

# Course Descriptions and Educational Planning Guide 2021-2022



San Diego Unified School District  
James A. Madison High School  
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High School (College Board) Code: 052853 Course Booklet available  
online at:

Web: <http://www.madison.sandiegounified.org>

## 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 2021-2022 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!

*Congratulations to the Class of 2020 for achieving the following:*

- 96% are attending 4- or 2-year colleges or universities
- 96% have a concrete plan for higher education, vocational training or Armed Forces service
- 75% are attending a California State University campus; 30% attending San Diego State University
- 11% attending a University of California campus

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## **COUNSELING CENTER**

### **Madison High School Counselors**

Student Last Name:

A-H	Grades 9-12	Mrs. Elizabeth Guerra
I-Me &	Grades 9-12	TBD
Students Enrolled in Mesa College Course		
Mi-Z	Grades 9-12	Mrs. Michelle Sphonix-Rust

Your counselor serves as a guide to help as you proceed through high school. Please note that counseling caseloads by alpha are subject to change at the beginning of the new school year. You may see your counselor either before or after school, or by stopping in the Counseling Center to make an appointment.

#### Ways your counselor can assist you:

- √ Select courses.
- √ Evaluate credit status and help plan a program to insure meeting all graduation requirements.
- √ Acquaint you with the Naviance virtual guidance system and help you discover the resources available.
- √ Explore what is needed to get into the college of your choice (course requirements, tests, etc.).
- √ Direct you to forms and materials for college, college entrance exams (SAT, ACT, etc.).
- √ Provide information about scholarship opportunities, financial aid, fee waivers, etc.
- √ Discuss career-training opportunities in high school (CCTE courses) and after graduation (community college).
- √ Learn about an education and career with any branch of the armed forces.
- √ Learn about getting involved in the life of the school (clubs, committees, teams, performing groups, etc.)
- √ Learn about available school and community counseling services and other professional help.
- √ Offer support when you need to talk about concerns or challenges.

#### College Resource Library and Obtaining Work Permits

College and career information is available in print and by computer (see the on-line Naviance virtual guidance system). Learn about the College, Career and Technical Education (CCTE) courses, which gives high school and college credits, internship opportunities, and on-the-job training in many fields. Work permits may be obtained from Mrs. Sphonix-Rust in the counseling office before or after school. Students must have a 2.0 GPA to be eligible for a work permit and must maintain a minimum 2.0 GPA to continue working at that job.

#### The College Bound Symposium – A School-wide College Prep Day

Each October, the counselors orchestrate a special Minimum Day, with curriculum and activities specific to each grade level, with the entire focus being college readiness. Seniors hear from admissions experts from SDSU, UCSD and Mesa Community College and participate in breakout sessions covering such topics as online UC/CSU applications, scholarship searches and financial aid. Students in grades 9-11 take a variety of college readiness assessments, including the PSAT (Preliminary Scholastic Aptitude Test).

## 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	<b>Grade Level Assignment</b> (beginning of fall semester)
a. Social Studies	<b>3 years of social studies including</b> World History (9 or 10) U.S. History (11) Government/Economics (12)	<ul style="list-style-type: none"> <li>● Students with fewer than 9 credits are considered 9th graders.</li> <li>● Students with between 10 and 20 credits are 10th graders</li> <li>● Students with between 21 and 30 credits are 11th graders.</li> <li>● Students with 31 or more credits are 12th graders.</li> </ul>
b. English	<b>4 years of English including</b> 1 semester of American Literature in Grade 11	
c. Mathematics	<b>3 years of math including:</b> Algebra 1-2/Integrated I Geometry 1-2/Integrated II Intermediate Algebra 1-2 /Integrated III	
d. Science	<b>3 years of science including:</b> Biology (9) Physics Green Up and Go (9)(10)-Science, Technology, and Engineering Physics (10) Chemistry (11)	
e. Language Other Than English	<b>2 years in the same UC-approved world language course including:</b> Spanish or American Sign Language	
f. Visual and Performing Arts	<b>1 year in the same UC-approved Visual and Performing Arts course including:</b> Design in Mixed Media; Video Production; Orchestra; Choir; Band; Theatre; Technical Theatre; or Ceramics.	
g. College Preparatory Electives	<b>No requirement.</b> Students who complete the district's science requirement will have met the UC "d" and "g" requirement.	
Physical Education	<b>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.</b> Note: Students must pass five of the six standards of the Fitnessgram (CA physical fitness assessment).	
Electives to Meet 44 Credits	<b>6 semester credits to reach a minimum of 44 credits.</b>	

HOME OF THE  
WARHAWKS!



Credits and GPA	<b>44 credits in Grades 9-12</b> are required with a <b>minimum of a 2.0 GPA</b> in order to earn a diploma.
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### MEASURING YOUR PERFORMANCE

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 2.00 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.

#### Advanced Placement

Every year more students apply to college. The number of spaces available in freshman classes is not growing as fast as the number of applicants. 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. You will be encouraged to take the AP exam in May to qualify for college credit. You will receive weighted credit for an A, B, or C grade in both semesters of the course. A weighted A = 5 grade points, a weighted B = 4, and a weighted C = 3. *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.*
- 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.) This can save you time and money.
- Advanced Placement courses are college-level work and are based on a College Board curriculum. The College Board is the same organization that administers the SAT tests. Go to [www.collegeboard.com](http://www.collegeboard.com) for more information.

### Advanced Placement Courses Offered at Madison

AP English Language & Composition	* AP Statistics	AP World History
AP English Literature & Composition	**AP Psychology	AP U.S. History
*AP Environmental Science	*AP Spanish Language	<i>*Course Availability Depends on the Number of Requests</i>
*AP Human Geography	*AP 2D Art and Design	

### Mesa College Courses Offered at Madison

**English 101	Math 96 (Int. Algebra/Geometry)	**Political Science 101,102
**Communications 103	**Math 119 (Statistics,Elementary)	English 47A (Summer)
**Communications 135	**Math 116	<i>**100 level classes are weighted and earn two graduation credits.</i>

#### Computing Your GPA

The example below shows how a GPA is computed from course grades.

#### Example—Student A

This student is a junior taking two Advanced Placement (AP) courses:

AP English Language and Comp. 1	B	4 grade points
AP United States History 1	B	4 grade points
Advanced Biology 1	A	4 grade points
Advanced Integrated Math II	C	2 grade points

Spanish 5	B	3 grade points
Theater	A	4 grade points



Madison Principal’s Honor Roll

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.

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. Membership is based on work in Grades 10, 11 and 12.

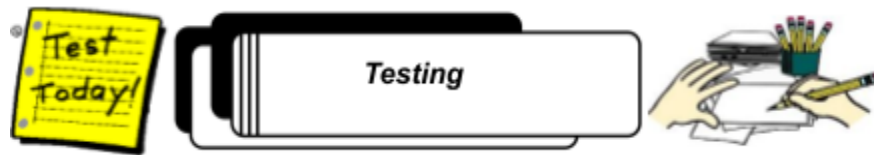
Members for four high school semesters (one semester membership must be achieved in the senior year) become life members. Life members will receive a special seal on their diploma and wear a special CSF stole at commencement. All other members will graduate with a seal. Life membership is a strong factor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

- OPTION 1** 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.
- OPTION 2** The student must meet the following three requirements:
  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?
<b>California State Tests (CAASP)</b> <b>Early Assessment Program (EAP)</b>	In the spring of grade 11. Part of the CAASP	English language arts, mathematics and life science.	Your scores may be a factor in determining placement in advanced level courses. Your scores assist in placing you in entry 100 level college courses.
<b>Language Other Than English (LOTE)</b>  <u><i>English learners only</i></u>	In the fall of Grades 9, 10, 11, and 12	Listening, speaking, reading, and writing	Your scores will be used to determine the progress you have made in learning English and what help you may need.

***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. Check 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 10<sup>th</sup> and 11<sup>th</sup> 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 almost every month throughout the school year, October to June. Registration materials are available in the counseling center; register online at [www.sat.collegeboard.com/register](http://www.sat.collegeboard.com/register). Should you take the SAT more than once? As most schools will use the highest score obtained, the answer is "YES!" Your test scores are printed on the report; schools vary in their interpretation of score changes from test to test. Check with college websites for the score range of accepted freshmen at the school and talk with your counselor about ways to ensure higher scores. SAT prep workshops are offered on-line through a partnership between the College Board and the Khan Academy, as well as offered at Madison during

the school year.

***When should you take the SAT Reasoning Test?*** Take the SAT beginning in March of your junior year; retake the test in May or June. There is time for two more retake in the fall of your senior year. The CSU system requires that all testing be completed by November of your senior year; the UC system has a December deadline. Fee waivers are available for students who qualify for free or reduced priced lunch (see Madison's head counselor or registrar for information).

**American College Test (ACT)** The ACT is equivalent to the SAT in stature and has a slightly different format with five sub-tests. Many Midwestern schools prefer it, but be sure to check their requirements first. Be sure to take the ACT with Writing for UC admission. Fee waivers are available for students who qualify (see the Registrar for information). Register online at [www.actstudent.org](http://www.actstudent.org).

**SAT SUBJECT TESTS (SAT II)** Another component of the College Board program is the SAT II Subject Tests. These one-hour tests on specific subjects are no longer required for admission to the University of California but will remain recommended for some majors. Your choice of Subject Tests should be guided by your greatest areas of strength, as well as any requirements for specific majors (i.e. Math Level II for Engineering at UCSD). An SAT Subject Test cannot be scheduled on the same day as the SAT Reasoning Test and it requires separate registration. SAT Subject Tests other than math and English should be taken as soon as possible after the course preparing you for the exam is taken. For example, if you take Honors Chemistry as a junior and elect to take the Chemistry SAT Subject Test, you should take it at the end of your junior year. ***SAT Subject Test scores should be completed no later than December of the senior year and are generally taken in June of the junior year, with retakes in September, October or November of the senior year. Again, check the website of your potential major at a UC campus to determine if taking a Subject Test is recommended.***

**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. Exams are given at Madison in the following areas: English, U.S. History, World History, Statistics, Biology, Environmental Science, Spanish, and Psychology. 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. Although the AP exams are expensive (approximately \$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 -- Which will it be?

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 guidance counselor is eager to support you in formulating a plan. You will be offered a full menu of college and financial aid application workshops to realize your dreams. Take advantage of all these opportunities!

### University of California or California State

#### University

Admission requirements for students planning to attend a UC or CSU campus are listed on page 9-10.

#### Other Four-Year Colleges (See page 10)

Other 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. The county of San Diego offers a number of four-year institutions. Private and denominational colleges are also available.

#### Two-Year Colleges (See page 12)

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.

#### Technical/Trade Schools

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/>.



**The 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 UNIVERSITY OF CALIFORNIA**

(The application filing period is November 1-30; application opens in August)

**Minimum Subject and Scholarship Requirements (“a-g” courses):**

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

COMPLETE THE SUBJECTS BELOW WITH AT LEAST A C GRADE IN EACH COURSE.		
a	2 years	History/Social Science
b	4 years	English
c	3 years	Mathematics (4 years recommended)
d	2 years	Laboratory Science (3 years recommended)
e	2 years	Same Language other than English
f	1 year	Visual/performing arts: dance, art, theater, music -1 yr. course
g	1 year	Elective chosen from subject areas listed above

**GPA:** Your Grade Point Average (GPA) is based on “a-g” courses taken in the 10th and 11th grades. California residents with GPA’s of 3.0 or above satisfy the minimum Scholarship Requirement **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>.

**Exam Requirements for Freshmen:**

- **Either the SAT or the ACT with Writing Test.** Scores for either test must all be from the same sitting. UC only looks at the highest score (between SAT and ACT, or among all administrations of either test).
- SAT Subject Tests are no longer required. If your potential major recommends taking a Subject Test to strengthen your applicant profile, they are available in: history, literature, mathematics (Level 2 only), science, or foreign language. (Writing is no longer a Subject Test, as it is included in the SAT.)
- *Tests must be taken by the December test date of your senior year.*

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

**Selection Criteria:** All UC-eligible applicants receive a comprehensive review that considers a combination of academic and personal achievement factors, including: GPA (maximum of eight semesters of approved honors, AP, college courses); scores of all required exams; number of “a-g” transferable courses beyond the minimum specified for UC eligibility; Eligibility in the Local Context (ELC); educational environment; family income; first-generation college attendance; demonstrated leadership, special talents/achievements and awards; volunteer/community service; sustained participation in pre-collegiate motivational and

enrichment programs; and special circumstances and/or personal challenges. with the highest level of academic and personal achievement are admitted according to the number of spaces available to incoming UCSD freshmen. For more details and applications for any of the nine UC campuses, go to the University California web site at <http://www.universityofcalifornia.edu/admissions>. You will also find the answers to questions regarding eligibility, the application process, contacting offices on each campus, meeting the admission requirements through testing, the financial aid and scholarship process, selecting a campus and a college major, etc.

**ADMISSION REQUIREMENTS TO CALIFORNIA STATE UNIVERSITIES**

**(The application-filing period is October 1 – November 30)**

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. *The UC and CSU approved courses at Madison High School are designated with an asterisk on page 38.*

<b>4 years</b>	English
<b>3 years</b>	Mathematics (Integrated Math I, II and III) – 4 <sup>th</sup> year recommended
<b>2 years</b>	Social Sciences (World History, and U.S. History / American Government)
<b>2 years</b>	Laboratory Science (1 year biology, 1 year physical science --physics or chemistry)
<b>2 years</b>	Foreign Language (2 years of same language other than English)
<b>1 year</b>	Visual and performing arts (art, dance, theater/drama, or music)
<b>1 year</b>	Elective chosen from the subject areas listed above

**GPA:** Courses taken during your sophomore and junior years, excluding PE and military science and excluding courses NOT noted with a (P) following the title, are used to calculate your GPA for admission. Additional grade points are assigned for A, B, and C grades earned in designated honors and advanced placement courses taken in the 10<sup>th</sup> and 11<sup>th</sup> 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**

**Admission Test Requirements**

All freshman applicants must submit either the SAT or the ACT scores. You should take the SAT or ACT beginning in March of your junior year and no later than October of your senior year of high school. If you take the examination more than once, SDSU will use the highest score when calculating your eligibility index. They call this a "super score." Registration can be completed at [www.sat.collegeboard.org](http://www.sat.collegeboard.org) and [www.actstudent.org](http://www.actstudent.org). Official test scores should be requested from the testing service at the time you register for the test and sent directly to CSU (SAT code for CSUMentor, for all CSUs, is 3594; SDSU's ACT code is 0398).

**Selection Criteria:** To be considered for admission to SDSU as a first-time freshman, you must, at the very minimum, have an acceptable qualifying CSU eligibility index, which is determined by your high school grade point average (GPA) in combination with your scores on the SAT Reasoning Test or the ACT. The campus is impacted, so admission is very competitive. **For more details:** Access the web site: <http://arweb.sdsu.edu/es/admissions/apply.html> for on-line applications and a complete description of how each university evaluates your application at <https://www2.calstate.edu/apply>.

<b>SAT Scores</b>	(Your GPA) x 800 + Your SAT (critical reading + math) Total	My index is
<b>ACT Scores</b>	(Your GPA) x 200 + (10 x ACT Comp) Total	My index is

**Eligibility Index Score**

Use this formula to see if your grade point average and test scores meet the required eligibility index.

1. Bakersfield
2. Channel Is.
3. Chico
4. Dominguez Hills
5. Fresno
6. Fullerton
7. East Bay
8. Humboldt
9. Long Beach
10. Los Angeles



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. 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 (page 10) 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 somewhat lower averages.

**Test requirements:** Most independent/private colleges require the SAT Reasoning Test or the ACT. In addition, some recommend the SAT Subject Tests, although they are no longer required for the University of California.

**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](http://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](http://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 11<sup>th</sup> 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 and classroom presentations;
- ◆ Remind notifications <https://www.remind.com/>;
- ◆ a bimonthly scholarship newsletter (*Show Me the Money!*);
- ◆ Madison website [www.sandiegounified.org/madison](http://www.sandiegounified.org/madison);
- ◆ your future college's scholarship website.



**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:

<b>Cuyamaca College</b>	<b>Mira Costa College</b>	<b>San Diego City College</b>
<b>Grossmont College</b>	<b>Miramar College</b>	<b>Southwestern College</b>
<b>Mesa College</b>	<b>Palomar College</b>	

***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](http://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 at Madison

*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.

**Science, Technology & Engineering Pathway** - Madison High School is now offering a four year Science, Technology & Engineering Pathway. All freshmen interested in this pathway will be introduced to the pathway through the UCCI Green Up and Go Physics course. In this course, students will be introduced to learning scenarios and project concepts they will find in the Environmental Science, Sustainability and Engineering path and the Automotive and Mechanical Technology and Engineering path. This will give students to select from either Environmental or Automotive Engineering for grads 10-12. See brochure [linked here](#).



**Environmental Science, Sustainability and Engineering**- This new pathway provides students with opportunities to research, analyze and apply real world energy solutions using solar, wind, and hydro energy and applying fundamental concepts related to sustainability.

**Automotive and Mechanical Technology and Engineering** - The students in this pathway 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.



**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.

See your counselor for courses and enrollment detail

## **COURSE DESCRIPTIONS**

### **English**

(8 credits required)

#### **9th Grade English**

##### **IDENTITY & RELATIONS 1,2 (English 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

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.

##### **ADV. ENGLISH 3,4 CL**

Grade 10 (P) Course No. 1572C

Designed for the student who is above average in English as evidenced by high achievement scores. This course meets the requirements for the Diploma with Academic Distinction. Course content includes literary analysis and advanced writing and speaking skills. Reading selections are taken from classical and contemporary works of world literature.

*Prerequisite: Previous English grades of "B" or better.*

#### **11th Grade English**

##### **AMERICAN LITERATURE 1,2**

Grade 11 (P) Course No. 1583

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

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. 169

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

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.

Prerequisite: English 47A or SAT score >550

**Mathematics**

**(6 credits required – Class of 2022, 2023, 2024 and 2025; 4 years recommended for college readiness.)** *Note: Students who are pursuing admission to a four-year college or university will exceed these 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 Math 96/119 (Mesa CC)
	Integrated Math I Adv.	Integrated Math II Adv.	Integrated Math III Adv.	Pre-calculus 1-2 Honors	AP Stats or Math  116 or 119 (Mesa CC)  Math 96/119 AP Calculus

**INTEGRATED MATH I A-B**

Grade 9 (P) Course No. 4157

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

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

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

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

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.

**HONORS PRECALCULUS 1-2 CL**

Grade 11, 12 (HP) Course No. 4181

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.

**CALCULUS AB 1-2 AP**

Grade 11, 12 (HP) Course No. 4189

This course follows the standard syllabus of Advanced Placement Calculus AB as stated by the College Board. Students can receive college credit for the first semester of college level calculus if a grade of 3, 4, or 5 is earned on the AP exam taken in May. For students who plan on attending a four year university, AP Calculus AB is one of the more rigorous options in mathematics at Madison.

**Prerequisite:** "B" grade or better in Hon. Pre-Calculus 1-2; qualifying exam and teacher/counselor recommendation. The availability of this course is based upon a minimum number of qualified students who request the course.

**STATISTICS AND DATA ANALYSIS 1-2**

Grade 11 and 12 (P) Course No. 4046

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

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 96 (MESA CC—FALL)**

Grade 11, 12 Course No. 4276

This course covers systems of equations and inequalities, radical and quadratic equations, quadratic functions and their graphs, complex numbers, nonlinear inequalities, exponential and logarithmic functions, conic sections, sequences and series, and solid geometry. The course also includes application problems involving these topics. This course is intended for students preparing for transfer-level mathematics courses. (FT) AA/AS.

**Prerequisite:** "B" grade or better in Integrated Math III A-B and a 2.7 or above overall GPA, plus PSAT/ SAT score.

**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 116 (MESA CC)**

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 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 required: Biology 1,2, Physics 1,2 &amp; Chemistry 1,2)

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

**Physics****UCCI GREEN UP AND GO: THE PHYSICS OF GREEN ENGINEERING 1,2 (This course is designated for our Science, Technology & Engineering Pathway Students)**

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

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 1,2**

Grade 10 (P) Course No. 6311

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.

**ADVANCED PHYSICS 1,2**

Grade 10 (P) Course No. 6321

This course explores the forces that drive our universe. Advanced Physics is for the student who enjoys a challenge and desires to succeed at a high level. Students will not only have a conceptual understanding of physics from laboratories and activities, but will apply their skills in mathematics to understand and predict the nature of the universe. Upon successfully completing Advanced Physics, students will be prepared for the challenges and rewards of Advanced Placement Physics as juniors and seniors.

**Prerequisite:** Grade of "C" or higher in Integrated Math II A-B Adv. or teacher/counselor recommendation.

## **Chemistry**

### **CHEMISTRY 1,2**

Grades 11 (P) Course No. 6211

Investigate and understand basic principles, achieve skills through lab experiments and problem solving in atomic and kinetic theory, matter, chemical reactions and bonding, application of energy, equilibrium, acids and bases, and oxidation reductions.

*Prerequisite:* Integrated Math I

### **CHEMISTRY 1,2 HONORS CL**

Grade 11 (HP0) Course No. 6221C

This course is designed to challenge the student to greater depths of knowledge for an understanding of the changes in the world about us. Research and lab work is designed for the scientifically oriented student and will prepare them for college-level science classes. Course includes the study of chemical reactions and bonding, equilibrium equations, thermodynamics, acids and bases, organic and nuclear chemistry.

*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

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

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.

## **Social Studies**

**(6 credits required)**

### **Grade 10**

#### **MODERN WORLD HISTORY & GEOGRAPHY 1,2**

Grade 10 (P) Course No. 6605

This course 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

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

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

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 the 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

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

*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, 3-4 & 5-6

Grades 9-12(P)                      Course No. 2384; 2386; 2382

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.

Prerequisite for ASL 3-4: "C" or higher in ASL 1-2 or ASL teacher recommendation.

Prerequisite for ASL 5-6: "C" or higher in ASL 3-4 or ASL teacher recommendation.

## Spanish

#### SPANISH 1-2

Grades 9-11 (P)                      Course No. 2321

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

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.

Prerequisite: "C" or higher in Spanish 1-2.

#### SPANISH 5-6

Grades 9-12 (P)                      Course No. 2325

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.

Prerequisite: Must have a "C" or higher in Spanish 3-4 or approval of instructor.

#### AP SPANISH LANGUAGE 1-2

Grades 10-12 (HP)                      Course No. 2333

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

**(Students must have one full year of a VAPA required for a diploma.)**

#### AP 2-D ART AND DESIGN 1,2

Grades 11-12 (P)                      Course No. 0367

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. 5320

Band is offered to 9th grade students or first year band students. Students will learn and or continue to further their expertise on their chosen instrument in an ensemble setting, learning more complex musical notation, rhythms, and terminology.

**BAND 3,4;5,6; 7,8**

Grades 10-12 (P) Course No. 5325

Second year students explore the world of music through the study of instruments and traditions of a variety of music styles. Travel, public performance and student leadership are just a few of the exciting opportunities that students who enroll in this course will experience. This course meets the VAPA for UC/CSU admission.

Prerequisite: Band 1,2

**DANCE/FINE ARTS 1,2**

Grades 11-12 (P) Course No. 1481;1482

This elective course is designed as a two- semester introduction that provides students with a foundation in dance. 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.

**TECHNICAL THEATRE 1,2,3,4**

Grades 9-12 (P) Course No. 1413,1414,1415,1416

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.

**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.

**VIDEO PRODUCTION 1,2**

Grades 9-10 (P) Course No. 8373,8374

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” and/or “d” requirement. Courses without a (P) earn elective credit 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. 8432,8433,8434,8435

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.

### 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.

### 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. The first semester will focus on the basic design, operation, safety and basic maintenance of the automobile from a systems standpoint. Students will be presented with real-world problems that require them to work collaboratively to propose and justify solutions. Students will acquire and demonstrate knowledge through investigations, analysis, reading, and writing. Students will share knowledge through oral presentations of projects. For example, one project will require students to research and identify social, environmental and ethical issues related to the automobile, and to use this information to predict what future cars will be like. Students will create their concept of the car of the future and present and defend their design. The second semester will incorporate STEM explorations. After digging into the mathematics, physics and chemistry behind automotive systems, students will learn the concepts by performing hands-on tasks and repairs in an automotive STEM Lab. Students will also explore resources such as the Occupational Outlook Handbook to determine career opportunities and preparation requirements for career readiness in automotive engineering, maintenance and service professions. Earns a “g” credit at UC/CSU.

**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. Earns a "g" credit at UC/CSU.

**AUTOMOTIVE ENGINEERING 1,2**

Grades 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. Earns a "d" credit at UC/CSU.

*Prerequisite:* CPA Auto MLR I A,B

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

Grade 9,10 (P) Course No. 8207 (9) &amp; 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) &amp; 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 FOUNDATION**

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. Here is the link to opt your student out of the Freshman Foundation course: [https://bit.ly/FF\\_OPTOUT\\_2021](https://bit.ly/FF_OPTOUT_2021)

**STUDENT GOVERNMENT (ASB)**

Grades 9-12 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.

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



**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 required -- 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**

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.

**JROTC 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.

<b>Fall Sports</b>	<b>Winter Sports</b>	<b>Spring Sports</b>
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 guidance counselor to verify the eligibility of each academic course.*