

Course Catalog and Educational Planning Guide 2022-2023



San Diego Unified School District
James A. Madison High School
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NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Board of Education is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, genetic information, or immigration status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

A Message from the Principal – Mrs. Heather Seaton

Welcome to the 2022-2023 course selection process. We believe that Madison High School graduates should not only be college-bound, but college-ready. As a Madison graduate, you will be equipped with the educational background to pursue any level of postsecondary education. This booklet has been constructed to share important information regarding our high school curriculum. Each course is carefully described so that you and your parents can make course selections thoughtfully and appropriately for your post-high school goals. Our faculty will ask you to challenge yourself, to reach beyond minimum course requirements for graduation. We are ready to help you to meet these rigorous standards with excellent support in the class- room and beyond the school day. Planning your courses for the next school year requires the collaboration of students, teachers, parents and guidance counselors. Since the school must employ faculty and make room provisions based on your choices, please make your selections with care. **Changes to your schedule may not be possible in the fall.** Your counselor will make sure that you are on the right path for that important San Diego Unified School District diploma!

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COUNSELING CENTER

Madison High School Counselors

Student Last Name:

A-G	Grades 9-12	Mrs. Elizabeth Guerra (eguerra@sandi.net)
H-N	Grades 9-12	Mrs. Angelica Colón (Head Counselor) (acolon@sandi.net)
O-Z	Grades 9-12	Mrs. Michelle Sphonix-Rust (mfrancescotti@sandi.net)

Your counselor serves as a guide and resource to help as you proceed through high school. You can see your counselor by filling out the [Request to Speak with a Counselor](#) form. QR codes and links to fill this out can be found in the counseling office or on our website.

Ways your school counselor can assist you:

- Course Selection & Planning (4 year plan).
- Evaluate credit status and assist in developing a plan to graduate.
- Introduce Xello, a college readiness platform, to help you discover the resources available.
- Familiarize students with college entrance requirements (transcripts, personal statements, etc.).
- Provide information about financial aid (FAFSA, CADA, scholarships, fee waivers, etc.).
- Discuss career-training opportunities in high school and after graduation (CCTE → Community college).
- Learn about an education and career with branches of the armed forces.
- Learn about getting involved in extracurricular activities (clubs, teams, performing groups, etc.).
- Referrals to community organizations and agencies.
- Offer support for social/emotional needs of students.

OBTAINING WORK PERMITS

Work permits are for students under the age of 18 years old. In order to work students must maintain a 2.0 or above GPA and have good attendance. Students who do not meet this requirement will be put on a **Work Permit Probationary Contract** giving them a chance to raise their grades and improve their attendance record by an agreed date. If students cannot meet this requirement, their work permit may be pulled and their employer informed they are not able to work until they meet the requirements. Work permits may be obtained from Mrs. Sphonix-Rust in the counseling office before or after school.

Obtaining a Work Permit (CDE B1-1 form):

1. Go to the Counseling Office to get a CDE B1-1 form or print an application for a Work permit: Form [CDE B1-1](#) (Fillable).
2. The application must be complete, including your parent/guardian and employer signature and date. It is necessary to include the social security number.
3. Turn in completed CDE B1-1 form to Ms. Yesenia Canizalez or Ms. Michelle Sphonix-Rust in the counseling office.
4. The CDE B1-1 form will be submitted to the CTE Office to be reviewed and approved. Please allow 2-4 days for the processing of the Work Permit. Please check back in the counseling office after two days to see if your Work Permit has been processed.
5. Once your Work Permit has been approved by the CTE Office, you will sign the official Work Permit and you are responsible for giving it to your employer.

HAWKTALK EXPRESS

The HawkTalk Express is a newsletter published by the counseling department every other month beginning in September. 5 editions will be published in September, November, January, March, and May to keep families informed and updated on events, resources, and more!

Graduation Subject Sequence Requirements

Note: These are the **MINIMUM** requirements for a diploma. They are guided by the state of California and the "a-g" admission requirements for the University of California and California State University systems. Students who are pursuing admission to a four-year college or university will exceed these MINIMUM requirements. Students may take honors or advanced placement levels of these same courses to better.

Subject Area (Categorized by UC/CSU "a-g")	Requirements	Grade Level Assignment (beginning of fall semester)
a. Social Studies	3 years of social studies including: World History (9 or 10) U.S. History (11) Government/Economics (12)	<ul style="list-style-type: none"> • Students with fewer than 9 credits are considered 9th graders. • Students with between 10 and 20 credits are 10th graders • Students with between 21 and 30 credits are 11th graders. • Students with 31 or more credits are 12th graders.
b. English	4 years of English including 1 semester of American Literature (11)	
c. Mathematics	3 years of math including: Algebra 1-2/Integrated I Geometry 1-2/Integrated II Intermediate Algebra 1-2 /Integrated III	
d. Science	3 years of science including: Biology (9) (10) Physics Green Up and Go (9)(10) Physics (10) Chemistry (11)	
e. Language Other than English	2 years in the same UC-approved world language course including: Spanish or American Sign Language	
f. Visual & Performing Arts	1 year in the same UC-approved Visual and Per- forming Arts course including: Design in Mixed Media; Video Production; Orchestra; Choir; Band; Theatre; Technical Theatre; or Ceramics.	
g. College Preparatory Electives	NO REQUIREMENT. Students who complete the district's science requirement will have met the UC "d" and "g" requirement.	
Physical Education	2 years – PE, Athletics, JROTC, taken in grade 9 (2 semesters) and in grades 10,11 or 12 including Marching Band (2 semesters) or PE Dance. Note: Students must pass five of the six standards of the Fitnessgram (CA physical fitness assessment).	
Electives to meet 44 credits	6 semester credits to reach a minimum of 44 credits.	
Credits & GPA	44 credits in Grades 9-12 are required with a minimum of a 2.0 GPA in order to earn a diploma.	

HOME OF THE WARHAWKS!



GRADE POINT AVERAGE

A grade point average (GPA) of 2.0 in both citizenship and scholarship for all course work taken in grades 9-12 is required for a diploma. Students whose GPA is less than 2.0 receive a certificate. For most courses, the grade point average is computed on a four point grading scale: A=4, B=3, C=2, D=1, F=0. A grade point average of 2.0 on a four-point scale in both scholarship and citizenship is also required for participation in extracurricular activities, interscholastic athletics, and senior activities, **including the graduation ceremony**. "Weighted" classes are more rigorous courses that carry a higher "value" per grade. In these cases, the grade point average is computed on a five point grading scale: A=5, B=4, C=3, D=1, F=0. (*Students who earn D in an AP course will not receive the benefit of a weighted grade and may have to repeat a similar course to earn a college-eligible grade of C or better if the AP course meets a college admission requirement, such as English*). Weighted classes are Advanced Placement, Honors, or College Courses.

ADVANCED PLACEMENT (AP)

Advanced Placement (AP) courses are rigorous college-level courses in a variety of subjects that give scholars the opportunity to gain the skills and experience colleges recognize. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. Each AP course is equivalent to one semester of a college level course. To compete with other students applying to the college of your choice, you should consider taking at least one or two Advanced Placement (AP) courses in grades 10-12. In addition to helping you get admitted to the college of your choice, AP courses have other advantages:

- An AP course can raise your grade point average and improve your class ranking.
- AP exams are scored on a scale of 1-5, with 5 as the high score. If you score a 3, 4, or 5 on an AP test, most universities will give you college credit or advanced standing. (Some schools award college credits only for scores of 4 or 5.)

AP Courses Offered at Madison

AP Human Geography (9 or 12)	AP U.S. History (11)	AP Psychology (12)
AP World History (10)	AP English Literature & Composition (12)	AP 2D Art & Design (11/12)
AP Spanish Language (9-12)	AP Environmental Science (12)	**Course availability depends on the number of requests received during articulation**
AP English Language & Composition (11)	AP Statistics (11/12)	

COLLEGE COURSES

Students may elect to take college courses through Mesa College. These courses are available at no cost and take place on Madison’s campus. It is a great way to gain exposure to college level work and to ease the transition into college. These courses are available to 11th and 12 grade students who demonstrate high ability and achievement in their classes. If a scholar receives a grade below a “C” they will no longer be able to enroll in further College Courses. Scholars completing these courses will earn weighted high school credit and college credit.

Mesa College Courses offered at Madison

Fall Semester	Spring Semester	Credit
Eng 101	Coms 103	Eng 101 satisfied SDUSD 4th year English Graduation Requirement.
Poli Sci 101	Poli Sci 102	When both are taken, it satisfies SDUSD Gov't/Econ Graduation Requirement
Math 116	Math 119	
PERG 120	BLAS 140A or CHIC 140A (US History Credit)	BLAS 140A or CHIC 140A both satisfy SDUSD U.S. History Graduation Requirement and the Ethnic Studies Graduation Requirement.

****Which courses are finalized into the master schedule is dependent on requests. Please find course descriptions below****



MADISON’S PRINCIPAL’S HONOR ROLL/ACADEMIC LETTERS & PINS

Each semester, a Principal’s Honor Roll is prepared including the name of any student (all grades) who has received a grade point average of 3.5 or better for that semester only. The Five Star Scholar Award acknowledges students with a GPA of 3.5 or higher each progress reporting period in a single year and is awarded at the underclassman award ceremony in May.

The first time a student achieves Principal’s Honor Roll, they will receive an Academic Letter. Every semester after that, they will receive an academic pin. Each year, these will be distributed in the Spring semester. For the 2020-2021 school year, letters and pins will be awarded in the Spring of 2022.

CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

The California Scholarship Federation, of which Madison is a member, is an honor organization established for the purpose of fostering high standards of scholarship, service and citizenship. Membership in CSF is neither automatic nor compulsory. Eligibility is determined each semester by the grades earned in specific classes. The CSF point system awards 3 points for an “A” and 1 point for a “B”. A 10-point total from a specific list of courses qualifies for membership. Information as to which classes count for CSF qualifications may be obtained from the CSF faculty advisor, NiKon Chen. Membership is based on work in Grades 10, 11 and 12.

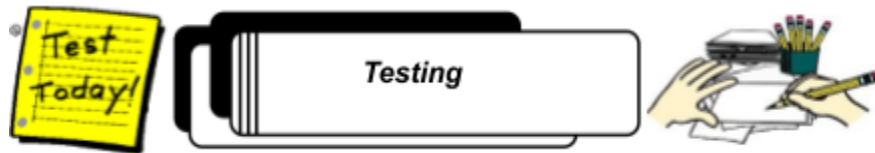
Members for four high school semesters (one semester membership must be achieved in the senior year) become life members. Life members will receive a special seal on their diploma and wear a special CSF stole at commencement. All other members will graduate with a seal. Life membership is a strong factor in being accepted into U.S. colleges. Students must apply for membership each semester

DIPLOMA WITH ACADEMIC DISTINCTION

The Board of Education of San Diego Unified School District (SDUSD) awards high school diplomas inscribed “Academic Distinction” to students whose achievements have been outstanding. Students should study the requirements and plan in advance to meet them. Only those students who have attended a district high school for their entire senior year are eligible for this diploma. Students who have attended high school in other districts for all or part of Grades 10 and 11 may qualify for this recognition if their academic performance in SDUSD merits consideration. Students earning this distinction are awarded “Gold Tassels” to be worn in the graduation ceremony.

Every year getting into college becomes more competitive because a greater number of students are graduating from high school. You need to work hard to earn good grades and do well on standardized tests. The better your grades and test scores, the better your chances of being accepted at the college of your choice. Good grades (and sometimes test scores) also increase your chances to earn scholarships and grants that will help pay for your education.

<u>OPTION 1</u>	The student must receive a grade point average of 3.5 (B+) or higher for all courses taken in Grades 10, 11, and the first semester of Grade 12. Students who raise their GPA to 3.5 by the end of the second grading period of Semester 2 of their senior year (12-weeks) may also receive the diploma
<u>OPTION 2</u>	The student must meet the following three requirements: <ol style="list-style-type: none"> 1. Grades 9-12: Complete a minimum of two years credit in both science and foreign language. These requirements may be met prior to Grade 9 if the courses are judged to be equivalent to those offered in 9-12. 2. Grades 10-12: Complete 14 semester credits with grades of A or B in Advanced, Advanced Placement, dual credit college courses. These courses must be taken in Grades 10-12. 3. Grade 12: Four (two in first semester and two in second semester in Advanced, Advanced Placement, dual credit college courses) of the required 14 semester credits must be earned in the senior year.



Throughout your school years you are required to take tests. Some are designed by your teachers as one way to determine how well you are meeting the standards of a particular course. Other tests are standardized, designed to measure your range of knowledge or to show how your academic progress compares with that of other students at your age and grade level. Testing will continue to be a part of your high school and college experience. Some standardized tests are required; some are optional. The following table identifies which tests are required, along with the purpose of each test and the time of year it should be taken.

REQUIRED STATE EXAMS

What test must I take?	When do I take it?	What subject areas are tested?	How will my test scores be used?
CAASPP (CA State Tests)	Spring semester of 11th Grade	English Language Arts, Mathematics, and Life Science	Your scores may be a factor in determining placement in advanced level courses.
Early Assessment Program (EAP)	Spring Semester of 11th grade (Part of the CAASPP)		Your scores assist in placing you in entry 100 level college courses.
Language Other than English (LOTE) English learners only	In the Fall semester of 9, 10, 11 or 12th grades.	Listening, Speaking, Reading, and Writing	Your scores will be used to determine if you meet the SDUSD World Language Graduation Requirement.

COLLEGE RELATED TESTING

College admissions and aptitude tests are a nationally standardized indicator of a student's ability to do college-level work. Since high schools vary widely in grading standards, size and educational philosophy, test scores provide a single, national frame of reference for achievement in verbal and mathematical skill. *Not all tests are required for all schools.* In fact, in recent years more and more universities are choosing to move away from standardized tests as a factor for admission. However, some will still use it as a strong factor. We recommend checking your prospective college's website to find what is required for admission.

PSAT/NMSQT The Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test is offered to 10th and 11th grade students in October of each year. It is a "pre" SAT - good for practice and for qualifying (juniors only) for the National Merit Scholarship Competition. It is not required for college admissions, but is highly recommended.

SCHOLASTIC APTITUDE TEST (SAT) The SAT is the most common test required for college admission. The test is 3 hours and 50 minutes long and includes three sections – evidence-based reading, writing and math with an optional essay (required by some universities). The SAT is offered various months throughout the school year, from August to June. For assistance registering for the test, you can reach out to your counselor or register online at www.sat.collegeboard.com/register. ***Fee waivers are available for students who qualify. See Ms. Yesenia for more details***

- **Should you take the SAT more than once?** The answer is "YES!" Schools vary in their interpretation of scores, some take the best sections to create a "superscore" and others will want the highest overall score. Check with college websites for the score range of accepted freshmen at the school. SAT prep workshops are offered on-line through a partnership between the College Board and the Khan Academy along with Cal-SOAP and more!
- **When should you take the SAT Reasoning Test?** Take the SAT beginning in spring of your junior year to get your baseline score. From here, you can determine if you want to retake it and focus on the areas you need support in.

AMERICAN COLLEGE TEST (ACT) The ACT is equivalent to the SAT in stature and has a slightly different format. The test is 2 hours and 55 minutes long and includes five sections - English, Math, Reading, Science, and an optional Writing section. Many Midwestern schools prefer it, but be sure to check their requirements first. The ACT is also offered throughout various months of the year. Register online at www.actstudent.org. ****Fee waivers are available for students who qualify. See Ms. Yesenia for more details****

ADVANCED PLACEMENT EXAMS (AP) AP exams are recommended for all students enrolled in an AP course. Students who take an AP course must be prepared for a rigorous course of study that is equivalent to first-year college-level work. These exams are given in May and are three to four hours long. Courses offered can be found on page 5 of this guide. The majority of colleges and universities honor AP scores and give credit and/or advanced standing for scores of three or better on a five-point scale (some require a 4 or 5 score to qualify for college credit). Although the AP exams are expensive (\$93 without a fee waiver), this credit and/or advanced standing saves students college tuition. Some students qualify for “sophomore standing” upon college admission, based upon passing AP scores. Fee reductions are available to students who qualify. If you think you qualify, see the registrar to fill out the forms so you are ready to order by the March deadline.

AFTER HIGH SCHOOL PATHWAYS

Madison graduates have a variety of educational opportunities available to them after high school. San Diego, as a growing urban area and economic center, provides an unusually large selection of these postsecondary options for the high school senior.

The following pages contain detailed information which may assist you in selecting your best post-secondary options. Your school counselor is more than happy to support you in formulating a plan. Our job as your counselors is to give you all the possible options so that you and your family can make an informed decision about your future. Parent information nights, college application workshops and more will be available to help you achieve your goals.

FOUR YEAR COLLEGES

Four-year colleges and universities both in state and out of state offer lower- and upper-division courses that lead to a bachelor's degree and/or advanced degrees in a variety of fields. Each campus has their own admissions requirements so be sure to check the website of each one before applying. The county of San Diego offers a number of four-year institutions. Private and denominational colleges are also available.

Admission requirements for students planning to attend a UC or CSU campus are listed below.

TWO YEAR COLLEGES

Two-year or community colleges offer lower-division curriculum/courses that lead to an associate's degree and/or certificates that prepare students for entry-level employment or for transfer to four-year colleges and universities.

TRADE/TECHNICAL SCHOOLS & PROGRAMS

The specialized institutions provide training for a specific field or job (e.g., computer programmer, building contractor, cosmetologist, medical assistant, etc.) Training may last from a few weeks to one or more years depending on the specific occupation. Upon completing the training program, students receive a certificate or license. Because these schools are private, tuition can vary widely. *Be sure to check out what kind of training is available at the community college at a much lower cost.*

APPRENTICESHIP TRAINING

Apprenticeship is a system of “learning while earning” and “learning by doing.” Typically, a young person works with a skilled worker, gaining on-the-job skills and “know-how” and, in turn, becomes part of an occupation or industry. Because these programs are joint training programs with community colleges, students can earn an associate's degree while also learning a trade. Apprenticeship combines on-the-job training with related and supplemental instruction at school. Today, this system is utilized chiefly in the skilled trades such as construction, plumbing, sheet metal work, electrical work, etc. Learn more at <http://workforce.org/>.

MILITARY

Branches of the United States armed forces offer a wide range of occupational training programs. Most of the military services require a high school or adult school diploma or higher. Recruiters regularly visit the Counseling Center.

CCTE – COLLEGE CAREER AND TECHNICAL EDUCATION

CCTE courses are available to high school students as part of the career technical education program. These free, occupation-specific courses help students develop job skills and/or prepare for their next level of education. All Madison CCTE courses are identified in the course description section of this booklet.

ADMISSION REQUIREMENTS TO THE UC & CSU CAMPUSES

(The application filing period is **November 1st-30th** every year; UC application opens in August)

Minimum Subject and Scholarship Requirements ("a-g" courses):

As a first-time freshman applicant, you must complete, with grades of C or higher in each course, the comprehensive pattern of college preparatory courses. For California high schools, only courses that appear on the University of California approved course list satisfy these requirements.

Note: The UC and CSU approved list of courses at Madison High School are designated with an asterisk.

These can also be found at <https://hs-articulation.ucop.edu/agcourselist/institution/1918>

COMPLETE THE SUBJECTS BELOW WITH AT LEAST A C GRADE IN EACH COURSE		
a	History/Social Science	2 Years
b	English	4 Years
c	Mathematics	3 Years (4 Recommended)
d	Laboratory Science	2 Years (3 Recommended)
e	Same Language other than English	2 Years
f	Visual/Performing Arts (dance, art, theater, music)	1 Year
g	Elective chosen from subject areas listed above	1 Year

GPA: Your Grade Point Average (GPA) is based on “a-g” courses taken in the 10th and 11th grades. Additional grade points are assigned for A, B, and C grades earned in designated honors and advanced placement courses taken in the 10th and 11th grade. If your self-reported GPA is higher than your actual GPA, either by reason of miscalculation or decline due to current course grades, or **if you earn less than “C” in any class during your senior year or you drop a class, your offer of admission may be withdrawn.** California residents with GPA’s of 3.0 or above satisfy the minimum Scholarship Requirement for UC’s **but for a more detailed description of how the university evaluates your application, go to <http://www.ucsd.edu/prospective-students/freshmen/eval-process.html>.**

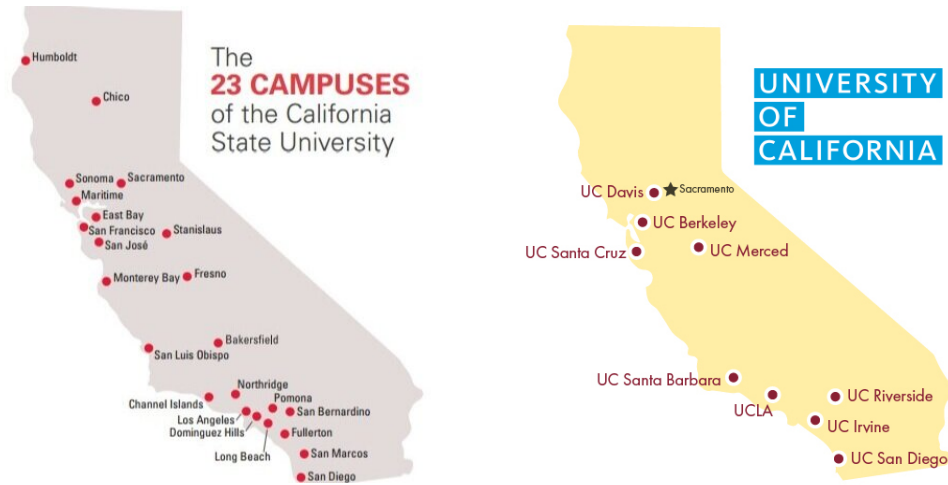
ADMISSIONS REQUIREMENTS FOR UC:

- 4 Personal Insight Questions (Essays) 350 word max, each.
 - For more information about the prompts, visit: <https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>
- Extracurricular Activities and Volunteer Work

EXAM REQUIREMENTS FOR FRESHMAN:

- The CSU and UC systems have both made the decision to eliminate the SAT/ACT component as part of the admissions process. You can still submit them for course placement purposes. The SAT Subject Tests have also been discontinued.

Note: Admission to a 4-year university is very competitive. Therefore, you must exceed minimum requirements.

CAMPUS LOCATIONS: 23 CSU Campuses & 9 UC Campuses**PRIVATE FOUR-YEAR COLLEGES AND UNIVERSITIES**

There are hundreds of private colleges and universities throughout the United States with a wide range of characteristics that make them attractive to students. Some are highly selective, while others have a relatively open admissions policy; some specialize in a small range of majors; others limit their enrollment to students of a single gender; a number have a church affiliation. Although universities with religious affiliations receive financial support from the denomination or religious order they represent, enrollment is usually open to all qualified students.

Because private schools are independent, it is difficult to generalize about their admissions requirements. Commonapp.org is a great place to check for private and out-of-state colleges. You should visit your prospective colleges' websites for specific information, but here are some general guidelines that should help:

Subject requirements: The subject requirements of the independent/private colleges vary somewhat, but a student who has taken the college preparatory courses required for admission to the University of California is usually eligible for admission to most other colleges.

Grade requirements: There is some variation in the scholastic averages required for admission to independent/private colleges. Most require a 3.0 GPA or better, but some will admit students with lower averages.

Test requirements: Many independent/private colleges require the SAT Reasoning Test or the ACT.

Letters of recommendation: Most independent/private colleges require letters of recommendation from teachers, counselors, or community mentors.

State and federal financial assistance (grants, loans, and work-study programs) is available to students who have demonstrated financial need as determined by the Free Application for Federal Student Aid (FAFSA). The FAFSA is a confidential financial aid form which parents complete and transmit electronically to the U.S. Department of Education for evaluation. It must be electronically transmitted no later than **March 2** of the senior year to qualify for Cal Grant consideration. For more information, go to www.fafsa.ed.gov. Be sure that you are completing the FAFSA for the year you will be entering college, not the current year!

Scholarships are offered by both public and private organizations to assist capable students in their educational pursuits. Generally speaking, scholarships are competitive and awards are based on three criteria: grade point average, SAT/ACT scores, and essays and/or recommendation letters. Cal Grants, the state aid grants, require the FAFSA and a Cal Grant GPA Verification form. Some scholarship awards emphasize different criteria; they may demand high interest or achievement in certain subject areas, proven leadership, or stated choice of a career. Some scholarships are available only to children of parents who are employed in certain industries or who belong to a particular organization. Still others are offered on the basis of race, nationality, or religion. Go to www.fastweb.com or the Naviance website for a comprehensive list. You will also receive a Madison scholarship newsletter bimonthly during the senior year beginning in October.

The United States military services (Air Force, Army, Coast Guard, and Navy) offer financial aid to students through their ROTC programs and at the military academies. Acceptance in these programs is based primarily on GPA, course quality and test scores. The academies have a nomination process which must be started early during the 11th grade year.

Madison students are encouraged to take an active role in keeping themselves informed. Information on scholarships and financial aid is well publicized through:

- ◆ The Daily Bulletin & Classroom Presentations
- ◆ Class of Counseling Google Classrooms
- ◆ Monthly scholarship newsletter
- ◆ Your Future College's Website
- ◆ Scholarship Websites: Fastweb, Unigo, College Board, & Scholly
- ◆ Madison Website: www.sandiegounified.org/madison



COMMUNITY COLLEGES

California has 108 community colleges that offer course work to (1) prepare students for transfer to a four-year college and/or to (2) prepare students for work in a career or technical field. Every community college offers a comprehensive program of academic courses and career training programs. Each year many students graduating from high school choose to continue their studies on a community college campus.

Community colleges are open to all high school graduates or anyone over 18 years of age. While students usually choose to attend the community college nearest home, they may attend any community college in California. All students must complete college placement tests before registration. These tests are used for placement only, and admission does not depend upon test scores. They should be taken seriously, however, as the results will “stand” for as long as three years. There is no specific grade point average required for community college admission. Students living in San Diego County may elect to attend one of these eight schools:

Mesa College	Grossmont College	Mira Costa College
Miramar College	Cuyamaca College	Palomar College
City College	Southwestern College	

Using the community college as a stepping stone to a four-year college

Community colleges offer an accessible and affordable option to earning lower division credit toward your bachelor’s degree. Community colleges offer hundreds of courses that fulfill general education requirements and offer preparation for specific majors. California state law now requires that you complete an associates degree to transfer to a California university.

Agreements for transfer to other universities can be obtained from the community college counseling office. By meeting the agreement criteria, a student transfers into the four-year institution as a junior. For example, CSU has established an **Associate Degree For Transfer** with all state community colleges. The program allows admission to a California state university system. There is a minimum GPA requirement. See ADegreeWithAGuarantee.com.

Degrees: A two-year degree from a community college is called an associate of arts or Associate of Science degree. Many students complete their general education requirements at a community college before transferring to a four-year university. Agreements for transfer to universities can be obtained from the community college counseling office. By meeting the agreement criteria, a student transfers into the four- year institution as a junior.

Using the community college for career training

Certificates: Students choosing a direct occupational path can enroll in a community college certificate program directly linked to the job market. This program concentrates on the development of career and technical skills. Some certificates can be earned in as few as 10 months. Each community college also offers specialized job placement services to help you make the transition from school to work, or to help you seek a promotion to a more highly skilled job.

There are over 300 career-training programs offered by the community colleges of San Diego County. If you are not planning for a career that takes 4 years or more, then check out the incredible array of training programs offered at the community college. Take charge of your life and acquire the skills to be the best at whatever you do. Taking one of the many career-training programs available to you will make you a more desirable employee and result in more job stability. Developing skills will help you develop a career rather than just a job. And, besides all of that, the tuition charges are minimal.

CAREER TECHNICAL EDUCATION PATHWAYS

Choose from Advance Technology in Transportation, Environmental Engineering & Sustainability, Technical Theatre, and Video Production & Broadcast.

Do you enjoy learning opportunities that provide you with hands-on learning experiences? Do you learn better when you get to use your mind and your hands to produce projects? Do you enjoy working independently and in teams? If so, you will want to participate in one of our CCTE (College, Career & Technical Education) pathways at Madison High School. You will work with technology and other tools of the trades to complete real-world projects. Our classes are designed to be on the cutting edge of careers in the San Diego region.

Students in our CCTE pathways complete rigorous UC/CSU “a-g” academic college preparatory courses, along with a series of CCTE “a-g” career technical education pathway courses. Students in our CCTE pathways participate in a variety of college and exploratory field trips, work with college and industry mentors, and have the opportunity for senior internships. Students in our pathways are also presented opportunities for college credit and industry certifications. If becoming a part of a College and Career Technical Education Pathway at Madison is a priority to you, be sure to speak with your counselor.

Environmental Engineering- The new environmental engineering pathway students research, analyze and apply real world energy solutions using solar, wind, and hydro energy and applying fundamental concepts related to sustainability.

The Broadcast Journalism Pathway -state-of-the-art facility and program behind our regular school television broadcast.

Technical Theatre- Students in our technical theatre pathway will use their problem-solving, critical thinking, collaboration and critical thinking skills through the study of concepts associated with the technical elements of theatre in our Performing Arts Center.

Advanced Technology in Transportation- The students in our advanced technology in transportation have the opportunity to apply and extend concepts studied in their math and science classes to the automotive technology industry in our state-of- the-art 8 bay automotive shop.”

See your counselor for courses and enrollment detail

COURSE DESCRIPTIONS

ENGLISH

(4 Years/8 credits required)

9th Grade English

IDENTITY & RELATIONSHIPS 1,2

Grade 9 (P) Course No. (1371,1372)

The 9th Grade English Guaranteed and Viable Curriculum, based on the theme of Identity & Relationships, allows students to explore their own identity as well as the different identities of those around them in their diverse communities. They will also critically examine systems of power that affect themselves and their communities. They do this while working towards mastery of the CA Common Core Standards. Every unit culminates with an opportunity for students to reflect on and then share their learning. This was designed to meet the needs of ALL students - so that students get WHAT they need, WHEN they need it, in the WAY that they need it. This course also provides protected time for small group designated English Language Development (ELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards

10th Grade English

ENGLISH 3,4

Grade 10 (P) Course No. (1570, 1571)

This required course explores concepts of language and literature. Oral and written communication skills are stressed. Reading selections include short stories, drama, poetry, and biographies from around the world. Emphasis is placed on the individual and the development of a positive self-image.

ENGLISH 3,4 HONORS (HP)

Grade 10 (P) Course No. (1380, 1381)

Students will develop an understanding and appreciation of literature and will grow in their abilities to respond to literature based on their own experiences. The writing process will be emphasized by the use of essay, research, and documentation as well as through creative writing. Students will proceed and move through all steps in the writing process. The following items will be refined and reinforced in their writing: research, spelling, grammar, and mechanics. Descriptive, evaluative, persuasive and informative essays will be developed by the students and creative and analytical thinking will be stressed.

Prerequisite: Previous English grades of “B” or better.

11th Grade English

AMERICAN LITERATURE 1,2

Grade 11 (P) Course No. (1583, 1584)

From Poe to Cummings, from the Gold Rush to the first steps on the moon, from Puritanism to Women's Liberation, this course will trace the major trends and movements in American life as shown through the writings of the people who lived in history. In addition to the study of literature, emphasis is placed on the development of music, art, science, and religion.

AP ENGLISH LANGUAGE & COMPOSITION 1,2

Grade 11 (HP) Course No. (1655, 1656)

The overall purpose of this rigorous, college preparatory course is to enable students to read complex texts with understanding and survey non-fiction rhetorical documents. By their writing and reading, students will become aware of the interactions among a writer's purposes, audience, expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Students will prepare for the AP exam administered in May. Summer reading is required.

Prerequisite: Grade of "A" or "B" in Adv. English 3,4 and recommendation of English teachers.

12th Grade English**EXPOSITORY READING AND WRITING 1,2**

Grade 12 (P) Course No. (1698, 1699)

This course prepares college-bound seniors for the literacy demands of higher education. The California State University developed this course in collaboration with high school teachers to deepen students' critical reading, writing and thinking skills; to emphasize in-depth study of expository, analytical and argumentative writing; to prepare students to read and respond to nonfiction and literary texts; to increase their awareness of the rhetorical strategies employed by authors and to employ these strategies in their own writing.

AP ENGLISH LITERATURE & COMP. 1,2

Grade 12 (HP) Course No. (1653, 1654)

Designed for the most able students who wish to pursue college-level studies, this course provides the student with information concerning the format and content of the Advanced Placement examination in English Literature. It also provides the student with a series of writing exercises and problems which help refine skills of analysis and expression. The overall objective is to prepare the student to pass the Advanced Placement English Literature examination. Taking the AP exam is encouraged to earn college credit. Summer reading is required.

Prerequisite: AP English Language 1,2 (grade 11) teacher/counselor recommendation.

ENGLISH 47A - ACCELERATED READING WRITING AND REASONING (4 Units) SUMMER

Grade 11, 12 Course No. 1700

This course is designed to prepare students who require minimal preparation to produce successful college-level papers in all subject areas. Emphasis is placed on the presentation of a thematic perspective within which students develop arguments and strengthen critical thinking, reading, organizing, and writing skills at an accelerated pace. This course is intended for students who want to prepare themselves to read, write and analyze texts at the transfer level. (FT) Not applicable to the Associate Degree.

Prerequisite: Teacher/counselor recommendation

ENGLISH 101 - READING AND COMPOSITION (3 Units)- MESA COLLEGE

Grade 12 Course No. 1707

This course is designed for transfer-level students or for those who want to develop competence in college level reading and composition. Students read, analyze, discuss and think critically using a variety of works and sources. Based on these activities, students write essays, fully documented research projects, and other types of texts for various purposes and audiences. This written work, which demonstrates effective, logical, and precise expression of ideas, totals at least 6000 graded words. Designated sections of this course may be taught from a specific cultural perspective. (FT) AA/ AS; CSU; UC.

English Support**MULTILEVEL ENGLISH 9TH-12TH**

Grade 9-12 Course No. (7503)

Multilevel English 9th-12th is designed to provide students with disabilities with additional support to the core curriculum through reteaching and remediation. This course requires concurrent enrollment in a core general education ELA course. This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

ELD with ACADEMIC LANGUAGE DEVELOPMENT 1,2,3,4

Grade 9-12 Course No. (1737, 1738) (1353, 1354)

This is a two semester elective course that targets the linguistic and academic needs of English Learners, At Risk English Learners

(ARELs) or Long Term English Learners (LTEL). Defined as students who enrolled in a U.S. school and have not attained the levels of English and academic proficiency necessary to succeed in standards-based coursework despite several years of academic instruction and meet the criteria towards reclassification. This course is designed to ensure proficiency in the language of the school - academic vocabulary, speaking, listening, and writing which are the core pillars necessary to success in school and life. This course addresses the CA English Language Development Standards in tandem with the Common Core English Language Arts Standards.

ELD 3-4

Grade 9-12 Course No. (1577, 1578)

This course continues the development of listening, speaking, reading, and writing skills in English with increased focus on reading and writing. In this course, students begin to understand and use language and information in a wide range of situations. Control of basic grammar is evident but may be inconsistent. Reading and writing activities reflect and extend the level of oral English development of students, and the content extends their English language experiences. The reading of content-area materials and literature is expanded. Students move from literal comprehension to interpretation of reading passages, develop critical and evaluative reading skills, and apply their reading ability to solve problems. Course content is based on state adopted ELD Standards 2012 at the emerging/expanding proficiency level in tandem with the ELA/ELD Framework 2014.

MATHEMATICS
(3 Years/6 Credits Required)

(6 credits required – 4 years recommended for college readiness) *Note: Students who are pursuing admission to a four-year college or university will exceed these minimum requirements. College-bound and college-ready seniors take mathematics to provide continuity in math- readiness for college and prepare for the college math placement test.*

Below are typical sequences for students taking mathematics. Shifting from one sequence to another is permitted if it is in the student's best interest.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Core Math 7	Core Math 8	Integrated Math I	Integrated Math II	Integrated Math III	Statistics Pre-calculus Honors Mesa Math 116/119
Core Math 8	Integrated Math I	Integrated Math II Adv.	Integrated Math III Adv.	Pre-calculus Honors Mesa Math 116/119	AP Stats AP Calculus

INTEGRATED MATH I A-B

Grade 9 (P) Course No. (4157, 4158)

This course formalizes and extends the mathematics learned in middle school. The critical areas of focus are linear relationships, exponential functions and applying linear models to data that exhibit a linear trend. The course uses congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Students make use of their critical thinking skills in problem situations. This integrated math course prepares students to enroll in the next course Integrated Math II.

Prerequisite: Common Core Math 8

INTEGRATED MATH II A-B

Grades 9-10 (P) Course No. (4159, 4160)

The features of quadratic functions are compared to and contrasted with linear and exponential functions. Geometry measurement, area, and quadratics are connected. The number system is extended to include real and complex numbers, so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. Geometry takes on more formal arguments about geometric relationships, particularly in regard to similarity and congruence

INTEGRATED MATH II A-B ADVANCED

Grade 9-10 (P) Course No. (4167, 4168)

Students are exposed to the content of the standard Integrated Math II course (Integrated Math II A-B) with the expectation that they will explore that content more deeply, including studying and analyzing conic sections and vectors and their relationships to complex numbers. The intent of the course is to prepare students for Integrated Math III Advanced.

Prerequisite: "C" grade or better in Integrated Math I A-B Advanced or teacher recommendation

INTEGRATED MATH III A-B

Grade 10-12 (P) Course No. (4163, 4164)

This is the third of three-high school-level courses that integrate algebra, geometry, trigonometry, and statistics under the Common Core State Standards. Students expand knowledge to include polynomial, rational, and radical functions, and expand their study of right-triangle trigonometry to include general triangles.

INTEGRATED MATH III A-B ADVANCED

Grade 10-12 (P) Course No. (4169, 4170)

Advanced Integrated Math III is the final year of a three-year advanced integrated mathematics sequence that includes pre-calculus concepts in addition to the integrated math content. Students will study polynomial functions, rational and radical functions, inverse functions, logarithmic functions and trigonometric functions and solve exponential problems using logarithms.

Prerequisite: "C" grade or better in Integrated Math II A-B Advanced and/or teacher recommendation.

PRECALCULUS 1-2 HONORS (HP)

Grade 11, 12 (HP) Course No. (4181, 4182)

This course is designed to prepare students for calculus. The curriculum includes exponential, logarithmic, and trigonometric functions, discrete mathematics, probability and statistics. *District Circular 1019 requires successful completion of an end-of-course exam to receive weighted credit.*

Prerequisite: "B" grade or better in Integrated III Advanced and/or teacher/counselor recommendation.

STATISTICS AND DATA ANALYSIS 1-2

Grade 11 and 12 (P) Course No. (4046, 4047)

This course provides students in grades 11 and 12 with another mathematics course option. Students are introduced to the major concepts of probability, interpretation of data, and statistical problem solving. Students will learn the course concepts through hands-on-experimentation and investigation. They will analyze existing data, as well as data collected through a survey, observational study or experiment. Students learn to display data in different ways, analyze, and draw conclusions based on the results. The four main components of the course are: exploring data, data collection, probability, and inference.

Prerequisite: Seniors should have completed Integrated Math I, II, III and are preparing for college with a senior year math course.

AP STATISTICS 1-2

Grade 12 (HP) Course No. (4055, 4056)

This class is designed to prepare students to pass the AP Statistics exam which may give them college credit for statistics. The curriculum emphasizes statistical thinking, data presentation, and active learning through studying descriptive and inferential statistics.

Prerequisite: "B" grade or better in Integrated Math III Advanced.

MATH 116 (MESA CC-FALL)

Grade 11, 12 Course No. 4240 This course is designed to strengthen the algebra skills of students seeking Business or Natural Science degrees who are required to take an applied calculus course. Topics in the course include the theory of functions; graphing functions; exponential and logarithmic functions; solving equations involving algebraic, exponential and logarithmic functions; solving systems of linear equations; matrix algebra; modeling; and applications problems. Analytical reading and problem solving skills are required for success in this course.

Prerequisite: "C" grade or better in Math 96 (semester one)

MATH 119 (MESA CC-SPRING)

Grade 11, 12 Course No. 4241

This second semester course covers descriptive and inferential statistics. The descriptive portion analyzes data through graphs, measures of central tendency and spread. Other statistical practices utilize basic probability, binomial and normal distributions, estimation of population parameters, hypothesis testing, linear regression and correlation. Analytical reading and problem solving are required for success in this course. This course is intended for students who are interested in statistical analysis or need a transfer math course. (FT). Associate Degree Credit and transfer to CSU or UC.

Prerequisite: "C" grade or better in Math 96 (semester one).

MATH 141 (MESA CC)

Grade 11, 12 Course No. 4794

This course is a study of numerical, analytical, and graphical properties of functions. The course content includes polynomial, rational, irrational, exponential, logarithmic, and trigonometric functions. Additional topics include: inverse functions, complex numbers, polar coordinates, matrices, conic sections, sequences, series and the binomial theorem. This course is designed as a preparation for calculus and is intended for the transfer student planning to major in mathematics, engineering, economics, or disciplines included in the physical or life sciences.

Prerequisite: "C" grade or better in Math 96 (semester one).

MATH 150 (MESA CC)

Grade 11, 12 Course No. 4242

This course is an introduction to university-level calculus requiring a strong background in algebra and trigonometry. The topics of study include analytic geometry, limits, differentiation and integration of algebraic and transcendental functions, and applications of derivatives and integrals. Emphasis is placed on calculus applications involving motion, optimization, graphing, and applications in the physical and life sciences. This course incorporates the use of technology. Analytical reading and problem solving are strongly emphasized in this course. This course is intended for students majoring in mathematics, computer science, physics, chemistry, engineering, or economics.

Prerequisite: "C" grade or better in Math 96 (semester one).

SCIENCE

(6 credits/3 Years Required: Biology 1,2, Physics 1,2 & Chemistry 1,2)

Note: Seniors who want to be highly competitive for 4-year college admission should take a 4th science "elective."

Biology

BIOLOGY: THE LIVING EARTH 1,2

Grade 9-10 (P) Course No. (6238, 6239)

Biology: The Living Earth integrates Life Science with Earth and Space Science, following the three-course model for the Next Generation Science Standards (NGSS). Units are based on the six instructional segments outlined in the California Framework and include: Ecosystem Interactions and Energy, History of Earth's Atmosphere: Photosynthesis and Respiration, Evidence of Evolution, Inheritance of Traits, Structure, Function, and Growth (from cells to organisms), Ecosystem Stability & the Response to Climate Change.

Physics

PHYSICS GREEN UP AND GO 1,2

Grade 9-10 (P) Course No. 6240, 6241

This is the **recommended** science course for 9th grade students entering the Madison High School Engineering pathway. From electric cars to wind farms, our world is being shaped by innovations that become reality through the integration of science and engineering. This course offers students a real-world opportunity to discover and understand principles of physics, engineering, design, and clean/green technologies. This project-based course prepares students through a series of hands-on experiments for success in college and engineering-related careers.

PHYSICS OF THE UNIVERSE 1,2 (P)

Grade 10 (P) Course No. 6244, 6245

This two-semester, algebra-based physics course is designed to provide an introductory experience with the processes of investigating the physical world and the understandings derived from that process. The emphasis is on developing a qualitative conceptual understanding of general principles and models and on the nature of inquiry. This course concentrates on conceptual development and provides an enriching laboratory experience. The core content includes the topics of motion and forces, the conservation of energy and momentum, heat and thermodynamics, waves and electric and magnetic phenomena. It prepares students for mathematically rigorous Advanced Placement physics courses.

Chemistry

CHEMISTRY IN THE EARTH SYSTEM 1,2 (P)

Grades 11 (P) Course No. (6248, 6249)

This course integrates Physical Science with Earth and Space Science, following the three-course model for the Next Generation Science Standards (NGSS). Units are based on the six instructional segments outlined in the California Framework and include: Combustion, Heat and energy in the earth System, Atoms, Elements and Molecules, Chemical Reactions, Chemistry of Climate Change, Dynamics of Chemical reactions and Ocean Acidification.

Prerequisite: Integrated Math I

CHEMISTRY IN THE EARTH SYSTEM 1,2 HONORS

Grade 11 (HP) Course No. (6258, 6259)

This course integrates Physical Science with Earth and Space Science, following the three-course model for the Next Generation Science Standards (NGSS). Students will engage in the Science and Engineering Practices (SEP) as well as the Crosscutting Concepts (CCC) to explore phenomena demonstrating the Disciplinary Core Ideas (DCI) of each instructional segment.

As an Honors level course, students will engage with the course content at a deeper level. Students will participate in the Chemistry Matters Project, integrated throughout the course, an exploration of the U.N. Sustainable Development goals and how science can help work towards solutions. Students will select one of the Sustainable Development Goals to research and plan to take action towards in their culminating project.

Prerequisite: Above-average achievement in previous science course(s) and in Integrated Math I A-B or equivalent; Physics 1,2 and Chemistry 1,2 recommended; concurrent enrollment in Integrated Math III A-B or equivalent recommended.

LIFE SCIENCE ELECTIVE (SENIORS)**AP ENVIRONMENTAL SCIENCE 1,2**

Grade 12 (HP) Course No. (6455, 6456)

This advanced-level course is designed as the equivalent of a one-semester college-level course in environmental science. It provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the relative risks associated with these problems, and to examine solutions for resolving or preventing them. The availability of this course depends on the number of students who request it.

Prerequisites: Successful completion of Chemistry 1,2 and Biology 1,2, or equivalents.

PHYSIOLOGY 1,2

Grade 12 (HP) Course No. (6151, 6152)

The body systems of humans and animals are studied in terms of their general structures and functions in living things. Emphasis is placed on the evolutionary sequence of particular organs, tissues and functions so the student can grasp the concept of homology and the evidence by which scientists unite organisms into evolutionary groups. The biochemical functions of human systems are covered in relation to human pathologies and wellness. The availability of this course depends on the number of students who request it.

Prerequisites: Physics 1,2 or Chemistry 1,2, and Biology 1,2.

HISTORY/SOCIAL STUDIES
(6 credits/3 Years Required)**Grade 10****MODERN WORLD HISTORY & GEOGRAPHY 1,2**

Grade 10 (P) Course No. (6605, 6606)

This course that examines the strands (themes) of culture, law/politics, energy/ environment and geography in a variety of regions at various times. The course is organized into eight units based on successive historical eras. Within each unit, regional presentations are used to emphasize geographic and economic forces. The 19th and 20th centuries are emphasized.

AP WORLD HISTORY 1,2

Grade 10 (HP) Course No. (6639, 6640)

This course is taught at the undergraduate level at many universities and colleges. It emphasizes cross-cultural and cross-period global processes and relationships over the traditional chronological approach so that students gain historical perspective on a global array of civilizations. Students enrolled in this course will be prepared to take the AP World History examination in May.

Prerequisite: B or higher in Advanced World History in grade 9. Teacher/counselor recommendation.

Grade 11**U. S. HISTORY & GEOGRAPHY 1,2**

Grade 11 (P) Course No. (6701, 6702)

Combines political, economic and social trends from the colonies to the present with basic social studies skills. Topics include revolutions and reforms, constitutional rights and justice. The 19th and 20th centuries are emphasized.

AP UNITED STATES HISTORY 1,2

Grade 11 (HP) Course No. (6721, 6722)

AP United States History is an academically rigorous survey course stressing essay writing and analytical skills. It is intended to prepare students for college-level work. Course consideration is also given to the passing of the AP exam, which may qualify for college credit. **Summer reading and preparation is required.**

Prerequisite: Student (1) must have earned an "A" in regular World History or an "A" or "B" in Advanced World History; (2) must have approval of social studies teacher and parent; and (3) must have desire and commitment to rigorous study.

Grade 12**AMERICAN GOVERNMENT 1**

Grade 12 (P) Course No. (6757)

A one-semester course in which students apply knowledge gained in previous years of study to develop a better understanding of institutions of government in today's world. The course emphasizes the American system of democracy and the rights and responsibilities of citizenship. Students expand their ability to think critically and creatively about current issues, prepare to participate as voters, and understand the importance of volunteering in the community. Students develop a willingness and resolve to confront problems and work with others toward solutions and recognize these as necessary factors in the survival of a democratic society.

PRINCIPLES OF ECONOMICS 1

Grade 12 (P) Course No. (6758)

This one-semester course increases students' understanding of the operations and institutions of national and international economic systems. Students learn about economic goals, performance, and problems of the American economic system and compare it with systems in the international community. Students learn about making informed decisions as citizens, workers, consumers, business owners, managers, and members of civic groups based on the knowledge they acquire in this course.

POLITICAL SCIENCE 101/102 MESA COLLEGE

Grade 12 (HP) Course No. 6801

This is an honors program college course offered by Mesa Community College. Weighted high school credit is given for this class and it fulfills the 12th grade social studies graduation requirements. Concurrent enrollment in AP English Literature & Composition 1,2 is expected, due to the strong literacy standard needed to be successful in a college course. Students must possess excellent time management skills and show success as an independent learner. Students must earn a "C" grade or higher in Political Science to earn college credit and remain eligible for college admission. Six units of college credit, transferrable to all UC and CSU campuses, is earned with a "C" grade or better. Availability of this course is always subject to the Mesa Community College budget.

Prerequisite: Qualification by district standard; students must have completed AP U.S. History and AP English Language and Composition with "A" or "B"; counselor recommendation.

Social Studies Elective**AP HUMAN GEOGRAPHY 1,2**

Grade 9,12 (P) Course No. (6511, 6512)

This course introduces students to the systematic study of the patterns and processes that have shaped mankind's understanding, use, and alteration of the earth's surface. Students are introduced to the methods and tools used by geographers to analyze human social organization and its environmental consequences.

AP PSYCHOLOGY 1,2

Grades 12 (P) Course No. (6431, 6432)

This rigorous social science elective course prepares students to take the AP Psychology exam in May. It can be used as a "g" elective for UC/CSU; it does not qualify as a year of social studies for graduation. The course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. Students who take this course should be proven independent learners who can read in depth and think critically. Although no previous experience in taking an Advanced Placement course is required, it

would be beneficial. The availability of this course depends on the number of students who request it.

WORLD LANGUAGES

(4 Credits/2 Years Same Language Required)

Note: Two years of the same world language is required to earn a SDUSD diploma. Enrollment in a world language course offers you an opportunity to study and appreciate the history, culture and customs of another culture.

AMERICAN SIGN LANGUAGE (ASL)

AMERICAN SIGN LANGUAGE 1-2

Grades 9-12(P) Course No. (2384, 2385)

These courses, open to all students who wish to learn American Sign Language, are intended to develop facility in the basic structure and use of the language. Study of the deaf culture will also be included, so that students will have knowledge of the values, beliefs, behaviors, and common world view found among deaf people. This is an important population on our Madison campus.

AMERICAN SIGN LANGUAGE 3-4

Grades 9-12(P) Course No. (2384, 2385)

This course is designed for students who have successfully completed American Sign Language 1-2. It is a continuation of the introductory course and is intended to extend students' limited facility in the major skills.

AMERICAN SIGN LANGUAGE 5-6

Grades 9-12(P) Course No. (2384, 2385)

This course continues instruction begun in American Sign Language 3-4 and provides a third year of American Sign Language study. Students taking this course will be exposed to deaf culture, general interpreting techniques, reverse interpreting, and community resources for the deaf. Students meet and communicate with deaf individuals, and work on fingerspelling speed and sign fluency. Students who successfully pass this course will possess the conversational skills necessary to enter an interpreter-training program.

SPANISH

SPANISH 1-2

Grades 9-11 (P) Course No. (2321, 2322)

This is a course in beginning Spanish that develops basic skills in writing, reading, and speaking, and in comprehension of the Spanish language. Students are introduced to the culture of the Spanish-speaking world.

SPANISH 3-4

Grades 9-12 (P) Course No. (2323, 2324)

This course builds on the relationships and skills learned in Spanish 1-2. Vocabulary and grammar is further developed, as well as the communication skills of listening and reading comprehension, speaking and writing. This course is intended to extend students' mastery in the language.

SPANISH 5-6

Grades 9-12 (P) Course No. (2325, 2326)

This is an upper level course designed to emphasize reading, writing and oral speech in the target language. Correct pronunciation of the language is encouraged and taught. Supplementary materials and activities are used to improve oral and written skills.

AP SPANISH LANGUAGE 1-2

Grades 10-12 (HP) Course No. (2333, 2334)

This course is designed to increase students' ability to communicate with emphasis on cultural awareness and appreciation. The course prepares students for the Advanced Placement exam.

Prerequisite: Teacher recommendation.

VISUAL AND PERFORMING ARTS

(2 Credits/1 Year Required)

AP 2-D ART AND DESIGN 1,2

Grades 11-12 (P) Course No. (0367, 0368)

This course provides instruction for the highly skilled, exceptional student who chooses to pursue excellence in original two-dimensional works of art. Students will be guided in purposeful decision making as they develop a portfolio that demonstrates a deep understanding of the elements and principles of art in an integrated manner. Processes may include, but are not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, illustration, painting, and printmaking, as outlined in the College Board's AP Studio Arts course description.

Prerequisite: Grade of B or better in two full-year art courses and recommendation of art teacher

BAND 1,2

Grades 9-12 (P) Course No. (5020, 5021)

Band 1,2 teaches the musical concepts and technique of performing at a beginning level. In this course, students will learn how to produce controlled and accurate pitch and create a mature wind/percussion tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

BAND 3,4

Grades 10-12 (P) Course No. (5320, 5321)

Band 3,4 teaches the musical concepts and instrumental technique of performing at an early intermediate level. In this course, students will increase their knowledge of music notation and musical vocabulary, and will continue to refine their pitch accuracy, instrumental tone, and performance skills. Students will interact with music through composing, improvising, transcribing, performing, and evaluating performances. They will be exposed to the harmonic minor scale, musical careers in media, and additional diverse repertoire, and will be asked to think deeply about the history of American music and the cultural functions of music.

Prerequisite: Band 1,2

BAND 5,6

Grades 10-12 (P) Course No. (5325, 5326)

Band 5,6 allows intermediate musicians to further develop their wind/percussion technique and tonal control. They will begin to monitor and modify their own pitch and interpretation independently and evaluate performances using more sophisticated analysis. More complex musical concepts, notation, and vocabulary will be studied, including modulations, cadences, and multiple types of scales. Students will perform diverse repertoire in a variety of performance settings and venues. They will create longer and more intricate compositions, improvisations, and arrangements of music, and improve their aural skills through transcription. The students will complete a musical career research project and draw conclusions about the context of a piece based on its stylistic features.

Prerequisite: Band 3,4

BAND 7,8

Grades 10-12 (P) Course No. (5322, 5323)

Band 7,8 completes the musical education of advanced students by connecting their performance skills with their ability to investigate and solve musical challenges, using research where necessary. Students will demonstrate independent performance alone and in small groups, making appropriate personal choices of tone, interpretation, and musicality. They will study diverse repertoire, with foci on multi-movement works, 20th-century notation, and the music of the Americas. They will develop an expanded knowledge of scales and cadences, create multipart compositions, and evaluate musical performances at an advanced level. They will study instrument development, analyze the role of form in works from different backgrounds, and identify the process of composing for film.

Prerequisite: Band 5,6

DANCE/FINE ARTS 1,2

Grades 9-12 (P) Course No. (1481, 1482)

Students who take Dance/Fine Arts 1,2 will develop technical strength through the basic skills of ballet, jazz, tap, folk-ethnic and creative movement, while also learning elements of dance history, terminology, critical analysis, and performance.

DESIGN IN MIXED MEDIA 1,2;3,4

Grade 9-12 (P) Course No. 0244; 0246

This course introduces students to the elements and principles of design that are part of the common core of knowledge and the foundation for understanding and creating fine art. The course provides students with practical experience in production of two- and three-dimensional works of art in various media, including clay, fiber, papier mâché, printmaking, etc.

THEATRE 1,2

Grades 9-12 (P) Course No. 1423

Surveys a wide range of dramatic skills: improvisation; sketch writing and acting; oral interpretation; reader's theatre; scene study; character building; voice training; and directing.

THEATRE 3,4; 5,6; 7,8

Grades 10-12 (P) Course No. 1425; 1427; 1429

Advanced performance techniques focus upon the development of the student actor through continued scene study, improvisation, audition, monologues, play writing and practical theatre skills.

Prerequisite: "C" or above in the previous drama course.

TECH THEATRE 1,2,3,4

Grades 9-12 (P) Course No. (1413, 1414) (1462, 1463)

Students will create designs for sets, lights, costumes, and sound for school productions, including sketches, ground plans, renderings, color charts/swatches, and models. The Tech 3,4 students will work as crew chiefs and will supervise the Tech 1,2 students during construction and production. Stage management responsibilities, with full prompt books, will also be required for each production. Students will investigate the history of theatre architecture and stage design. Problem solving and working under pressure will be stressed.

TECH THEATRE 5,6

Grades 10-12 (P) Course No. (1396, 1397)

This course will further develop the concepts, skills, and techniques introduced in Technical Theatre 1, 2 and Technical Theatre 3, 4 with an emphasis on producing theatre. Throughout the year students will be required to research, analyze, and produce a theatrical performance from start to finish from the perspective of a producer, stage manager, technical director, and/or master carpenter. Students will analyze a variety of texts from diverse historical and cultural perspectives to determine appropriate production requirements. Students will analyze and research previous theatrical productions and articulate through oral presentation and written analyses the impact of production choices on the overall aesthetic experience of the performance. Students will work alongside theatre production professionals to have applied working knowledge of the skills, decisions, and production time lines of professional working technicians. All students will (1) apply knowledge of safe and professional working practices and theatre etiquette to stage production, (2) create, read and implement technical drawings for scenery, lighting, and rigging, (3) apply critical thinking and effective team relationships to solve complex theatre production challenges. Due to the nature of the production process, and as outlined in the California Department of Education State Standards, this class may often require students to participate in extra rehearsals and performances beyond the school day.

Prerequisite: Tech Theater 3,4

VIDEO PRODUCTION 1,2

Grades 9-10 (P) Course No. 8373

This course introduces students to the operation of video and computer equipment and program products. Instruction emphasizes scriptwriting, equipment operation, on-camera oral communication skills, critical television viewing, production technology and occupational opportunities. Students receive an orientation and introduction to future courses in grades 11-12, which will include Broadcast Journalism 1,2 and 3,4 (college preparatory elective courses available in grades 10-12)

ORCHESTRA 1,2

Grades 9-12 (P) Course No. 5335

From beginning to advanced level, musicians will improve their mastery of orchestral instruments in a contemporary and classical context. Students can also participate in Marching Band to earn P.E. credit. This course meets the VAPA requirement for UC/CSU admission.

ORCHESTRA 3,4

Grades 10-12 (P) Course No. 5337

This course is designed to help students develop advanced performance skills and improve their string technique. Students in this course will play a challenging range of orchestral literature representing a variety of cultures and time periods, and will develop their performance skills by presenting frequently in advanced-level ensembles. They will be able to sight-read moderately difficult music with accuracy and compose music in distinct styles. The opportunity to work with wind and percussion players as part of a full orchestra is also possible.

Prerequisite: Orchestra 1,2

CHOIR 1,2(P)

Grades 9-12 (P) Course No. 5050

This course teaches the musical concepts and technique of singing at a beginning and intermediate level. Students learn how to produce an accurate pitch and create a mature vocal tone, as well as learn the basics of music notation and musical vocabulary. Students will be exposed to the major scale and diverse repertoire (including text in foreign languages) and will be asked to think deeply about the discipline of music from a number of perspectives, including style, genre, mood, and historical and cultural context. Additional topics of study include demonstrating appropriate performance etiquette, identifying musical contrasts, evaluating performances, and creating new music through compositions and improvisations.

CCTE PATHWAYS

Courses in broadcast journalism and automotive technology qualify as CCTE (College, Career, and Technical Education) courses offered at Madison. Courses noted by a (P) are college preparatory for UC/CSU admission, meeting the “g” requirement. Courses without a (P) earn elective for graduation

VIDEO PRODUCTION 1,2

Grades 9-11 (P) Course No. 8373

This course introduces students to the operation of video and computer equipment and program products. Instruction emphasizes scriptwriting, equipment operation, on-camera oral communication skills, critical television viewing, production technology and occupational opportunities. Students receive an orientation and introduction to future courses in grades 11-12, which will include Broadcast Journalism 1,2 and 3,4 (college preparatory elective courses available in grades 10-12).

BROADCAST JOURNALISM 1,2;3,4

Grades 11-12 (P) Course No. 8432; 8434

Provides instruction in digital video editing, script writing, reporting, sound editing, and presentation design. Students prepare newscasts in a broadcasting state-of-the-art studio on the Madison campus. Meets the CSU/ UC “g” elective criteria (the prerequisite meets the VAPA requirement for (CSU/UC). Receives college credit with completion of course exam.

Prerequisite: Successful completion of Video Production and teacher recommendation.

UNDERSTANDING MY RIDE - STEM AUTOMOTIVE 1,2

Grades 9-10 Course No. 8100, 8200

This is a two-semester introductory STEM automotive course where students will explore the application of math, science, engineering and various technologies found in modern vehicles. Students will analyze how the automobile impacts our lives and our environment. This course emphasizes academic rigor, hands-on explorations, and project-based learning. The automobile holds high interest for many students and serves as an excellent platform for making learning relevant.

STEM AUTOMOTIVE TECHNOLOGY 1,2

Grade 10-12 Course No. 8300,8310

Intermediate level course designed to build upon the foundational training provided in the STEM automotive course, Understanding My Ride. This intermediate course is designed to provide a continuation of the higher-level thinking skills, and background knowledge where students can continue to explore the engine design and engineering characteristics of the internal combustion engine through the collection of data and the measurement of engine efficiency, power, performance, and environmental impact. Students will explore automotive subsystems which include: Engines, Brakes, Steering, Suspension, Drivetrains, Electrical, and Fuel and Emission systems. Students will participate in the STEM automotive lab by sets, painting, costuming, lighting, and running sound for drama productions. Emphasis is on team- work and after-school rehearsals. Opportunities to participate in set-building after school and on week- ends is encouraged to prepare for Madison’s theatre productions.

Prerequisite: Successful completion of Understanding My Ride.

AUTOMOTIVE ENGINEERING 1,2

Grade 11-12 Course No. 0813, 0814

Through this capstone course, Automotive Engineering, Theory, and Design, students enrolled in the San Diego Unified School District transportation technology programs will learn to diagnose, test and service various automotive subsystems. They will develop essential competencies and critical thinking skills throughout the process of completing group projects and independent repair tasks. Examples may include the removal and replacement of vehicle components including interior and exterior body and trim panels to access, diagnose and repair competent failures. In-depth coverage of automotive bumper to bumper subsystems, including hybrid, high voltage, and airbag principles and safety will be infused throughout the course. Students will develop and master the technique of safe tool usage, select proper products and replacement parts to complete repairs and meet the requirements for this course. Skill development in diagnostic processes and specialized diagnostic equipment will further develop advanced level critical thinking, mechanical aptitude, and engineering skills.

Prerequisite: Successful completion of STEM Automotive Technology 1,2.

ENVIRONMENTAL ENGINEERING & SUSTAINABILITY 1,2

Grades 10-12 Course No. 3719,3720

Environmental Engineering and Sustainability is year two of the Environmental Engineering Pathway. Students build on their knowledge of computer-aided design (CAD), the engineering design process, and project management to research, analyze and apply real world environmental solutions to clean energy, sustainable food production, land use planning and fundamental concepts related to sustainability. Students learn to create model prototypes, receive feedback from "clients" and incrementally improve their prototypes, all while documenting the process. They collect and analyze data to inform decisions and share their data visually using charts, graphs, and geographic information systems (GIS). Students work in teams that create engineering design briefs for each of a series of progressively more difficult hands-on-projects and present their solutions to the "client". This class enhances students' abilities to integrate intermediate-level CAD skills into the design, engineering, and collaborative team processes. In addition, students will investigate and develop a personalized career path through a series of research-based career projects.

SUSTAINABLE ENERGY AND ENVIRONMENTAL TECHNOLOGIES 1,2

Grades 11-12 Course No.

Sustainable Energy and Environmental Technologies is an advanced project-based course with a strong focus on environmentally sustainable practices. Students study design (standards, process, documentation, etc.) and learn to study and solve environmental problems in a systematic way. Students study product design from the perspective of life cycles and environmental impact. Students apply the design process to iteratively upgrade and analyze environmental monitoring systems. Students research energy use and then engineer solutions for green energy problems. They build alternative energy projects (sun, wind, water, etc.) to solve some of these problems. Students consider human needs, such as sustainable food sources, and they learn about problems and solutions regarding sustainability in this area. Finally, students apply the knowledge that they gained throughout the course to a local and relative environmental problem through a capstone project. They present their solutions to their peers and a panel of experts and receive feedback.

Non-Departmental Electives**AVID 9 AND 10**

Grade 9,10 (P) Course No. 8207 (9) & 8209 (10)

AVID 9 & 10 is the first course in a four-year, grade- level specific sequence of AVID courses that pre- pares students for college, and it is scheduled during the regular school day as a two-semester course. Students receive instruction using a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques.

AVID 11 AND 12

Grade 11,12 (P) Course No. 8227 (11) & 8221 (12)

This two-year interdisciplinary program gives the student preparation for and practice in the rigor of college work. High-level thinking, reading, writing and oral language skills are the focus. Extensive college choice and admissions activities, tasks, and planning occur throughout the course, including the completion of college and financial aid applications. This course fulfills UC/CSU requirements as a "g" elective.

FRESHMAN FOUNDATIONS

Grade 9 (P) Course No. 1002,1003

The goal of the Freshman Foundation course is to transition 9th grade students from middle school to high school. Through a sequence of six modules, students in this course will be introduced to the following essential elements for student success. How to be a Model Student and Citizen, creating a Supportive Learning Community, Developing Self-Awareness and Self-Management, Building Academic Strength and Purpose, Resolving Conflicts and Making Decisions, and Identity, Diversity, Justice and Action. Technology instruction includes Google Classroom, publication and presentation software, and online resources for research and presentation. Students will also develop and refine expository writing and speaking through a series of culminating assignments. Parent can opt-out student from taking this course by completing opt-out form.

STUDENT GOVERNMENT (ASB)

Grades 9-12 Course No. 8431.2

This course affords student body members experience as student leaders. Through guidance, training, experience planning, organizing, and executing a variety of school activities, community service projects, and practical experiences in student government and democratic leadership, these students will grow as leaders of their school and community.

Prerequisite: ASB Advisor establishes the election or interview procedure annually.

ASB LEADERSHIP 1,2

Grades 10-12 Course No. 0850, 0851

This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit, and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, and research while positively impacting the entire student body. Through the planning and execution of numerous events for the school, students will discover how to best affect change in their community.

YEARBOOK

Grades 9-12 Course No. 8421.2

This class produces Madison's annual yearbook. Students learn basic journalism and desktop publishing, which includes writing copy, photographing events on campus, selling advertisements and working against deadlines. They learn to accept personal responsibility, take the initiative in solving problems and practice teamwork in accomplishing common goals. Students earn a sense of pride and accomplishment while working with their peer editors, a commercial publisher and a professional photo-graphic studio. Since the staff is committed to producing against deadlines, students are expected to spend personal time in meeting their assignments.

Prerequisite: Teacher and staff approvals. Minimum GPA of 3.0 or higher

PHYSICAL EDUCATION

(4 Credits/2 Years Required)

Note: ALL Grade 9 students must enroll in PE; the other two credits may be earned in Grades 10-12. Due to California legislation, students who do not pass 5 of the 6 Fitnessgram standards, must remain enrolled in PE until they are achieved

PHYSICAL EDUCATION 1,2,3,4

Grades 9-12 Course No. 5503; 5701; 5755; 5759

A full-year course with instruction in team and individual sports, weightlifting, dance, aerobics, and lifetime sports activities. Emphasis is in physical fitness, as it contributes to improved personal health, study of bone structure and major muscle groups, safety factors, and school-to-work goals and opportunities in physical fitness, training, sports and related professional careers. Particular emphasis is placed upon skill development for the Fitnessgram tests, which are administered during the 9th grade year. Students who do not pass these physical tests, must remain enrolled in PE until the skills are mastered, according to the CA Department of Education policy. Uniforms are available for purchase, but individuals may provide a comparable uniform.

PHYSICAL EDUCATION DANCE 1,2

Grades 9-12 Course No. 5545

This is a first-year level physical education course for students who wish to increase their knowledge of dance. Students will demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities with an emphasis in dance. In addition, students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.

PHYSICAL EDUCATION DANCE 3,4

Grades 9-12 Course No. 5546

This is a first year level physical education course for students who wish to increase their knowledge of dance. Students will demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities with an emphasis in dance. In addition, students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles and strategies.

PE MARCHING BAND (Fall Semester)

Grades 9-12 Course No. 5843

Students who participate in the Warhawk Marching Band are enrolled in this "extended day" course, which provides expanded instructional time for rehearsals for athletic and concert performances. This may involve preparation for parades and band competitions. There will be a band camp prior to the beginning of the school year, which requires commitment, time, and energy. Participation in performances is required for success in this course

AJROTC CORE 1,2; 3,4; 5,6; 7,8

Grades 9-12 Course No. 4501; 4503; 4505; 4507

The JROTC program develops leadership skills in high school students so they may become productive citizens in our community and nation. The program is a stimulus for promoting graduation from high school and provides instruction on civic rights, responsibilities and privileges as American citizens. Meets the PE requirement.

Benefits: Improves physical fitness, self-confidence, discipline and responsibility. Develops leadership and interpersonal skills. Increases opportunities to qualify for an ROTC scholarship and admission to a 4-year university or service academy program.

NOTE: Qualifies as PE credit. Uniforms, which are worn one day each week, are provided and maintained at no cost to the student.

ATHLETICS

ATHLETICS

Grades 9-12

Course No. 5712.2

This is the competitive sports program for students who wish to devote more time and effort on specific sports activities. Many district and CIF regulations prescribe the manner of operation. The sports season is divided into three different times of the year. A student may participate in one sport during each session.

Prerequisite: 2.0 GPA and citizenship, approval by Athletic Director, recommendation by coach, ASB card, physician's approval, insurance, ethics and transportation forms.

Fall Sports	Winter Sports	Spring Sports
Boys Cross Country Girls Cross Country Football Girls Tennis Girls Volleyball Field Hockey Girls Golf	Boys Basketball Girls Basketball Wrestling Girls Soccer Boys Soccer	Badminton Baseball Softball Boys Volleyball Boys Tennis Track & Field Boys Golf
In order to participate on any of the above athletic teams, an academic AND citizenship GPA of 2.0 or higher must be maintained on all report cards during the sport season.		

Any student athlete who wants to establish NCAA eligibility should work with his/her school counselor to verify the eligibility of each academic course.