

CASA GRANDE HIGH SCHOOL

COURSE DESCRIPTION HANDBOOK

FRESHMAN, SOPHOMORE
JUNIOR & SENIOR

2010 – 2011



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High School Graduation and Minimum College Eligibility Requirements

Petaluma City Schools High School Graduation Requirements	California State University (CSU) Minimum Eligibility Requirements	University of California (UC) Minimum Eligibility Requirements *
Social Studies	Social Science 2 years	Social Science 2 years
World History 10 credits US History 10 credits American Government 5 credits Economics 5 credits	World History U.S. History (may use American Government for ½ year of U.S. History)	World History U.S. History (may use American Government for ½ year of U.S. History)
English 40 credits	English (college prep) 4 years (may include 1 year of ELD 4)	English (college prep) 4 years (may include 1 year of ELD 4)
Mathematics 20 credits	Mathematics 3 years	Mathematics 3 years (4 years recommended)
Must include Algebra I or Algebra IA + IB	Algebra I Geometry Algebra II	Algebra I Geometry Algebra II
Additional Math/Science or Math/Science Related 10 credits		
Science	Laboratory Science 2 years	Laboratory Science 2 years (3 years recommended)
Physical Science 10 credits Biology 10 credits	Physical Science Biological Science	2 of the following 3: Biology, Chemistry, Physics
Fine Arts or Foreign Language 10 credits	Visual and Performing Arts 1 year (from single discipline)	Visual and Performing Arts 1 year (from single discipline)
Physical Education 20 credits	Foreign Language 2 years (same language)	Foreign Language 2 years (same language) (3 years recommended)
Human Interaction 5 credits		
Electives 65 credits	Elective (college prep) 1 year	Elective (college prep) 1 year
	SAT Reasoning Test or ACT	SAT Reasoning Test or ACT and Subject Tests (2 subject tests will not be required beginning with the Class of 2012)
Total 220 Credits California High School Exit Exam (CAHSEE)		* Beginning with the Class of 2012 , students must finish 11 of the 15 required courses by the end of their junior year.

For detailed descriptions of: CSU Admission Eligibility Requirements go to <http://www.csumentor.edu>

UC Admission Eligibility Requirements go to <http://www.universityofcalifornia.edu>

For a complete listing of Casa Grande's courses that are UC/CSU eligible, go to the UC a-g list at <https://doorways.ucop.edu/list>

Suggested Education Plans for High School

These are suggested education plans only. High school graduation requirements and college entrance requirements are not the same. Course selection should be based on academic, career, and personal interest. Student interests and goals should guide the path through high school.

Education Plan to Meet High School Graduation Requirements Only*

9 TH Grade	10 TH Grade	11 TH Grade	12 TH Grade
English 9	English 10	English 11	English 12
Physical Science	Biology	Elective ²	Elective
Math	Math	Elective	Elective
Human Interaction plus Semester Elective	World History	U.S. History	American Government/Economics
PE 9	PE 10	Elective	Elective
Elective ¹	Elective	Elective	Elective

¹ High School Graduation Requirements require at least one year of a language **or** a performing art.

² High School Graduation Requirements require a third year of a math or a science.

Education Plan to Meet College Entrance Requirements in Subject Areas*

9 TH Grade	10 TH Grade	11 TH Grade	12 TH Grade
English 9	English 10	English 11	English 12
Physical Science	Biology	Chemistry	4 th year Lab Science
Math	Math	Math	Math
Human Interaction plus Semester Elective	World History	U.S. History	American Government/Economics
PE 9	PE 10	Elective in a Performing Art	Elective
Language 1	Language 2	Language 3	Elective

*220 units are required to earn a high school diploma

* State of California requires completion of Algebra I (or Algebra IA and 1B) and passing scores on the CAHSEE

Honors or Advanced Placement courses are available in all academic subjects and usually require academic criteria for eligibility. It is encouraged that students take challenging courses, throughout high school and complete at least one Honors or AP course.

Casa Grande High School Honors and Advanced Placement (AP) Course Information

Casa Grande encourages all students to challenge themselves in honors or Advanced Placement coursework. Even if a student has never been in an honors, GATE, or accelerated program, we recommend that students take the placement tests and/or enroll in honors or AP courses. Research shows that students who take more rigorous coursework have greater success after high school.

Course Title	How to Get Into Course	How Course is Different From College Prep
Algebra II Honors	Placement test in early Spring	Accelerated pace
Math Analysis Honors	Placement test in February	Additional topics covered More in-depth exploration of concepts 20 to 40 minutes more homework
Calculus A/B AP	Open enrollment, Math Analysis pre-requisite	College level textbook AP Exam in May (Calculus AP and Statistics AP only) College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP Exam.
Calculus B/C AP	Open enrollment, Calculus A/B pre-requisite	College level textbook AP Exam in May (Calculus AP and Statistics AP only) College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP Exam.
Statistics AP	Open enrollment	College level textbook AP Exam in May (Calculus AP and Statistics AP only) College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP Exam.
English 9 Honors	Placement test consisting of essay and/or multiple choice exam Test in March, results in April Teacher recommendation	Summer work is expected Students work at an accelerated pace Literature is sophisticated, challenging, and comprehensive Writing is frequent, in-depth, and academic Preparation for college-level work is rigorous and thorough
English 10 Honors		
Language and Composition AP		
Literature and Composition AP		
World History AP	Open enrollment. placement test if enrollment numbers are higher than can be accommodated	Accelerated pace Interested students to meet in Spring prior to Fall start Parent/student/school contract Summer work expected, due in August Possess strong reading and writing skills
US History AP		
American Government AP		
Macroeconomics AP		
Psychology AP		

Casa Grande High School Honors and Advanced Placement (AP) Course Information

Physical Science Honors	Placement test, multiple choice, administered in early Spring	Accelerated pace Additional state standards covered Requires higher level reading and math comprehension
Biology Honors	Placement test, multiple choice, administered in Spring	Accelerated pace Additional state standards covered
Chemistry Honors	Placement test in early Spring Completion of Geometry with a "B" or higher Completion of or concurrent enrollment in Algebra II	Accelerated pace Topics covered in greater depth 2 to 3 additional chapters covered over course of year Students expected to read more text material independently
Physics AP	Completion of or concurrent enrollment in Calculus or recommendation from Chemistry teacher	Accelerated pace Aptitude for science and math College level textbook
French IV AP	Open enrollment "B" or higher in previous level	More rigorous study of culture, literature, and language Self-motivated, independent learner Requires the learner to be more motivated and more independent
Mandarin 3 Honors		
Spanish for Native Speakers III AP		
Spanish Language IV AP		
Spanish Literature V AP		
Art III AP	Portfolio review	Extended exploration of art styles and mediums More intensive development of art skills
Sculpture AP	Consent of instructor	

FAQ for Advanced Placement and Honors Courses

INTRODUCTION

Most parents and students strive to be well-informed and make appropriate choices regarding all aspects of the high school experience. Many want to investigate taking Honors or Advanced Placement (AP) courses. Since Casa Grande High School offers more Honors and AP courses than any individual can take, it is important to choose wisely.

This information is to help parents and students decide which Honors and/or AP courses are appropriate, and how many to take. If you still have questions after reading and discussing this document, do not hesitate to contact the Casa Grande Counseling Department.

What is an AP (Advanced Placement) course?

An AP course is a college-level course taught at the high school. The AP national curricula is developed and regulated by the College Board to ensure college-level standards for all AP courses. The AP curriculum culminates with an AP exam in May, or in the case of art courses, a student portfolio. An AP course moves at a college pace through the subject matter to ensure the entire curriculum is covered prior to the AP exam. Students are expected to maintain the pace and focus throughout the year.

Most universities award college credit if the AP exam score is 3, 4, or 5 (5 is the highest score); however this varies by college and by department within a college. AP credit often allows entering college freshmen priority in enrolling in classes because these students have already earned the equivalent of college credit prior to college. It isn't unusual for students to begin college with 6.0 or more college units completed.

What is an Honors course?

An Honors course is developed locally by district teachers to meet the needs of talented students. An Honors class parallels the curriculum offered in the corresponding college prep class, but may cover additional topics in greater depth. An Honors course usually requires more homework and more reading than a regular, college-prep course.

How do AP and Honors classes affect a student's GPA?

Due to the rigorous nature of AP and Honors classes, the district awards a weighted grade point (A=5; B=4; C=3) for all AP courses and for Trig/Math Analysis Honors and Chemistry Honors. These added grade points can boost a student's GPA and class ranking.

When and how do students get information about a particular AP or Honors class?

During the 9th or 10th grade Education Plan Conference, students and parents should discuss plans for all courses they are considering. Also, they may schedule an appointment with their school counselor at any time for further information.

Honors and AP classes are open to all students and are based on a combination of placement exam scores, teacher recommendation, or grades in specific subjects. Honors and AP placement tests are given in March or April by department. Dates for exams are in the daily announcement, posted on the Casa Grande website (www.casagrandehighschool.org), and announced in English, math, or science classes.

What are the admissions criteria and prerequisites for AP and Honors classes?

Please see the Honors and AP Information chart.

I heard that colleges give college credit for AP classes?

Colleges and universities may bestow college credit for AP exams completed with scores of 3, 4, or 5. Students who pass Advanced Placement exams may earn advanced standing or college credit when they enroll in a university. Policy varies between colleges and by department within a college. Once a student has accepted entrance to a specific college, he or she may pursue what AP course credit will be accepted for college credit.

What are the pros and cons of enrolling in AP and Honors classes?

Pro: Students have the opportunity to challenge themselves in Honors and AP courses. These challenging classes expose students to information that they might otherwise not encounter in high school. College and university admissions officers look favorably on students who take more challenging programs. In the competitive world of college admissions, the rigor of high school courses attempted makes a difference is who is accepted and who is not.

Con: AP and Honors classes have a significantly heavier work load and may increase student stress and minimize time for other activities. Taking multiple AP and Honors classes, participating in extracurricular activities, and/or employment may present an additional stress due to balancing commitments.

How many Honors and AP classes should a student take simultaneously?

This is a personal decision, based on a student's ability to carry a heavy workload, manage time and stress, and extra curricular commitments. Counselors usually advise students to start the 9th grade with a schedule that is individually challenging, but not overly difficult to ensure that the transition to high school is smooth. Students often become more practiced and focused as they learn how to balance academics, friends, and extracurricular activities.

Often students take AP or Honors courses in the subjects which interest them or in the subjects that align with a college major of interest. When making a decision about which particular course/courses to take, students need to approach the decision considering extracurricular commitments, ability to manage time effectively, and degree of personal motivation.

Is it better to take an AP and Honors class and earn a lower grade or take the regular class and earn a higher grade?

This is a difficult question which has no single answer. Typically taking rigorous courses in high school is a better preparation for college. When colleges make admission decisions, they look at a variety of factors including grades, rigor of classes, test scores, extracurricular activities, student essays, and teacher recommendations. Various institutions weigh each of these factors differently.

Are AP Exams required and how much do they cost?

Each AP class culminates with a College Board exam in May. Students are strongly encouraged to take the exam, but it is not required. The exams currently cost \$86 and reduced cost applications are available. Contact The AP teacher for further information.

UC a-g list of Approved Courses for Casa Grande High School

Linda Scheele, Principal
<https://doorways.ucop.edu/list>

Street Address: 333 Casa Grande Road Petaluma, CA 94954-5706 Phone: (707) 778-4681
 Course Contact: Eric Backman (707) 778-4681

CEEB code: 052448

WASC Accreditation Status: Accredited (through 2012)

Course List for 2009-10

The following courses meet requirements for admission to the University of California.

★denotes courses that have been approved for extra honors credit: a=5, b=4, c=3.

◆denotes courses that cannot be used to fulfill the "g" elective requirement.

The 'category' column represents the specific subject requirement fulfilled by the course.

a - History / Social Science - 2 years required

Two years of history/social science, including one year of World History, Cultures or Geography; and one year of US History or one-half year of US History and one-half year of American Government/Civics.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
AP World History★	AP World Hist	World History/ Geography/ Cultures	AP	This course provisionally approved pending final College Board audit authorization.
American Government	Amer Gov AP, Amer Gov AdaM, Amer Gov CATER, Amer Gov GCP, Amer Gov HCP, Amer Gov IR, Amer Gov SDAIE, Amer Gov SSP, Amer Gov STE	American Government/ Civics		Semester
American Government AP★	Amer Gov AP, American Government AP	American Government/ Civics	AP	Semester
U.S. History	US HIST GCP, US HIST IR, US Hist AP, US Hist AdaM, US Hist CATER, US Hist HCP, US Hist RRR, US Hist SDAIE, US Hist SSP, US Hist STE, US History	U.S. History		
U.S. History AP★	US Hist AP, US History AP	U.S. History	AP	
U.S. History Rebels, Resist, Revolt	US HISTORY RRR	U.S. History		
World Hist 10	World Hist 10, World Hist 10 SDAIE, World Hist 10SDAIE, World Hist AP	World History/ Geography/ Cultures		
World History 10 Hon	Wld Hist H NW	World History/ Geography Cultures		
World History	World Hist 10, World Hist 10 SDAIE	World History / Geography / Cultures		

b - English - 4 years required

Four years of college preparatory English. Students may only use 1 year of ESL/ELD English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
English 10	English 10	English		
English 10 Honors	Engl 10 H NW	English		
English 11	ENGL 11 GCP, ENGL 11 IR, Engl 11 AdaM, Engl 11 CATER, Engl 11 HCP, Engl 11 RRR, Engl 11 SSP, Engl 11 STE	English		
English 11 Rebels, Resistance, Rebellion	English 11/RRR	English		
English 11 Honors★	Engl 11 Hon	English	H	
English 12	ENGL 12 GCP, ENGL 12IR, Engl 12 AdaM, Engl 12 CATER, Engl 12 HCP, Engl 12 SSP, Engl 12 STE	English		
English 12 AP★	Engl 12 AP	English	AP	
English 9	ELD 4, English Lang 4	English		
English 9 Honors	English 9 Hon	English		
9th Grade English	English 9	English		
Literature from the '60's Movement	English 12: Lit from the 60's Movement, Lit from the 60's Movement	English		

c - Mathematics - 3 years required, 4 years recommended

Three years of college preparatory mathematics that includes the topics covered in Elementary Algebra/Algebra 1, Geometry and Advanced Algebra/Algebra 2. Approved Integrated Math courses may be used to fulfill part or all of this requirement.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Statistics (AP)★	Statistics AP	Statistics	AP	
Algebra I♦	Algebra I, Algebra I SDAIE	Algebra 1		
Algebra IA♦	Algebra IA, Algebra IA SDAIE	Algebra 1		
Algebra IB♦	Algebra 1B SDAIE, Algebra IB	Algebra 1		
Algebra II♦	Algebra II, Algebra II SDAIE	Algebra 2		
Algebra II Honors♦	Algebra II HNW, Algebra II Honors	Algebra 2		
Calculus AP★	Calc A/B AP	Advanced Mathematics	AP	
Geometry♦	Geometry, Geometry SDAIE	Geometry		
Geometry Honors♦	Geometry Hon	Geometry		
Trig/Math Analysis	Trig/Math Analysis	Advanced Mathematics		
Math Analysis Honors★	Math Analysis H	Advanced Mathematics	H	

d - Laboratory Science - 2 years required, 3 years recommended

Two years of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry and Physics. This requirement can also be met by completing the latter two years of a 3-year Integrated Science program.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Biology	Bio Clinic App HCP, Bio I Hon NW, Biology I, Biology I SDAIE	Biological Science		
Chemistry	CHEM CATER, CHEM GCP, CHEM HCP, Chem Hon, Chemistry, Chemistry SDAIE	Chemistry		
Chemistry Honors 🌟	Chemistry Hon	Chemistry	H	
Physics	Physics	Physics		
Physics AP 🌟	Physics AP	Physics	AP	
Anatomy and Physiology	Anatomy and Physiology, Anatomy and Physiology HCP	Biological Science		
Biology I Honors NW	Biology I Hon NW	Biological Science		

e - Language Other than English - 2 years required, 3 years recommended

Two years of the same language other than English.

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Mandarin Chinese I 🌟	Chinese I Mandarin	LOTE Year 1		
French I 🌟	French I	LOTE Year 1		
French II	French 2, French II	LOTE Year 2		
French III	French 3	LOTE Year 3		
French Language IV AP 🌟	French LN 4 AP, French Lang IV AP	LOTE Year 4+	AP	
French Literature V AP 🌟	French Lit V AP	LOTE Year 4+	AP	
Spanish I 🌟	SPANISH 1, Span 1 Native, Spanish 1	LOTE Year 1		
Spanish II	Spanish 2, Spanish 2 Native, Spanish 2 work, Spanish II, Spanish II: Spanish in the Workplace, Spanish Nat Spk I	LOTE Year 2		
Spanish III	Spanish 3, Spanish 3 AP NTV, Spanish 3 work, Spanish III, Spanish III: Spanish in the Workplace, Spanish Nat Spk II	LOTE Year 3		
Spanish Language IV AP 🌟	Spanish 4 work, Spanish LN 4 AP, Spanish Lang IV AP, Spanish Lang Nat Spk III AP	LOTE Year 4+	AP	
Spanish Literature V AP 🌟	Span LT 5 AP, Spanish Lit V AP	LOTE Year 4+	AP	
Chinese Mandarin II	Chinese 2 Mandarin	LOTE Year 2		

f - Visual & Performing Arts - 1 year required

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Sculpture	Sculpture	Visual Arts (Advanced)	AP	
Music Appreciation ♦	Music Apprec, Music Appreciation	Music (Intro)		
Acting Advanced	Acting ADV, Acting Adv	Theater Arts (Advanced)		
Acting Beginning ♦	Acting Beg	Theater Arts (Intro)		
Acting Intermediate	Acting Int	Visual Arts (Advanced)		
Art I ♦	Art 1, Art I	Visual Arts (Intro)		
Art II	Art II	Visual Arts (Advanced)		
Art III AP ✨	Art III AP	Visual Arts (Advanced)		
Concert Band	Band Concert, Concert Band	Dance (Advanced)		
Jazz Band I	Jazz Band 1, Jazz Band I	Dance (Advanced)		
Jazz Band II	Jazz Band II	Music (Advanced)		
Musical Theatre ♦	Musical Theatre	Theater Arts (Intro)		
Photography	Photography, Photography	Visual Arts (Advanced)		
Symphonic Band	Band symph, SYMPH BAND, Symph Band	Dance (Advanced)		
Advanced Placement Sculpture ✨	Sculpture A.P., Sculpture AP	Visual Arts (Advanced)	AP	
Advanced Photography	Photography Adv, Photography Adv	Visual Arts (Advanced)		
Freshmen Band ♦	Band Freshmen, Freshmen Band	Music (Intro)		

g - Elective - 1 year required

One year (two semesters), in addition to those required in "a-f" above. All courses must be listed under "a-f" above with the exception of courses marked with a blue diamond (◆) in Mathematics, Language Other than English, and VPA; plus the following:

Course Title	Transcript Abbreviation(s)	Category	Honors Type	Course Notes
Ecology Application	Ecology Apps	Science-Integrated		
Media Studies	Media Studies	English		Semester
Biology: Clinical Applications	Bio Clinic APP HCP, Bio Clinic Apps	Science-Biological		
Public Speaking	Public Spking	English		Semester
Astronomy	Astronomy	Science-Physical		
Ecology Applications	Ecology Apps	Science-Integrated		
Economics	Eco-Eco, Econ ADAM, Econ AdaM, Econ CATER, Econ GCP, Econ HCP, Econ IR, Econ SDAIE, Econ STE	History / Social Science		Semester
Environmental Science	Environmental Science	Science-Physical		
Journalism	JOURNALISM, Journalism	English		
Legal Studies	Legal Studies	History / Social Science		Semester
Macro Economics AP◆	Macro Econ AP	History / Social Science	AP	Semester
Physical Science	Phys Sci HonNW, Phys Sci SDAIE, Phys Science, Physical Sci HON, Physical Sci SDAIE	Science-Physical		
Psychology AP◆	Psych AP	History / Social Science	AP	
Psychology Introduction	Psych Intro	History / Social Science		Semester
Sociology	SOCIOLOGY, Sociology	History / Social Science		Semester
World Hist/Geography and World Civ	Wld Hist/Geo/Civ	History / Social Science		Semester
World Hist/Knights,Painters,Change	Wld Hist/Knights	History / Social Science		Semester
World History/Comparative Religions	Wld Hist/Com Rel, Wld Hst/Com Rel	History / Social Science		Semester
World History/Women's Role	Wld Hist/Wm Role	History / Social Science		Semester

CALIFORNIA HIGHER EDUCATION SYSTEMS – 2009/2010

	Community Colleges www.cccco.edu	California State University www.calstate.edu	University of California www.universityofcalifornia.edu	Independent Colleges www.aiccu.edu
Number Statewide Schools in each system	110 SRJC, Marin, Napa, Mendocino, Contra Costa, Solano, Sacramento, Butte, Feather River, Los Angeles, San Diego, San Francisco, San Bernardino, Santa Barbara, etc.	23 Chico, East Bay, Humboldt, Los Angeles, Northridge, Sacramento, San Diego, San Francisco, San Jose, Sonoma State, etc.	10 Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz	Over 75 Claremont, Dominican, Mills, Pacific Union, Pepperdine, St. Mary's, Stanford, Occidental, University of the Pacific, etc.
Nature of Programs and Curriculum	Two-year schools <ul style="list-style-type: none"> • Career and job entry majors • Transfer classes • AA degrees • Vocational certificates • Concurrent enrollment (for high school students) 	Four-year schools with graduate programs <ul style="list-style-type: none"> • Various majors, depending on the campus • Pre-professional training • Bachelor's degrees • Master's degrees • Teaching credentials 	Four-year schools with graduate and professional programs <ul style="list-style-type: none"> • Various majors, depending on campus or research institution • Pre-professional training • Bachelor's degrees • Doctorate and professional degrees 	Varies according to size
Costs: Full-time fees and/or tuition (not including books, supplies, room or board)	Approx. \$1,000 per year (\$26/unit)*	Approx. \$4,827 per year*	Approx. \$8,700 per year *	Approx. \$16,000-\$40,000 per year*
Supported by:	Public tax monies and student fees	Public tax monies and student fees	Public tax monies and student fees	Private funds and tuition fees
Entrance Requirements for Freshman 1) GPA and Subject 2) Admission Test (ACT or SAT)	Must be 18 years old or high school graduate. No subject requirements.	High school graduate. Meet eligibility index with minimum of 2.0 GPA. Full pattern of subject requirements completed with grade C or better. All grades count except PE and ROTC (grades 10-12).	A-G academic subject requirements completed with grade C or better. At least 3.0 GPA and meet eligibility index. Only UC approved courses calculated in GPA (grades 10-12).	Prefer students who have met UC entrance requirements. Above 2.0 GPA.
	No college entrance exams required. College placement exams required to enroll in English, ESL, and math courses.	SAT Reasoning Test or ACT must be taken by November.	SAT Reasoning Test or ACT and SAT Subject Tests must be taken by November. (Subject Tests will not be required starting with Class of 2012).	SAT Reasoning Test or ACT Test. Some require SAT Subject Tests. Contact the individual college for specific test requirements.

*Tuition and fees based on current California higher education costs.

CGHS 2010- 2011

11th & 12th Grade Clusters

Green Career Pathway(GCP)

Required Core: Eng & Soc. Studies 11 & 12

Electives: Cul. Arts Adv., Chem. GCP, Ecology Apps.,
From the Ground Up, Pastry & Baking, United Anglers

Health Career Pathway(HCP)

Required Core: Eng. & Soc. Studies 11 & 12

Electives: Anat. & Phys., Chem. HCP, Clin. Bio,
CP Co-op ROP, HOSA, Sports Med. Adv.

Global Electives

Art I
Band
Beg. Drama
Auto
Journalism
Leadership
Wildlife
Comp Religions/Women's Role
Culinary Arts Beginning

World Languages

Mathematics

English Language Academy

Advanced Placement

Liberal Studies(LS)

Required Core: Eng. & Soc. Studies 11 & 12

Electives: Acting Intern. & Adv., Art II, Leg. Studies/Soc.,
Photo Adv., Psych Intro./Leg. Studies, Sculpture,
Sociology/Psych. Intro.

Marketing, Media & Management(M3)

Required Core: Eng. & Soc. Studies 11 & 12

Electives: Alg. II, Event Planning, Event Planning Adv.,
Graphic Design ROP, Motion Graphic Design,
Trig./Math Analysis, Yearbook

11th Grade Course Selection

2010-2011

Name _____

Counselor _____

- ✓ Choose your 1st choice cluster carefully as you are making a year-long commitment. Refer to the SLC Brochure and the Course Description Handbook for cluster and course details.
- ✓ You must have a minimum of 3 classes from your 1st choice cluster: English, US History, and at least one elective.
- ✓ You may sign up for any elective. However, if a cluster elective is full, priority will be given to cluster members.

Green Careers Pathway (GCP)	Health Careers Pathway (HCP)	Liberal Studies (LS)	Marketing, Media and Management (M ³)
<input type="checkbox"/> English 11 (GCP) <input type="checkbox"/> English 11 NY (RSP)	<input type="checkbox"/> English 11 (HCP) <input type="checkbox"/> English 11 NY (RSP)	<input type="checkbox"/> English 11 (LS) <input type="checkbox"/> English 11 NY (RSP)	<input type="checkbox"/> English 11 (M ³) <input type="checkbox"/> English 11 NY (RSP)
<input type="checkbox"/> US History (GCP) <input type="checkbox"/> US History SDAIE	<input type="checkbox"/> US History (HCP) <input type="checkbox"/> US History SDAIE	<input type="checkbox"/> US History (LS) <input type="checkbox"/> US History SDAIE	<input type="checkbox"/> US History (M ³) <input type="checkbox"/> US History SDAIE
Cluster Electives - Choose at least one from your cluster.			
<input type="checkbox"/> Culinary Arts Advanced <input type="checkbox"/> Chemistry GCP <input type="checkbox"/> Ecology Applications <input type="checkbox"/> From the Ground Up <input type="checkbox"/> Pastry & Baking <input type="checkbox"/> United Anglers Field Studies	<input type="checkbox"/> Anatomy & Physiology <input type="checkbox"/> Chemistry HCP <input type="checkbox"/> Clinical Biology <input type="checkbox"/> HCP Co-op ROP <input type="checkbox"/> HOSA <input type="checkbox"/> Sports Medicine Advanced	<input type="checkbox"/> Acting Intermediate <input type="checkbox"/> Acting Advanced <input type="checkbox"/> Art II <input type="checkbox"/> Legal Studies/Sociology <input type="checkbox"/> Photography Advanced <input type="checkbox"/> Psych Intro./Legal Studies <input type="checkbox"/> Sculpture <input type="checkbox"/> Sociology/Psych Intro.	<input type="checkbox"/> Algebra II <input type="checkbox"/> Event Planning <input type="checkbox"/> Event Planning Advanced <input type="checkbox"/> Computer Graphic Design <input type="checkbox"/> Motion Graphic Design <input type="checkbox"/> Trig/Math Analysis <input type="checkbox"/> Yearbook

Global Electives

Choose your other classes from these electives

ELD	Science	World Language	Other Electives	Other Electives
<input type="checkbox"/> ELD 1A <input type="checkbox"/> ELD 1B <input type="checkbox"/> ELD 2 <input type="checkbox"/> ELD 3 <input type="checkbox"/> ELD 4	<input type="checkbox"/> Astronomy <input type="checkbox"/> Biology <input type="checkbox"/> Biology SDAIE <input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry Honors <input type="checkbox"/> Physical Science <input type="checkbox"/> Physical Science SDAIE <input type="checkbox"/> Physics	<input type="checkbox"/> French I <input type="checkbox"/> French 2 <input type="checkbox"/> French 3 <input type="checkbox"/> Mandarin Chinese I <input type="checkbox"/> Mandarin Chinese II <input type="checkbox"/> Mandarin Chinese III <input type="checkbox"/> Mandarin Chinese III Hon <input type="checkbox"/> Spanish I	<input type="checkbox"/> 3D Animation ROP <input type="checkbox"/> Academic Decathlon <input type="checkbox"/> Acting Beginning <input type="checkbox"/> Art I <input type="checkbox"/> Auto CAD Mechanical <input type="checkbox"/> Auto CAD Architectural <input type="checkbox"/> Architect Model ROP <input type="checkbox"/> Auto Technology I <input type="checkbox"/> Auto Repair ROP <input type="checkbox"/> Band Concert <input type="checkbox"/> Band Symphonic <input type="checkbox"/> CAHSEE Passing <input type="checkbox"/> Child Development <input type="checkbox"/> Child Development Adv <input type="checkbox"/> Child Dvlpmt Comm Cls <input type="checkbox"/> Choir Concert <input type="checkbox"/> Comparative Religion/Women's Role <input type="checkbox"/> CompTech/PC Repair <input type="checkbox"/> Culinary Arts <input type="checkbox"/> Drafting ROP	<input type="checkbox"/> English Make-up <input type="checkbox"/> IWE <input type="checkbox"/> Jazz Band I <input type="checkbox"/> Jazz Band II <input type="checkbox"/> Journalism <input type="checkbox"/> Leadership <input type="checkbox"/> Life Skills (SDC) <input type="checkbox"/> Minimum Day <input type="checkbox"/> Music Appreciation <input type="checkbox"/> Newspaper Production <input type="checkbox"/> PE 10 <input type="checkbox"/> PE/Weight Training <input type="checkbox"/> Photography <input type="checkbox"/> Reading Learning Ctr <input type="checkbox"/> Retail Co-op <input type="checkbox"/> Sports Medicine <input type="checkbox"/> Study Skills (RSP) <input type="checkbox"/> Workability (RSP/SDC) <input type="checkbox"/> World History 10 <input type="checkbox"/> World History 10 SDAIE
Math <input type="checkbox"/> Math Review <input type="checkbox"/> Algebra 1 <input type="checkbox"/> Algebra 1 SDAIE <input type="checkbox"/> Algebra 1A <input type="checkbox"/> Algebra 1A SDAIE <input type="checkbox"/> Algebra 1B <input type="checkbox"/> Algebra 1B SDAIE <input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II Honors <input type="checkbox"/> Algebra II SDAIE <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry SDAIE <input type="checkbox"/> Trig/Math Analysis <input type="checkbox"/> Trig/Math Analysis Hon	Advanced Placement <input type="checkbox"/> Art III AP <input type="checkbox"/> English 11 AP <input type="checkbox"/> Calculus A/B AP <input type="checkbox"/> French 4 AP <input type="checkbox"/> Physics AP <input type="checkbox"/> Psychology AP <input type="checkbox"/> Spanish Lang 4 AP <input type="checkbox"/> Spanish Lit 5 AP <input type="checkbox"/> Spanish Native 3 AP <input type="checkbox"/> Statistics AP <input type="checkbox"/> US History AP	Petaluma High Electives <input type="checkbox"/> Agricultural Welding <input type="checkbox"/> Agricultural Mechanics		

12th Grade Course Selection

2010-2011

Name _____

Counselor _____

- ✓ Choose your 1st choice cluster carefully as you are making a year-long commitment. Refer to the SLC Brochure and the Course Description Handbook for cluster and course details.
- ✓ You must have a minimum of 3 classes from your 1st choice cluster: English, American Government/Economics, and at least one elective.
- ✓ You may sign up for any elective. However, if a cluster elective is full, priority will be given to cluster members.

Green Careers Pathway (GCP)	Health Careers Pathway (HCP)	Liberal Studies (LS)	Marketing, Media and Management (M ³)
<input type="checkbox"/> English 12 (GCP) <input type="checkbox"/> English 12 NY (RSP)	<input type="checkbox"/> English 12 (HCP) <input type="checkbox"/> English 12 NY (RSP)	<input type="checkbox"/> English 12 (LAS) <input type="checkbox"/> English 12 NY (RSP)	<input type="checkbox"/> English 12 (M ³) <input type="checkbox"/> English 12 NY (RSP)
<input type="checkbox"/> Am. Gov't/Econ (GCP) <input type="checkbox"/> Am. Gov't/Econ SDAIE	<input type="checkbox"/> Am. Gov't/Econ (HCP) <input type="checkbox"/> Am. Gov't/Econ SDAIE	<input type="checkbox"/> Am. Gov't/Econ (LS) <input type="checkbox"/> Am. Gov't/Econ SDAIE	<input type="checkbox"/> Am. Gov't/Econ (M ³) <input type="checkbox"/> Am. Gov't/Econ SDAIE
Cluster Electives - Choose at least one from your cluster.			
<input type="checkbox"/> Chemistry GCP <input type="checkbox"/> Culinary Arts Advanced <input type="checkbox"/> Ecology Applications <input type="checkbox"/> From the Ground Up <input type="checkbox"/> Pastry & Baking <input type="checkbox"/> United Anglers Field Studies	<input type="checkbox"/> Anatomy & Physiology <input type="checkbox"/> Chemistry HCP <input type="checkbox"/> Clinical Biology <input type="checkbox"/> HCP Co-op ROP <input type="checkbox"/> HOSA <input type="checkbox"/> Sports Medicine Advanced	<input type="checkbox"/> Acting Intermediate <input type="checkbox"/> Acting Advanced <input type="checkbox"/> Art II <input type="checkbox"/> Legal Studies/Sociology <input type="checkbox"/> Photography Advanced <input type="checkbox"/> Psych Intro./Legal Studies <input type="checkbox"/> Sculpture <input type="checkbox"/> Sociology/Psych Intro.	<input type="checkbox"/> Algebra II <input type="checkbox"/> Event Planning <input type="checkbox"/> Event Planning Advanced <input type="checkbox"/> Computer Graphic Design <input type="checkbox"/> Motion Graphic Design <input type="checkbox"/> Trig/Math Analysis <input type="checkbox"/> Yearbook

Global Electives Choose your other classes from these electives

<u>ELD</u>	<u>Science</u>	<u>World Language</u>	<u>Other Electives</u>	<u>Other Electives</u>
<input type="checkbox"/> ELD 1A <input type="checkbox"/> ELD 1B <input type="checkbox"/> ELD 2 <input type="checkbox"/> ELD 3 <input type="checkbox"/> ELD 4	<input type="checkbox"/> Astronomy <input type="checkbox"/> Biology <input type="checkbox"/> Biology SDAIE <input type="checkbox"/> Chemistry <input type="checkbox"/> Chemistry Honors <input type="checkbox"/> Physical Science <input type="checkbox"/> Physical Science SDAIE <input type="checkbox"/> Physics	<input type="checkbox"/> French I <input type="checkbox"/> French 2 <input type="checkbox"/> French 3 <input type="checkbox"/> Mandarin Chinese I <input type="checkbox"/> Mandarin Chinese II <input type="checkbox"/> Mandarin Chinese III <input type="checkbox"/> Mandarin Chinese III Hon <input type="checkbox"/> Spanish I <input type="checkbox"/> Spanish Native I <input type="checkbox"/> Spanish 2 <input type="checkbox"/> Spanish Native 2 <input type="checkbox"/> Spanish 2 Workplace <input type="checkbox"/> Spanish 3 <input type="checkbox"/> Spanish 3 Workplace <input type="checkbox"/> Spanish 4 Workplace	<input type="checkbox"/> 3D Animation ROP <input type="checkbox"/> Academic Decathlon <input type="checkbox"/> Acting Beginning <input type="checkbox"/> Art I <input type="checkbox"/> Auto CAD Mechanical <input type="checkbox"/> Auto CAD Architectural <input type="checkbox"/> Architect Model ROP <input type="checkbox"/> Auto Technology I <input type="checkbox"/> Auto Repair ROP <input type="checkbox"/> Band Concert <input type="checkbox"/> Band Symphonic <input type="checkbox"/> CAHSEE Passing <input type="checkbox"/> Child Development <input type="checkbox"/> Child Development Adv <input type="checkbox"/> Child Dvlpmt Comm Cls <input type="checkbox"/> Choir Concert <input type="checkbox"/> Comparative Religion/Women's Role <input type="checkbox"/> CompTech/PC Repair <input type="checkbox"/> Culinary Arts <input type="checkbox"/> Drafting ROP <input type="checkbox"/> English Make-up	<input type="checkbox"/> IWE <input type="checkbox"/> Jazz Band I <input type="checkbox"/> Jazz Band II <input type="checkbox"/> Journalism <input type="checkbox"/> Leadership <input type="checkbox"/> Life Skills (SDC) <input type="checkbox"/> Minimum Day <input type="checkbox"/> Music Appreciation <input type="checkbox"/> Newspaper Production <input type="checkbox"/> PE 10 <input type="checkbox"/> PE/Weight Training <input type="checkbox"/> Photography <input type="checkbox"/> Reading Learning Ctr <input type="checkbox"/> Retail Co-op <input type="checkbox"/> Sports Medicine <input type="checkbox"/> Study Skills (RSP) <input type="checkbox"/> Wildlife Biology <input type="checkbox"/> Workability (RSP/SDC) <input type="checkbox"/> World History 10 <input type="checkbox"/> World History 10 SDAIE <input type="checkbox"/> US History <input type="checkbox"/> US History SDAIE
<u>Math</u> <input type="checkbox"/> Math Review <input type="checkbox"/> Algebra 1 <input type="checkbox"/> Algebra 1 SDAIE <input type="checkbox"/> Algebra 1A <input type="checkbox"/> Algebra 1A SDAIE <input type="checkbox"/> Algebra 1B <input type="checkbox"/> Algebra 1B SDAIE <input type="checkbox"/> Algebra II <input type="checkbox"/> Algebra II Honors <input type="checkbox"/> Algebra II SDAIE <input type="checkbox"/> Geometry <input type="checkbox"/> Geometry SDAIE <input type="checkbox"/> Trig/Math Analysis <input type="checkbox"/> Trig/Math Analysis Hon	<u>Advanced Placement</u> <input type="checkbox"/> Art III AP <input type="checkbox"/> Am. Gov't AP/Econ AP <input type="checkbox"/> English 12 AP <input type="checkbox"/> Calculus A/B AP <input type="checkbox"/> French 4 AP <input type="checkbox"/> Physics AP <input type="checkbox"/> Psychology AP <input type="checkbox"/> Spanish Lang 4 AP <input type="checkbox"/> Spanish Lit 5 AP <input type="checkbox"/> Spanish Native 3 AP <input type="checkbox"/> Statistics AP	<u>Petaluma High Electives</u> <input type="checkbox"/> Agricultural Welding <input type="checkbox"/> Agricultural Mechanics		

SMALL LEARNING COMMUNITIES (SLCs) at CASA GRANDE HIGH SCHOOL

FRESHMAN (9th grade) AND SOPHOMORE (10th grade) HOUSES

The 9th grade and 10th grade are organized into Small Learning Communities (SLCs) called Houses. The Houses consist of no more than 120-200 students who share common teachers for English, physical science and math in 9th grade. In the 10th grade, students share common English, biology and world history teachers. The purpose of Houses is to increase student achievement and to help students feel more connected to each other, to their teachers and to the school. The Houses give students and teachers an opportunity to create strong relationships by clustering smaller groups of students with a core group of teachers. The Houses provide all the advantages of a large high school such as numerous elective choices, strong arts and athletic programs, college-preparatory coursework and a diverse student and teacher population while benefiting from some of the advantages that come with smaller schools. Research and experience show that students who attend schools with SLCs and have higher attendance rates, higher graduation rates, lower drop-out rates, increased parent involvement, increased student participation in extra curricular activities, and increased school safety, thus higher achievement. Students who have strong relationships with adults and whose learning is rigorous and relevant do better in school. Also, teachers have a greater opportunity to discuss students' progress as a Small Learning Community and are more aware of their students' needs.

Freshman year is a pivotal one. Classes in the 9th grade average 23 students per class. Students who make a successful transition to high school have a greater opportunity for a successful high school experience and thus are more likely to go to college. We believe that developing stronger connections to school and staff through freshman houses help students experience greater success both in high school and later in life.

JUNIOR (11th grade) AND SENIOR (12th grade) CLUSTERS

For the 11th and 12th grade, Casa Grande is organized into Small Learning Communities (SLCs) called Clusters. Similar to our 9th and 10th grade Houses, students in each Cluster benefit from teacher teams made up of core and elective course instructors. Cluster teachers work together to design and deliver engaging interdisciplinary curriculum tied to one of four areas of focus. Clusters provide an opportunity for students to choose an area of interest where the core classes in English and social studies incorporate real-world applications, promote critical thinking, and problem solving. The electives in each Cluster serve to add further depth and relevance to the curriculum.

Technological advances, global-economic competition, and social, political and environmental transformation have expanded the needs of students as they prepare for 21st century challenges. Our world today requires that its people have increased knowledge, skills, flexibility, as well as global and civic awareness. To better prepare young people for their future, Casa Grande high School is working to help students succeed in challenging subjects by providing more relevant contexts for their learning.

Casa's 11th and 12th graders will choose one of the Clusters below.

- Green Careers Pathway (GCP)
- Health Careers Pathway (HCP)
- Liberal Studies (LS)
- Marketing, Media and Management (M³)

Note: Accelerated academics (AP and Honors) and English Language Development (ELD) are offered to any student who meets the criteria.

All students are required to take four years of English. The English curriculum is a literature-based program that focuses on reading and writing while exposing all students to significant literary works. Strategies and instruction will guide students through a range of critical thinking processes as they study content and focus on aesthetic, ethical, and cultural issues. Each student will be encouraged to use analytical skills to reach an understanding of the texts and to establish connections between literature and his or her own life. Listening, speaking, reading, and writing will be integrated and language skills will be taught in meaningful contexts.

The writing component to the English curriculum focuses on the writing process, moving through the writing stages with attention to fluency and content as well as form and usage. Writing assignments complement the literature that is read and encourage the students' in-depth exploration of universal themes.

For 11th and 12th graders, the required core curriculum of English and U.S. History (11th grade) and American Government/Economics (12th grade) are related to the thematic Clusters. For example, topics covered in English 11 and US History in the Marketing, Media and Management cluster will be thematically related through some of the readings and projects to provide relevance as well as rigor. All English standards will be addressed with an emphasis on the Cluster theme.

ENGLISH 9

(9) Year

Prerequisite: None

Major literary works at the 9th grade level may include *Romeo and Juliet*, *Of Mice and Men*, and *Mythology (Greek and Roman)*. A variety of writing modes including autobiographical, observational, and interpretive essays will be taught. Students will be introduced to word processing with the expectation that formal essays will be typed throughout their high school education.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 9 HONORS

(9) Year

Prerequisite: Selection for English 9 Honors is based on a placement test given to incoming eighth graders *and* teacher recommendation and grades.

This is a course for a motivated student. In addition to completing all core and supplemental texts, there are novels that are specific to Honors English 9. Students must also complete a summer assignment before entering the class.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course (UC a-g list at the beginning of this handbook).

ENGLISH 10

(10) Year

Prerequisite: None

Major literary works in the tenth grade may include *Macbeth* and *I Know Why the Caged Bird Sings*. Writing assignments may include a controversial issue essay and evaluative essay. All 10th grade students complete an I-Search Project.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 10 HONORS

(10) Year

Prerequisite: Selection for English 10 Honors is based on a placement test, recommendation by current teachers, and grades.

This is a course for highly motivated students; the class moves at an accelerated pace. English 10 Honors students are expected to complete a rigorous summer assignment that is due before the first day of school. In addition to completing all of the 10th grade core *and* supplemental literature, students will read titles specific to English 10 Honors. Students will complete the I-Search Project, as well as assignments that are specific to English 10 Honors, such as an intensive study of world religions and media literacy.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 11 GCP (GREEN CAREERS PATHWAY)

(11) Year

Corequisite: Enrollment in GCP elective.

This course is a thematic enhancement of the English 11 curriculum. All of the California State Standards and core curriculum standards will be met while emphasizing the relationship between humans and nature from the prehistoric beginning of this nation to the present. It offers students with interest in green futures a choice with supplemental readings and discussion regarding the role humans play in greening of the globe.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 11 HCP (HEALTH CAREERS PATHWAY)

(11) Year

Corequisite: Enrollment in HCP elective.

Corequisite: Enrollment in Biology Clinical Applications *OR* Anatomy and Physiology *OR* Chemistry.

This class reinforces student interest in health careers, as well as concepts presented in the other health career electives. This course meet the core curriculum and state standards for 11th grade English, with supplemental readings and discussion regarding physiology, forensic science, personal and mental health, and psychology. These topics are integrated into the core literature.

This course allows students to select a class with an interest in health careers. Supplementary readings for the class will be chosen for their ability to illuminate concepts and techniques in the health field and to reinforce topics covered in the students' science and social science courses. This course prepares students for future careers in the health sciences and related fields.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 11 LS (LIBERAL STUDIES)

(11) Year

Corequisite: Enrollment in LS elective.

This class aligns with the Liberal Studies U.S. History class and will focus on themes of culture, conflict, and creativity. This course meets core curriculum and state standards for 11th grade, with supplemental readings and discussion on topics such as cultural identity and artistic expression, political rights and responsibilities, and global economic literacy. These topics are linked to the core literature in the class. The elective choices in this cluster including fine and performing arts support a deeper understanding and hands-on application of students' creative talents, as well as the opportunity to further academic study of law and society. Students will have many opportunities to take field trips, be exposed to a diverse and lively set of guest speakers, and numerous opportunities to work within areas that interest them in the class and the community.

This course allows students to select a class by interest in self-expression, critical thinking, and problem solving. By pursuing their interests, students will find English more meaningful and relevant.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 11 M³ (MARKETING, MEDIA & MANAGEMENT)

(11) Year

Corequisite: Enrollment in M³ elective.

This course comprehensively addresses all English 11 California State standards, while partnering directly with its sister course in United States history. This team taught course enriches students understanding of both courses. The thematic content while focusing on industry, marketing and media, also seriously concentrates on reading a rich variety of American literature (fiction, non-fiction and poetry), writing a wide mode of essays, practicing rigorous rhetoric, and developing SAT minded vocabulary. The collaborative nature of this course allows students a thoughtful environment of support and relevance. Additionally, this course partners closely with M³ electives to broaden understanding of content as it applies to real world applications. Through fieldtrips, research projects, and unique experiential learning opportunities students are afforded a rich and broad education that serves all learners.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

AP ENGLISH LANGUAGE AND COMPOSITION

(11) Year

Pre-requisite: Teacher recommendation and essay writing.

This is a course based on the AP English course description published by the College Board. It is a year-long course that is the equivalent of an introductory college composition course. The course is designed to help students gain increasing skills in reading prose in a variety of different contexts; students also develop improved

skills in writing for a variety of purposes and situations. The class also satisfies the school's core reading requirement emphasizing American literature. Students will take the AP Language and Composition exam at the end of the year. Course objectives include: students will read and analyze advanced level poetry and prose; students will write college level essays; students will speak competently and confidently to a group; students will complete independent research.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

ENGLISH 12 GCP (GREEN CAREERS PATHWAY)

(12) Year

Corequisite: Enrollment in GCP elective.

This course is a thematic enhancement of the required English 12 course. The emphasis is on understanding local, regional, and global environmental issues. This class allows students with an interest in greening the globe to learn about their role in the environment while meeting the state standards for English and required content including core literature and Senior Project. Supplemental readings, projects and field trips will provide relevancy and rigor through the study of the environment. This course will prepare students who are interested in green careers.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 12 HCP (HEALTH CAREERS PATHWAY)

(12) Year

Corequisite: Enrollment in HCP elective.

Corequisite: Enrollment in Anatomy and Physiology *or* Chemistry *or* Biological Clinical Applications.

This class strengthens the Health Career Pathway and will reinforce student interest in health careers, as well as concepts presented in the HCP electives and Government/Economics classes. This course follows the core curriculum and state standards for 12th grade, with supplemental readings and discussion regarding physiology, forensic science, personal and mental health, and psychology. These topics are integrated to the core literature.

This course allows students to select a class with interest in health careers. Supplementary readings for the class will be chosen for their ability to illuminate concepts and techniques in the health fields and to reinforce topics covered in the students' science and social science courses. Students will select a topic in the field of health for their Senior Projects. By pursuing their interests, students will find English more meaningful and relevant while finding at the same time a wide range of practical applications. This course prepares students for future careers in the health sciences and related fields.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 12 LS (LIBERAL STUDIES)

(12) Year

Corequisite: Enrollment in LS elective.

This class revolves around the broad themes and subjects of the liberal arts: literature, history, and the legal, artistic, and cultural traditions that influence and define the human condition. This course meets core curriculum and state standards for 12th grade, with supplemental readings and discussion on topics such as cultural identity, artistic expression, and ethical rights. These topics are linked to the core literature in the class. Students will select a topic in the area of liberal studies for their Senior Projects.

This course allows students to select a class by interest in self-expression, critical thinking, and problem solving. By pursuing their interests, students will find English more meaningful and relevant.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ENGLISH 12 M³ (MARKETING, MEDIA & MANAGEMENT)

(12) Year

Corequisite: Enrollment in M³ elective.

This class strengthens the Marketing, Media and Management cluster. It will reinforce student interest in these topics as well as concepts presented in the M³ American Government/Economics courses. English 12 M³ follows the core curriculum and state standards for 12th grade with supplemental readings, projects, and discussion regarding entrepreneurial opportunities, communications and media, business models and practices, and ethics. The Senior Project will connect with one of these areas of interest. By pursuing their interests, students will find English more meaningful and relevant while at the same time gain a wide range of practical business and communication skills related to careers in numerous fields.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

AP ENGLISH LITERATURE AND COMPOSITION

(12) Year

Prerequisite: Placement in AP English Literature and Composition is based on teacher recommendation *and* an essay exam *and* grades in English classes.

This is a college level course for seniors who will take the Advanced Placement exam in *Literature and Composition* in the spring. Students who earn a score of 3, 4, or 5 on the Advanced Placement tests may receive college credit for the class. Intensive preparation for these exams begins the first week of school and continues until after the tests are completed. Students are assigned summer work and write approximately one essay every week during the school year.

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the University of California Approved List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

ENGLISH MAKE-UP

(11-12) Year or Semester

This course is open to 11th and 12th graders who have failed one or more English classes. The class meets daily after school. The course focuses on remediation and credit recovery. Attendance is mandatory. Three absences exclude students from participating in the program.

This course meets the *English* subject requirement for high school graduation. This course does not meet the UC a-g area 'b' requirement.

JOURNALISM

(10-12) Year

Prerequisite: Approval by instructor. Students should have above average writing and editing skills, as well as an interest in school activities. Application for Journalism must be completed.

In this course, students will be taught the basic principles of writing news, feature, opinion, and sports stories for publication in the school newspaper. In addition, students will learn interviewing and editing skills; word processing and desktop publishing techniques; and designing and selling advertisements.

This course meets the *Elective* subject requirement for high school graduation. This course meets area 'g' of the University of California Approved List (UC a-g list at the beginning of this handbook).

NEWSPAPER PRODUCTION

(10-12) Year

Corequisite: Must be taken concurrently with *Journalism*.

This course is designed for students who are currently enrolled in *Journalism*. In this course students will work independently on newspaper production. They will perfect their skills on *InDesign* and *PhotoShop*. This is primarily a production class for students who are editors of the school newspaper and need more time to produce a quality publication.

This course meets the *Elective* subject requirement for high school graduation.

ENGLISH LANGUAGE DEVELOPMENT

ELD 1A

(9-12) Year

Prerequisite: Student score on California English Language Diagnostic Test (CELDT)

ELD IA is a communication-based course designed to familiarize students with sounds, basic vocabulary and structures of the English language. This course will be offered concurrently with ELD IB. Students will be introduced to basic structures necessary for survival in an English-speaking environment. Through a variety of real life topics, students will be taught to identify, describe, express, compare, classify, and understand appropriate vocabulary. Grammatical structures will include: capitalization, punctuation, sentence structure, pronouns, nouns, and verbs.

This course meets the *English* subject requirement for high school graduation.

ELD 1B

(9-12) Year

Prerequisite: Student score on California English Language Diagnostic Test (CELDT)

ELD IB is a communication-based course designed to compliment the instruction in ELD IA and is offered concurrently with ELD IA. This class is heavily oriented towards oral practice in content focused settings. Throughout the year students will practice English through exposure to geography, culture, music and dance, art, literature, and food. Elements of the class are vocabulary, reading, daily oral language review, peer and self-editing, artwork, skits, games, letter writing and presentations.

This course meets the *English* subject requirement for high school graduation.

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ELD 2

(9-12) Year

Prerequisite: Student score on California English Language Diagnostic Test (CELDT)

The goal of ELD II is for the student to continue development of language skills needed to function effectively using oral and written English. Students will begin paragraph development and develop portfolios of personal work. Modified works of literature will be read and the vocabulary expanded.

This course meets the *English* subject requirement for high school graduation.

ELD 3

(9-12) Year

Prerequisite: Student score on California English Language Diagnostic Test (CELDT)

In ELD III the specifics of grammar and composition as it relates to the contents of mainstream English will be taught. Students will write five paragraph essays in narrative, expository, and descriptive styles. Vocabulary development will be through studying the etymology of words. Study skills will be taught to improve reading, outlining, and writing skills.

This course meets the *English* subject requirement for high school graduation.

ELD 4

(9-12) Year

Prerequisite: Student score on California English Language Diagnostic Test (CELDT)

This English class is designed as a transition program for EL students before entering the regular English classes. The course will provide instruction to further develop the student's writing skills and reading ability. The goal of the class is to provide students with the knowledge to eventually be re-designated as Fluent English Proficient. *Only 1 year of ELD IV is accepted towards the English college entrance requirement.*

This course meets the *English* subject requirement for high school graduation. This course meets area 'b' of the University of California Approved List (UC a-g list at the beginning of this handbook).

MATHEMATICS

In an effective and well-designed mathematics program, students move steadily from what they already know to a mastery of skills, knowledge, and understanding. Their thinking progresses from an ability to explain what they are doing, to an ability to justify how and why they are doing it, to a stage at which they can derive formal proofs.

Students who do not meet the listed prerequisites in math will not be allowed to enroll in a more advanced course. For example, at the time of registration, students earning low grades (below "C") should plan to repeat their current course. Students may move ahead in math only if the second semester grade is a "C" or better. Students planning to attend the University of California (UC) or California State University (CSU) must complete the *Algebra I*, *Geometry*, and *Algebra II* sequence with grade of "C" or higher. The State of California *requires* completion of Algebra I content for a high school diploma.

ALGEBRA IA

(9-12) Year

Prerequisite: Teacher recommendation.

This course is the first of a two-year math sequence covering Algebra I. Topics included will be working with integers, solving equations, properties of exponents, and multiplying and factoring polynomials. Algebra IA and Algebra IB fulfill the high school graduation requirement in math as well as the Algebra I requirement for high school diploma and college admission.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA IA SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(9-12) Year

Prerequisite: Teacher recommendation and student score on California English Language Diagnostic Test (CELDT).

This course is the first year of a two-year math sequence covering Algebra I. Instruction is designed to strengthen student's language skills and to learn algebra concepts. Topics included are as described in Algebra IA above. Algebra IA SDAIE and Algebra IB SDAIE fulfill the high school graduation requirement in math as well as the Algebra I requirement for high school diploma and university admission.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA IB

(9 -12) Year

Prerequisite: Teacher recommendation *and* a grade of "C" or higher in Algebra IA.

Topics included are linear equations and inequalities, system equations, and problem solving. Algebra IA and Algebra IB meet the high school graduation requirement in math as well as the Algebra I requirement for a high school diploma and university admission.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA IB SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(9 -12) Year

Prerequisite: Teacher recommendation *and* a grade of "C" or higher in Algebra IA SDAIE *and* student score on California English Language Diagnostic Test (CELDT).

This course is the second year of a two-year math sequence covering Algebra I. Instruction is designed to strengthen student's language skills and to learn algebra concepts. Topics included will be as described in Algebra IB above. Algebra IA SDAIE and Algebra IB SDAIE meet the high school graduation requirement in math as well as the Algebra I requirement for a high school diploma and university admission.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA I

(9 -12) Year

Prerequisite: Teacher recommendation.

This is the first course in the math sequence required for acceptance into most four-year colleges and universities. Topics included are linear equations and inequalities, systems of linear equations and inequalities, interpretation of graphs, operations with exponents and radicals, and operations with and factoring of polynomials, and solution of quadratic equations.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA I and ALGEBRA ACADEMY

(9) Two year-long concurrently enrolled courses

Prerequisite: Teacher recommendation.

Algebra 1 and Algebra Academy is a two period commitment and is intended for students who need to strengthen their pre-algebra skills while learning algebra. This is an opportunity for students to complete Algebra 1 in one year by taking a second concurrent class called Algebra Academy. This class will provide support and help students to catch up meeting State and Federal grade level expectations for math. Students who successfully pass Algebra 1 and Algebra Academy in the 9th grade are eligible to take Geometry in the 10th grade and will be considered by the State and Federal standards to be working at grade level in math. These two classes will be taught on alternating days so that students have a math class each day: Algebra 1 and Algebra Academy. Students will sign up for Algebra I AND Algebra Academy. Algebra I will receive math credit, and Algebra Academy will receive Math/Science related credit.

The Algebra I course meets the *Math* subject requirement for high school graduation. The Algebra I course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.) The Algebra Academy course meets the third year math/science related subject requirement for high school graduation.

ALGEBRA I SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(9 -12) Year

Prerequisite: Teacher recommendation *and* student score on California English Language Diagnostic Test (CELDT)

This is the first course in the math sequence for acceptance into most four-year colleges and universities. Instruction is designed to strengthen students' language skills and to learn algebra concepts. Topics included are as described in Algebra I above.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

GEOMETRY

(9 -12) Year

Prerequisite: Teacher recommendation *or* completion of Algebra IB *or* Algebra I with a grade of "C" or higher.

Geometry presents the basic postulates of Euclidean Geometry and encourages the development of logical

and analytical thought by studying proofs of the theorems stemming from those postulates as described in the state standards. It is the second course in the Algebra I, Geometry, Algebra II sequence required for acceptance into four-year colleges and universities.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

GEOMETRY SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(9 -12) Year

Prerequisite: Completion of Algebra I *or* Algebra IB with a grade of "C" *and* student score on California English Language Diagnostic Test (CELDT) *or* teacher recommendation.

This course will cover concepts listed in Geometry above, while also strengthening language skills. It is the second course in the Algebra I, Geometry, Algebra II sequence required for acceptance into four-year colleges and universities.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA II

(9 -12) Year

Prerequisite: A grade of "C" of higher in *both* Algebra I *and* Geometry.

Algebra II is the third course in the *Algebra I, Geometry, and Algebra II* sequence required for acceptance into most four-year colleges and universities. It includes such topics as linear and quadratic equations and inequalities, composite and inverse functions, conic sections, complex numbers, exponential and logarithmic functions, sequences, and series.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA II SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(9-12) Year

Prerequisite: A grade of "C" of higher in *both* Algebra I *and* Geometry *and* student score on California English Language Diagnostic Test (CELDT)

Algebra II is the third course in the *Algebra I, Geometry, and Algebra II* sequence required for acceptance into most four-year colleges and universities. Algebra II SDAIE covers the same topics described in Algebra II above.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

ALGEBRA II HONORS

(9 -12) Year

Prerequisite: Completion of Geometry *and* teacher recommendation *and* honors placement exam.

The Honors Algebra II course covers the topics of Algebra II, although concepts in these topics are routinely extended. In addition, the honors course also introduces sine/cosine functions, does additional work with statistics, and introduces optimization theory using discrete graphs. Honors students are expected to own and master the use of a graphing calculator as a tool for mathematical study.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.)

TRIG/MATH ANALYSIS

(9-12) Year

Prerequisite: Grade of "C" or higher in Algebra II *or* teacher recommendation.

Math Analysis blends the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. This course includes applications and graphs of trigonometric functions, analytic treatment of the conic sections, advanced graphing techniques, introduction to vectors, mathematical induction, and systems of three dimensions.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

TRIG/MATH ANALYSIS HONORS

(9 -12) Year

Prerequisite: A grade of "C" grade or higher in Honors Algebra II *or* teacher recommendation *and* honors placement exam.

Honors Math Analysis is designed to lead into a college level calculus course. This course covers

applications and graphs of trigonometric functions, advanced graphing techniques and the use of a graphing calculator, advanced sequence and series, analytic geometry, mathematical induction, vectors, limits, and introduction to derivatives.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

CALCULUS A/B AP (ADVANCED PLACEMENT)

(9-12) Year

Prerequisite: Successful completion of Trig/Math Analysis or Math Analysis Honors or teacher recommendation.

This is a college level course covering the first year of differential calculus and integral calculus. Students are expected to have strong fundamentals in algebra, geometry, and trigonometry. The course will use a college level textbook and students will take the Calculus AB Advanced Placement Exam. If students pass this exam, they may receive college credit for the course.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

STATISTICS AP (ADVANCED PLACEMENT)

(9-12) Year

Prerequisite: A grade of "C" or higher in Algebra II and teacher recommendation.

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. AP Statistics may be taken in place of Math Analysis or Calculus, or concurrently with Math Analysis or Calculus. This course will use a college level textbook and students will take the Statistics Advanced Placement Exam. If students pass this exam, they may receive college credit for a one-semester introductory college statistics course.

This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

SCIENCE

SCIENCE INTRODUCTION SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(9-12) Year

Prerequisite: Students enrolled in ELD 1A & 1B or ELD 2

Introduction to Science is taught with the rationale that science, mathematics, language arts, social studies and all subjects are integrally interwoven in the real world. This class encompasses the art of questioning, investigating, hypothesizing, and discovering. Mathematics is a common language, which provides clarity, objectivity, and understanding to scientific discoveries. Through this class the basics of both life and physical sciences will be investigated; heavy emphasis will be placed on proper measurement and calculation techniques.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

This course does not meet the *Physical or Biological Science* subject requirement for high school graduation.

PHYSICAL SCIENCE

(9) Year

Prerequisite: None

This course covers the subjects of chemistry, physics, earth and space science. It includes laboratories and projects that teach basic science concepts, use of equipment, and measurement skills. Students will gain an appreciation for thinking critically, problem solving, and acting responsibly toward the natural world and its intricate, inter-related systems. Foundations for further science investigation will be established.

Students must pass this ninth grade physical science class in order to proceed to other science courses.

This course meets the *Physical Science* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List for CSU and area 'g' for the UC (UC a-g list at the beginning of this handbook).

PHYSICAL SCIENCE HONORS

(9) Year

Prerequisite: Grade of "B" or higher in 8th grade Science and Algebra and passing a placement test and consent of the teacher.

This course is designed for the highly motivated college bound student. The emphasis is to prepare

students for future science courses such as honors biology, honors chemistry, or advanced placement physics

This course encompasses the multiple areas of physical science and its relationship with the natural world. Knowledge, skills, and appreciation of science in areas of chemistry, physics and earth science are obtained through means of various rigorous integrated instructional and project based assessment strategies.

This course meets the *Physical Science* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List for CSU and area 'g' for the UC (UC a-g list at the beginning of this handbook).

PHYSICAL SCIENCE SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(9) Year

Prerequisite: This course is designed for students enrolled in the ELD Academy.

This course is designed to cover topics in chemistry, physics, earth, and space science. Language support will be provided throughout the course. The course will include laboratories and projects that teach basic science concepts, use of equipment and measurement skills. Students will gain an appreciation for thinking critically, being informed and acting responsibly toward the natural world and its intricate, inter-related systems. Foundations for future science investigations will be established.

This course meets the *Physical Science* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List for CSU and area 'g' for the UC (UC a-g list at the beginning of this handbook).

BIOLOGY

(10-12) Year

Prerequisite: Completion of Physical Science.

This one-year survey and laboratory course is designed to meet the needs of the college-prep student. A systems approach is used to study cells and the anatomy and physiology of plants and animals with an emphasis on human biology, genetics, evolution, and ecology.

This course meets the *Life Science* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

BIOLOGY SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(10-12) Year

Prerequisite: Completion of Physical Science *and* enrolled in the ELD Academy.

This one-year survey and laboratory course is designed to meet the needs of the college-prep student. A systems approach is used to study cells and the anatomy and physiology of plants and animals with an emphasis on human biology, genetics, evolution, and ecology. Language support will be provided throughout the course.

This course meets the *Life Science* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

BIOLOGY HONORS

(10-12) Year

Prerequisite: Completion of Physical Science *and* Algebra I with a grade of "B" or better in each *and* passing placement exam.

This survey and laboratory course in biological science is designed for the highly motivated college-prep student who is interested in science. The course uses a systems approach, with a molecular emphasis, to teach cell biology, genetics, evolution, ecology, and structure and function of living things. Students must be willing to do up to an hour of homework daily. Students will conduct and develop laboratory examinations, work in large and small groups, use a variety of research tools, develop essay-writing skills, and practice oral presentations.

This course meets the *Life Science* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SCIENCE ELECTIVES

CHEMISTRY

(11-12) Year

Prerequisite: Successful completion of Physical Science *and* a minimum grade of "C" in Algebra I *and* Geometry.

Corequisite: Concurrent enrollment in either Algebra II *or* Math Analysis.

This is a college preparatory course in Chemistry. It is designed for college and university-bound students who have a good aptitude for math and science, are considering taking chemistry in college, but who may, or may not plan to major in math or science. This course will cover the basic facts, concepts, principles, theories, problem-solving techniques and lab work in general chemistry, and will provide a good preparation for future enrollment in a chemistry course at the college-level, as well as presenting applications of chemistry in everyday life and in a variety of professions. Among the topics to be covered are: the structure, behavior and properties of matter; atomic

theory; the periodic chart; chemical compound writing and naming; the mole concept; balancing equations; stoichiometry; the Gas Laws; chemical bonding; solutions and solubility; acids and bases; and some nuclear and environmental chemistry. The course is mathematically oriented. A scientific calculator is required. A minimum of 30-60 minutes of homework is also required per class meeting.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

CHEMISTRY GCP (GREEN CAREERS PATHWAY)

(11-12) Year

Prerequisite: Successful completion of Physical Science *and* a minimum grade of "C" in Algebra I and Geometry.

Corequisite: Concurrent enrollment in either Algebra II *or* Math Analysis.

The class aligns with the Green Careers Pathway. This course meets core curriculum and state standards for Chemistry, with laboratory and project work that is focused on environmental chemistry. This is a college preparatory course in Chemistry. It is designed for college and university bound students who may or may not plan to major in math or science. This course is inquiry-based and project-based. This course will cover the basic facts, concepts, principles, theories, problem-solving techniques, and lab work in general chemistry, and will provide a good preparation for future enrollment in a chemistry course at the college level. Among the topics to be covered are the structure, behavior, and properties of matter; atomic theory; the periodic chart; chemical compound writing and naming; the mole concept; balancing equations; stoichiometry; the Gas Laws; chemical bonding; solutions and solubility; acids and bases; and some nuclear and environmental chemistry. The course is mathematically oriented. A scientific calculator is required. A minimum of 30-60 minutes of homework is required daily.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

CHEMISTRY HCP (HEALTH CAREERS PATHWAY)

(11-12) Year

Prerequisite: Successful completion of Physical Science and a minimum grade of "C" in Algebra I and Geometry.

Corequisite: Concurrent enrollment in either Algebra II *or* Math Analysis is required..

This course is a component of the Health Career Pathway. This course provides a general chemistry experience with the addition of a Health Career theme. This is a rigorous college preparatory course in Chemistry. It is designed for college and university bound students who have a good aptitude for math and science. This course is an important preparation for students who plan on taking chemistry in college. Health career or health major students take chemistry as part of their college coursework. This course covers the basic facts, concepts, principles, theories, problem-solving techniques, and lab work in general chemistry. Among the topics to be covered are the structure, behavior and properties of matter; atomic theory; periodic chart; naming chemical compounds; mole concepts; balancing equations; stoichiometry; the Gas Laws; solutions and solubility; acids and bases; nuclear and environmental chemistry. A scientific calculator is required. A minimum of 30-60 minutes of homework is required daily.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area "d" of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

CHEMISTRY HONORS

(11-12) Year

Prerequisite: Minimum grade of "B" in Algebra I *and* Physical Science *and* Geometry. Concurrent enrollment in Algebra II *or* Math Analysis *or* Calculus. Must achieve 80% or better on a placement exam given in the spring prior to course enrollment.

This is a college preparatory course in Chemistry. It is designed for university bound students who have a strong aptitude for math and science, who will be taking chemistry in college, and who plan to major in either math or science. This course will cover, in depth, the basic facts, concepts, principles, theories, problem-solving techniques, and lab work in general chemistry, and will provide a strong preparation for future enrollment in a chemistry course at the university level, as well as presenting applications of chemistry in everyday life and in a variety of professions. Among the topics to be covered are: the structure, behavior, and properties of matter; atomic theory; the periodic chart; chemical compound writing and naming; the mole concepts; balancing equations; stoichiometry; the Gas Laws; chemical bonding; solutions and solubility; acids and bases; electrochemistry; and some nuclear, environmental, and organic chemistry. The course is fast paced and mathematically oriented. A scientific calculator is required. A minimum of 30-60 minutes of homework is required daily.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

PHYSICS

(11-12) Year

Prerequisite: A grade of "C" or better in Algebra II. Successful completion of Chemistry is recommended, but not required.

This is a high school level survey course in the study of the laws which govern the behavior of matter and energy in the universe. This course will cover the following topics: motion, Newton's Laws, momentum, waves, sound, light, electricity, magnetism, optics, nuclear physics, and Einstein's theories. Physics should be taken by the student who is contemplating any science-related career (such as engineering, medicine, biology, chemistry, and architecture) or by anyone who wants to better understand the physical phenomena surrounding us. This course *is not* designed to prepare students for the Physics Advanced Placement Exam but will ready the students for college physics.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

PHYSICS ADVANCED PLACEMENT (AP)

(11-12) Year

Prerequisite: Concurrent enrollment in Math Analysis or Calculus. Minimum grade of "B" in Chemistry or instructor's permission.

Physics is a quantitative study of the laws which govern the behavior of matter and energy in the universe. This course will cover the topics of motion, mechanics, momentum, wave properties, sound, light, nuclear reactions, electricity, magnetism, and Einstein's theories. Laboratory work is designed to help students visualize the more abstract concepts. Physics should be taken by the student who is contemplating any science-related career (such as engineering, medicine, biology, chemistry, and architecture) or by anyone who wants to better understand the physical phenomena surrounding us. Students must be willing to do one hour of homework daily. This course will prepare the student for the AP Physics B Exam.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

ANATOMY AND PHYSIOLOGY (HCP)

(11-12) Year

Prerequisite: Successful completion of Biology.

This course is a component of the Health Career Pathway. This laboratory science course presents the essential information for understanding structure and function of the human body. It is the goal of the class to stimulate interest in the biological sciences, which will prepare the student for future careers. It provides hands-on training for laboratory and communication skills and applications that are used in health professions, such as first aid, CPR, AED (Automated External Defibrillator), and basic laboratory techniques. This class will allow students to be informed consumers and better able to make educated decisions in life regarding scientific and environmental issues.

The course emphasizes the organization of the body; systems that cover, support, or move the body; systems that control through communication; systems that transport and protect; metabolic processing systems; and the cycle of life.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ASTRONOMY

(10-12) Year

Prerequisite: Successful completion of Geometry and Physical Science, with grade of C or better. Prior or concurrent enrollment in Algebra II is highly recommended.

This **evening class** involves the study of the composition of stars, galaxies and the universe, and an in-depth look at all of the processes and discoveries throughout the universe. Students will learn to identify constellations, planets and star clusters through nighttime observations with and without telescopes. Students will also learn to use cameras to take pictures of stellar objects the proper use of telescopes, and to use astronomy-related computer programs. As this is a night class, students will be required to sign a contract as part of enrollment.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'g' of the University of California Approved Course List (UC a-g list at the beginning of this handbook).

BIOLOGY CLINICAL APPLICATIONS (HCP)

(11-12) Year

Prerequisite: Successful completion of 2 semesters each of biology *and* physical science.

This introduces students to required skills and related issues associated with careers in the health and

medical fields. It teaches fundamentals in health science, career applications, and hands on training in such areas as CPR, First Aid, and clinical laboratory techniques. Course information covers the history of medicine, understanding healthcare principles, career research, medical ethics, medical terminology, and the study of clinical diagnoses, diseases, and treatments. This course is appropriate for a broad spectrum of students with interests in health professions, whether attending a four-year university or community college program.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ECOLOGY APPLICATIONS (GCP)

(11-12) Year

Prerequisite: Successful completion or concurrently enrolled in Biology

Students will further their science education with an activity based look at how organisms interact with their environment. Topics for the course include the fundamentals of ecology, interactions among organisms, interactions in the ecosystem, and the growth/decline of populations. The course will also encourage students to explore their role in the natural world, both helpful and harmful. The course will include guest speakers, hands-on activities and interactions with the environment. Ecology is designed for students who have an interest in the natural world around them.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets the area 'g' of the UC/CSU Approved course list (UC a-g list at the beginning of this handbook).

ENVIRONMENTAL SCIENCE

(10) Year

Prerequisite: A member of the Green Careers Pathway.

This **seventh period after-school course** provides a basic knowledge of the environment through the integration of ecology, geology, and chemistry. Field investigations, laboratory techniques, and use of scientific technology and instrumentation are major components of the course. Students will participate as a group in a yearlong field study and work outdoors with native plants. Investigations will lead to an understanding of natural ecosystems through the study of climate, geologic history, soil analysis, water quality, resource management, and the health, legal, economic, historical, and political implications of the environmental movement. Student awareness of environmental and technological career opportunities will be provided. Job shadowing and internships are encouraged. An emphasis is placed on using critical thinking and analytical skills to make a positive impact on the environment. Students will demonstrate understanding through written examination and multimedia projects.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

FIELD STUDIES UNITED ANGLERS (GCP)

(9-12) Year

Prerequisite: Student application form and teacher recommendation required.

United Anglers of Casa Grande is a group of individuals dedicated to saving the species of Adobe Creek Steelhead Trout from extinction. We encourage any person who is serious about making a *positive difference* in our world's environment to enroll. Extensive fieldwork and "hands-on" experience in dealing with wildlife species are coordinated around several work assignments and field trips. Members will operate the Conservation Salmon Fish Hatchery on campus and practice waterways rehabilitation, resource protection, and fish culture. Students interested in this program are encouraged to meet with the instructor to review the selection process.

This course meets the *Elective* subject requirement for high school graduation.

WILDLIFE BIOLOGY

(12) Year

Prerequisite: None

Students interested in taking this course should have a genuine love for animals. Areas of instruction will include: the basics of wildlife biology, balance of nature, carry capacity, predator/prey relationships, and endangered species. Wildlife studies will include those land animals such as deer, elk, bears, and bighorn sheep. In-depth units on man/animal relations (such as causes for bear and shark attacks) will be incorporated with their respective animals. Marine wildlife will include animals such as whales, dolphins, and various tidal life. Also included in this course are units on wild land survival and fisheries (salmon, trout, bass). Emphasis will be placed on how the California Department of Fish and Game manages its wildlife populations.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

HEALTH OCCUPATION STUDENTS OF AMERICA (H.O.S.A.) (HCP)

(9-12)

Prerequisite: For 11th & 12 graders enrollment in Health Career Pathway is required.

This course is designed to help students become prepared for future careers in the health sciences. The foundation of this class stems from the Health Occupations Students of America Organization that is endorsed by the U.S. Department of Education and is integrated in health science education throughout the country. It connects core academic and career technical education standards (CTE) for Health Science and Medical Technology Sectors (HSMT). The integration of these standards develops curriculum for students to gain knowledge, technical skills and leadership skills needed to be successful in health sciences.
This course meets the *Elective* subject requirement for high school graduation.

SOCIAL SCIENCE

The world of the future will be characterized by persistent patterns in human behavior and human relationships, and by economic, technological, political, social and cultural change. The study of continuity and change is the main focus of Casa Grande's history and social science curriculum. The knowledge and activities offered to the students in our core and elective Social Science courses will enable them to appreciate how ideas, events, and individuals have interacted to produce change over time, as well as to recognize the conditions and forces that maintain continuity within human societies. These understandings will assist young people in becoming both productive and effective contributors to our society and the world of the twenty-first century.

WORLD HISTORY

(10) Year

Prerequisite: None

Students will examine the major turning points in the shaping of the modern world from 1700 to the present, and understand the evolution of democratic ideas and political ideals such as equality, justice under the law, and freedom. Through a series of case studies of significant regions in the modern world, students will analyze contemporary issues and world problems. By discussing specific needs and various approaches to their resolution, students will develop a positive response to many world problems and understand that their involvement makes a difference.

This course meets the *World History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

WORLD HISTORY SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(10) Year

Prerequisite: This course is designed for students enrolled in the ELD Academy.

This course follows the World History 10 curriculum. Students will examine the major turning points in the shaping of the modern world from 1700 to the present, and understand the evolution of democratic ideas and political ideas such as equality, justice under the law and freedom. Content will be delivered using SDAIE techniques and instructional strategies to increase concept acquisition. This course is meant to be a "bridge" for EL students who are preparing for inclusion in a mainstream class and who require additional support in accessing the curriculum.

This course meets the *World History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

WORLD HISTORY ADVANCED PLACEMENT (AP)

(10) Year

Prerequisite: Student application and approval by the department.

This is a college level course designed to help students develop greater understanding of the evolution of global processes and contacts and interactions between different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. Students need to have strong reading and writing skills and be capable of disciplined, independent work. The chronological time frame is from 8000 BCE to the present. Students will take the AP World History exam in May for which they may earn college credit.

This course meets the *World History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

UNITED STATES HISTORY GCP (GREEN CAREERS PATHWAY)

(11) Year

Corequisite: Enrollment in GCP elective.

Students will examine the major turning points in the history of the United States from the post-Civil War

era to the present, with a particular emphasis on development and the protection of natural, environmental and agricultural resources. The students will understand the United States has demonstrated the strength and dynamism of a racially, religiously and culturally diverse people, united under a democratic political system.

In addition to the analysis of the evolving definitions of our rights and freedoms under the political principles embodied in the Constitution, students will study how the understanding of environmental issues have reflected and influenced the actions and values of the United States as our society has grown more technically advanced and complex.

This course meets the *United States History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

UNITED STATES HISTORY HCP (HEALTH CAREERS PATHWAY)

(11) Year

Corequisite: Enrollment in Biology Clinical Applications or Anatomy & Physiology or Chemistry

This course examines major turning points in American History in the 20th century, reflecting continuity and change from the nation's beginnings. California State Standards for US History is followed, however, there will be an emphasis on health careers and developments in the health field when appropriate.

Students will develop skills such as data collection, map interpretation and writing. Orally and in writing students will discuss cause and effect, make comparisons, and evaluate material. Students will use the research process to retrieve, analyze and organize information. Students will negotiate with others to solve problems or reach decisions. Students will develop a working knowledge of the influence health careers have had on the United States and how these decisions can affect the future of our society and our nation's relationship with other countries.

This course meets the *United States History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

UNITED STATES HISTORY LS (LIBERAL STUDIES)

(11) Year

Corequisite: Enrollment in LS elective.

This class aligns with Liberal Studies English 11 and will focus on themes of culture, conflict and creativity. This course meets core curriculum and state standards for the 11th grade and is supplemented with readings, discussion and projects that cover topics such as cultural identity, artistic expression, political rights and responsibilities, and global economic literacy. Students will have many opportunities to learn on field trips, be exposed to a diverse set of guest speakers, and to work directly within the community. Through active engagement in rigorous study, self-expression, critical thinking and hands-on problem solving, students will find the study of history more interesting and relevant.

This course meets the *United States History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

UNITED STATES HISTORY M³ (MARKETING, MEDIA & MANAGEMENT)

(11) Year

Corequisite: Enrollment in M³ elective.

Students will examine the major turning points in the history of the United States from the post-Civil War era to the present, with a particular emphasis on the development of Industry Capitalism and its impact on Marketing and Media. The students will understand that the United States has demonstrated the strength and dynamism of a racially, religiously and culturally diverse people, united under a democratic political system. In addition to the analysis of the evolving definitions of our rights and freedoms under the political principles embodied in the Constitution, students will study how Marketing and Management have reflected and influenced the actions and values of the United States as our society has grown more technically advanced and complex.

This course meets the *United States History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

UNITED STATES HISTORY SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(11) Year

Prerequisite: This course is designed for students enrolled in the ELD Academy.

This course covers all of the California content standards for United States History. Students examine the major turning points in the history of the United States from the post-Civil War era to the present. The students will understand that the United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people, united under a democratic political system. Content will be delivered using SDAIE techniques and instructional strategies to increase language and concept acquisition. This course is meant to be a "bridge" for EL students who are preparing for inclusion in a mainstream class and who require additional support in accessing the curriculum.

This course meets the *United States History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

UNITED STATES HISTORY AP (ADVANCED PLACEMENT)

(11) Year

Prerequisite: Student application *and* approval by the department.

This is a college-level course that offers motivated students the opportunity to learn and apply critical thinking skills to develop an in-depth understanding of U.S. history. To succeed, students need to have strong reading and writing skills and be capable of disciplined, independent work. The curriculum is text-based and the vehicle of expression is the persuasive essay. In addition to having the opportunity to learn to think critically, students will take the AP US History exam in May for which they may earn college credit.

This course meets the *United States History* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

AMERICAN GOVERNMENT GCP (GREEN CAREERS PATHWAY)

(12) Semester (blocks with ECO-ECO GCP)

Corequisite: Enrollment in GCP elective.

This class satisfies the government requirement by focusing on the environment, sustainability, and the connections between government and the natural world. This class meets all government content standards with a thematic focus. This class is designed to be the capstone course in the Green Careers Pathway. The class features hands-on work and discussion.

This course meets the *American Government* subject requirement for high school. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

AMERICAN GOVERNMENT HCP (HEALTH CAREERS PATHWAY)

(12) Semester (blocks with ECON HCP)

Corequisite: Enrollment in Biology Clinical Applications OR Anatomy & Physiology OR Chemistry

This course is a part of the Health Careers Pathway and covers the Core Curriculum and California State Standards for American Government, with an emphasis on issues and applications in the health and health care fields. Case studies and examples of key concepts will be chosen primarily from these fields and will demonstrate the ramifications of topics covered in the students' science and English classes. Students will be encouraged to select a health-related topic for their Senior Project.

This course meets the *American Government* subject requirement for high school. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

AMERICAN GOVERNMENT LS (LIBERAL STUDIES)

(12) Semester (blocks with ECON LS)

Corequisite: Enrollment in LS elective.

Through a study of the Constitution and the Bill of Rights, students will gain an understanding of the fundamental principles and methods of democratic government in the United States. This course meets all state content standards for 12th grade government, while maintaining a focus on the broad themes of the liberal arts: literature, history, law, art and cultural expression. Supplemental readings discussion and projects will emphasize the role that government has played in cultural identity, artistic and political expression, and individual rights. Through active engagement in rigorous study, self-expression, critical thinking and hands-on problem solving, students will find the study of government both meaningful and relevant. Students will select a Senior project on a topic related to Liberal Studies.

This course meets the *American Government* subject requirement for high school. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

AMERICAN GOVERNMENT M³ (MARKETING, MEDIA & MANAGEMENT)

(12) Semester (blocks with ECON M³)

Corequisite: Enrollment in M³ elective.

Through a study of the Constitution and the Bill of Rights, and their practical expression in the structure of the government of the United States, students will gain an understanding of the fundamental principles and methods of democratic government. The expression and development of Marketing and Media will receive emphasis, as will their influence on social and political developments. The students will choose a topic in this area as a basis for their Senior Project. Students will gain an understanding of the different contemporary approaches to the problems of authority and power and the influence of political beliefs on economic and social developments

This course meets the *American Government* subject requirement for high school. This course will meet area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

AMERICAN GOVERNMENT SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(12) Semester (blocks with Economics SDAIE)

Prerequisite: This course is designed for students enrolled in the ELD Academy.

Through the study of the Constitution and the Bill of Rights, and their practical expression in the structure and functioning of the government of the United States, students will gain an understanding of the fundamental principles and methods of democratic government. The openness to and influence of diverse people and ideas will be stressed. Students will gain an understanding of contemporary approaches to the problems of authority and power and the influence of political beliefs on economic and social developments. Content will be delivered using SDAIE techniques and instructional strategies to increase language and concept acquisition.

This course meets the *American Government* subject requirement for high school graduation.

This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

AMERICAN GOVERNMENT AP (ADVANCED PLACEMENT)

(12) Semester (blocks with Macroeconomics AP)

Prerequisite: Student application *and* approval by the department.

This course is intended for motivated students and is equivalent to a one-semester college introductory course in United States government and politics. This semester course will be an intensive study of the citizen base of politics, political parties, and interest groups; and civil rights and civil liberties. Students will take the Advanced Placement Exam in May for which they may earn college credit.

This course meets the *American Government* subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

ECO-ECO GCP (GREEN CAREERS PATHWAY)

(12) Semester (blocks with American Government GCP)

Corequisite: Enrollment in GCP elective.

This class meets the economics requirement by focusing on the environment, sustainability, and the connections between economics and the natural world. This class meets all economics content standards with a thematic focus. This class is designed to be the capstone course in the Green Careers Pathway. The class features hands-on work and discussion.

This course meets the *Economics* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ECONOMICS HCP (HEALTH CAREERS PATHWAY)

(12) Semester (blocks with American Government HCP)

Corequisite: Enrollment in Biology Clinical Applications OR Anatomy & Physiology OR Chemistry

This course is a part of the Health Careers Pathway and covers the Core Curriculum and California State Standards for Economics, with an emphasis on issues and applications in the health and health care fields. Case studies and examples of key concepts will be chosen primarily from these fields, and will demonstrate the ramifications of topics covered in the students' science and English classes. Students will be encouraged to select a health-related topic for their Senior Project. The course will help prepare students for further study in a wide variety of health fields.

This course meets the *Economics* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ECONOMICS LS (LIBERAL STUDIES)

(12) Semester (blocks with American Government LS)

Corequisite: Enrollment in LS elective.

This class is part of the Liberal Studies cluster and covers state and district content standards for Economics. Economics LS offers students an introduction to the fundamental principles that govern economic behavior, systems and structure of modern economies, particularly that of the United States. As part of the Liberal Studies cluster, the course will emphasize the role that the economy has played in influencing social cultural identities, artistic and political expression and individual and group rights. Through supplemental reading, classroom discussion and hands-on projects, students will better appreciate the important role that economic systems play in our lives and in the history of the United States. Students will select a Senior Project on a topic related to Liberal Studies.

This course meets the *Economics* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ECONOMICS M³ (MARKETING, MEDIA & MANAGEMENT)

(12) Semester (blocks with American Government M³)

Corequisite: Enrollment in M³ elective.

This course is part of the Marketing and Media Cluster, and covers the District Core Curriculum and California State Standards for Economics, with an emphasis on practical applications in business and communications. Case studies and examples of key concepts will be chosen primarily from these fields, and will demonstrate the ramifications of topics covered in the students' English and elective. Students will be encouraged to choose a topic in the business or communications fields for their Senior Projects. The course will help prepare students for further study in a wide variety of business-related fields, or for entry-level work in business or communications.

This course meets the *Economics* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ECONOMICS SDAIE (SPECIALLY DESIGNED ACADEMIC INSTRUCTION in ENGLISH)

(12) Semester (blocks with American Government SDAIE)

Prerequisite: This course is designed for students enrolled in the ELD Academy

This course provides an introduction to the fundamental principles that govern economic behavior and the structure and functioning of modern economic systems, with a particular emphasis on the economy of the United States. The students will develop their analyzing, synthesizing, theorizing and forecasting skills, and will learn to speculate, plan, and extend ideas and principles within a given social order. Students will gain an understanding of the complex mix of social forces interacting within the United States. Content will be delivered using SDAIE techniques and instructional strategies to increase language and concept acquisition.

This course meets the *Economics* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

MACROECONOMICS AP (ADVANCED PLACEMENT)

(12) Semester (blocks with American Government AP)

Prerequisite: Student application and approval by the department.

This is a college-level course that offers seniors the opportunity to earn credit in college-level economics. The course explores the causes and consequences of changes in the U.S. economy. Students will take the AP Macroeconomics exam in May for which they may earn college credit. Critical thinking and expository writing skills are stressed.

This course meets the *Economics* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

SOCIAL SCIENCE ELECTIVES

COMPARATIVE RELIGION

(11-12) Semester (blocks with Women's Role in History)

Prerequisite: None

This course will emphasize the beliefs and practices of the world's major religious systems, and how they have affected the course of events in different parts of the world. Students will develop an appreciation of the world's cultural and philosophical diversity; acquire basic knowledge and skills in geography, history, and sociology; and evaluate the answers that have been developed to such questions as the nature of spirituality, the basis of ethical behavior and the meaning of life. Issues and trends in contemporary religion, such as scientific ethics and fundamentalism will also be discussed. We look at spirit worship, Hinduism, Buddhism, Taoism, Judaism, Christianity and Islam through interactive projects, discussion and films.

This course meets the *Elective* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

WOMEN'S ROLE in HISTORY

(11-12) Semester (blocks with Comparative Religion)

Prerequisite: None

This class looks at the role and contribution of women in world history and especially the U.S. We look at pre-history, ancient history, the witch trials, the middle ages and the activism of the feminist movements. The class emphasizes critical thinking and discussion and real-world projects.

This course meets the *Elective* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List ((UC a-g list at the beginning of this handbook).

LEGAL STUDIES LS (LIBERAL STUDIES)

(11-12) Semester

Prerequisite: None

The objective of this course is for students to acquire knowledge of the civil and criminal legal systems in the United States and to develop interest in and appreciation for the civil liberties protected by the U.S. Constitution. Students will study current issues and controversies relating to law and the legal system, examine the relationship between constitutional principles and social realities, and be encouraged to participate as citizens in the legal system. Units of study include freedom of speech, right to privacy, criminal procedure, discrimination, and areas of law involved in everyday life.

This course meets the *Elective* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

PSYCHOLOGY INTRODUCTION LS (LIBERAL STUDIES)

(11-12) Semester

Prerequisite: None

This is a survey course which covers the origins and history of psychology and major figures, and includes units in motivation, memory, abnormal psychology, substance abuse, personality, suicide prevention, learning, dreams. The class uses testing, daily assignments, written responses to film and articles, contemporary psychology magazine reports, essays, and semester project to fulfill requirements.

This course meets the *Elective* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SOCIOLOGY LS (LIBERAL STUDIES)

(11-12) Semester

Prerequisite: None

In this course, students are introduced to the concepts, theories, and procedures of sociology. Students will learn how sociologists analyze the basic structures and functions of societies and social groups, discover how societies and groups become organized, identify the conditions under which they become organized, and predict the conditions necessary for their recognition. The impact of social groups upon individual behavior and current social issues such as crime, poverty and prejudice will also be discussed.

This course meets the *Elective* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

PSYCHOLOGY AP (ADVANCED PLACEMENT)

(11-12) Year

Prerequisite: Student application *and* acceptance by the department.

This course is a college-level, rigorous course of study that offers juniors and seniors the chance to earn elective credit in psychology at most colleges and universities upon passing the Advanced Placement Exam in May. Students are tested on 19 different content areas, from neuroscience and behavior through topics such as motivation and stress, and diversity and community. Students write a full essay on each chapter studied, and are exposed to a wide variety of supplementary materials, as they prepare for the AP Exam.

This course meets the *Elective* subject requirement for high school graduation. This course meets area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

PHYSICAL EDUCATION

PE 9 COURSE I

(9) Year

Prerequisite: None

Students will participate in physical fitness exercises that promote flexibility, muscular strength, and endurance. Students will develop personal performance criteria and participate in a variety of fitness activities. In individual and dual sports, students should gain an appreciation of other's achievement and expand their ability to adapt to the needs of the group or team. By the end of the ninth grade students should be able to:

- identify sports which they would like to pursue for enjoyment and physical fitness.
- understand the rules and strategies of their chosen sports.
- develop personal goals for health and fitness.
- understand the importance of an active lifestyle and healthy living.

This course meets the *Physical Education* subject requirement for high school graduation.

PE 10 COURSE 2

(10) Year

Prerequisite: Completion of PE 9

Students in Course 2 will focus on the 3 primary standards of high school Physical Education: 1) Demonstrating knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities; 2) Achieving a level of physical fitness concepts, principles, and strategies; 3) Demonstrating knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

Activities included are judo, self-defense, tumbling, gymnastics, volleyball, hockey, lacrosse, archery, alpine climbing, rope craft, belaying, aerobic and anaerobic training, specific performance skills and drills, and muscular strength and endurance training. Juniors and Seniors who have not met the 20 credit Physical Education requirement should sign up for PE 10 Course 2.

This course meets the *Physical Education* subject requirement for high school graduation.

PHYSICAL EDUCATION ELECTIVES

PE WEIGHT TRAINING AND CONDITIONING

(11-12) Year

Prerequisite: Completion of 20 credits of PE

This class will focus on the science of athletic training and conditioning. The students will learn and apply the scientific principles of training toward the attainment of individual personal fitness.

This course meets the *Elective* subject requirement for high school graduation.

PE INDEPENDENT STUDY

(9-10) Year

This is an independent study physical education program with *strict* admission requirements. Applications are available through the high school counseling office. A summary of the requirements:

- Student must maintain a "C" average
- The activity is not available in the school program
- The activity fulfills the district's physical education objectives
- The activity may develop expertise for Olympic, national, or state competitions
- Applicant's coach or trainer must complete the Coach/Trainer Agreement
- Student is in training *at least* 15 hours per week
- Student shows prior commitment to the activity
- Student's class schedule is not disrupted

Application deadline is *March 5, 2010* for Fall 2010 and *October 29, 2010* for Spring 2011.

This course meets the *Physical Education* subject requirement for high school graduation.

SPORTS MEDICINE

(11-12) Year

Prerequisite: Completion of 20 credits of PE

This course is designed to provide students with an introduction to athletic training. The course includes class work and practical hands-on application in the following areas: prevention, treatment and rehabilitation of sports injury, taping injuries, and first aid/CPR. Lectures and labs will provide an overview of Anatomy, Physiology, Exercise Physiology, and Kinesiology. The course is recommended for any student interested in the career of sports medicine, athletic trainer, or physical therapist.

This course meets the *Elective* subject requirement for high school graduation.

SPORTS MEDICINE ADVANCED (HCP)

(12) Year

Prerequisite: Grade "C" or better in Physical Education 1 and 2 and Sports Medicine

This course will focus on the prevention, treatment, and rehabilitation of sports injuries. Students will use what they've learned in Sports Medicine and apply it to real life situations. Students will ensure that medical kits are stocked and will be assigned to a team. Teams will travel to sporting events, and with supervision, will provide first aid as appropriate.

This course meets the *Elective* subject requirement for high school graduation.

FRENCH 1

(9-12) Year

Prerequisite: Overall GPA of 2.0 or teacher recommendation.

This is an academic course for students with little or no previous experience with the French language. The student is introduced to the language and culture of French-speaking countries. French I is an integrated program emphasizing reading, writing, speaking and listening. French culture is also presented via celebrating holidays, cooking, art, music, sports and more. Resources include textbooks, workbooks, audiotapes, videotapes, CD's and DVD's, magazines, newspapers, and the Internet. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts are a focus in all French courses. Success in French I is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

FRENCH 2

(9-12) Year

Prerequisite: Grade of "C" grade or higher in French I or recommendation of the teacher

The first six weeks are devoted to review. Through the use of texts, literature, workbooks, tapes, videos, CD's and DVD's, etc., students will continue to advance their listening, speaking, reading, and writing skills. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts remain a focus in the course. Cultural awareness will be integrated into the curriculum through authentic and relevant materials. Success in French II is dependant upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress and promotion.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

FRENCH 3

(10-12) Year

Prerequisite: Grade of "C" or higher in French II or recommendation of the teacher

In addition to the above, a major goal of this upper division class is daily and extended conversations on personal interests and concerns. A basic knowledge of language structure and grammar, emphasized throughout the year, is essential. Creative, accurate use of the language and proper pronunciation will be strengthened to foster a collaborative and communicative environment. The student will be evaluated formally on *advanced* use of the language, both written and oral.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

FRENCH LANGUAGE 4 ADVANCED PLACEMENT

(10-12) Year

Prerequisite: Grade of "B" or higher in French III, or teacher approval.

This course is conducted in French and students are expected to use French at all times. In this class all components of language will be assessed. The ever-widening spiral of language proficiency incorporates review with exposure to structurally complex materials. We encourage self-motivation and self-assessment to create independent uses of French. Class may include dialogues, grammar, literature, periodicals, etc. Students will be encouraged to evaluate and assess their skills as an integral part of class participation. Students will prepare for the Advanced Placement Exam in French Language.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

CHINESE 1 MANDARIN

(9-12) Year

Prerequisite: Overall GPA of 2.0 or teacher recommendation.

This is an academic course for students with little or no previous experience with the Mandarin Chinese language. There are 1.2 billion Chinese speaking people in the world today, so students who are interested in any career which will require commerce, diplomacy, trade, manufacturing, engineering, computer technology, or communication with China would benefit from learning Chinese. The student is introduced to the language and

culture of China. Learning techniques emphasize speaking, listening, and the beginning of writing in Chinese. Chinese culture is also presented through holidays, cooking, art, music, sports, and more. Resources include workbooks, audiotapes, videotapes, CD's, DVD's, magazines, and the Internet. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts are a focus in Chinese. Success in Chinese is dependent upon positive and active oral participation.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

CHINESE 2 MANDARIN

(9-12) Year

Prerequisite: Grade of "C" or better in Chinese Mandarin I or teacher recommendation.

In this course, students will learn new grammar structures and apply them to different life situations. They will increase their vocabulary and improve their ability to comprehend written and spoken material. Students will refine their speaking proficiency. They will read selections of greater difficulty and will improve their writing skills, utilizing new vocabulary and grammar concepts. Students will learn about the culture, history, and geography of Chinese-speaking countries.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

CHINESE 3 MANDARIN

(9-12) Year

Prerequisite: Grade of "C" or better in Chinese Mandarin 2 or teacher recommendation.

Chinese 3 Mandarin is designed for students who have already completed Mandarin Chinese 2, or Mandarin native speaker who can demonstrate that they have acquired knowledge of the language to the required level. This course continues to develop the students' ability in reading, speaking, writing, listening and aural comprehension. Classroom presentations, reporting, and writing on current events and various cultural interests provide for the development of a higher degree of competency in listening, speaking, reading and writing.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

CHINESE 3 MANDARIN HONORS

(9-12) Year

Prerequisite: Grade of "B" or better in Chinese Mandarin 2 or teacher recommendation.

Chinese Mandarin 3 Honors is designed for students who have already completed Chinese Mandarin 2 with strong performance, or Mandarin native speaker who can demonstrate that they have acquired knowledge of the language to the required level. The course is also an advanced level course that prepares the students for Advanced Placement Chinese. This course continues to develop the students' ability in reading, speaking, writing, listening and aural comprehension. Vocabulary acquisition, idiomatic fluency, and natural expression are broadened through additional outside readings, newspapers, and Internet articles. Classroom presentations, reporting, and writing on current events and various cultural interests provide for the development of a higher degree of competency in listening, speaking, reading, and writing.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

SPANISH 1

(9-12) Year

Prerequisite: Overall GPA of 2.0 or teacher recommendation.

This is an academic course for students with little or no previous experience with the Spanish language. The student is introduced to the language and culture of Spanish-speaking countries. Spanish I is an integrated program emphasizing reading, writing, speaking and listening. Spanish speaking culture is also presented via celebrating holidays, cooking, art, music, sports, and more. Resources include textbooks, workbooks, audiotapes, videotapes, CD's and DVD's, magazines, newspapers, and the Internet. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts, are a focus in all Spanish courses. Success in Spanish I is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

SPANISH 2

(9-12) Year

Prerequisite: Grade of "C" grade or higher in Spanish 1 or teacher recommendation

The first six weeks are devoted to review. Through the use of texts, literature, workbooks, tapes, videos, CD's and DVD's, etc., students will continue to advance their listening, speaking, reading, and writing skills. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts remain a focus in the course. Cultural awareness will be integrated into the curriculum through authentic and relevant materials. Success in Spanish II is dependant upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress and promotion. **This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).**

SPANISH 2 IN THE WORKPLACE

(9-12) Year

Prerequisite: Grade of "C" or higher in Spanish 1 or teacher recommendation

This course is designed to prepare students for continued study and/or employment in various professions. It focuses on the professional vocabulary, cultural concepts, oral, listening, reading, and writing skills essential to function and succeed in Spanish in various fields of employment. The course uses many of the same materials as Spanish II with added emphasis on authentic and relevant materials relating to specific careers. The course fulfills Spanish II requirements.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SPANISH 3

(10-12) Year

Prerequisite: Grade of "C" or higher in Spanish 2, Spanish 2 in the Workplace or teacher recommendation

A major goal of this upper division course is daily and extended conversations on personal interests and concerns. A basic knowledge of language structure and grammar, emphasized throughout the year, is essential. Creative, accurate use of the language and proper pronunciation will be strengthened to foster a collaborative and communicative environment. The student will be evaluated formally on *advanced* use of the language, both written and oral.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SPANISH 3 IN THE WORKPLACE

(10-12) Year

Prerequisite: Grade of "C" or higher in Spanish 2, Spanish 2 in the Workplace or Native Speaker 2 or teacher approval

This course uses in-depth exploration of a profession as a medium to learn the same grammatical concepts as presented in all Spanish III classes. The students practice reading, writing, speaking and listening using vocabulary and scenarios related to the profession they are exploring. Each student will explore two professions of individual choice – one each semester. The final products are extensive portfolios in Spanish which include job shadows, practice interviewing and presenting in Spanish. This course fulfills Spanish III requirements.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SPANISH 4 IN THE WORKPLACE

(10-12) Year

Prerequisite: Grade of "C" or higher in Spanish 3 or Spanish 3 in the Workplace or Spanish II for Native Speakers, or teacher approval.

This course begins with a national, organizational and systematic perspective which then transitions to individual settings. Students will engage speakers from the community to present the concepts needed to construct an effective country or collective system. During the second semester, students work individually with a mentor representative of the student's career ambition to design a system in which they might work as a professional.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation.

This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SPANISH LANGUAGE 4 ADVANCED PLACEMENT

(10-12) Year

Prerequisite: Placement in Spanish 4 AP is based on a placement test, recommendation by level III teachers, and a grade of no less than a B- in either Spanish III or Spanish III in the Workplace and completion of a summer assignment.

This course is conducted in Spanish and students are expected to use Spanish at all times. In this course *all* components of language will be assessed. The ever-widening spiral of language proficiency incorporates review with exposure to structurally complex materials. We encourage self-motivation and self-assessment to create independent uses of Spanish. Class includes dialogues, grammar, literature, periodicals, etc. Students will be encouraged to evaluate and assess their skills as an integral part of class participation. Students will prepare for the Advanced Placement Exam in Spanish Language.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area `e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

SPANISH LITERATURE 5 ADVANCED PLACEMENT

(10-12) Year

Prerequisite: Placement in Spanish 5 AP is based on an essay exam, teacher recommendation, and grades of B- or higher in either Spanish for Native Speakers III AP or Spanish IV AP.

This course is recommended for students interested in continuing their study of Spanish after high school. We encourage self-motivation and self-assessment to create independent uses of Spanish. The focus of this course is Spanish language literature from the 1200's to the present. Discussion in Spanish of the various literary works is expected. The literary works will explore various genres in Spanish literature such as short stories, novels, plays, and poetry. Students will prepare for the Advanced Placement Exam in Spanish Literature.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area `e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

SPANISH FOR NATIVE SPEAKERS 1

(9-12) Year

Prerequisite: Written placement exam and Spanish as a first language or regular contact with Spanish language at home.

This course is designed to maintain, increase, and enhance native language academic skills; this is not a conversational Spanish class. Through the study and analysis of literature, students will develop their critical thinking skills. The student will be exposed to complex grammatical concepts and structures. Students will be expected to demonstrate formal written language as developed within the framework of the class.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area `e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SPANISH FOR NATIVE SPEAKERS 2

(9-12) Year

Prerequisite: Grade of C or better in Spanish for Native Speakers 1 or teacher recommendation.

This is a literature-based course designed to refine the formal and written language of native speakers. Through the study and analysis of various literary works, students will continue to develop their critical thinking skills. The indicative mood will be extensively covered, and the subjunctive mood will be introduced. Students are expected to be active participants in class discussions.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area `e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

SPANISH FOR NATIVE SPEAKERS 3 ADVANCED PLACEMENT

(10-12) Year

Prerequisite: Grade of B or better in Spanish for Native Speakers 2 or teacher recommendation.

This is a literature-based course designed to further refine the formal oral and written language of native speakers. Through the study and analysis of various literary works, students will further develop their critical thinking skills. The students will solidify their understanding of complex grammatical concepts and structures. Various trends of Spanish and Latin American literature will be covered. Students are expected to be active participants in class discussion. Students will prepare for the Advanced Placement Exam in Spanish Language.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area `e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

VISUAL & PERFORMING ARTS

ART I

(9-12) Year

Prerequisite: None

This is a one-year course designed to introduce students to the experience of creating art. Basic drawing skills are stressed, as well as exposure to a variety of materials and ideas. The course covers imaginative and observational life drawing, values, sculpture, color, perspective, design, and composition. Students will learn about other cultures and their art by studying art history, and learn to think critically and talk about their own work in group discussions. This class is a prerequisite for the advanced art classes, and it is recommended that Art I be taken at the freshman or sophomore level.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List UC a-g list UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

ART II LS (LIBERAL STUDIES)

(10-12) Year

Prerequisite: Grade of "C" or better in Art 1.

This class is for those who love to create art and want to continue to develop their skills and creativity. Projects will stress drawing, painting, print making, and design. Design projects will ask students to "solve" problems with creative thinking. We will continue to look and learn about art history, critique and share each other's work. Students interested in pursuing art after high school will begin to develop a portfolio for entrance into an art college and/or the Advanced Placement class.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List. Refer to the *UC a-g Course List UC a-g list at the beginning of this handbook.*

ART III AP

(11-12) Year

Prerequisite: Grade of "B" or better in Art 2 *and* interview with instructor.

The focus of the class is the creation of a portfolio of work, designed to submit for credit, to the College Board in May. A strong emphasis is on the development of visual thinking and the evolution of a personal artistic "voice". This is done through weekly homework assignments, which are thematic, allowing for wide personal interpretation, as well as in class projects.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation.

This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course receives extra honors grade point weighting (A=5, B=4, C=3).

SCULPTURE LS (LIBERAL STUDIES)

(10-12) Year

Prerequisite: Grade of "C" or better in Art 1.

Sculpture is an exploration of 3-dimensional design through the mediums of clay, plaster, papier-mache, stone, wood, wax, plastic, and fiber. This course will include 2-dimensional basic drawing, the elements and principles of art, and art history. Students will participate in a wide range of projects using additive and subtractive sculpture techniques designed to build artistic and creative confidence.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

PHOTOGRAPHY

(10-12) Year

Prerequisite: Grade of "C" or better in Art 1.

The class will explore the art of black and white photographic printmaking. Photography will include use of pinhole cameras and basic black and white 35mm cameras. The class will work together in a darkroom to create photographic prints. We will learn through art history, critiques, and art production.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

PHOTOGRAPHY ADVANCED LS (LIBERAL STUDIES)

(11-12) Year

Prerequisite: Grade of "C" or better in Art 1 *and* Photography.

Advanced photography will provide students with opportunities to extend and advance their knowledge and skills in the field of photography. This course will familiarize the student with advanced photography equipment, materials, methods, and processes. It will also require the student to produce digital images and further develop a personal interpretive style. Students will leave this class with the knowledge and experience to pursue a career in photography.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ACTING BEGINNING

(9-12) Year

Prerequisite: None

This course covers the basic principles of acting technique, including objectives/obstacles, given circumstances, inner monologue, and sense memory. Using improvisation exercises, students will learn to strengthen their bodies, voices, and imaginations. Class culminates in work on scenes and monologues. Students will learn importance of creating a strong "ensemble" or group of actors who trust and respect each other in order to create good theater.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation.

This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

ACTING INTERMEDIATE LS (LIBERAL STUDIES)

(10-12) Year

Prerequisite: Beginning Acting *and* approval of instructor. Audition and/or essay may be required at discretion of instructor.

Students must demonstrate knowledge of theatre terminology and ability to execute simple skills such as proper vocal production, ability to memorize lines, focus in class, and respect for other actors. Students will continue to develop skills in scenes and monologues. Class culminates in one-act play production which requires some after-school rehearsals. Students are also required to work on various crews for fall and spring productions put on by the Advanced Acting class.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

ACTING ADVANCED LS (LIBERAL STUDIES)

(11-12) Year

Prerequisite: Approval of instructor *and* possible audition.

The emphasis of this course is performance. A fall and spring production will be part of the curriculum. After school and weekend rehearsals are required. Discipline, self-direction, and group cooperation are mandatory as this class functions as an "acting company" based on the model of a professional theater. Students may also be asked to perform as "studio directors" for the one-act play project in Intermediate Acting.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

BAND FRESHMAN

(9) Year

Prerequisite: Participation in 8th grade band or approval of the instructor. Must be able to read music.

This is a performing ensemble designed to meet the needs of incoming freshmen band students. This class will focus on concert band activities as well as marching, parade, and field show techniques. Members of this class will, on occasion, perform with the two more advanced bands. Some additional time will be required for rehearsals outside of class time. All students are expected to participate in all the band activities. Grades are linked to band participation, performance participation and individual progress on the instrument. There is a uniform donation fee requested of all students.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets a area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

BAND CONCERT

(9-12) Year

Prerequisite: Freshman Band and/or audition *and* approval of instructor.

This is an advanced performing ensemble of sophomores, juniors and seniors who have demonstrated proficiency on their instruments. The Concert Band performs at public concerts, football games, parades, graduation, and various festivals throughout the year. Students will perform a variety of works of different styles and musical periods. Time outside of class will be required for special rehearsals, concerts, festivals, parades, field

shows, and other events. All students are expected to participate in all band activities. Grades are linked to band participation, performance participation and individual progress on the instrument. There is a uniform donation fee requested of all students. The class is a prerequisite for admittance into Symphonic Band.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.)

BAND SYMPHONIC

(9-12) Year

Prerequisite: Concert Band, audition and approval of the instructor.

This is the most advanced performing ensemble, with selection of members based upon their experience and the need for full and balanced instrumentation. The Symphonic Band performs at public concerts, football games, graduation, festivals, and various other events throughout the year. A large variety of musical styles will be drawn from including classical, popular, symphonic, marching, and contemporary works. Time outside of class will be required for special rehearsals, concerts, festivals, parades, field show, and other events. All students are expected to participate in all band activities. There is a uniform donation fee requested of all students.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

JAZZ BAND 1 JV

(9-12) Year

Prerequisite: Approval of the instructor and/or audition.

This class is an intermediate level jazz performance ensemble, open to sax, trumpet, trombone, bass, guitar, piano, and drum-set for musicians by audition only. The students will learn how to read jazz charts, play and count complex rhythms. Perform in different jazz styles, and improvise solos. Students will be expected to perform at all scheduled concerts. Students must be concurrently enrolled in either symphonic, concert or freshman band. Students will be able to perform big-band charts and know the proper performance etiquette for jazz concerts. This class may be repeated for additional credit.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List. Refer to the *UC a-g Course List* included at the beginning of this handbook.

JAZZ BAND 2 VARSITY

(9-12) Year

Prerequisite: Audition only.

This class is an advanced level jazz performance ensemble, open to sax, trumpet, trombone, bass, guitar, piano, and drum-set musicians by audition only. The students must be able to read jazz charts, play and count complex rhythms; perform in different jazz style, and improvise solos. Students will be expected to perform at all scheduled concerts. Students must be concurrently enrolled in either symphonic or concert bands. Students will be able to perform big-band charts and know the proper performance etiquette for jazz concerts. This class may be repeated for additional credit.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

MUSIC APPRECIATION

(9-12) Year

Prerequisite: None

This course is designed to allow students to explore and enjoy the world of music. It looks into the power of music as an art form and what gives music that power. Musical styles and genres are explored and how they affect the societies and cultures that create them. Classical, folk, cultural, jazz, rock, pop, blues, rap and hip-hop are some of the styles and genres taught. There are several projects throughout the year where students learn about music through multiple approaches such as writing lyrics, exploring local music, and performing music.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'f' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

CONCERT CHOIR

(9-12) Year

Prerequisite: None

This course is open to all students interested in participating in a mixed choir (Soprano, Alto, Tenor, and Bass). Concert Choir is designed to increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening. Students will sing a wide range of literature from a variety of time periods, continents, languages, cultures and styles. This is the first time this course has been offered in

several years. Our goal is to build a full choir program. Students will perform medium-easy to difficult high school choral literature for performances in concerts and possibly festivals. This course may be repeated for additional credit. NO prior musical experience necessary.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course is pending approval for an area 'g' course in the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).

CULINARY ARTS

BEGINNING CULINARY ARTS

(9-12) Year

Prerequisite: None.

Students are introduced to the wonderful world of cooking, and organic gardening. This course will enhance the student's appreciation of international cuisine, nutrition and health. Students will learn how to prepare dishes from scratch using vegetables they have grown and from nearby farms. They will gain knowledge about the importance of buying local, seasonal and organic foods and how that is part of the solution of global food sustainability. This course includes reading, writing and culinary math.

This course meets the Elective subject requirement for high school graduation.

ADVANCED CULINARY ARTS (GCP)

(10-12) Year

Prerequisite: Successful completion of Beginning Culinary Arts with a grade of C or higher or teacher recommendation.

This all organic course will expand the student's knowledge and experience of classical cooking, international cuisines and vegetable gardening. This course focuses on advanced cooking techniques, such as knife skills, safety and sanitation and an overview of various food-related career opportunities. Students will be responsible for (1) operating and managing a student-run café, (2) participating in the school organic garden and outdoor kitchen, (3) participation in catering events and (4) other fundraising utilizing sustainable food practices. Each student is expected to complete an additional 6 hours outside of class each semester.

This course meets the *Elective* subject requirement for high school graduation.

PASTRY AND BAKING (GCP)

(10 – 12) Year

Prerequisite: Completion of Beginning Culinary Arts with a grade of C or higher and teacher recommendation.

This is an all organic comprehensive baking and pastry course. The course covers the art of bread baking, sweet and savory pastries, professional baking techniques and use of equipment. Bread baking instruction will include simple as well as more complex doughs, such as brioche, croissant and variety of artisan breads. Students will also learn to make focaccia, tarts, pizza, and galettes, all with an understanding of sustainable foods. This course will also include the essentials of pastry baking, such as cakes, desserts, and fancy cookies; in addition to more sophisticated pastries, such as French and Italian tarts, custards, and puff pastry. The course will cover lessons in fillings, icings, glazes, with additional instruction in simple cake decorating techniques.

This course meets the *Elective* subject requirement for high school graduation.

FROM THE GROUND UP (GCP)

(11-12) Year

Prerequisite: Completion of Beginning Culinary Arts and Advanced Culinary or Pastry and Baking, with a grade of C or higher and teacher recommendation.

This Capstone course is designed to provide students the skills and knowledge to ensure a sustainable food system worldwide. Students will be challenged with issues such as land use, pollution, transportation, government, economics, small business practices, food security, community organizing, etc. Students will take an active leadership role providing solutions by developing Casa Grande's inner quad, the Outdoor Learning Environment (OLE); creating a sustainable school center. Students will work with local organic farms, food producers, non-profit organizations and the business sector. They will (1) research issues, (2) create added value food items (food preparation and preserving) from Casa Grande's organic garden and local farms, (3) partner with local businesses, non-profit and government organizations and (4) learn how to run a small business, including marketing strategies to sell produce and student made products. This class is the Capstone class required for a Certification of Completion in Culinary Arts Pathway.

This course meets the *Elective* subject requirement for high school graduation.

BUSINESS

EVENT PLANNING M³ (MARKETING, MEDIA & MANAGEMENT)

(10-12) Year

Prerequisite: Recommended enrollment in the M³ Cluster or teacher recommendation.

This yearlong course comprehensively covers the industry of event and meeting planning. The course focuses on the complexities of designing and planning a variety of events. This wide range includes designing and planning social events, such as: weddings and parties; students will also plan community events, such as: music concerts, sporting events, festivals and fairs; additionally, students will plan corporate events, such as: tradeshow, conferences, meetings and products launches. Students will be responsible for planning both real and hypothetical events, and from those experiences will gain valuable and relevant skills.

This course meets the *Elective* subject requirement for high school graduation.

EVENT PLANNING ADVANCED M³ (MARKETING, MEDIA & MANAGEMENT)

(11-12) Year

Prerequisite: Completion of Event Planning with a grade of C or better and teacher recommendation.

Corequisite: Enrollment in the M³ cluster.

Event Planning Advances is designed for students who have demonstrated mastery of the skills and content covered in the first year Event Planning course. The limited number of students selected will be enrolled alongside first year Event Planning students. Advanced students will be expected to assume real, hands-on management and leadership responsibilities in the class, as they coordinate various social, educational, community, and corporate events. Advanced students will be responsible for the plan, design, and management of both real and hypothetical events, such as: weddings and parties, music concerts, sporting events, lectures and teach-ins, festivals and fairs, tradeshow, conferences, meetings and produce launches. Advanced students will refine their skills and knowledge of this growing industry and will gain valuable, relevant and marketable skills.

This course meets the *Elective* subject requirement for high school graduation.

WORK EXPERIENCE

RETAIL CO-OP ROP

(11-12) Year

Prerequisite: Employment in a retail job and completion of retail Merchandising (ROP) *and* instructor approval.

An on-the-job experience for students working in retail. Students *must* be working in a retail job at least 12 hours per week and attend related instructional classes. Must be approved by Jerry Loucks, 762-7774. **This is a two-period commitment for one year earning 10 *Elective* credits each semester.** Students take this course 3rd and 6th periods only.

These courses meet the *Elective* (10 credits) and *Math/Science Related* (10 credits) subject requirements for high school graduation.

CHILD DEVELOPMENT ROP

(10-12) Year

This is the first of three courses in Child Development. In this course we will study the development of the fetus and infant, along with the emotional, social, physical and intellectual development of the young child. There will be guest speakers who work in related fields and field trips. Also during the year, students will prepare for careers by creating a resume and cover letter. Students will be actively involved in class work, learning through play and creating craft projects and having fun. This course is pending approval for students to also receive SRJC credit, fall 2010.

This course meets the *Elective* subject requirement for high school graduation.

CHILD DEVELOPMENT, ADVANCED ROP

(11-12) Year

Prerequisite: Successful completion of Introduction to Child Development.

This is the second course in Child Development. In this course we continue to study the development of the preschool and school age child. There will be field trips to schools, including the Santa Rosa Junior College Child Development Program and Sonoma State's Children's School. Students will learn about working with children while creating lessons and creative projects. Also, students in this course will be involved in the Petaluma Mentor-Me

Program, volunteering their time to work with a disadvantaged young child. This course is open to juniors and seniors only.

This course meets the *Elective* subject requirement for high school graduation.

CHILD DEVELOPMENT, COMMUNITY CLASSROOM ROP

(11-12) Year

Prerequisite: Successful completion of Child Development and Child Development Advanced.

This is the final course offered in Child Development. In this course students will spend the majority of their time working with children in a nearby school. There will be volunteer opportunities with preschool and elementary children, as well as special needs children. Class time will include discussion, lesson planning and more career preparation activities. This course is open to juniors and seniors only.

This course meets the *Elective* subject requirement for high school graduation.

HEALTH CAREER CO-OP (HCP)

(11-12) 12th grade students will have priority.

Prerequisite: Enrolled in Health Career Pathway cluster and completion of or concurrent enrollment in Clinical Biology Applications.

This course provides students a combination of related classroom instruction and paid or unpaid instruction in a health careers setting. Students will participate in internships that take place at health/medical job sites while they receive related instruction at school. Students in this course must work a minimum of 5 hours a week in a qualified health/medical setting and meet with the course teacher once a week. The classroom work includes issues of health laws, professionalism in the work place, resume development, and basic safety in a health or medical work site.

This course meets the *Elective* subject requirement for high school graduation.

TECHNOLOGY

AUTOMOTIVE TECHNOLOGY

(10-12) Year

Prerequisite: None.

This course offers the student the opportunity to study the automotive systems such as engine, ignition, electrical, brakes, drive train, and suspension. The program includes approximately one-half lecture and one-half lab time. The lab section will deal with practical maintenance of automobiles. A grade of "C" or better for both semesters will qualify as one year towards challenging Auto 100 course at the Santa Rosa Junior College. A grade of "C" or better for both Auto Tech **and** Auto Repair for both semesters will allow you to take a challenge test for Auto 100 at Santa Rosa Junior College.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

AUTOMOTIVE REPAIR TECHNOLOGY ROP

(11-12) Year

Prerequisite: Automotive Technology I or permission of instructor.

This course offers training in engine repair, engine diagnostic service, electrical, brakes, suspension, heating, and cooling. Experience is obtained by working on cars in a modern, well-equipped shop. This course is open to all residents of the community and Casa Grande High School students. Successful completion of this course could lead to an entry-level position in the field of automotive mechanics. The instructor will assist with job referrals and recommendations. A grade of "C" or better for both Auto Tech and Auto Repair for both semesters will allow you to take a challenge test for Auto 100 at Santa Rosa Junior College. A donation of \$10.00 is requested.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

COMPUTER TECHNOLOGY/PC REPAIR

(10-12) Year

Prerequisite: None.

This course is designed as a hands-on technology course, in that computers are used as teaching tool. This course will provide beginning technological skills using industry specific software. Students will learn Microsoft Office skills in Word, Excel, and PowerPoint, as well as the fundamentals of proper keyboarding. The course will also train students how to utilize Internet research techniques, including the use of subscription databases, to find and cite credible websites. The skills learned in this class will support technology related assignments in core curriculum and introduce the students to applications for business.

This course meets the *Elective* subject requirement for high school graduation.

DRAFTING I

(9) Year

Prerequisite: None

The student is introduced to basic mechanical drawing, starting with freehand sketching, lettering, pictorial drawing, and other aspects of mechanical drawing. Students will start learning the basic key operation of AutoCad during the second semester.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

DRAFTING ROP

(10-12) Year

Prerequisite: None.

The student is introduced to basic mechanical drawing, starting with freehand sketching, lettering, pictorial drawing, and other aspects of mechanical drawing. Students will start learning the basic key operation of AutoCad during the second semester.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

AUTOCAD 2D MECHANICAL

(10-12) Year

Prerequisite: Completion of Drafting I.

This course will allow students the opportunity to develop drafting skills in the drafting field using Autocad. Students will do threads, bolts, isometric drawing and orthographic dimension drawings, and 3D modeling.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

AUTOCAD 2D ARCHITECTURAL

(10-12) Year

Prerequisite: Completion of Drafting I *and* AutoCad 2D Mechanical.

This course will allow the students the opportunity to develop drafting skills for the architectural field. The students will design a house and draw various plans using a CAD program which will include floor, foundation, roof, electrical, elevation, etc. Completion of Mechanical Design and Architectural Design with a grade of "B" or better in both courses could be used to challenge Santa Rosa Junior College courses.

This course meets the *Third Year Math/Science Related* subject requirement for high school graduation.

ARCHITECTURAL MODEL DESIGN

(10-12) Year

Prerequisite: Completion of Drafting I *and* AutoCad 2D Mechanical *and* AutoCad 2D Architectural, *and* teacher permission.

In this course the student will build a 1/2" to 1 foot scale model of the home designed in the Autocad 2D Architectural Design course.

This course meets the *Elective* subject requirement for high school graduation.

3D MODELING AND ANIMATION ROP

(11-12) Year

Prerequisite: None. May be repeated for credit.

Do you spend as much time with Master Chief as you do with your mom? Is the World of Warcraft your second home? How would you like to know how video games are made, gain skills you could use to create custom game levels, and learn techniques that could lead to a career in the video game or film industries, or even architectural design or product development? This production-oriented course will introduce students to the fundamentals of 3D animation and modeling using 3D Studio Max 2009. Highly motivated students will also be able to explore advanced topics such as lighting, material creation, character rigging, and 3D printing. Students will create their own short films, using courtroom-quality 3D models and broadcast-quality animations, while learning traditional animation skills such as storyboarding, character design, animation theory, and camera layout. The course is designed to prepare students for career exploration in areas such as video game design, film and special effects, and forensic animation. Skills that will improve employability will be emphasized throughout the course.

This course meets the *Elective* subject requirement for high school graduation.

MOTION GRAPHIC DESIGN ROP M³ (MARKETING, MEDIA & MANAGEMENT)

(11-12) Year

Prerequisite: Web Page Design OR Graphic Design, OR 3D Animation OR permission of instructor. May be repeated for credit.

In this hands-on, workshop-style course, students will learn to make dynamic, interactive applications and games, and to create professional-quality illustrations and animations using Macromedia's Flash. They will also learn to prepare these creations for publication on the World Wide Web, to integrate them into video or interactive

projects, and to prepare them as stand-alone applications. Students will create an electronic portfolio showcasing their work while learning the theory behind compelling 2-D animations, successful interactive games, and compelling on-line applications. Students will have the opportunity to create advanced motion graphic designs and to apply their skills in real-world projects for local businesses and organizations. The course is designed to prepare students for career exploration in the areas of web and graphic design, as well as other areas of electronic interactive media. Skills that will improve employability will be emphasized throughout the course.

This course meets the *Elective* subject requirement for high school graduation.

COMPUTER GRAPHIC DESIGN ROP M³(MARKETING, MEDIA & MANAGEMENT)

(11-12) Year

Prerequisite: None.

Have you ever wanted to create and produce your own t-shirt and poster designs? In this hands-on, project-based course you will learn to design and produce graphics for print, using industry-standard graphic design software such as Adobe's Photoshop, Illustrator, and InDesign. We will explore how different graphic effects are achieved, and how to use the powerful design tools of typography, layout, and color theory to make people respond to our designs as we want them to. We will also learn to create color-separations, to produce transparencies and burn silk-screens, and to print our own designs on textiles and paper. In addition to creating digital art suited for screen-printing, course projects may include: retouching heirloom photographs, creating logos and illustrations (such as maps and caricatures), and designing packaging materials. Course participants may also explore the launch of a printing business here at Casa. Over the course of the year students will create a professional-looking portfolio highlighting their work. Client management, marketing, and other skills that maximize employability will be emphasized throughout the course.

AGRICULTURE MECHANICS POWER ROP

Petaluma High School 778-4815

Prerequisite: Skills for the Trades is recommended.

This course is for students who are interested in working with small engines like those used in go-carts, lawn mowers, generators and chainsaws. Students will have the opportunity to take apart and reassemble engines, to service carburetors and ignition systems, and to repair starters. Students will learn how to service valves, cylinders, and piston/ring assemblies. In addition to gasoline engines, students will learn about diesel engines used in tractors and other power machinery. Electrical power instruction includes uses of motors, automatic electrical controls and wiring of controls. Student provides transportation to Petaluma High School.

AGRICULTURAL MECHANICS WELDING ROP

Petaluma High School 778-4815

Prerequisite: Skills for the Trades is recommended.

Designed to prepare students for entry level metal fabrication skills, the course includes shielded metal arc welding (SMAW), gas metal arc welding (GMAW), gas tungsten arc welding (GTAW) and oxyacetylene welding and cutting (OAW). The majority of the class includes developing welding skills used in the fabrication of mild steel. A limited amount of time involves the fabrication of stainless steel and aluminum. A variety of welding assignments includes the welding of various joints, thickness of metals, and welding positions. The classroom component of the course relates to the welding skills developed in the shop. Students are required to complete a variety of welding assignments during the year. Student provides transportation to Petaluma High School.

NIMS – NATIONAL INSTITUTE FOR METALWORKING SKILLS

Petaluma High School 778-4815 www.nims-skills.org or www.calmachinist.com

(11-12)

Prerequisite: B or better in Metals 1, OR recommendation from drafting, math, metal shop, science or engineering Teacher is required. Drafting 1 and Drafting 3 are highly recommended. Basic computer skills are required.

A one year standards-based course provides students with the ability to earn entry-level precision machining credentials. The credentials are nationally recognized by employers, colleges, universities and are portable. Each NIMS Credential is issued based on passing an on-line proctored examination and a competency based performance using modern machine tools and precision measuring equipment. Students will machine parts as specified on engineered drawings on engine lathes, milling machines, surface grinders, drill presses and CNC lathes and mills. The student products are inspected and certified in a local machine shop inspection department. Lab fee is required, which includes one pair of safety glasses and a portfolio binder.

NON-DEPARTMENTAL ELECTIVES

INTERDISCIPLINARY SEMINAR (ACADEMIC DECATHLON)

(10-12) Year

Prerequisite: Student application form *and* teacher recommendation.

This course is an interdisciplinary course which addresses the following topics: public speaking, interviewing skills, art history, music theory, economics, mathematics, essay writing, science, and social science. An emphasis is placed on researching and tutoring these topics to fellow classmates. Our school's highly successful *Academic Decathlon Team* will be selected from the class to participate in the annual AcDec competition.

This course meets the *Elective* subject requirement for high school graduation.

LEADERSHIP SEMINAR

(9-12) Year

Prerequisite: Leadership teacher approval. Prospective students *must* run for ASB or class office or apply for a Commissionship during the *previous* spring semester.

Leadership is a year long class which focuses on school involvement. Students plan many activities throughout the year, such as, homecoming, Mr. GQ, rallies, fundraising for prom, and campus beautification. This class is for students who want to make a difference at Casa and who enjoy leading student activities.

This course meets the *Elective* subject requirement for high school graduation.

YEARBOOK M³ (MARKETING, MEDIA & MANAGEMENT)

(9-12) Year

Prerequisite: Teacher interview and/or recommendation, English grades, computer literacy, photography, art, and/or prior yearbook experience helpful.

This course functions as a job because students produce Casa's yearbook. Students are involved in all stages of the design and production process, as well as selling advertising to local businesses. It is extremely important that students be prepared to commit large blocks of time and energy toward the production of the yearbook.

This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation.

FRESHMAN ONLY SEMESTER-LENGTH ELECTIVES

The following courses are all a single semester in length, and are offered in both the fall and the spring semesters, in order to accommodate the students' enrollment in the semester-long Human Interaction course. Each course earns five units of elective credit toward graduation.

Note: Every effort will be made to accommodate student preferences, but due to space limitations and scheduling constraints, all students may not receive their first choice. Please select an alternate semester-length elective in the event that a first choice cannot be accommodated.

HUMAN INTERACTION

(9) Semester (pairs with a 9th grade semester elective)

Prerequisite: None

This course empowers students with knowledge and increased self-esteem necessary to make sensible decisions which can improve the quality of life and personal relationships. An emphasis will be placed on helping students learn about healthy living and avoidance of risky behaviors. Topics covered in this course include human sexuality, prevention and control of diseases, chemical dependency, mental health, family dynamics, nutrition and hygiene, CPR, and first aid. Ninth grade students are required to take one semester of Human Interaction.

This course meets the *Human Interaction* subject requirement for high school graduation.

GEOGRAPHY/CIVILIZATION

(9) Semester (pairs with Human Interaction)

Prerequisite: None

This course includes five themes of geography: location, place, environmental interaction, region, and movement. For each theme a particular region, culture, and period of history is studied to develop an understanding of the geographic concepts. The areas studied will vary by semester, but certain threads will continue throughout the entire course, such as the concepts of culture, ethnocentricity and the commonalities of man.

This course meets the *Elective* subject requirement for high school graduation. This course meets area `g' of the UC/CSU Approved Course List. Refer to the *UC a-g Course List* included at the back of this Handbook.

PUBLIC SPEAKING

(9) Semester (pairs with Human Interaction)

Prerequisite: None

This course provides an introduction to public speaking and the skills required to develop and deliver oral presentations. During the course of the semester, students will have opportunities to deliver impromptu, demonstration and expository speeches with an emphasis on appropriate speaking techniques. Students will learn how to use voice, inflection, pacing and emphasis to convey their message. Students will read and listen to a variety of types of speeches, both historical and contemporary. The goal of this course is to provide a non-threatening environment where students can gain confidence in speaking and develop the skills they need to communicate their thoughts to others in an intelligent, interesting and well-organized manner. No previous public speaking experience is required or assumed! Included will be library research techniques, outlining, and power point presentations.

This course meets the *Elective* subject requirement for high school graduation. This course meets area `g' of the UC/CSU Approved Course List (UC a-g list at end of handbook).

COMPUTER LITERACY

(9) Semester (pairs with Human Interaction)

Prerequisite: None

This class will teach student entry-level Microsoft Office skills in Word (including tables and rulers) and Excel (including charts and calculation), as well as the fundamentals of proper keyboarding. The course will also train students how to utilize Internet research techniques, including the use of subscription databases, to find and cite credible websites. The skills learned here will support technology related assignments in core curriculum and introduce the students to business/office application.

This course meets the *Elective* subject requirement for high school graduation.

RESOURCE SPECIALIST PROGRAM (RSP)

The Resource Specialist Program (RSP) serves students who have learning disabilities. Our program is designed to facilitate student success in the comprehensive high school setting. Student progress is monitored through close consultation and collaboration with general education staff. Students may be enrolled in 1-3 periods of supported classes as determined by the students' IEP. Resource courses include Math Review, English NY, English Language!, Life Skills, Workability, and Study Skills.

Students are assigned to these courses by RSP teachers.

READING LEARNING CENTER

(9) Year

Prerequisite: Concurrent enrollment in English Language!

These two courses are for students who would benefit from extra support in reading, writing, spelling, vocabulary, grammar, and speaking. The course uses researched based materials that have been approved by the state of California for reading recovery programs and all teachers have attended a 40 hour training program. Students who have received low grades (D's or F's) in English in 7th or 8th grades and/or who have scored at Below Basic or Far Below Basic on the Language portion of the California STAR tests will be recommended for the Reading and Literacy Program. It is STRONGLY RECOMMENDED that students who meet these criteria participate in the Reading and Language! Program. Success in high school requires the ability to read and comprehend material at grade level. Our goal is to support students' reading efforts in the early years of high school so that subsequent course work is understood.

The Reading and Language! Program is a two-period commitment. Students in this program typically don't take Physical Science in the 9th grade so that they can choose a year-long elective. A sample course list for a student in the Reading and Language! Program might be Reading Learning Center, English Language!, Math, PE 9, Human Interaction/semester-length elective, and one year-long elective.

This course meets the *Elective* subject requirement for high school graduation.

ENGLISH LANGUAGE!

(9 - 12) Year

Prerequisite: Teacher recommendation and an active IEP.

Success in high school requires the ability to read and comprehend material at grade level. Our goal is to

support students' reading efforts early in the high school program so that subsequent course work is understood. The English ***Language!*** classes are for students who would benefit from intensive intervention in the areas of reading, writing, spelling, vocabulary, grammar, and speaking. Students who have received low grades (D's or F's) in English in 8th, 9th, 10th, or 11th grades and/or who have scored at the Below Basic or Far Below Basic on the English Language Arts portion of the California STAR tests may be recommended for the ***Language!*** class. This course uses research based materials that have been approved by the state for California for reading recovery programs. The ***Language!*** Program has four levels and students are placed in the appropriate level. Placement is through teacher recommendation and will be done through the IEP process. Some students may have two periods of English Language!, others may have just one.

This course meets the *English* subject requirement for high school graduation.

ENGLISH NY

(9-12)

Prerequisite: Teacher recommendation and an active IEP.

This remedial English course is a literature-based, multi-graded class for Resource students whose skill level or disability impacts potential for success in grade level English classes. Curriculum includes lessons designed to improve reading, writing, and literary analysis skills. Students will receive instruction in essay writing, research papers, and technical writing. Projects will include a minimum of one research paper and oral presentation.

This course meets the *English* subject requirement for high school graduation.

STUDY SKILLS

(9-12)

Prerequisite: Teacher recommendation and an active IEP.

The Study Skills course is designed to support student success in core classes. Students in this class may need specialized support and/or accommodations in order to meet district requirements for graduation, but can otherwise access the curriculum. Study Skills is designed to address specific IEP goals, transition needs, and academic skills development. Test preparation, organization, time management, and self-advocacy skills are also taught. In addition to these skills being taught, students bring assignments or projects that are due in other courses to Study Skills to receive assistance and instruction as needed.

This course meets the *Elective* subject requirement for high school graduation.

MATH REVIEW

(9-12)

Prerequisite: Teacher recommendation and an active IEP.

The Math Review course is designed for those students who have substantial difficulties keeping up with the pace and scope of college prep math classes. This class serves the dual purpose of providing pre-Algebra instruction for those students who will continue on to Algebra, while at the same time supporting others in the acquisition of basic math skills for vocational, consumer, and life skills applications.

This course meets the *Elective* subject requirement for high school graduation.

RSP WORKABILITY

(10-12)

Prerequisite: Teacher recommendation and an active IEP.

This course will focus on providing vocational, consumer, job and life skills to juniors and seniors who will be transitioning to the working world. Students will participate in a variety of activities including volunteering, job shadowing, field trips, skills training, job placement and exposure to guest speakers from the business' community. The classroom component will emphasize project-based group activities, role-play, social and life skills and teamwork strategies. This course will offer "real life" experiences, while working to transition students into the community of work.

This course meets the *Elective* subject requirement for high school graduation.

LIFE SKILLS

(9-12)

Prerequisite: Teacher recommendation and an active IEP.

Life Skills is a course for special day class (SDC) students. This course teaches developmentally appropriate life skills such as nutrition, personal safety, public speaking, and self-help skills. Basic study and organizational strategies and time management are emphasized.

This course meets the *Elective* subject requirement for high school graduation.

CAREER CENTER

The Casa Grande Career Center is located in Room H-4 of the Counseling/Student Services building. The Center is staffed full-time by a Career Center Specialist who provides students and parents with information about career and college options. Daily hours are Monday through Friday from 8:30am to 4:30pm while school is in session. Information is also available online at the Career & Scholarships page of the Casa Grande High School website at www.casagrandehighschool.org. Resources include access to the following:

- Career and job opportunities including work permit applications
- Computers with online access to career development programs
- Information on occupational programs including ROP and SRJC
- ACT and SAT college entrance exam registration and preparation
- Reference books for careers and colleges in California and the USA
- Financial aid information including scholarships, grants, and loans
- Local scholarships including the Petaluma Educational Foundation