## **NGSS Physics (Physical Science)**

**Grades:** 9

**Credit:** 1.0

**Course Length:** Year

This 9th grade physics course addresses Disciplinary Core Ideas and Cross Cutting Concepts through the Science and Engineering Practices from the Next Generation Science Standards. This course is centered on the Core Ideas of Motion, Stability, Wave Energy, and Earth's place in the universe. The Crosscutting Concepts of Patterns and Cause and Effect will be emphasized while engaging in Science and Engineering Practices. Through hands-on experiences, computational thinking, technology, discussions, writing, and using arts integration strategies, students will explore the following topics: Patterns, Velocity, Acceleration, Forces, Energy, Waves, Electricity, Magnetism, Power Production, and Climate Science.

## **NGSS Chemistry (Physical Science)**

**Grade:** 10

**Credit:** 1.0

**Course Length:** Year

This 10th grade physical science course addresses Disciplinary Core Ideas and Cross Cutting Concepts through the Science and Engineering Practices from the Next Generation Science Standards. This course is centered on the Core Ideas of Matter and its Interactions, Energy, Earth's Systems, and Weather and Climate. The Crosscutting Concepts of Patterns and Energy and Matter will be emphasized while engaging in all of the Science and Engineering Practices. Through hands-on experiences, critical thinking, data analysis, and argumentation from evidence, students will explore topics such as: Kinetic Molecular Theory, Elements, the Periodic Table, Bonding, Compounds, Nuclear Change, Chemical Reactions, Thermodynamics, Equilibrium, and Climate Chemistry.

## **NGSS Biology (Life Science)**

**Grade:** 11

**Credit:** 1.0

**Course Length:** Year

**Pre:** None

This 11th grade life science course addresses Disciplinary Core Ideas and Cross Cutting Concepts through the Science and Engineering Practices from the Next Generation Science Standards. This course is centered on the Life Science Core Ideas of Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, as well as, the Earth Science topics from the Core Ideas of History of Earth, Earth's Systems, Weather and Climate and Human Sustainability. The Crosscutting Concepts of Patterns and Energy and Matter will be emphasized while engaging in all of the Science Engineering Practices. Through hands-on experiences, critical thinking, data analysis, and argumentation from evidence, students will explore topics such as: Biodiversity, Biomolecules, Cells, Genomics, Evolution, and Climate Change.

## SCIENCE

### **Astronomy (Physical Science)**

**Grades:** 11, 12

**Credit:** .5

**Course Length:** Semester 2

**CRLE**

Dedicated to learning about the Earth's place in the universe. Students will use a variety of equipment and technological applications to study and explore various topics regarding our planet. Students will participate in a field activity at an observatory or at the school. Among topics covered are tracking the angle of the sun as it approaches significant seasonal markers, differentiating variable stars from planetary systems, researching and presenting information about an astronomical object. These presentations can be presented in a variety of technological formats such as PowerPoint, HTML, or other electronic formats. We will discuss the astronomers who made great leaps in astronomy, and the nature of scientific discovery. In addition, discussion points will be raised about the presence of extraterrestrial life in the galaxy and beyond. Students will learn to read and evaluate mainstream and scientific literature from a variety of sources (internet, newspapers, and scientific journals). Students will be expected to write lab reports and conduct a career related learning experience.

### **Environmental Science**

**Grades:** 11,12

**Credit:** .5

**Course Length:** Semester 2

**CRLE**

There is so much to learn about environmental science! This class will focus on environmental issues and how they relate to our daily lives and the decisions we make. We will cover topics such as the types and impacts of power production, climate destabilization, the sources and impacts of greenhouse gasses, water quality, ocean acidification, and plastics in our environment. The goal is to connect these ideas to current events to help you understand what is happening in the world around you and to help you make informed decisions for your own lives regarding a range of environmental issues

### **Geology (Physical Science)**

**Grades:** 11,12

**Credit:** .5

**Course Length:** Semester 1

**CRLE**

Students will learn the physical nature of our dynamic planet Earth. Students will participate in a field activity. Among topics covered are the analysis and categorization of various rocks and minerals, monitoring current earthquakes and other tectonic activities. Topics and projects will include; evaluating erosion and sedimentation behavior, researching significant natural disasters. These presentations can be presented in a variety of technological formats such as PowerPoint, HTML, or other electronic formats. Students will learn to read and evaluate mainstream and scientific literature from a variety of sources (internet, newspapers, and scientific journals). Students will be expected to write lab reports and conduct a career related learning experience.

## SCIENCE

### Ecology (Life Science)

Grades: 11,12

Credit: .5

Course Length: Semester 1

CRLE

In ecology, we will learn about how the living things on Earth interact with their environments. In the first quarter, we will explore the systems of the Earth, energy cycling, carbon cycling, ecosystem dynamics, and human impacts on ecosystems. In quarter two, we will learn about adaptations and natural selection and their role in ecosystem dynamics. Our big ideas for this course include: energy transfer, interactions between systems, interactions between species and environment, and sustainability.

### AP Biology (Life Science)

Grades: 11,12

Credit: 1.0

Course Length: Year

Pre: NGSS Chemistry “C” grade or better and Advanced Algebra or Algebra 2 with “C” grade better  
CRLE

Advanced Placement Biology is a college level science course covering life science content standards including molecules to organisms, heredity, evolution, ecosystems, earth systems, and human activity. This content will be accessed through a variety of formats including reading informational text, written notes and reports, participating in lectures and class discussions, engaging in hands-on activities, and conducting lab inquiry activities. Students have an opportunity to earn college credit by scoring 3 or higher on the AP test in May or enrolling in dual credit through OIT. With the successful completion of this course, students will have the knowledge and skills to successfully continue their biology education in college.



*Pic: Science students studying Ecosystems & Biodiversity outdoors*

### Chemistry 2

Grades: 11,12

Credit: .5

Course Length: Semester

Prerequisite: NGSS Chemistry

Chemistry 2 is a course that focuses on the concepts of measurement, atomic structure, the periodic table, chemical bonding, stoichiometry of chemical reactions, the behavior of gasses, the chemistry of solutions and acid-base chemistry. We will use quantitative methods to further explore many of the concepts that were introduced in NGSS Chemistry. The Crosscutting Concepts of Patterns and Energy and Matter will be emphasized while engaging all of the Science Engineering Practices. Students will explore the topics through hands-on experiences, critical thinking, data analysis, and argumentation from evidence. NGSS Chemistry is a prerequisite for this course.

# SOCIAL STUDIES

## Economics

**Grade:** 12

**Credit:** .5

**Course Length:** Semester

**CRLE**

This course addresses broad concepts of both national and global economics. Students will learn the various types of economic systems, their features and impact on social and economic goals. Students will learn how economic indicators describe the condition of a nation's economy, explore the role government plays in the economy, and they will also make the connection between voting and economic policies.

## Government

**Grade:** 12

**Credit:** .5, required for graduation

**Course Length:** Semester

The foundations of the American governmental system will be studied this semester. Students will study, interpret, analyze and evaluate different governmental and economic systems. By examining key primary documents (Declaration of Independence, The Federalist Papers, The Articles of Confederation, and The U.S. Constitution), students will gain a better understanding of how and why their political structure came into being. In addition, students will study the legislative, executive, and judicial components of the U.S. government.

## World History

**Grade:** 10

**Credit:** 1.0

**Course Length:** Year

This introductory course examines modern world history. Chronological and geographic themes will enable students to better understand the interconnected nature of economics, politics, religion, class struggle, and culture on a global scale. Most coursework will be completed in class, although reading and writing outside of class will sometimes be required. This class prepares students for advanced placement courses.

## U.S. History

**Grade:** 11-12

**Credit:** 1.0

**Course Length:** Year

This course is a study of the American experience from a variety of perspectives. It will focus on expanding historical and cultural awareness, strengthening literacy skills, and thinking critically about social issues. Units will be organized thematically and include analysis of origins, identity, race, geography, immigration, regionalism, conflict, civil rights, politics, and changes through U.S. history. Students will use evidence in writing and academic discussions. Most coursework will be completed in class, although reading and writing outside of class will sometimes be required. This class prepares students for advanced placement courses.

## Political Issues

**Grades:** 9, 10, 11, 12

**Credit:** 0.5

**Course Length:** Semester

This course gives students opportunities to learn about the political process, engage in respectful political discourse, and use analytical tools to form opinions about important social issues. Students will explore political identity, responsible consumption of information, and the history of voting rights in Oregon and the U.S., all while researching and discussing a range of current political issues. Students will be evaluated by participating in discussions, contributing to class dialogue in the form of shared projects, and by completing projects focused on real-life political participation.

**\*\* This course meets the .5 government credit required for graduation. Credit is not accepted as a core course for NCAA, but is accepted by Oregon public universities. \*\***

# SOCIAL STUDIES

## **AP Human Geography**

**Grades:** 9, 10, 11, 12

**World History Credit or Elective:** 1.0

**Course Length:** Year

Strong reading, study and writing skills recommended. Advanced Placement Human Geography is a year-long course that aims to introduce students to the basic concepts of human geography and provide a geographic framework for the analysis of current world problems through the use of case studies. The course develops the students' ability to ask geographic questions and acquire, organize and analyze geographic information. Units of study include population, culture, political geography, economic development, industry, agriculture, and urban geography. The course work will be accelerated and demanding, with multiple chapters of college level reading required each week. Students take an Advanced Placement exam in May and if they achieve a high score, may be able to receive college/university credit in geography. As this course is a year-long study, students forecasting for this selection will not be able to drop the course at semester.

\* THIS COURSE CAN BE APPLIED TOWARDS THE HONORS AND/OR THE CAPSTONE DIPLOMA. \*

## **AP World History**

**Grade:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

This course investigates significant events, individuals, developments, and processes from 1500 to the present. In addition to preparing students for the AP © Exam, this class will focus on expanding your global awareness, strengthening your reading and writing skills, and helping you think more critically about social issues. Students develop and use the same skills, practices and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course will consist of five thematic units:

- I. Land-Based Empire & Transoceanic Interconnections
- II. Revolutions & Consequences of Industrialization
- III. Global Conflict
- IV. Cold War & Decolonization
- V. Globalization

This class is structured like an introductory college-level History course; students should be prepared for a heavier workload. This course includes opportunities for students to earn college credit through the Oregon Institute of Technology, with a grade of C or higher.

\* THIS COURSE CAN BE APPLIED TOWARDS THE HONORS AND/OR THE CAPSTONE DIPLOMA. \*

# SOCIAL STUDIES

## **AP U.S. History**

**Grade:** 11, 12

**Credit:** 1.0

**Course Length:** Year

This class is structured like an introductory college-level History course; students should be prepared for a heavier workload. This course includes opportunities for students to earn college credit through the Oregon Institute of Technology, with a grade of C or higher.

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical means, their relevance to a given interpretive problem, reliability, and importance; and to weigh the evidence and interpretations presented in historical scholarship.

AP United States History is designed to prepare students for the rigor of scholarship and writing expected in college-level courses. Students study history as a series of interconnected events rather than as isolated dates, learning to critically analyze the cause and effect relationships of those events. As students progress through the course, they learn to find and assess primary documents as well as secondary sources. Finally, students learn to incorporate outside sources into persuasive essays that demonstrate logical reasoning and present evidence to support the author's conclusion.

\* THIS COURSE CAN BE APPLIED TOWARDS THE HONORS AND/OR THE CAPSTONE DIPLOMA. \*

## **AP U.S. Government**

**Grade:** 12

**Credit:** 1.0

**Course Length:** Year

**ACC**

This class is structured like an introductory college-level Political Science course. This course includes opportunities for students to earn college credit through Southern Oregon University, with a grade of C or higher.

The course will address the following units:

- I. Foundations of American Democracy
- II. Interactions Among Branches of Government
- III. Civil Liberties and Civil Rights
- IV. American Political Ideologies and Beliefs
- V. Political Participation

Reading primary and secondary informational texts will be the cornerstone of this course. Students must be prepared to read and take notes outside of class, and come to class prepared to discuss course material. Much in-class time will also be devoted to discussing links between current issues and course readings.

\* THIS COURSE CAN BE APPLIED TOWARDS THE HONORS AND/OR THE CAPSTONE DIPLOMA. \*

# SPECIAL EDUCATION

## **Modified Read/Write (English)**

Grades: 9, 10, 11, 12

Credit: 1.0

Course Length: Year

Pre: IEP Placement/Learning Specialist Recommendation

Modified Read/Write is an English class for students on a modified diploma track. Class curriculum modifies grade level common core reading and writing standards to student ability level. Students will read a variety of texts (fiction, nonfiction, dramas, poetry, etc.) to develop their reading comprehension skills. Development of writing skills will require students to Practice different writing styles (informative, argumentative, narrative, etc.) and improve grammar skills. Students will earn a letter grade (A-F).

## **Language Arts Support 9**

Grades: 9

Credit: 1.0

Course Length: Year

Pre: IEP Placement/Learning Specialist Recommendation

This class will focus on applying reading and writing strategies in order to be successful in core classes. This class will focus on improving reading skills through independent novel reading, direct instruction and practicing reading and writing strategies. Students will use technology to produce various writing products including essays, presentations and short response to text. We will also be supporting you through your English 9 coursework and provide tools for you to be successful.

## **Language Arts Support 12/Transitions**

Grades: 10

Credit: 1.0

Course Length: Year

Pre: IEP Placement/Learning Specialist Recommendation

This class will focus on applying reading and writing strategies in order to be successful in core classes and completing graduation requirements. We will also be supporting you through your English 12 coursework and provide tools for you to be successful. In the class the following topics are covered: budgeting, resume/cover letter writing, business letter writing, community service, employment applications, mock interviews, renting an apartment, banking system, credit contract reading, FAFSA and more.

## **Language Arts Support 10**

Grades: 10

Credit: 1.0

Course Length: Year

Pre: IEP Placement/Learning Specialist Recommendation

This class will focus on applying reading and writing strategies in order to be successful in core classes. This class will focus on improving reading skills through independent novel reading, direct instruction and practicing reading and writing strategies. Students will use technology to produce various writing products including essays, presentations and short response to text. We will also be supporting you through your English 10 coursework and provide tools for you to be successful.

## **Language Arts Support 11**

Grades: 10

Credit: 1.0

Course Length: Year

Pre: IEP Placement/Learning Specialist Recommendation

This class will focus on applying reading and writing strategies in order to be successful in core classes. This class will improve reading skills through independent novel reading, direct instruction and practicing reading and writing strategies in order to be successful in completing on demand work samples needed for graduation. Students will use technology to produce various writing products including essays, presentations and short response to text. Student's will also prepare for the Smarter Balanced ELA test and/or work sample completion. We will also be supporting you through your English 11 coursework and provide tools for you to be successful.

# SPECIAL EDUCATION

## **Basic Math 1**

**Grades:** 9, 10, 11,

**Credit:** 1.0

**Course Length:** Year

**Pre:** IEP Placement/Learning Specialist Recommendation

This is an alternative math class to the standard curriculum. Students work on a variety of math concepts such as reviewing the base-10 number system, place value, whole numbers, number lines, rounding, multiplication, division, fractions, decimals, ratios, measurements, introductory geometry concepts and proportions. Students earn a math credit if working towards a modified diploma and an elective credit if working towards a standard diploma.

## **Basic Math 2**

**Grades:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** IEP Placement/Learning Specialist Recommendation

This is an alternative math class to the standard curriculum. Students work on a variety of math concepts such as fractions, decimals, percents, multiplication and division word problems, ratios, and probability. This class will also focus on consumer math skill concepts related to banking, percentiles, interest, budgeting, income/expenses, and statistics. Students earn a math credit if working towards a modified diploma and an elective credit if working towards a standard diploma.

## **Advanced Algebra Math Support**

**Grades:** 10, 11

**Credit:** 1.0

**Course Length:** Year

**Pre:** IEP Placement/Learning Specialist Recommendation

The course is designed for small group lessons that review and reinforce the lessons students are taught in Advanced Algebra or Algebra 2 for 10th graders. Class time will include direct instruction as well as time for review of current assignments and concepts from the student's current math course.

## **Financial Algebra Math Support**

**Grades:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** IEP Placement/Learning Specialist Recommendation

The course is designed for small group lessons that review and reinforce the lessons students are taught in Financial Algebra. Class time will include direct instruction as well as time for review of current assignments and concepts from the student's current math course.

## **Geometry & Data Reasoning Math Support**

**Grades:** 9

**Credit:** 1.0

**Course Length:** Year

**Pre:** IEP Placement/Learning Specialist Recommendation

The course is designed for small group lessons that review and reinforce the lessons students are taught in Geometry and Data Reasoning. Class time will include direct instruction as well as time for review of current assignments and concepts from the student's current math course.

# SPECIAL EDUCATION

## **SLC**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0 **Course Length:** Year

**Pre:** District placement

**CRLE**

This school program works to increase a student's independence in functional academics, life skills, vocational skills, transitional skills and social skills. These skills are taught in the school and applied in the surrounding community.

## **TLC**

**Transitional Learning Center (TLC)**

**Grades:** 9, 10, 11, 12

**Course Length:** Year

**Pre:** District Placement

In the transitional learning center, students are supported in becoming effective, independent and conscientious learners while working towards graduation requirements. TLC classrooms value community, equity, and maintaining a safe, nonjudgmental space. We do this by celebrating and affirming our students' race, class, culture, background and various learning styles. Within a smaller classroom setting, students are provided a highly structured instruction centered both on core academics as well as social-emotional skills for regulating emotions to access the most inclusive environment available to them.

## **Communication Skills**

**Grades:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** IEP Placement/Learning Specialist Recommendation

This is a full year building block class for 11th and 12 grade students with IEPs who struggle with communication. Our hope is for you to walk away this year with a better understanding of yourself in relation to the world you live in; where you are now in your development and learning, what kind of person do you want to grow into, a strong understanding of your emotions, needs, values, and boundaries and others perspectives, tools and resources to help you in your adult life, and experiences that help you see a bigger picture outside of school and into adulthood. With a neurodivergent lens, this course will cover topics such as identity, personal values, naming and identifying emotions, how to communicate who you are, understand different communication styles, instruction to help you successfully advocate for your needs and build positive relationships, how to navigate conflicts, problem solving, decision making, executive functioning, life skills, goal setting, and future planning. In addition, we will also be covering how to understand your IEP and use the information on the document to help you advocate for your learning needs.

## **Paths 2 the Future**

**Grades:** 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** IEP Placement/Learning Specialist Recommendation

This is a unique class offered using a research based curriculum developed from the University of Oregon. Student's participate in a research based curriculum to discuss communication and self-advocacy skills, build self-confidence, and increase knowledge and awareness of disability, gender, career and college readiness. Students will participate in a variety of hands on experiences through field trips, college and career fairs, and guest speakers. This class is a replacement for the College and Career class required for grades 11 and 12.

## WORLD LANGUAGES

World language classes will be offered contingent upon student demand and staff availability. The prerequisite for advancing to the next level of any World language is a grade of C or higher, both semesters. The Oregon University System admission standards require all semester grades of C or higher in two years of the same language for admissions.

In order for students to be successful in these courses, students will need to attend class daily and come prepared to learn. Students will be required to actively participate in all classroom activities, do daily assignments, practice vocabulary, spend a minimum of fifteen minutes a day reviewing notes and vocabulary, and seek opportunities to practice the target language outside of class. Students will need to be willing to speak in the target language during all class meetings. These courses will focus on learning and developing communication skills in all areas of language, speaking, reading, listening and writing.

### **French 1**

#### **Spanish 1**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**CRLE**

Students will learn to communicate through listening, speaking, reading, and writing activities in the target language at the first-year level. The emphasis will be on communication in a variety of everyday situations focusing on self and family. Students will be expected to read and decipher meaning through simple/novice literary texts. Students will gain a general knowledge and understanding of the history, geography, and culture of the French and Spanish speaking countries. Students will be expected to do all nightly written homework, simple literary readings, study all vocabulary consistently, prepare for all assessments, and work in a rigorous high school environment. They will be expected to spend an average of one to two hours per week for out-of-class reading, studying, and completing written homework.

### **French 2**

#### **Spanish 2**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** C or higher in both semesters of same language at the previous level

**CRLE**

Students will continue to learn and develop their language communication skills through listening, speaking, reading, and writing activities in the target language at the second-year level. The emphasis will continue to be communication in a variety of everyday situations focusing on self and family. Students will be expected to read and decipher meaning through novice/intermediate texts. Students will gain a deeper knowledge and understanding of the history, geography, and culture of the French and Spanish speaking countries. Students will be expected to do all nightly written homework, novice/intermediate literary readings, study all vocabulary consistently, prepare for all assessments and work in a rigorous high school environment. They will be expected to spend an average of one to two hours per week for out-of-class reading, studying, and completing homework.

# WORLD LANGUAGES

## **French 3**

### **Spanish 3**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Grade of C or higher in both semesters of same language at the previous level

**CRLE**

Students will continue to learn and develop their French and Spanish language communication skills through listening, speaking, reading, and writing activities in the target language at the third-year level. The emphasis will be oral and written communication through grammar and vocabulary acquisition. Students will be expected to read and decipher meaning through simple literary texts. The class will be conducted in the target language as much as possible. Students will be expected to spend average of one to two hours per week for out-of-class reading, studying and completing homework. **For Spanish 3**, the curriculum of this course is articulated with Clackamas Community College, and students will have the opportunity to earn twelve college credits with a passing grade at the Spanish 101, 102 and 103 levels.

## **Spanish 4**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** C or higher in both semesters of same language at the previous level

**CRLE**

Students will continue to learn and develop their Spanish language communications skills through listening, speaking, reading, and writing activities in the target language at the fourth-year level. The emphasis will be extensive oral and written communication through complex grammar and vocabulary acquisition. Students will be expected to read and decipher meaning through literary texts and news articles. The class will be conducted in the target language as much as possible. Students will be expected to spend average of two to three hours per week for out-of-class reading, studying and completing homework. The curriculum of this course is articulated with Clackamas Community College, and students will have the opportunity to earn twelve college credits with a passing grade at the Spanish 201, 202 and 203 levels.

## **AP Spanish 5**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** C or higher in both semesters of same language at the previous level

**CRLE**

Students will continue to learn and develop their Spanish language communication skills through listening, speaking, reading and writing activities in the target language through an Advanced Placement curriculum. Students will study grammar, vocabulary, current events, literature, history, geography, and culture of Spanish speaking countries that is comparable to a third-year university Spanish course. This class will be conducted primarily in the target language by the instructor, and students will be expected to utilize the target language to the best of their abilities. It will be expected that the out-of-class time for reading, studying and homework will be an average of two to three hours per week. Students will be able to earn college credit by taking and earning high marks on the Advanced Placement exam in May. All Advanced Placement test components and requirements will be addressed in this course throughout the academic school year.

# WORLD LANGUAGES

## **Heritage Spanish Literature I**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Novice high to intermediate low proficiency level (or STAMP/ SLIP scores at 3 or higher).

**CRLE**

The course allows students who are already Spanish speakers to reactivate the Spanish they know and develop it further. Students have the opportunity to build community and learn more about their language and cultural heritage together. This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting even if they have not had a previous Spanish class, and it allows them to begin fulfilling the world language credits required to enter a 4-year college.

## **Heritage Spanish Literature II**

**Grades:** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**Pre:** Heritage Spanish Literature I

**CRLE**

Completion of this and the prerequisite course gives students the 2-year language credits required for 4-year colleges. This course provides Spanish speaking students a continuation of formal study of Spanish with instructional goals focusing on advanced reading and writing, vocabulary development, exposure to the language and culture and its communities, and consciousness-raising activities about Spanish language and identity. This course expands the students' bilingual range and moves learners beyond basic language development to a broader command of the language.

## **Japanese Language**

The four-year Japanese language instruction program at North Clackamas School District is designed to help students develop proficiency in listening, speaking, reading, and writing Japanese. At the end of the four-year program, students will possess a foundation in communication in the Japanese language that will enable them to continue to learn the language successfully at other educational institutions in the United States, or while living, working or studying in Japan. Cultural, philosophical, historical, social, and geographical information about Japan will be discussed and studied to help students develop a better understanding of both Japanese and American people and language. Performance in the classroom builds skills in how to conduct oneself in Japanese culture and use the Japanese language to communicate with others. All four levels of Japanese instruction are taught at the Sabin-Schellenberg Center.

## **Japanese 1**

**Grade** 9, 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

**CRLE**

Japanese 1 is an introduction to the language. Students are instructed and guided toward acquiring the following skills: listening, understanding, speaking, reading with comprehension, and writing. The emphasis is on communication in everyday situations. In addition, knowledge, appreciation, and understanding of the culture will be taught. Level 1 focuses on foundational structures of Japanese language through reading.

# WORLD LANGUAGES

## Japanese 2

Grade: 10, 11, 12

Credit: 1.0

Course Length: Year

**CRLE**

Pre Req: Japanese 1.

In Japanese 2 the students will continue with the listening, speaking, reading, and writing aspects of the language. More emphasis will be placed on learning structures and grammatical concepts of the language. Students will become more knowledgeable about the geography, history and culture of Japanese speaking people. In addition, there will be a continued focus on reading comprehension and communication in everyday situations.

## Japanese 3

Grade: 11, 12

Credit: 1.0

Course Length: Year

Pre: Japanese 2

**CRLE**

In Japanese 3, the students will develop and enhance essential skills: listening, speaking, reading, and writing. Vocabulary building and improvement of reading skills, as well as extensive oral and written practice of Japanese vocabulary and grammatical structures will be emphasized. This class has significant cultural components and pre-AP activities as well. Classes are conducted primarily in Japanese. Through language study, students will make connections with other content areas and compare the language and culture studied with their own. Students are encouraged to take three years or more of the same foreign language if they plan to attend a four year university. In addition, there will be a focus on reading comprehension as it pertains to literature in the target language.

## AP/4 Japanese Language and Culture

Grade: 12

Credit 1.0

Course Length: Year

Pre: Japanese 3

**CRLE**

Students will continue to learn and develop their Japanese language communication skills through listening, speaking, reading and writing activities in the target language through an Advanced Placement curriculum. Students will study grammar, vocabulary, current events, literature, history, geography, and culture of Japan. This class will be conducted primarily in the target language by the instructor, and students will be expected to utilize the target language to the best of their abilities. It is expected that the out of class time for reading, studying and homework will be an average of two to three hours per week. Students will be able to earn college credit by taking and earning high marks on the Advanced Placement exam in May. All Advanced Placement test components and requirements will be addressed in this course throughout the academic school year.

**\*\*Note:** For students preparing for the AP Japanese Exam, this class begins at 8:20 am. Early shuttles are provided from the home high schools and leave at 7:50 am.

\*This course can be applied towards the Honors Diploma.

# **Milwaukie High School Electives**

# ELECTIVES

## **ASB/Student Government**

**Grades:** 9, 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**Pre:** \*Student Body elections for class officers and ASB positions\*

### **CRLE**

Students will work for and with the student body in a problem-solving and project-planning atmosphere. Extensive work will be undertaken among elected officers using effective communication, activity planning, goal setting, public speaking, and time management skills. Students will demonstrate growth as leaders through planning and organizing school events such as homecoming, charity/fund-raising week, a blood drive, a canned food drive, and various assemblies. All students will conduct monthly meetings with student representatives to talk through student concerns and brainstorm ideas for upcoming events.

Students will also submit written reports, a leadership portfolio, and a self-evaluation.

## **Credit Recovery**

**Grades:** 11, 12

**Credit:** Students will receive 0.5 credit based on their CR course completion

**Pre:** Referral by a counselor

Credit Recovery offers students the opportunity to recover credits that they did not complete either by not passing or not taking the course.

## **Elementary Mentor**

**Grades:** 10, 11, 12

**Credit:** 1.0

**Course Length:** Year

The focus of Elementary Mentor is to help elementary students engage in school by supporting them in classes, at lunch and during recess. Elementary Mentors go to North Clackamas elementary schools and work with students and classes most days of the school year. Before working with elementary students, Mentors attend a 3 day training at the beginning of the school year, and follow up training sessions occur when elementary schools do not have class. Mentors are positive role models being leaders in our community. They are expected to model positive student behavior and integrity. This class is graded on a pass/no credit basis. Grades are based on attendance, and communication and behavior are taken into consideration.

\*Please note: while students may repeat Elementary Mentor, according to district policy, they cannot earn more than 1 elective credit towards graduation as an Elementary Mentor.

## **Intro to Leadership**

**Grades:** 9, 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**Pre:** None

The overall objective of the class is to give students an opportunity to participate in activity-based experiences, which will give them opportunities to practice various skills. Units explored will be leadership styles, goal setting time management, coping with challenging situations, management skills, problem-solving techniques, group process, and types of public speaking. In addition, students use their acquired skills to plan, prepare, and help at various school service projects including school and community service.

## ELECTIVES

### Psychology

**Grades:** 9, 10, 11, 12

**Credit:** 0.5

**Pre:** None

**CRLE**

The nature and origins of mental and emotional experience are among the last and greatest unsolved scientific questions. Psychology is a field of study that examines these questions and attempts to apply the answers to practical problems. This psychology course provides a guided exploration and survey of major concepts, research, and theories that describe human behavior. Specific areas of study will include brain and body, learning and cognition, human development, consciousness, social psychology, sensation and perception, and psychological research methods. Students will also be expected to develop their own interpersonal skills and to monitor their own personal psychological well-being. Students will be assessed using formative and summative assessments, (labs, simulations, and a variety of culminating unit assessments).

### Work Experience

**Grades:** 11, 12

**Credit:** .5

**Course Length:** Semester

**Located:** Off Campus

Work Experience allows students who have a paid job outside of school to earn credit. They must complete 150 hours of work, show proof of those hours (via paycheck stub, etc.), and submit the required contract and employer evaluation.

- ▶ 2.5 credits of work experience can be earned towards a high school diploma. Student will be graded on a Pass / No Credit(NC) basis.

**\*Students cannot forecast for Work Experience, students must get a form signed by their employer and turn it into their counselor during the first week of the semester for it to be added to their schedule.**

### AP Psychology

**Grades:** 10, 11,12

**Credit:** 1.0

**Pre:** None, Psychology recommended

**CRLE**

This class is structured like an introductory college-level Psychology course; students should be prepared for a heavier workload. **This course includes opportunities for students to earn college credit through the Oregon Institute of Technology, with a grade of C or higher.**

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

**\* THIS COURSE CAN BE APPLIED TOWARDS THE HONORS AND/OR THE CAPSTONE DIPLOMA. \***

## ELECTIVES

### **Mustang Market**

**Grades:** 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**Pre:** Complete Application/Teacher Consent

In this class, you will run the Milwaukie High student store, the Mustang Market! You will learn customer service techniques, how to run a cash register and handle money, inventory procedures, management skills and employee relations. You will also learn how to set up and run various promotions, advertising techniques, and pricing policies. Self-motivated individuals are encouraged to fill out an application for a position. Students must have a strong work ethic and be a self-starter. Working well as an individual, as well as in a group, is critical to your success. This class will prepare you for an entry-level position at many businesses and will provide you with skills that could be used in many different careers. Students should expect to complete various activities each class period. Helping customers, working inventory, calling vendors, and cleaning are some of the activities that students can expect to do on a daily basis. No homework is assigned.

**\*Students cannot forecast for Mustang Market, they must get permission from the teacher the first week of the semester to have it added to their schedule.**

### **Office / Teacher Assistant**

**Grades:** 10, 11, 12

**Credit:** .5

**Course Length:** Semester

**Pre:** Admin approval and on track to graduate

The terms "Office Assistant" and "Teacher Assistant" apply to students who work under direct supervision in a high school office or classroom. Positive work skills, excellent attendance, and friendly, courteous behavior are expected of all Assistants. Assistant positions will be graded on a pass/no credit/fail basis. **Students cannot forecast for Office/Teacher Assistant. During the first week of the semester, students must get a form signed by the teacher/staff they want to assist and turn it into their counselor.**

\*Please note: while students may repeat these positions, according to district policy, they cannot earn more than 1 elective credit towards graduation for any combination of Office Assistant and/or Teacher Assistant positions.

### **Student Assistant/ Library**

**Grades:** 11, 12

**Credit:** .5

**Course Length:** Semester

**Pre:** Teacher approval and on track to graduate

**Student Assistant:** The term "Student Assistant" shall apply to students who work under the direct supervision of a staff member in a classroom, an office area, or a service area. For this experience, the student shall receive a maximum of one (1) pass-fail credit during their high school career. Student assistant forms must be obtained from the counselor, completed and signed by the staff to whom student wishes to assist, and returned to the Counseling Office, on or before the established deadline.

**Library Assistant:** This course will acquaint students with basic library. The objectives are twofold: to improve personal library media skills and to provide experience of a vocational nature. Library assistants perform the daily, routine tasks necessary to keep the library running smoothly. Depending on individual strengths, students may also be assigned to special projects. Student assistants will become thoroughly familiar with the operation and arrangement of the MHS library, including accessing and sharing catalog and resource databases.

**\*Students cannot forecast for Student/Library Assistant. During the first week of the semester, students must get a form signed by the teacher/staff they want to assist and turn it into their counselor.**



AP Capstone  
Diploma™

**AP Seminar**  
Year 1  
Earn score of 3 or higher

**AP Research**  
Year 2  
Earn score of 3 or higher

**4 AP Exams**  
Throughout High School  
Earn score of 3 or higher

## Course Guide

AP Capstone™ is a diploma program based on two year-long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. Students who take and earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

# AP CAPSTONE

## AP Seminar

**Grade:** 10, 11, 12

**Credit:** 1.0 (elective) / 1.0 (ELA)

**May be taken only once for credit.**

**Course Length:** Year

**Pre:** None

AP Seminar is a college-level course focused on introducing students to research methods. In this course students will think creatively and critically, research, explose, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a variety of lenses, consider multiple points of view to develop an understanding of complex issues and how they connect. Texts will include articles, research studies, foundational and philosophical writings, speeches, broadcasts, personal accounts, artistic and literary works.

Students will be required to complete the following during the course of the year:

Individual Research Report

Team Multimedia Presentation

Individual Written Argument

Individual Multimedia Presentation

Exam

## AP Research

**Grade:** 11, 12

**Credit:** 1.0 (elective)

**May be taken only once for credit.**

**Course Length:** Year

**Pre:** AP Seminar

**CRLE**

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. This class allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question.

This AP Research class will focus on a student's selected interest which may include any of the STEM disciplines or a Humanities topic like Social Science, Art, Religion, or Literature to name a few.



# Course Catalog

Principal of MAA: Kim Kellogg

Director of MAA: Kim Kellogg

MAA Administrative Assistant: Jewel Brown

The Milwaukie Academy of the Arts is an arts-integrated charter school within Milwaukie High School. Students of Milwaukie Academy of the Arts will have access to all elective course offerings that are available to Milwaukie High School, including those offered at Sabin Schellenberg Center.

Milwaukie Academy of the Arts believes the arts are conducive to powerful learning, and increasing the presence of the arts in all subjects will increase motivation, relevance and achievement for our students.

Milwaukie Academy of the Arts integrates the performing and visual arts throughout a rigorous core academic curriculum. Arts integration strategies may include but are not limited to, arts based hands on projects, incorporating teaching or guest artists, collaborative creative presentations or performances, observational thinking strategies, assignments or assessments that include art forms (i.e. theatre, dance, music, visual arts) to deepen and demonstrate proficiency.

# LANGUAGE ARTS

## **MAA Pre-AP English 9**

**Grade:** 9

**Credit:** 1.0

**Course Length:** Year

Using artistic and collaborative strategies, students will strengthen their analytical and evaluative skills through reading and writing. The focus is to enhance proficiency in Language Arts in reading closely, valuing evidence, noticing language choices, and academic conversations. English 9 Pre-AP students have frequent opportunities to engage deeply with texts and sources. This course values depth of learning, rather than breadth and speed, and is designed to allow all students to take and be successful in Pre-AP ELA 10, and later AP classes.

Much of the reading and writing will be done in class, so attendance is important; (work will also be offered online for those students who are ill or out of school).

## **MAA English 11**

**Grade:** 11

**Credit:** 1.0

**Course Length:** Year

Using artistic and collaborative strategies, students will focus on chronological and historical themes in American literature, reading short stories, essays, novels, primary documents, plays, poetry and visual arts. These multitude of texts will cover various American identities and perspectives that discuss and define what it means to be an American. We will explore these themes by writing, reading, and analyzing works to understand the context of historical connections, the style/structure of the work, and author's intention.

There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; (work will also be offered online for those students who are ill or out of school).

## **MAA Pre-AP English 10**

**Grade:** 10

**Credit:** 1.0

**Course Length:** Year

In this world literature course, students will use artistic and collaborative strategies to strengthen their reading analysis and ability to effectively communicate through writing. Texts we will read this year will include memoir, novels, graphic novels, poetry, and various non-fiction works. Each text is aligned with time periods and events students are studying in their World History class, focusing on themes of identity and personal growth through times of conflict, including the Holocaust.

There will be an average of 1-2 hours of homework each week. Much of the reading and writing will be done in class, so attendance is important; (work will also be offered online for those students who are ill or out of school).

## MAA Contemporary Literature

Grade: 12

Credit: 1.0

Course Length: Year

ACC

This course will use artistic and collaborative strategies to focus on the interpretation and analysis of contemporary literature with particular emphasis on surveying a diverse scope of texts written in the last 40 years.

Much of the reading and writing will be done in class, so attendance is important; (work will also be offered online for those students who are ill or out of school).

## MAA Capstone Seminar

Grades: 12

Credit: 1.0

Course Length: Year

This course will provide support in pursuing post secondary arts opportunities, including the additional application materials required by arts institutions and programs. The course will also provide upper level coursework support, as well as community building/event planning opportunities. Seniors will reflect on growth and learning in high school through the creation of a culminating project or portfolio within their only MAA specific senior class.



## MATH

### MAA Geometry and Data Reasoning

1st Required Math Credit

Credit: 1.0

Course Length: Year

Materials: Scientific Calculator

This course, students will make sense of problems and persevere in solving them using appropriate tools, structures, and reasoning. The course will cover topics in the Geometry and Data Reasoning strands from the Oregon Mathematics Standards. Using arts integration strategies, students will:

- apply geometric transformation to figures through an analysis of graphs and understanding of functions
- construct and communicate geometric arguments through the use of proofs, logical reasoning, and geometric technology
- solve problems and interpret solutions of area and volume of shapes by applying concepts of congruence, similarity, and symmetry in authentic contexts
- apply concepts of right triangle trigonometry in authentic contexts to solve problems and interpret solutions
- formulate statistical investigative questions
- collect and consider data; analyze, summarize, and describe data interpret data and answer investigative questions
- understand independence and conditional probability and use them to interpret data

Milwaukie High math classes also available for MAA students:

- › Financial Algebra
- › Math in Society
- › Pre-Calculus
- › AP Calculus
- › AP Statistics

### MAA Advanced Algebra

2nd Required Math Credit

Credit: 1.0

Course Length: Year

Materials: Scientific Calculator

In this course, students will make sense of problems and persevere in solving them using appropriate tools, structures, and reasoning. The Course will cover topics in the Algebra, and Number and Quantity strands from the Oregon Mathematics Standards. Using arts integration strategies, students will:

- use algebraic reasoning to rewrite expressions in equivalent forms
- use algebraic reasoning to find solution to an equation, inequality, and systems of equations or inequalities
- analyze the structure of an equation or inequality to determining an efficient strategy to find and justify a solution
- make predictions in different applications using expressions, equations, and inequalities to analyze authentic contexts
- describe functions by using both symbolic and graphical representations
- compare and relate functions using common attributes
- represent functions graphically and interpret key features in terms of the equivalent symbolic representation
- model a wide variety of authentic situations using functions through the process of making and changing assumptions, assigning variables, and finding solutions to contextual problems
- understand and apply the real number system
- attend to units of measurement needed to solve problems through quantitative reasoning and mathematical modeling

# SCIENCE

## **MAA NGSS Physics**

**Grades:** 9

**Credit:** 1.0

**Course Length:** Year

Using arts integration strategies, this 9th grade physics course addresses Disciplinary Core Ideas and Cross Cutting Concepts through the Science and Engineering Practices from the Next Generation Science Standards. This course is centered on the Core Ideas of Motion, Stability, Wave Energy, and Earth's place in the universe. The Crosscutting Concepts of Patterns and Cause and Effect will be emphasized while engaging in Science and Engineering Practices. Through hands-on experiences, computational thinking, technology, discussions, writing, and using arts integration strategies, students will explore the following topics: Patterns, Velocity, Acceleration, Forces, Energy, Waves, Electricity, Magnetism, Power Production, and Climate Science.

## **MAA NGSS Chemistry**

**Grade:** 10

**Credit:** 1.0

**Course Length:** Year

Using arts integration strategies, this 10th grade physical science course addresses Disciplinary Core Ideas and Cross Cutting Concepts through the Science and Engineering Practices from the Next Generation Science Standards. This course is centered on the Core Ideas of Matter and its Interactions, Energy, Earth's Systems, and Weather and Climate. The Crosscutting Concepts of Patterns and Energy and Matter will be emphasized while engaging in all of the Science and Engineering Practices. Through hands-on experiences, critical thinking, data analysis, argumentation from evidence, and using arts integration strategies, students will explore topics such as: Kinetic Molecular Theory, Elements, the Periodic Table, Bonding, Compounds, Nuclear Change, Chemical Reactions, Thermodynamics, Equilibrium, and Climate Chemistry.

## **MAA NGSS Biology**

**Grade:** 11

**Credit:** 1.0

**Course Length:** Year

**Pre:** None

Using arts integration strategies, this 11th grade life science course addresses Disciplinary Core Ideas and Cross Cutting Concepts through the Science and Engineering Practices from the Next Generation Science Standards. This course is centered on the Core Ideas of Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Natural Selection and Evolution, as well as, the Earth Science topics from the Core Ideas of History of Earth, Earth's Systems, Weather and Climate and Human Sustainability. The Crosscutting Concepts of Patterns and Energy and Matter will be emphasized while engaging in all of the Science Engineering Practices. Through hands-on experiences, critical thinking, data analysis, argumentation from evidence, and using arts integration strategies, students will explore topics such as: Biodiversity, Biomolecules, Cells, Genomics, Evolution, and Climate Change.

# SOCIAL STUDIES

## **MAA US History**

**Grades:** 11

**Credit:** 1.0

**Course Length:** Year

The MAA US History Course will examine US History starting with indigenous peoples, followed by European settlement, the Founding Era, the first Feminist Wave, the Civil War and Reconstruction, Imperialism, WWI and the “Roaring” 20s, the Great Depression, WWII, the Cold War and the Civil Rights Movement. Topics covered will include foreign affairs, politics, and economic and social issues throughout this country’s history. Quality of written composition and comprehensive knowledge of the subject will be assessed. This class prepares students for advanced placement courses.

## **MAA World History**

**Grades:** 10

**Credit:** 1.0

**Course Length:** Year

Each quarter of this introductory course examines historical progression throughout a region: Africa, Latin America, Europe, Asia and the Middle East. Students will then analyze pre- and post-colonial eras within these regions, leading up to and following World Wars I and II. This class course fulfills the requirements for advanced placement courses. This class prepares students for advanced placement courses.