

# ***CORDOVA HIGH SCHOOL***

***International Baccalaureate World School***



***“ONCE A LANCER, ALWAYS A LANCER”***



**CURRICULUM GUIDE  
AND COURSE  
SELECTION INFORMATION  
FOR THE 2020-2021 SCHOOL YEAR**

**Grades 10-12**

**COURSE SELECTION PROCESS-PLEASE READ CAREFULLY**

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

1. **Course selection forms will be distributed to students in grades 9, 10 and 11 in February. After February 1st, parents MUST also complete/update online registration through the Powerschool Parent Portal in order for the 2020-21 registration process to be complete.**
2. **Although specific due dates will vary by grade level, all course selection forms will be due in the Counseling office by Friday, March 20, 2020, at the latest. Forms must be completed and signed by parent/guardian.**
3. **Please choose courses carefully, paying close attention to prerequisites and course descriptions. Courses may be dropped without penalty through the 2nd week of each semester. Any course dropped after that time will only be dropped from a student's schedule with a failing grade ("withdrawal F") for the semester in which it was dropped unless otherwise decided by the principal or designee because of extenuating circumstances. It is important to note the semester grades are a part of a student's permanent record. Students must still maintain a 4 period day (consecutive periods) if granted a drop.**
4. **Any student requesting a drop from a Diploma Programme (DP) course will require the completion of a *DP Schedule Change Request Form* and a parent/teacher conference may be required. Due to the nature of the DP application and placement process, drop requests may be denied. DP Courses may be dropped without penalty through the 2nd week of the 1st semester for a year-long course. Students who enter a course in the 2nd semester may drop a course through the 2nd week of the 2nd semester.**
5. **All 9<sup>th</sup> and 10<sup>th</sup> grade students will be scheduled into 7 classes each semester. 11<sup>th</sup> and 12<sup>th</sup> grade students may be scheduled on a shorter day if they have enough credits (details are on each course selection form).**
6. **The course selection form is a *request* for courses. Every effort will be made to place students in their first choice. Classes are not guaranteed. Only valid educational circumstances will allow a change once schedules have been distributed. Students will be scheduled into alternative classes if the first choice is not available.**

<b>Cordova High School Graduation Requirements</b>			<b>a-g CSU/UC College Entrance Requirements*</b>	
			*must complete courses with a "C" or better"	
<b>Subject</b>	<b>Years/Number of credits required</b>		<b>Subject</b>	<b>Years</b>
<b>Social Science</b> World Cultures U.S. History Economics Government	1 year 1 year 1 semester 1 semester	10 credits 10 credits 5 credits 5 credits	<b>a. Social Science</b>	2 years (World History and U.S. History)
<b>English</b>	4 years	40 credits	<b>b. English</b>	4 years
<b>Math</b> Integrated Math 1 & 2 or Integrated Math 2 & 3  Mathematics (One additional math course)	2 years  1 year	20 credits  10 credits	<b>c. Math</b>	3 years 4 years recommended  (Algebra 2/ Int. Math 3 or higher)
<b>Science</b> (Life Science – Biology Physical Science – Chemistry or Physics)  <b>CTE</b> (Career Technical Education) Or 3 <sup>rd</sup> year of Science	2 years  1 year	20 credits  10 credits	<b>d. Laboratory Science</b>	2 years 3 years recommended  (Biology, Chemistry, Physics)
<b>VPA</b> (Visual/Performing Art) or <b>World Language or Career Technical Education (CTE)</b>	1 year	10 credits	<b>e. World Language</b>	2 Years/Level 2 3 years recommended
<b>Health Education</b>	1 semester	5 credits	<b>f. Visual/Performing Art</b>	1 year
<b>Physical Education</b>	2 years	20 credits		
<b>Electives</b>		55 credits	<b>g. College Prep Elective</b>	1 year
	<b>Total</b>	<b>220 credits</b>		

## COLLEGE ENTRANCE REQUIREMENTS

### California Community Colleges (Two-Year Associate Degrees, Vocational/Certificate Programs, Transfer Opportunities)

[www.cccco.edu](http://www.cccco.edu)

Admission requirements: 1. Earn a high school diploma, or 2. Be eighteen years of age, or 3. Pass the California High School Proficiency Examination. Placement tests are required in Math and English.

### California State University System (Undergraduate and Graduate Degree Programs) <https://www2.calstate.edu/apply>

Admission requirements: 1. Complete the 15 unit "a-g" subject requirements with 'C' grade or higher. 2. Attain a minimum 2.0 grade point average in the approved "a-g" subjects. 3. Meet the eligibility index, which includes the SAT Reasoning or ACT plus Writing exam scores.

### University of California System (Undergraduate and Graduate Degree Programs) [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

Admission requirements: 1. Complete the 15 unit "a-g" subject requirements with 'C' grade or higher. 2. Attain a minimum 3.0 grade point average.

### Approved UC "a-g" High School Course List <https://admissions.ucop.edu/doorways/list/>

Courses taught at FCUSD comprehensive high schools that fulfill the UC/CSU requirements can be found online by entering the high school name at the above website.

### Private Colleges and Universities [www.aiccu.edu](http://www.aiccu.edu) [www.californiacolleges.edu](http://www.californiacolleges.edu)

Students meeting the U.C. admission requirements generally will meet the admission requirements of many California and out-of-state private colleges and universities. Refer to the specific institution's website and/or catalog for further details.

## EXAMINATIONS

**PSAT/NMSQT (PRELIMINARY SAT / NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST)** Students are provided the opportunity to take the PSAT test annually, and all juniors are encouraged to do so. The PSAT is administered only once a year on a date in October that is predetermined by the College Board. Cordova High School offers the PSAT each year. This test prepares students for the SAT Reasoning Test and is also used to qualify junior students for the National Merit Scholarship. Students will register for this test on campus through the Student Accounts office. You may find more information at [www.collegeboard.com](http://www.collegeboard.com).

**COLLEGE ENTRANCE EXAMS:** ACT and SAT Reasoning. Most colleges require scores from either the SAT or ACT for admission. These exams are offered on Saturdays throughout the school year at various high schools in the Sacramento area (from September to June). Check with specific colleges for the entrance exams they prefer or require. Beginning in 2012, the two Subject Tests will no longer be required for eligibility. However, some majors at some campuses may require a specific Subject Test. Students are encouraged to take these exams in the spring of junior year and/or early in the fall of senior year. Check with specific colleges for test date deadlines. Students must register for these exams directly with the test providers through mail-in registration materials in the counseling office or by registering online at the following websites: SAT: [www.collegeboard.com](http://www.collegeboard.com) ACT: [www.act.org](http://www.act.org)

## MIDTERM GRADUATION REQUIREMENTS

Students who will have earned at least 185 credits by the start of their senior year may graduate after the first semester of the senior year if a Midterm Graduation Application has been submitted and approved through their counselor during the spring registration process of the junior year. Students may need to complete, at their own expense, second semester courses that are required for graduation (such as English 4B) via enrollment in an online, distance learning, or college class. Once a student has completed graduation requirements, he/she is no longer a student of Cordova High School and may not re-enroll as a high school student. Please be aware that students who take a college course after graduating midterm (but prior to enrolling in a four-year college) may be reclassified as a "transfer student" by the four-year college. This could negatively affect a student's enrollment status at the four-year college. Students should check with the four-year college prior to enrolling in any community college course after graduating from high school. Cordova High School midterm graduates may attend Senior Ball, Senior Breakfast, Sober Grad Night, and the CHS graduation ceremony with prior approval from administration.

WHAT INFORMATION IS INCLUDED IN THE COURSE DESCRIPTION?

COURSE REQUIREMENTS KEY

Use this key for the following pages to interpret how the courses fulfill graduation and college entrance requirements.

**CHS Graduation Requirements:**

A = Integrated Math 1 or 3  
EC = Economics  
EL = Elective  
E = English  
G = Integrated Math 2  
GVT= Government  
H = Health  
LS = Life Science  
M = Mathematics  
PA = Performing Art  
PE = Physical Education  
PS = Physical Science  
SS = Social Science  
T = CTE (Career Technical Education)  
US = U.S. History  
VA = Visual Arts  
WC = World Cultures  
WL = World Language

**UC/CSU Requirements:**

a = History/Social Science  
b = English  
c = Mathematics  
d = Laboratory Science  
e = Language other Than English  
f = Visual & Performing Arts  
g = College-Preparatory Elective  
  
P = College Prep Course  
W\* = Weighted Grade  
  
NCAA = NCAA Eligible Course

# International Baccalaureate Diploma Programme

www.ibo.org

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

Sophomores can apply for the Diploma Programme in December of their 10<sup>th</sup> grade year.

## Diploma Programme (DP) Drop Requests

Any student requesting a drop from a Diploma Programme (DP) course will require the completion of a *DP Schedule Change Request Form* and a parent/teacher conference may be required. Due to the nature of the DP application and placement process, drop requests may be denied. Courses may be dropped without penalty through the 2nd week of the 1st semester for a year-long course. Students who enter a course in the 2nd semester may drop a course through the 2nd week of the 2nd semester.

## *The Diploma Programme core*

- **The Extended Essay** asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.
- **Theory of Knowledge** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.
- **Creativity, Action, Service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.



# Diploma Program Course Descriptions

HL and SL courses are open to all students who meet the prerequisites.

## Sciences

### BIOLOGY HL

Term: 2 year course, taken in JR and SR year

Meets requirements: LS, P, d, W\*, NCAA

Prerequisite: "C" or better in Honors Biology or Biology

*\*The second year of this course will earn students a "weighted" grade.*

Course description: The emphasis of this course is a practical approach through experimental work, with a required project that mirrors the work of real scientists by encouraging collaboration between schools across the regions. A biology students' approach to study should be characterized by the specific IB learner profile attributes – inquirers, thinkers and communicators. There are four basic biological concepts that run throughout the course: Structure and function, Universality versus diversity, Equilibrium with systems and Evolution. These four concepts serve as themes that unify the various topics that make up the three sections of the course: the core, the additional higher level (AHL) material and the options.

### CHEMISTRY SL

Term: 1 year course, taken in JR or SR year

Meets requirements: PS, P, d, NCAA

Prerequisite: "B" or better in Chemistry or Honors Chemistry and concurrent enrollment in Algebra 2 (Integrated Math 3) or higher math

Course description: Through studying chemistry, students should become aware of how scientists work and communicate with each other. There is an emphasis on a practical approach through experimental work. The power of scientific knowledge to transform societies is unparalleled. It has the potential to produce great universal benefits or to reinforce inequalities and cause harm to people and the environment. In line with the IB mission statement, students need to be aware of the moral responsibility of scientists to ensure that scientific knowledge and data are available to all countries on an equitable basis and that they have the scientific capacity to use this for developing sustainable societies.

### ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

Term: 1 year course, taken in JR or SR year

Meets requirements: PS, P, d, NCAA

Prerequisite: "C" or better in Biology and Chemistry and completion of or concurrent enrollment in IM3 Course description: Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources. ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal, to a community, and to a global scale.

## Individuals and Societies

### GLOBAL POLITICS HL

Term: 2 year course, taken JR and SR year

Meets requirements: SS, P, g, W\*, NCAA

**\* Both years of this course will earn a student a "weighted" grade. Meets the g (elective) requirement**

Prerequisite: "A" or "B" in previous Social Studies course and teacher approval on selection form.

Course description: The IB Diploma Programme global politics pilot course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

### HISTORY OF THE AMERICAS HL

Term: 2 year course, taken JR and SR year

Meets requirements: SS, P, a, W\*, NCAA

Prerequisite(s): B or higher in previous social science course

*(This course will satisfy the FCUSD graduation requirements for US History, Economics and Government)*

**\*Both of the years of this course will earn students a "weighted" grade.**

Course description: This two year IB History course covers the major historical events in the Americas (year 11) and the major global historical events in the 20th Century (year 12) and involves a thorough examination of our modern world with an emphasis on the interaction of people and events, the formation of students' own opinions of events, and analysis of the progression of history over time. The primary aim and focus of the course is to guide students towards independent historical analysis. Skills emphasized include: primary and secondary source analysis, formation and completion of independent research, understanding of historical cause and effect, ability to articulate knowledge and opinions orally and in writing, synthesis of information and the ability to use that information to analyze new information. The junior year will focus on the history of Canada, the United States, and Latin America from Independence to the advent of modern day democracies. The senior year will focus on topical units such as the rise of authoritarian states, the causes, practices and effects of 20<sup>th</sup> century wars, and the struggle for rights and freedoms in the mid-20<sup>th</sup> century.

## Studies in Language and Literature

### LANGUAGE AND LITERATURE HL

Term: 2 year course, taken JR and SR year

Meets requirements: E, P, b, W\*, NCAA

Prerequisite(s): C or better in English 2

*(This course will satisfy the FCUSD graduation requirement for 20 credits of English)*

**\*Both years of this course will earn students a "weighted" grade.**

The language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.



## Mathematics

MATH ANALYSIS AND INTERPRETATIONS HL Year 1

Term: 1 year Grades 11 and 12

Meets requirements: M, P, c, NCAA

Prerequisite(s): Integrated Math 3 with A's or B's in both semesters

Course description: This course is for students who need a sound mathematical background as they prepare for future studies in subjects such as chemistry, biology, mathematics, statistics, engineering, and other math and science based degrees. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, and insists on mathematical rigor. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The required Explorations Research Paper offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The explorations paper also allows students to work without the time constraints of a written examination, and to develop the skills they need for communicating mathematical ideas.

MATH APPLICATIONS AND APPROACHES HL Year 1  
12

Term: 1 year Grades 11 and 12

Meets requirements: M, P, c, NCAA

Prerequisite(s): Grade of "C" or better Integrated Math 3

Course description: Math Applications and Approaches IB HL 1 is appropriate for students who are interested in developing their mathematics for solving real world practical problems. They will also be interested in using technology when exploring mathematical models. Students who take Math Applications and Approaches IB HL 1 will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, economics, psychology, and design.

## Language Acquisition

FRENCH SL

Term: 2 year course, taken in JR and SR years

Meets requirements: WL, P, e, NCAA

Prerequisite: "C" or better in French 2, or French 3 (recommended)

*\*This course will earn students a "weighted" grade.*

Course description: French SL is a course designed to further students' study of the French language and culture and to develop mastery of the French language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students study material related to five themes as set by the IB Language B subject guide. Three core themes are required: communication and media, global issues, and social relationships and teachers select two more themes from five options provided. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of French for active communication.

SPANISH SL

Term: 2 year course, taken in JR and SR years

Meets requirements: WL, P, e, NCAA

Prerequisite: "C" or better in Spanish 2, or Spanish 3 (recommended)

*\*This course will earn students a "weighted" grade.*

Course description: Spanish SL is a course designed to further students' study of the Spanish language and culture and to develop mastery of the Spanish language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students study material related to five themes as set by the IB Language B subject guide. Three core themes are required: communication and media, global issues, and social relationships and teachers select two more themes from five options provided. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and

practices of the target culture with regard to their perspectives. The course emphasizes the use of Spanish for active communication.

## The Arts

VISUAL ARTS SL or HL

Term: 2 year course, taken in JR and SR years

Meets requirements: VA, P, f, W\*

Prerequisite: 1 year of Drawing and Painting is recommended

*\*Both years of HL, and the SL course will earn students a "weighted" grade.*

Course description: The Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. The course content for HL and SL may be the same. However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, and to produce a larger body of work, or work of greater depth. In order to reflect this, the assessment criteria are differentiated according to option and level.

## Theory of Knowledge

THEORY OF KNOWLEDGE

Term: 1 Year Grades 11, 12

Meets requirements: EL, P, g, W\*

Prerequisite: None

*\*This course will earn students a "weighted" grade.*

Course description: TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze **knowledge claims** and explore **knowledge questions**. A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge; a knowledge question is an open question about knowledge. A distinction between **shared knowledge** and **personal knowledge** is made in the TOK guide. This distinction is intended as a device to help teachers construct their TOK course and to help students explore the nature of knowledge.

# International Baccalaureate Career Programme

www.ibo.org

The Career-related Program (CP) is designed for students interested in pursuing a career-related education in their 11th and 12th grade year. It provides them with an excellent foundation to support their further studies, as well as ensure their preparedness for success in the workforce and in college..

Sophomores can apply for the Career Programme in December/January of their 10<sup>th</sup> grade year.

## Career Programme (CP)

Any student requesting a drop from a Diploma Programme (DP) or Career Programme (CP) course will require the completion of a *DP/CP Schedule Change Request Form* and a parent/teacher conference may be required. Due to the nature of the DP and CP application and placement process, drop requests may be denied.

### *The Career Programme core*

- **A two-year Personal and Professional Skills Course (PPS)** which allows for real-world skills to be learned (i.e. resume building, interview skills, interpersonal communication, etc.)
- **Service learning** which engages learners to experience their career-related study hands-on
- **Language development** allows students to become more familiar with a second language, but acquisition is not required as long as growth is made; the language in study should directly relate to the career-related study
- **Reflective Project** revolving around an ethical dilemma within the career-related study
- A two-year career-related study course in Medical/Patient Care



## **Career Program Courses**

### **PERSONAL AND PROFESSIONAL SKILLS YEAR 1**

Term: 1 Year Grades: 11, 12

Meets requirements: EL, P, g

Corequisite(s): Recommended as part of the IB Career Programme

Course description: Personal and Professional Skills (PPS) Year 1 is an International Baccalaureate (IB) course that emphasizes skills for the workplace. It is a core element which all Career Programme (CP) students undertake and to which all schools are required to devote at least 90 hours of class time. PPS, the Career-Related Study course, and the Diploma Programme subjects should support each other in the sense that they reference each other and share common goals. The PPS course examines five central themes: personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. In addition to exploring the five PPS themes outlined by the IB, the PPS course will support students with the additional CP core elements of service learning, language development, and the culminating reflective project.

### **PATIENT CARE YEAR 1**

Term: 1 Year Grades: 11, 12

Meets requirements: T, EL, P, g

Corequisite(s): Recommended as part of the IB Career Programme

Course description: Patient Care is the first year, in a two-year CTE course sequence for students enrolled in the IB Career Programme (CP). During this course of study, students will receive an introduction to health careers and the healthcare system. This course will provide students with a focus on theory, technical, and employability skills. This interdisciplinary CTE course will allow students to explore concepts within the Career Technical Education standards as well as academic subjects including the sciences, mathematics, English, and social science. Additionally, students will participate in the Career Technical Student Organization, HOSA-Future Health Professionals.

# **COURSE DESCRIPTIONS**

**All courses listed are year-long courses for 10 HS credits (unless otherwise noted)**

**T = counts for CTE grad requirement**

**P = on CHS approved a-g list for colleges    W = is a weighted grade course**

## **CAREER TECHNICAL EDUCATION (CTE)**

The California Department of Education defines CTE as follows: “Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society.” Learn more about CTE at <http://www.cde.ca.gov/ce/ct>. Learn more about college and career opportunities for CA students at <http://www.CaliforniaColleges.edu/>.

## **AGRICULTURAL SCIENCES ACADEMY COURSES**

### **SUSTAINABLE AGRICULTURAL BIOLOGY**

Term: 1 Year    Grade 9,10

Meets requirements: LS, P, d, NCAA

Prerequisite: Completion of Algebra 1 or Integrated Math 1. Academy application and completion of Ag Earth Science and/or permission of instructor.

Course description: This course integrates biological science practices and knowledge into the practice of sustainable agriculture. The hands-on labs and other assignments provide students with opportunities to try to answer the following questions: 1) What is sustainable agriculture? 2) How does sustainable agriculture fit into our environment? 3) What molecular biology principles guide sustainable agriculture? And 4) How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? The course culminates in the development of a sustainable farm model and portfolio of supporting student research. In addition, learners will gain experience through leadership development (FFA), Supervised Agriculture Experience (SAE), and career exploration in the area of agriculture.

### **AGRICULTURE AND SOIL CHEMISTRY**

Term: 1 Year    Grades 10-12

Meets requirements: PS, P, d, NCAA

Prerequisite: Completion of Algebra 1 or Integrated Math 1. Academy application and completion of Ag Bio and/or permission of instructor

Course description: This course focuses on the physical and chemical nature of soil as well as the relationships between soil, plants and animals as those relationships pertain to agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research project that requires them to develop a valid and authentic research question, formulate a hypothesis based on related research, conduct an experiment to test the hypothesis, collect quantitative data, and form a conclusion based on analysis of the data. Additionally, students develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. In addition, learners will gain experience through leadership development (FFA), Supervised Agriculture Experience (SAE) and career exploration in the area of agriculture.

### **AGRISCIENCE SYSTEMS MANAGEMENT**

Term: 1 Year    Grades 11,12

Meets requirements: PS, P, T, d

Prerequisites: Completion of Algebra 1 or Integrated Math 1, Passing Grade in Ag Biology and Ag & Soil Chemistry or teacher approval

Course description: This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this

class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an Agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

#### ANIMAL SCIENCE

Term: 1 Year Grades 11, 12

Meets requirements: LS, P, d

Prerequisites: Integrated Math 1, Passing Grade in Ag Bio and Ag Chem or teacher approval

Course description: This course will provide the student with principles in Animal Sciences along with Anatomy and Physiology focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare students for entry level employment in animal science careers after high school, as well as those students who plan on majoring in Agricultural Sciences at a post-secondary institution. Throughout the course, students will be graded on participation in intra-curricular Future Farmers of America (FFA) activities, as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program and use of their online FFA Record Book account.

#### ADVANCED ANIMAL SCIENCE

Term: 1 Year Grade 12

Meets requirements: EL (pending a-g)

Prerequisites: Animal Science

Course description: This course designed to provide students an applied scientific study in the area of animals and veterinary care. Each unit includes a clinical practice component at the conclusion to put the knowledge learned into a real veterinary clinical situation. Additional emphasis will be placed on industry practices to include office procedures, public relations and communications, laboratory skills. FFA participation and SAE Project development are an integral part of the course. At the conclusion of this course and completion of requirements, students will be able to take an industry certification exam.

#### THE ART AND HISTORY OF FLORAL DESIGN

Term: 1 Year Grades 11, 12

Meets requirements: EL, T, P, f

Prerequisite: Academy application and 1 year of an Agriculture course and/or permission of instructor

Course description: The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with the development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

#### ADVANCED FLORAL DESIGN

Term: 1 Year Grade 12

Meets requirements: EL, T

Prerequisite: Completion of Art/History of Floral Design or permission of instructor

Course description: This class involves advanced floral design theory, techniques, and skills of the floral industry, including weddings, sympathy, party, holiday, high style, and advanced floral designs. Techniques include working with the customer, consultations, pricing, and use of technology in the industry. Students will investigate career opportunities and learn job skills pertinent to the Floral Design industry. Construction and servicing of party, weddings, funerals, and holiday floral displays are included. Students will also learn advanced floral evaluation, and production of cut flowers and assorted horticulture plants. In addition, the intra-curricular FFA program supports and enhances the materials covered in the classroom.

#### AGRICULTURE LEADERSHIP

Term: 1 Year Grades 10-12

Meets requirements: T, P, g

Prerequisite: teacher pre-approval and must be enrolled in the Agriculture Academy for at least one year

This course is designed to promote and develop leadership in the agriculture industry. Agriculture Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently, write – critically, reflectively, persuasively, and speak about the real world issues in agriculture. Topics will include current issues in agriculture legislation, development of personal leadership skills, FFA operations, FFA judging teams, and exploration of past and present needs in the agriculture industry

and its leaders. A Supervised Agricultural Experience (SAE) project is required and will be developed with the aid of the instructor. Students will help plan, organize, and put on events in FFA. Students are required to complete 20 hours per semester of FFA Leadership. FFA and SAE participation will be part of the grade for the course.

## **BUSINESS TECHNOLOGY ACADEMY COURSES**



### **BUSINESS COMMUNICATIONS TECHNOLOGY**

Term: 1 Year    Grade 9, 10

Meets requirements: EL, T

Prerequisites: None

Course description: Students in this course will develop an understanding of global business concepts, incorporating problem solving techniques, acquire the ability to communicate in a professional manner using technology, and realize their potential by exploring career opportunities. **This course include Microsoft Office, Google Drive, basic computer robotic programming, and self-assessment programs to help students create a successful future.** This course offers a combined technology approach that uses the IB design cycle with knowledge, skills, and techniques of both computer and design. Open to all students in grade 9, but a perfect course for any freshman student interested in computers, owning a future business and/or looking to be involved in a Cordova High Academy.

### **BUSINESS MARKETING CONCEPTS**

Term: 1 Year    Grade 10

Meets requirements: EL, T, P, g

Prerequisites: Business Academy acceptance; preferred completion of Business Communications Technology

Course description: Students in this course will develop an understanding of and **ability to perform basic global marketing functions common to a variety of businesses.** The curriculum delivered will provide foundational knowledge and skills within marketing, incorporate problem solving techniques, **explore creativity**, the ability to communicate in a professional manner, value technology as a powerful tool, and realize their potential within a future career. This course covers real-world business concepts at a local community level, as well as, national and global level. **Adobe Photoshop** basics will also be covered as a design tool for marketing and advertising.



### **E-BUSINESS**

Term: 1 Year    Grade 11

Meets requirements: EL, T

Prerequisite: Business Academy acceptance; preferred completion of Bus Comm Tech & Bus Markt Conc

Course description: The course will focus on marketing and sales techniques using electronic media, E-Commerce, and the Internet. Students will learn the purpose, process and components of effective online marketing, social media marketing, promotion, and sales as it relates to small businesses and corporations. This will include independent, partnerships and group collaboration, utilizing and expanding each student's abilities, knowledge of business concepts, and technological skills. The classroom will incorporate web design, multiple software programs and applications, plus business marketing, sales, and service concepts. **Students will experience hands-on, project-based curriculum to create web based business tools, including but not limited to web sites, video production, robotics and multiple social media platforms.** Students within the Academy and currently enrolled in E-Commerce will be **eligible for local job shadow, internship and paid job opportunities.**

### **BUSINESS PROFESSIONALS & FINANCE**

Term: 1 Year    Grade 12

Meets requirements: EL, T

Prerequisite: at least one course completed in the Business Technology Academy

Course Description: This course is a true capstone course where students will practice their acquired business knowledge base and technology skills in real world industry, as well as, explore the unique characteristics of financial services. Discovery of the varied financial entities, their functions and roles within the global business markets and especially in the area of **creating your own business** (entrepreneurship). Students will conduct research, analyze, plan, produce, and market a product or service as a true business entity. This will be a total collaboration process, utilizing each student's abilities, knowledge of business concepts, and technological skills. The classroom will incorporate computer science, marketing, small business/entrepreneurial management

concepts and sales and service practices. **The course is also partnered with a local financial institution (bank) and will house an actual bank branch on campus, run by Academy students. Summer internship opportunities and possible paid opportunities will be available.**

## CULINARY ACADEMY COURSES

### FOODS AND NUTRITION

Term: 1 year    Grade 10

Meets requirements: EL, T, P, g

Prerequisites: Academy application required.

Course description: This course is the first in a series of 3 academy courses. Foods and Nutrition will introduce students to basic principles of nutrition and food preparation where basic culinary skills will be taught. Information will be presented on safety and sanitation, equipment selection and usage, food budgeting, efficiency within the kitchen, making healthy food choices, food storage for optimum nutrition meal service, cultural influences on food choices, and preparation and careers in the foodservice industry. This course works closely with students team 10<sup>th</sup> grade World Cultures, English and Science teachers to introduce various cultural cuisines, expository and descriptive writing and nutritional science.

Uniform required: Academy T-Shirt and Chef Hat

### CULINARY ARTS I: Serve Safe

Term: 1 Year    Grade 11

Meets requirements: EL, T, P, g

Prerequisites: Successful completion of 10th grade Foods and Nutrition course and/or permission of instructor. Culinary Academy application required.

Course description: Culinary Arts I (Serve Safe) provides students with the opportunity to earn Serve-Safe Manager Certification while preparing them for food production and preparation skills, customer service and teamwork ethics necessary for employment. Instruction includes ServSafe knowledge of safety and sanitation, planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products. Additional areas of study include nutrition values, use and care of commercial equipment, management of food establishments, cost and profitability analysis and side work responsibilities. Culinary Arts I, US History, English 3 and Science team teachers coordinate curriculum to introduce various timeline culinary choices and expository and descriptive writings and critical thought. Uniform required: Academy T-Shirt and Chef Hat

### CATERING PRODUCTION

Term: 1 Year    Grade 12

Meets requirements: EL, T, P, g

Prerequisites: Foods and Nutrition and Culinary Arts I (Serve Safe) and/or permission of instructor. Academy application required. *(Concurrent enrollment in Culinary Arts II)*

Course description: Catering Production is a competency based course that will prepare students for entry level positions common to the hospitality catering industry. This course builds on the successful completion of the foundation culinary arts courses Foods & Nutrition, Culinary I, and concurrent enrollment in Culinary II. Catering Production is designed to give students classroom instruction and applied practice in planning, preparing, and serving catered events, effectively managing a food service facility and developing a passion for the hospitality industry. Students will develop skills through the use of real world application of hospitality industry standards. Students are required to actively participate in Cordova's Culinary Academy Café, catering experiences and/or internship opportunities within our community during and after school hours. Uniform required: Academy Shirt and Chef Hat and Black Pants.

### CULINARY ARTS II

Term: 1 Year    Grade 12

Meets requirements: EL, T, P, g

Prerequisites: Foods and Nutrition and Culinary Arts I: Serve Safe and/or permission of instructor. Academy application required. *(Concurrent enrollment in Catering Production)*

Course description: The Culinary Arts II course prepares students for food production, preparation, customer service and teamwork ethics for employment. This program effectively prepares students with the knowledge, skills, attitudes and behaviors needed to successfully enter the job market or transition to postsecondary education programs available at community college, private and/or four-year college or university. Instruction includes planning, selecting, storing, purchasing, preparing, serving, and selling of quality food and food products. Additional areas of study include safety and sanitation, use and care of commercial equipment, menu nutrition values, management of food establishments, cost and profitability analysis, side work and customer orders and



handling of cash and credit transactions. Students are required to actively participate in Cordova's Culinary Academy Café, catering experiences and/or internship opportunities within our community during and after school hours.  
Uniform required: Academy Shirt and Chef Hat and Black Pants.

## **ENGINEERING ACADEMY COURSES**

### **INTRODUCTION TO PRODUCT INNOVATION AND DESIGN**

Term: 1 Year Grades 9-10

Meets requirements: EL, T, P, f

Prerequisites: None

Course description: This course applies the principles of design to problem solve, design and create a series of unique products. This course will provide an introduction to tools, materials, and the maker culture. Students will learn how the available tools function, safe use of the tools and utilize a variety of software programs to communicate with the 3D printer and laser cutter. The makerspace is a place for students to develop creative solutions to authentic challenges and real-world problems. Students will learn design thinking and explore making with visually appealing physical and digital materials.

### **ELECTRONICS AND ROBOTICS**

Term : 1 Year Grades 10-11

Meets requirements: EL, T, P, g

Prerequisite: None

Course description: This course is an introduction to electronics, input sensors (buttons, switches), output actuators (LEDs, motors) and robotics. Students will be introduced to electricity and electronics safety. They will solder simple kits and later use these skills in robotics projects. Students will use simple programming to bring their projects to life. Students will use robotics to develop creative solutions to real world problems. Students are encouraged to create 3D printed or laser cut components to produce a unique robot or embellish an existing robot kit.

### **PRODUCT INNOVATION AND DESIGN**

Term: 1 Year Grades 11-12

Meets requirements: EL, T, P, g

Prerequisite: None

Course description: In this course, students will explore product innovation and design focuses including universal design, infrastructure, machines and mechanisms, sustainability and manufacturing. Each focus will include career related information, guest speakers, and/or field trips to meet designers and technicians in the field and complete a major design project related to that field. Students will learn new content, and build upon and practice the skills developed in prior pathway courses.

### **ADVANCED PRODUCT INNOVATION AND DESIGN**

Term: 1 Year

Grade 12

Meets requirements: EL, T, P, g

Prerequisite: Product Innovation and Design

Course description: Advanced Product Innovation and Design is the capstone course for the Product Innovation and Design pathway. The course provides an opportunity for students to demonstrate technical skills, creativity, problem solving, and design thinking in the development of a series of in-depth projects through project-based learning (PBL). Students will address an identified challenge or need from the perspective of a specific discipline and a particular area of interest. Students will create a project plan, work with customers to understand their needs and scope of the project, manage time and resources to satisfy the customer. Students will apply the technical skills required to design and produce manufactured capstone products that meet current industry standards. Successful projects will integrate skills and techniques from previous related classes (i.e., designing, rendering, sketching, inventing, model making, CAD, 3D printing, 3D modeling) and embody an awareness of a variety of constraints, including economic factors, user experience, safety, reliability, resources, market needs, aesthetics, ethics, and social impact. Students will have the opportunity to present their work as part of spotlight and showcase events.

## **CONSTRUCTION PATHWAY COURSES**

### **CONSTRUCTION 1**

Term: 1 Year Grades 9-12

Meets requirements: EL, T

Prerequisite: None

Course description: Students are introduced to construction and home building technology and its use in industry through a variety of experiences. Age-appropriate activities are designed for students to construct a residential building using a variety of materials, equipment, and constructive processes. Design, planning, and manipulative activities will be an integral part of the course. Safety is emphasized throughout the course in the use of hand tools and power equipment. All students will benefit from this course regardless of their respective learning styles, learning rates, or gender.

## CONSTRUCTION 2

Term: 1 Year Grades 10-12

Meets requirements: EL, T

Prerequisite: Concurrent enrollment in Integrated Math 1 or higher math and grade of "C" or better in Construction 1

Course description: This course will expand upon the topics learned in Construction 1 and apply them to larger and more complex projects. Students will learn best industry practices for a variety of construction trades. Emphasis will be on safety and quality home and light commercial construction practices. Student projects will include shed building, electrical, plumbing, and related trades.. Class members may participate in the annual "Shed Design-Build Competition", CREATE and Skills USA competition.

## CONSTRUCTION MANAGEMENT

Term: 1 year Grades 11,12

Meets requirements: EL, T

Prerequisite: "B" or better in Construction 2 and permission of instructor.

Course description: Students are introduced to construction and home building management. Students will have the opportunity to act as the foreman on the Construction Worksite. They will manage the building process groups of students enrolled in the Construction 1 & 2 classes build their respective projects. Design, planning, and managing worksite activities will be an integral part of the course. Safety is emphasized throughout the course in the use of tools, power equipment and worksite procedures. Students enrolled in the management class will be taking lead positions in the design build, CREATE and Skills USA competitions. Completion of OSHA 10 certification will be expected.

## AIR FORCE JUNIOR ROTC

**"Develop citizens of character dedicated to serving their nation and community"**

**The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.**

### AEROSPACE SCIENCE AND LEADERSHIP 100

Term: Year 1 of the ROTC program

Meets requirements: EL

#### **Aerospace Science 100: A Journey into Aviation History**

Course description: This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide the reinforcement of the materials. *Students may have opportunities to fly FAA licensed UAV/ remote piloted aircraft and/or flying in small Civilian aircraft when available.*

#### Leadership Education 100

This is an introductory course into Air Force Junior ROTC. The academic portion of the course consists of four days per week of academic instructions. Leadership Education will introduce the student to AFJROTC providing a basis for progression through the rest of AFJROTC while instilling the elements of good citizenship, health and wellness, fitness, and individual self control. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School.

**AEROSPACE SCIENCE AND LEADERSHIP 200 (CTE) Term: Year 2 of the ROTC program**

Meets requirements: EL

**Aerospace Science 200: A Gateway to new Horizons**

Course description: An introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to compliment materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students. In this course, every lesson includes a “Quick Write” and a short story related to the lesson; a “Learn About” that tells students what they’ll learn from the lesson; a list of vocabulary words in the lesson; “Wing Tips” that highlight specific and interesting facts; many biographies and profiles. Each lesson closes with “Checkpoints” that will allow students to review what they have learned. *Lessons are further reinforced through hands on application in a classroom flight simulator, model rocketry & and practical UAV applications.*

Leadership Education 200 stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches will complement the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School. Field trips will also be arranged for students to visit industry experts in various aerospace industry sectors.

**AEROSPACE SCIENCE AND LEADERSHIP 300 (CTE)**

**Term: Year 3 of the ROTC program**

Meets requirements: EL

**Exploring Space: The High Frontier**

Course description: This is a science course that includes the latest available in space and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, and space probes. It investigates the importance of entering space, space vehicles, launch systems, and space missions. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, The Mars Rover, and commercial uses of space.

Leadership Education 300: Life Skills and Career Opportunities

This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21<sup>st</sup> Century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life. To help students increase their potential for success through education, they will learn how to select school that is right for them; how to apply for admission to a vocational or technical school, community college/university; and how to succeed in these learning environments.. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School. Field trips will also be arranged for students to visit industry experts in the various aerospace industry sectors.

**AEROSPACE SCIENCE AND LEADERSHIP 400: MANAGEMENT OF THE CADET CORPS (CTE)**

Meets requirements: EL

Prerequisite: Completion of JROTC 100, 200, and 300 mandatory

Course description: The cadets manage and lead the entire cadet corps during their fourth year in the Air Force JROTC program. This course contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. Cadets will study and analyze ethical dilemmas and case studies, as well as role playing activities built into the lessons. Hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling,

and decision-making will be done by cadets. They will put into action their skills and knowledge gained through the first three AFJROTC years of study; communication, decision-making, personal-interaction, managerial, and organizational skills.

General Goals and Purposes of AS400:

- Apply theories and techniques learned in previous leadership courses
- Analyze how to develop leadership and management competency through participation
- Analyze strengthened organizational skills through active incorporation
- Evaluate how to develop confidence in ability by exercising decision-making skills
- Evaluate Air Force standards, disciplines, and conduct

## **ENGLISH COURSES**

**All English courses are year-long courses worth 10 credits toward HS graduation.**

**ELD students will be placed in English courses based on test scores and teacher recommendations.**

### ENGLISH 2

Term: 1 Year Grade 10

Meets requirements: E, P, b, NCAA

Prerequisites: Passing grade in English 1

Course description: This college preparatory course is the second in the CA secondary language arts curriculum. Emphasis is placed on higher levels of student performance with more complex assignments. Students will more keenly develop higher level thinking skills, as well as be able to demonstrate the ability to critically analyze specific writing styles and more sophisticated pieces of literature. Curriculum has been aligned to the CA HS exit exam.

*Please note: ENGLISH 2 10 and ENGLISH 2 100 are offered for students with IEP placement.*

### HONORS ENGLISH 2

Term: 1 Year Grade 10

Meets requirements: E, P, b, NCAA

Prerequisites: At least a “B” in 9<sup>th</sup> grade Honors English or at least an “A” in 9<sup>th</sup> grade English, qualifying standardized test scores and English teacher signature.

Course description: This college preparatory course is intended for sophomores who excel in English and who desire a more rigorous and challenging course of study. Students will be expected to do more difficult and frequent reading and to write more complex essays than in English 2 classes. Curriculum has been aligned to the CA HS exit exam. Earning a grade of “C” or below will be grounds for removal from the Honors class. *Summer reading required.*

*Note: Please see page 3 “Diploma Programme” for information on “HL Language and Literature” (2-year course....Junior and Senior)*

### ENGLISH FOUNDATIONS 2

Term: 1 Year Grade 10

Meets requirements: E

Placement Recommendation: student i-Ready scale scores below the 593; CAASPP score of 1 or 2.

Course description: This course provides a foundation that supports the needs of students whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed so students receive grade-level instruction while providing a rich curriculum supporting the five themes of the California ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, and Content Knowledge. This course also includes a particular emphasis on academic vocabulary acquisition and reading comprehension, fluency, and foundation skills, if necessary. This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require critical thinking, problem solving and collaboration demanded of 21st century living and learning ( with emphasis on reading, writing, and speaking and listening skills).

### ENGLISH 3 )

Term: 1 Year Grade 11

Meets requirements: E, P, b, NCAA

Prerequisites: Passing grade in English 2

Course description: English 3 is the third year required course for high school curriculum relating to the development of oral and written communication skills. Emphasis is placed on higher levels of student performance with more complex assignments and materials. Students will read and analyze literature of higher levels of difficulty in terms of language use and thematic content, use more precise language, do research of a more in-depth nature, develop the speaking skills needed in discussions, and write essays of

greater complexity. Through their study of literature, students will also develop knowledge and an appreciation for American literary traditions.

*Please note: ENGLISH 3 10 and ENGLISH 3 100 are offered for students with IEP placement.*

### ENGLISH FOUNDATIONS 3

Term: 1 Year Grade 11

Meets requirements: E

Placement Recommendation: student i-Ready scale scores below the 604; CAASPP score of 1 or 2.

Course description: This course provides a foundation that supports the needs of students whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed so students receive grade-level instruction while providing a rich curriculum supporting the five themes of the California ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, and Content Knowledge. This course also includes a particular emphasis on academic vocabulary acquisition and reading comprehension, fluency, and foundation skills, if necessary. This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require critical thinking, problem solving and collaboration demanded of 21st century living and learning (with emphasis on reading, writing, and speaking and listening skills).

### ENGLISH 4

Term: 1 Year Grade 12

Meets requirements: E, P, b, NCAA

Prerequisites: Passing grade in English 3

Course description: This college preparatory course is required for seniors. Students will focus on expository writing skills and critical thinking skills. Emphasis is placed on grammar units necessary to earn placement into English 1A at the college level. Literary works from Shakespeare to modern American and British authors will be studied.

*Please note: ENGLISH 4 10 and ENGLISH 4 100 are offered for students with IEP placement.*

*English Foundations 4 will be recommended for students with i-Ready scale scores below 624; CAASPP score of 1 or 2*

### ENGLISH FOUNDATIONS 4

Term: 1 Year Grade 12

Meets requirements: E

Placement Recommendation: students i-Ready scale scores below 624; CAASPP score of 1 or 2

Course description: This course provides a foundation that supports the needs of students whose academic performance, including proficiency in English language arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed so students receive grade-level instruction while providing a rich curriculum supporting the five themes of the California ELA/ELD Framework: Meaning Making, Language Development, Effective Expression, and Content Knowledge. This course also includes a particular emphasis on academic vocabulary acquisition and reading comprehension, fluency, and foundation skills, if necessary. This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require critical thinking, problem solving and collaboration demanded of 21st century living and learning (with emphasis on reading, writing, and speaking and listening skills).

### CSU ERWC 1 AND 2

Term: 1 Year Grade 12

Meets requirements: E, P, b, NCAA

Prerequisites: Completion of English 11

Course description: The goal of this Expository Reading and Writing Course is to prepare seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Written assessments and holistic scoring guides conclude each unit.

### STRATEGIC/INTENSIVE INTERVENTION ENGLISH

Term: 1 Year Grades 9-12

Meets requirements: EL

Placement recommendations: student i-Ready scale scores below the following, by grade level: 9th grade below 593; 10th grade below 593; 11th grade below 604; 12th grade below 624; CAASPP score of 1 or 2. Note: Concurrent enrollment in English Foundations is required. (This course receives elective credits towards graduation).

Course description: This course provides an intervention that supports the needs of students whose academic performance, including proficiency in English Language Arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed for students

## HIGH SCHOOL DESIGNATED ENGLISH

Term: Semester or Year Grades 9-12

Meets requirements: EL

Corequisites: Grade Level English

Course description: Designated English is an English elective course that is designed to help students become fluent in language, vocabulary, reading, writing and comprehension by engaging students in thoughtful exercises that will extend across content areas, particularly for students who need designated English language support or additional scaffolding due to reading deficiencies. Because the course is designed to integrate thinking, reading, and writing, students will engage in a range of tasks: Meaning Making, Effective Expression, Foundational Skills, Content Knowledge, and Language Development. This course will include English Learner strategies, SDAIE strategies and Best Practices so all students may attain the goal of readiness for college, career and civic life. (This course receives elective credits towards graduation).

## FITNESS COURSES

**All Fitness courses are year-long and worth 10 credits toward HS graduation.**

**Physical Education students dress daily in a gym uniform. Uniforms are sold at the campus student store for \$25.00. All classes will practice and evaluate fitness, flexibility, strength and endurance, in addition to skills and participation in individual class activities.**

### FITNESS 2

Term: 1 Year Grades 10-12

Meets requirements: PE, EL

Prerequisite: completion of Fitness 1

Course description: Fitness 2 provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instruction program to participation in physical activity during adulthood.

### FITNESS 2: FIT FOR LIFE

Term: 1 year Grades 10-12

Meets requirements: PE, EL

Prerequisite: completion of Fitness 1

Course description: Fit for Life will focus on health as it relates to fitness. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activities for a lifetime. Activities include cycling and inline skating on the American River Bike Trail, Table Tennis, Mini Golf, Frisbee, Speed Stacking, Badminton, Tennis, Weights and Speedmitton. Lessons in nutrition, anatomy and kinesiology will also be included.

### COURSE 3: WEIGHT TRAINING & FITNESS

Term: 1 year Grades 10-12

Meets requirements: PE, EL

Prerequisite: completion of Fitness 1

Course description: This course is designed for students who want to pursue weight training and conditioning at an advanced level. Training in areas of strength, speed, agility and aerobic development will be included. Students will have the ability to develop their own fitness plan for achieving lifetime fitness goals.

### COURSE 4: YOGA

Term: 1 year Grades 10-12

Meets requirements: PE, EL

Prerequisite: signature of Fitness 1 instructor

Course description: Yoga practice is a system for integrating the body and the mind using the breath as the link. It is appropriate for all levels of fitness. Students learn a series of physical postures as well as practical methods for relaxation, proper breathing, and

concentration that promote health, alleviate stress, improve skeletal alignment, increase muscular strength and flexibility. The course also provides an introduction to basic principles of anatomy and physiology as they relate to yoga practice.

#### COURSE 4: ADVANCED CONDITIONING

Term: 1 year Grades 10-12

Meets requirements: PE, EL

Prerequisite: completion of Fitness 1

Course description: This course is designed for athletes participating on an athletic team at CHS and who want to pursue weight training and conditioning at an advanced level. This course focuses on areas of strength, speed, agility and aerobic development.

### HEALTH EDUCATION

**This course is a semester course, worth 5 credits, and a graduation requirement.**

#### HEALTH EDUCATION

Term: Semester Grades, 10, 11, 12

Meets requirements: H

Course description: This course includes the following units of instruction: wellness, nutrition, personal care, stress management, and the use, misuse and abuse of drugs. Family life education discusses the male and female reproductive systems, sexuality, common concerns of adolescents, pregnancy prevention options/alternatives, parenthood, birth defects, growth and development, and sexually transmitted diseases.

### MATHEMATICS COURSES

**All of the mathematics courses are year-long courses with a value of 10 credits. A grade of “C” or better demonstrates mastery of the math standards and meets the requirement to advance to the next level. All courses are open to all grade levels unless otherwise noted. Recommendations for placement will be made by the student’s current math instructor and Counselor.**

#### INTEGRATED MATH 1 FOUNDATIONS

Term: 1 Year Grades 9,10

Meets requirements: M

Course description: Integrated Math 1 Foundations is designed for students who are not yet ready for Integrated Math 1. This is a non-college prep course designed to build the concepts and skills necessary for high school mathematics. Instructional time will focus on the following topics from the Common Core State Standards for Mathematics: ratios and proportional reasoning, operations with rational numbers, linear expressions and equations, linear systems, functions, and the Pythagorean Theorem. After successful completion of this course, students can enroll in Integrated Math 1.

*Please note: Integrated Math 1 Foundations-10 will be offered for students with IEP placement. This will be a 2-year course.*

#### INTEGRATED MATH 1

Term: 1 Year Grades 9-12

Meets requirements: A, M, P, c, NCAA

Prerequisite: "C" or better in the previous math course

Course description: Integrated Math 1 is an integrated math course designed to formalize and extend the mathematics that students learned in the middle grades. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of functions; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

#### INTEGRATED MATH 2 FOUNDATIONS

Term: 1 Year Grades 10-12

Meets requirements: G, M

Prerequisite: “D” in Integrated Math 1

Course description: This is a non-college preparatory course designed for students who have passed Integrated Math 1, but may not be ready for the rigors of Integrated Math 2. The course is structured around problems and investigations that build spatial

visualization skills, conceptual understanding of geometry topics a few Algebra 1 topics not covered in Integrated Math 1, and an awareness of connections between different ideas. Students are encouraged to investigate and conjecture to develop their reasoning skills. Lessons are structured for students to collaborate actively by working collaboratively with peers. The course will focus on the foundational geometry standards that students will learn in Integrated Math 2, without engaging in formal proofs. The big ideas of the course are presented in an integrated algebra/geometry context. This course fulfills the Geometry graduation requirement for FCUSD.

*Please note: Integrated Math 2 Foundations-10 will be offered for students with IEP placement.*

### INTEGRATED MATH 2 (P)

Term: 1 Year Grades 9-12

Meets requirements: G, M, P, c, NCAA

Prerequisites: "C-" or better in Integrated Math 1

Course description: Integrated Math 2 is designed to extend the mathematics that students learned in Integrated Math 1 to the family of quadratic expressions, equations, and functions. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.

*Please note: Integrated Math 2 10 is offered for students with IEP placement*

### INTEGRATED MATH 3 FOUNDATIONS

Term: Year Grades 10-12

Meets requirements: A, M

Prerequisite: "D" in Integrated Math 2

Course description: Integrated Math 3 Foundations is a mathematical reasoning, non-college prep option for students who want to strengthen their Algebra 1 and Geometry skills prior to taking more advanced math classes such as Integrated Math 3. This course surveys a variety of math topics of interest to students, including statistics, formal logic, set theory, historical number systems and topics from consumer math. In addition, a number of CA state Algebra, Geometry, Statistics and Probability standards will be covered.

### INTEGRATED MATH 3 (P)

Term: Year Grades 10-12

Meets requirements: A, M, P, c, NCAA

Prerequisites: "C-" or better in Integrated Math 2

Course description: Integrated Math 3 is designed to extend and apply the mathematics learned in previous math courses. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

### HONORS INTEGRATED MATH 3 (P)

Term: Year Grades 10-12

Meets requirements: A, M, P, c, NCAA

Prerequisite: "A" in Integrated Math 2

Course description: Honors Integrated Math 3 is designed to extend and apply the mathematics learned in previous math courses at an accelerated pace and incorporate Pre-Calculus topics to prepare students to enter Calculus. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: number and quantity, Algebra, functions, geometry, and statistics and probability. Instructional time will focus on six critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; (4) consolidate functions and geometry to create models and solve contextual problems; (5) expands upon the basic trigonometry first introduced in Integrated Math 2, but includes graphing trig functions, solving trig equations, and proving identities, as well as applying trigonometry with the Law of Sines, Law of Cosines, and finding the area of a triangle; and (6) an introduction to polar coordinates, graphs of polar equations, and vectors are also introduced in this course.

### PERSONAL AND BUSINESS FINANCE

Term: 1 Year Grade 12

Meets requirements: M, EL

Prerequisite: Completion of Integrated Math 2 or Integrated Math 2 Foundations

Course description: This course is intended to provide students an overview of the basics of personal and business finances. The focus on the course is the application of basic math skills in real life financial scenarios.



This course introduces students to the principles of personal finance and how to become financially capable – learning to understand topics related to finance such as making money, spending money, and saving money wisely. Preparing students to become competent consumers and employees is a major goal of this course. Some time will also be spent on business applications in regards to finance, such as personnel, production, purchasing and sales. The course is taught from a mathematical perspective, focusing on the application of basic math skills in real life situations. Students will demonstrate understanding through collaboration on a variety of activities, projects, and class presentations.

IB MATHEMATICS COURSE OFFERINGS:: (see description under IB DIPLOMA COURSES)

Math Analysis and Interpretations HL and Math Applications and Approaches HL

## **SCIENCE COURSES**

**All Science courses are year-long, worth 10 credits, and open to all grade levels unless otherwise noted.**

**Please refer to the CHS Academy information for the Agriculture Academy Science courses (pg. 8)**

**BIOLOGY: THE LIVING EARTH**

Term: 1 Year Grades 9,10

Meets requirements: LS, P, d, NCAA

Prerequisite: None

Course description: Biology is the second course in the CA NGSS Three Course Model and integrates the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Core Ideas studied are ecosystems, energy dynamics, cellular processes, inheritance and variation of traits, evolution, and system stability and response to change. Life science concepts are used to understand related Earth systems. Engineering Core Ideas are used to explore applications of Biology concepts. Practices include the use of introductory algebraic processes to describe and predict phenomena.

\*Meets the UC Lab Science requirement (d”) and the FCUSD graduation requirement for Life Science.

**HONORS BIOLOGY THE LIVING EARTH**

Term: 1 Year Grades 9-10

Meets requirements: LS, P, d, NCAA

Prerequisites: Grade of A in Science, English & IM 1 or with permission of instructor. Concurrent enrollment in IM 2 is recommended

Course description: Honors Biology is a rigorous, college-prep, laboratory science class that provides a foundation in biology for the college bound science major. This course is designed to prepare students for success in college level science courses. Honors Biology progresses at a rapid rate, covers more depth and has more application expectations than Biology. In Honors Biology students will be required to complete a research component pertaining to biology. Students will participate in topics covering cells, chemistry, energy, photosynthesis, cell division, genetics, ecology, taxonomy, physiology, and evolution and bioethics. Modern advances in cellular biology and biochemistry form the basis for the “inquiry into life” covered by this course. Students are asked to form conclusions on the basis of their own observations obtained in lab work. Elements of critical thinking are required of students throughout the course.

\*Meets UC Lab science requirement (“d”) and is **strongly recommended for students considering the IB Diploma Programme.**

**CHEMISTRY OF THE EARTH SYSTEM**

Term: 1 Year Grades 10-12

Meets requirements: PS, P, d, NCAA

Prerequisites: Successful completion Biology and Integrated Math 1

Course description: Chemistry is a course in the California Next Generation Science Standards (CA NGSS) Three Course Model and includes Disciplinary Core Ideas related to Physical Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. In this course, students will explore the structure and properties of matter, conservation and transfer of energy, chemical reactions and processes in everyday life, and chemical changes in Earth systems. Engineering Core Ideas are used to explore applications of chemistry concepts. Students apply algebraic processes to describe and predict phenomena.

\*Meets the UC Lab Science requirement (“d”) and the FCUSD graduation requirement for Physical Science.

**HONORS CHEMISTRY**

Term: 1 Year Grades 10-12

Meets requirements: PS, P, d, NCAA, W\*

***\*This course does earn students a "weighted" grade.***

Prerequisites: Completion of Biology and IM2 with B or better

Course description: Honors Chemistry is one of three courses in the CA NGSS Three Course Model and integrates the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Core ideas include structure and properties of matter, conservation and transfer of energy, chemical reactions and processes in everyday life, nuclear processes and chemical changes in Earth systems. Engineering Core Ideas are used to explore applications of chemistry concepts. Students apply advanced algebraic processes to describe and predict phenomena. This course meets the UC, Subject d Chemistry Lab Science requirement and the FCUSD graduation requirement for Physical Science.

\*Meets the UC Lab Science requirement (“d”) and the FCUSD graduation requirement for Physical Science. **This course is recommended for college-bound students that plan to major in science or a science-related field and students considering AP or IB related science courses.**

#### HUMAN ANATOMY AND PHYSIOLOGY

Term: 1 Year Grades 11-12

Meets requirements: LS, P, d, NCAA

Prerequisites: Completion of IM1, Physical Science and Biology with C or better

This course is designed for the student to pursue a career in either the health or fitness related field. The course will focus on the integration of structure and function of the body systems needed to maintain homeostasis. It will integrate topics related to health and fitness such as nutrition, exercise, and kinesiology. It will also integrate specific topics related to the medical field. The course will require microscopy work as well as laboratory work involving dissections. Computers will be used to supplement laboratory work. This is primarily a laboratory science class that will cover anatomy and physiology pertaining to health and fitness. \*Meets the UC Lab Science requirement and the FCUSD requirement for "3rd year Science or CTE".

#### PHYSICS IN THE UNIVERSE

Term: 1 Year Grades 10-12

Meets requirements: PS, P, d, NCAA

Prerequisites: Successful completion Biology and Integrated Math 1

Course description: Physics is a course in the California Next Generation Science Standards (CA NGSS) Three Course Model and includes the Disciplinary Core Ideas related to Physical Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. In this course students will explore the following core ideas: forces and motion, energy transfers, and conservation, the properties of waves, and the electromagnetic spectrum, and uses these ideas to understand the processes that shape earth and space systems. Engineering Core Ideas are used to explore applications of Physics concepts.

\*Meets the UC Lab Science requirement (“d”) and the FCUSD graduation requirement for Physical Science.

#### HONORS PHYSICS IN THE UNIVERSE

Term: 1 Year Grades 11-12

Meets requirements: PS, P, d, NCAA, W\*

***\*This course does earn students a "weighted" grade.***

Prerequisites: Successful completion of Integrated Math 1, 2 and 3 (with at least a “B”). It is strongly suggested that Pre-calculus or Trigonometry is taken concurrently with this course.

Course description: Honors Physics is a course included in the California Next Generation Science Standards (CA NGSS) Three Course Model and includes the Disciplinary Core Ideas related to Physical Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. This course meets university lab science entrance requirements and is critical for any student who intends to enter a field in math, science, or engineering. This class is set apart from regular physics in the difficulty and depth of concepts and problems encountered. In this course, students will explore concepts relating to mechanics, energy, waves, sound, light, electricity, magnetism, atomic structure, and quantum systems. Problem-solving homework assignments, written lab reports, and verbal presentations are required. Although the Honors Physics and regular Physics outlines read almost the same, Honors Physics deals with two dimensional nonlinear motion as opposed to regular physics linear single and sometimes two dimensional linear motion. As a result, the mathematical difficulty for Honors Physics is more complex; requiring students to have high order problem solving skills. Honors Physics is designed for students with a strong aptitude for math and science or who believe they want to pursue a career in a science related field. This class demonstrates the application of mathematics to solve real problems encountered in our world.

**This course is recommended for college-bound students that plan to major in science or a science-related field and students considering AP or IB related science courses.**

\*Meets the UC Lab Science requirement (“d”) and the FCUSD graduation requirement for Physical Science.

## SOCIAL SCIENCE COURSES

**All Social Science courses are year-long and worth 10 credits unless otherwise noted.**

### WORLD CULTURES

Term: 1 Year Grades

10-12

Meets requirements: WC, P, b, NCAA

Prerequisite: None

Course description: In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the modern world. In addition, students draw upon their studies of world cultures to examine current world issues and the growing interdependence of people and cultures throughout the world.

### HONORS WORLD CULTURES

Term: 1 Year Grade 9 and 10

Meets requirements: WC, P, b, NCAA

Concurrent enrollment in Honors English is recommended. This course does not earn a weighted grade.

Prerequisite: At least a "B" grade in Geography and teacher recommendation.

Course Description: This is a one year Middle Years Program (MYP) course that is meant to prepare students for the depth of knowledge and skills required to be successful in the International Baccalaureate (IB) Diploma Program (DP). Students will take a journey to the past and explore the different people, cultures and ideas that built the foundation of modern society. We will evaluate current events and explore their historical roots. We will experience history from multiple perspectives, engage in respectful exchanges of ideas, and be encouraged to go from being history students to history-makers! We will develop our skills as historians by learning content, inquiring into and evaluating primary and secondary sources, communicating arguments with evidence in different ways, and developing an effective critical thinking process. This class meets the FCUSD World Cultures graduation requirement and one year of the CSU/UC college prep history/social science requirement.

### HONORS U.S. HISTORY

Term: 1 Year Grade 10,11

Meets requirements: US, P, b, NCAA, W\*

Prerequisites: 3.0 GPA, Honors World Cultures, or Teacher Recommendation

Course Description: This is a 10th grade class, but with teacher recommendation students in the 11th can take this class as well. Honors US History examines the roots of the American nation and its diverse and evolving values. It is designed to prepare students for participatory citizenship, as well as to prepare them for the I.B History of the Americas course in the Diploma Program. As such, it is a demanding course that calls upon students to master major concepts in both foreign and domestic policy, as well as economic, artistic, and social developments, from colonial times through present time. Students are expected to critically analyze a host of important historical events and changes, and to write several critical essays that support a sophisticated thesis through the careful examination of facts, quotations, and statistics derived from diverse sources, both primary and secondary. Students are trained in the interpretation and analysis of maps, graphs, graphics, political cartoons, and historical quotations, and to think like a historian.

The general purpose of the course is twofold: 1-to improve critical thinking skills in reading, historical inquiry, oral presentation, Socratic methods, and expository writing; and 2-to develop an appreciation of the depth and diversity of the values and experiences that make up the American political and cultural heritage.

### U.S. HISTORY

Term: 1 Year Grade 11-12

Meets requirements: US, P, b, NCAA

Prerequisites: World Cultures

Course Description: In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the United States and the modern world. In addition, students draw upon their studies of world and United States history to examine current national and world issues and the growing interdependence of people throughout the world.

***HISTORY OF THE AMERICAS HL - See course description on page 6 under DIPLOMA PROGRAM COURSE DESCRIPTIONS***

## GOVERNMENT

Term: Semester Grade 12

Meets requirements: GVT, P, a, NCAA

Course description: In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

*Please note: GOVERNMENT 100 is offered for students with IEP placement.*

## ECONOMICS

Term: Semester Grade 12

Meets requirements: EC, P, g, NCAA

Course description: In this course, students will deepen their understanding of the economic problems and institutions of the nation and the world in which they live. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners/managers, and members of civic groups. Although this one semester course is a course in social science, students will add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.

*Please note: Economics 100 is offered for students with IEP placement.*

## **VISUAL AND PERFORMING ARTS COURSES**

**All VAPA courses are year-long and open to all grade levels unless otherwise noted.  
Students purchase shop cards for consumable materials as needed.**

### **VISUAL ARTS**

#### 3-DIMENSIONAL DESIGN 1 9-12

Term: 1 Year Grades

Meets requirements: VA, EL, P, f

Prerequisite: None

Course description: This course is designed to expose students to a variety of three-dimensional art techniques and mediums. An emphasis is placed on creativity and originality in solving the problems of working with a broad range of materials. Projects include, but are not limited to, sculpture and assemblage, ceramics, collage, papier-mâché, and mixed media projects.

#### 3-DIMENSIONAL DESIGN 2

Term: 1 Year Grades 10-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in 3D Design 1

Course description: In this advanced course, the student will continue to develop an understanding, appreciation, and a more personal approach to the expression of ideas through the use and manipulation of three-dimensional design forms. Projects will be based on the elements and principles of design learned in Three-Dimensional Design I such as line, shape, composition, mass, volume, surface, scale and proportion.

#### 3-DIMENSIONAL DESIGN 3

Term: 1 Year Grades 11-12

Meets requirements: VA, EL

Prerequisite: "C" or better in 3D Design 2

Course description: In this advanced course, students will continue to deepen their understanding of and appreciation for three-dimensional art works and the tools and materials unique to three-dimensional art media. Students will also begin to take a more in-depth, personal approach to the expression of ideas through the use and manipulation of three-dimensional design forms. They will continue to develop their own artistic style through independent student-driven projects.

#### CERAMICS 1 (P)

Term: 1 Year Grades 9-12

Meets requirements: VA, EL, P, f

Prerequisite: None

Course Description: The course is designed to expose students to the use of clay as an art form. An emphasis is placed on creativity and originality in solving the problems of working with clay. Students will learn to form pinch, coil, slab, sculpture, and

wheel-thrown pottery. Students will also acquire knowledge of the historical and cultural development of Ceramics. In addition to classroom projects, a sketchbook and notebook will be required.

#### CERAMICS 2 (P)

Term: 1 Year Grades 10-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Ceramics 1

Course Description: Ceramics 2 emphasizes the use of the potter's wheel, both as a tool for functional pottery and sculptural forms. Advanced hand building techniques are also emphasized. Students will explore areas of decoration, design, form, glazing, and related technical problems. Students work more independently and make decisions of an artistic nature. Students will also gain the ability to analyze and respond to various ceramic pieces including their own. Students will continue to be introduced to numerous cultural and historical styles and motifs.

#### CERAMICS 3

Term: 1 Year Grades 11-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Ceramics 2

Course Description: Ceramics 3 covers special problems in wheel throwing, and handbuilding techniques, with an emphasis on size and form. Students will explore areas of decoration, furthering their work with oxides, stains, and engobes. Students work more independently and make decisions as to areas of preference. Students will continue to gain the ability to analyze, and respond to various ceramic pieces, including their own. Students will be introduced to numerous cultural, historical styles, and motifs, and will explore areas leading to originality, and good workmanship in his/her work, as demonstrated in a portfolio.

#### DRAWING AND PAINTING 1

Term: 1 Year Grades 9-12

Meets requirements: VA, EL, P, f

Prerequisite: None

Course description: Drawing and Painting 1 is a fine arts course designed as an introduction to drawing, painting and printmaking techniques using a variety of materials. Students will explore art through discussion, viewing works from a variety of cultures and the completion of hands on projects.

#### DRAWING AND PAINTING 2

Term: 1 Year Grades 10-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Drawing and Painting 1

Course description: Students will further develop knowledge and skills of the visual arts through completion of advanced projects. Students will continue to refine their skills and techniques and will begin to develop their own artistic style. Students will continue to expand aesthetic perceptions in order to make informed aesthetic judgments. Students will deepen their historical and cultural knowledge of the visual arts. Units on art criticism, printmaking, graphic design and sculpture will also be introduced. In addition to classroom projects, a sketchbook and a notebook will be required.

#### DRAWING AND PAINTING 3

Term: 1 Year Grades 11-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Drawing and Painting 2

Course Description: Students will continue to explore the visual arts through advanced projects in drawing, painting, and printmaking. The projects are studio-based with an emphasis on creating a body of work conducive to a cohesive portfolio. Projects are focused on individual preference of exploring technical mastery in chosen mediums and thematic imagery. Exploration of projects and ideas through the continual practice of a sketchbook is required.

### PERFORMING ARTS

#### CHAMBER ENSEMBLE

Term: 1 Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: One year of Choir, Audition or permission of instructor

Course description: This is an advanced level participatory course. Students will prepare and perform advanced level choral repertoire in a variety of styles. Students *must* have prior knowledge of music fundamentals and basic voice technique. Chamber Choir is the main performance group and students are expected to make time available for public performance throughout the academic school year. ***Throughout the year, students are expected to participate in fundraising activities.***

#### CONCERT CHOIR

Term: 1 Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Basic knowledge of music and a general interest in singing.

Course description: This is an intermediate level participatory course. Students will prepare and perform a variety of choral repertoire. Rudimentary music reading skills are required. Emphasis will be given to improving personal and group musicianship, vocal technique, diction, and basic music theory. Several concerts and music festival performances are used to meet class goals. ***Throughout the year, students are expected to participate in fundraising activities.***

#### DRAMA 1

Term: 1 Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: None

Course description: Drama I is an introductory theatre class. We will be studying theatre not only from an actor's perspective, but we will also be studying the many diverse aspects of theatre production such as theatre history, set design, lighting, costuming, make-up, script writing, script analysis, and directing.

#### DRAMA 2

Term: 1 Year Grades 10-12

Meets requirements: PA, EL, P, f

Prerequisite: Completed Drama 1 with a "C" or better

Course description: Students will enhance their knowledge of stage presence, stage movement, technical design and theory. They will demonstrate skills in acting, stagecraft and technical design through in-class and public presentations and plays. Evening performances may be required. Students will build on the foundation of skills taught in beginning Drama. Concepts that will be explored in greater depth include: characterization, theatre history, ensemble acting, set design, production/technical work and script writing. Students will also explore other areas of theatre including directing, auditioning, career research, acting and play production. This course is designed to prepare students for a post-high school experience, whether theatre is a major, a minor or a hobby.

#### DRAMA 3

Term: 1 Year Grades 11-12

Meets requirements: PA, EL, P, f

Prerequisite: Completed Drama 2 with a "C" or better

Course description: Students will further refine their knowledge of acting and stagecraft by playing roles in both class and evening performances. Students will also assume leadership roles in the areas of directing, stage-managing, and training other students through workshops and presentations. Evening performances may be required.

#### DRAMA 4

Term: 1 Year Grade 12

Meets requirements: PA, EL, P, f

Prerequisite: Completed Drama 1-3 with a "C" or better

Course description: Students will further refine their knowledge of acting and stagecraft by playing roles in both class and evening performances. Students will also assume leadership roles in the areas of directing, stage-managing, and training other students through workshops and presentations. Evening performances may be required.

#### INTRODUCTION TO TECHNICAL THEATER

Term: Year Grades 10-12

Meets requirements: PA, EL, P, f

Prerequisites: None

Course description: This course is designed to introduce students to technical and design elements in the field of theatre. Students will learn the skills and concepts associated with the technical elements of theatre including: lighting, sound, set design, stagecraft, costuming and production management. Students will experience all aspects in each design area including script analysis, research, design and implementation. Students will create a professional portfolio which includes sketches, annotated research and pictures of completed design projects.

## TECHNICAL THEATER IN PRODUCTION

Term: Year Grade 10-12

Meets requirements: PA, EL, P, f

Prerequisite: Introduction to Technical Theater or Instructor Approval

This course is designed to provide students with an opportunity to further their knowledge and practice technical and design skills in the field of theatre. Students will practice the skills and concepts associated with the technical elements of theatre including: lighting, sound, set design, stagecraft, costuming and production management. Students will participate in each design area including script analysis, research, design and implementation through the production of 3 major school productions each year. Students will further their practice through participation in productions presented on campus by outside client groups. Students will also support on-campus events held in the theatre, taking on leadership roles in the implementation of theatre practices and protocols. Students will create a professional portfolio which includes sketches, annotated research and pictures of completed design projects

## GUITAR

Term: 1 Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: None

Course description: Guitar is a performing arts class where the emphasis is on learning how to play the guitar. Students will study the many styles and techniques that are found in guitar playing. Students will learn how to read music notation, guitar tablature, play chords, accompany other musicians, as well as improvise. Students will also learn applicable music theory that accompanies being a successful guitarist. The course will also present the history of the guitar, its significance in the music world, and how the instrument is featured in many of the music cultures around the world. There will also be a strong songwriting and recording component. Students will be able to further grow and explore through the guitar curriculum by performing in small ensembles that are relevant to the guitar player.

## CONCERT BAND

Term: 1 Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Must be able to play an instrument and read music.

Course Description: This course is designed to provide opportunities for students to participate in concert band and music acquisition skills needed for satisfactory individual performance. Emphasis is placed on developing advanced level proficiency in the fundamentals of musicianship. *Throughout the year, students are expected to participate in after-school parades, field trips, festivals, concerts, and fundraisers. Students must attend all scheduled rehearsals after school, concerts, home football games, sectionals, and public performances.*

## JAZZ BAND

Term: 1 Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Audition & concurrent enrollment in Band/Orchestra

Course description: This course encompasses the principles of jazz theory and performance as needed for specific age and group performance levels. Students are expected to pass theory and listening tests, to attend all scheduled sectional rehearsals and to participate in fundraisers for trips. Performance is an important part of the grade as is attendance at jazz festivals and concerts.

## ORCHESTRA

Term: 1 Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Teacher approval and ability to play an orchestral string instrument or piano

Course Description: This course provides the student with an opportunity to expand the fundamentals of technique, musical notation, rhythm, and tone production on string instruments. In addition to theory and application, orchestra students are expected to participate in festivals, concerts, and fundraisers. Students are expected to attend all scheduled orchestra and sectional rehearsals after school. Performance is an important part of the grade.

## MULTIMEDIA ARTS

### VIDEO PRODUCTION 1

Term: 1 Year Grades 10-12

Meets requirements: PA, EL, T, P, f,

Prerequisites: Computer skills, grade of "C" or better in English and teacher approval.

Course description: Students will study film as both an art form and a means of communication. They will learn the specialized vocabulary of the film and television industry and use it to express themselves clearly and succinctly in their writings about film and television. Students will study the history of filmmaking and the technological advances over time in the art form, and be taught to "read" a film by analyzing its narrative structure, genre, period, mood and style. Students will develop ideas, compose a

proposal and write a script, then produce a video project based on the script. Students will study pre-production, production and postproduction phases of filmmaking in order to understand the whole creative process.

#### VIDEO PRODUCTION 2

Term: 1 year Grades 11, 12

Meets requirements: PA, EL, T, P, g

Prerequisites: "B" or better in Media Production 1 and approval of instructor

Course description: This is an advanced course in which students will continue to develop an understanding, appreciation, and a more personal approach to the expression film and television. Using the campus studio facilities, students will be responsible for the production of the live telecast of the school morning program. The students will rotate through each position (show producer, floor director, technical engineer, audio engineer, lighting tech, camera operator) learning to master all the creative and technical aspects of the program.

### WORLD LANGUAGE COURSES

**All World Language courses: are year-long and worth 10 credits; are open to all grade levels as long as prerequisites are met; require a "C" or better to advance to the next level (or teacher approval).**

*Note: Please see page 3 "Diploma Programme" for information on IB Diploma Programme Language Acquisition courses.*

#### FRENCH 1

Term: 1 Year Grades 9-12

Meets requirements: WL, P, e, NCAA

Prerequisite: None

Course description: French 1 is an introductory course to the French language and culture of today. Emphasis is on the development of the four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of French culture and heritage through the use of a text, video, audio, and workbook program. The immersion method is used in this course.

#### FRENCH 2

Term: 1 Year Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite: Completion of French 1 with a grade of "C" or better, or instructor approval.

Course description: Completes and expands the introduction to Francophone language and culture begun in French 1. Emphasis is on the development of the four major language skills: listening, speaking, reading, and writing. Through the use of text, video, audio, and computer-based activities, the student has the opportunity to gain basic mastery of everyday French and to practice skills that will enable him/her to function in a French-speaking environment.

#### HONORS FRENCH 2

Term: 1 Year Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisites: Completion of French 1 with consistent scores of 6 and above on IB MYP criterion rubrics, a B grade or better in French 1 course, and teacher recommendation.

Course description: Honors French 2 is an accelerated continuation of the French I course to help prepare students for the IB Diploma Programme Standard Level (SL) French course. It completes and expands the introduction to Francophone language and culture begun in French I. Students who have completed French I with a grade of B or better, or the equivalent may be admitted.

Emphasis is on the development of the four major language skills; listening, speaking, reading and writing. Through the use of the textbook program, additional video clips, audio, and technology based activities, the students will gain mastery of everyday French and practice skills that will enable him/her to function in a French-speaking environment. Students will be assessed in a similar fashion to the IB DP course, which will help them develop skills for them to be successful in the IB Diploma Programme Course.

#### FRENCH 3

Term: 1 Year Grades 10-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite: Completion of French 2 with a "C" or better, or instructor approval

Course description: French 3 is a course designed to increase communicative proficiency in the target language. Emphasis is on the development of the four major language skills; listening, speaking, reading and writing. In addition to these skills, students will explore the many facets of French culture and heritage. The course is conducted in the target language using the immersion method.



FRENCH SL *See IB Language Acquisition p. 10*

#### SPANISH 1

Term: 1 Year Grades 9-12

Meets requirements: WL, P, e, NCAA

Prerequisite: None

Course description: Spanish 1 is an introductory course to the Spanish Language and cultures of today. Emphasis is on the development of the four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of Hispanic cultures and heritage through the use of a text, video, audio, and workbook program. The course is conducted in the target language using the immersion method.

#### SPANISH 2

Term: 1 Year Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisites: Completion of Spanish 1 with a "C" or better, or instructor approval

Course description: Spanish 2 completes the introduction to the language and culture of the Spanish-speaking world. The four skills of language learning are again stressed: understanding, reading, speaking, and writing, with a focus on understanding and speaking. Through the use of text, workbook, video and audio, each student has the opportunity to gain basic mastery of everyday Spanish and to learn skills that will enable him/her to function in a Spanish-speaking environment.

#### HONORS SPANISH 2

Term: 1 Year Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite(s): Completion of Spanish 1 with consistent scores of 6 and above on IB MYP criterion rubrics, a B grade or better in Spanish 1 course, and teacher recommendation.

Course description: Honors Spanish 2 is a combination of the Spanish 2 curriculum and a more advanced level of study designed to prepare students who intend to take the Diploma Programme Spanish courses in the 11th and 12th grade. The course completes the introduction begun in Spanish 1 to the language and culture of the Spanish-speaking world and emphasizes the four skills of language learning: listening, reading, speaking, and writing. The course is conducted in Spanish using the immersion method. Through the use of a text, video, audio, and workbook program, each student has the opportunity to gain mastery of everyday Spanish and to learn skills that will enable him/her to function in a Spanish-speaking environment. While enrolling in Honors Spanish 2 does not guarantee admission into the IB Diploma Programme, the more rigorous pacing and training in the target language will prepare students for the more advanced curriculum at the DP level.

#### SPANISH 3

Term: 1 Year Grades 10-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisites: Completion of Spanish 2 with a "C" or better, or instructor approval

Course description: Spanish 3 builds on concepts learned in levels 1 and 2 and is designed to provide the advanced Spanish students the opportunity to perfect their reading, writing, listening and speaking skills. Using the total immersion method of instruction, students are given advanced level instruction in the Spanish language and culture.

SPANISH SL *See IB Language Acquisition p. 10*

#### SPANISH FOR SPANISH SPEAKERS 1

Term: 1 Year Grades 9,10

Meets requirements: WL, P, e, NCAA

Prerequisite: Native or Heritage speaker of Spanish

Course description: This is an elective course, conducted in Spanish, designed to help students acquire the literacy skills to be effective bilingual or multilingual communicators by engaging them in thoughtful writing, reading and discussion. Because the course is designed to integrate thinking, reading, writing and speaking, students will become aware of Spanish language mechanics and deepen their communicative abilities in Spanish. Students will learn skills necessary to conduct research, deliver an original speech, and write on demand with an awareness of structure, organization, mechanics and word choice in Spanish.

#### SPANISH FOR SPANISH SPEAKERS 2

Term: 1 Year Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite: Ability to understand and speak Spanish at native or near native speaker fluency, completion of Spanish for Spanish Speakers 1 with a "C" or better, OR completion of the Spanish for Spanish Speakers course placement test.

Course description: Spanish for Spanish Speakers 2 is a continuation of the Spanish Speakers 1 course. It continues to expand and reinforce skills acquired in level 1. Students who have successfully completed Spanish Speakers 1 or the equivalent can be

admitted. Curriculum is based on the development of literacy, writing, speaking, and listening skills. This course extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course is defined by the content standards of the California World Language Standards, and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics.

## **OTHER ELECTIVE COURSES**

**These are year-long courses and open to all grade levels unless otherwise noted.**

### **ASB STUDENT GOVERNMENT/LEADERSHIP**

Term: Year Grades: 9-12

Meets requirements: E

Prerequisites: Must be elected or appointed to the student body, officers, class officers and other students with permission of instructor. Must maintain grades according to student body charter rules.

Course description: This course is required for all elected or appointed student body or class officers. The course is designed to teach the basic concepts of democratic government; leadership skills, group process, team building, time management, and project planning. It affords the student the opportunity for personal development in self-esteem, stress management, and sense of humor. Team building and personal development curriculum allows the student to comprehend and grow in preparation for his/her future.

### **DRIVERS EDUCATION AND SAFETY**

Term: Semester Grades 10-12

Meets requirements: E

Prerequisite: None

Course description: This course includes driver education, first aid and career education. Driver education prepares students to meet the Department of Motor Vehicles standards by emphasizing the sequence of IPDE (Identify, Predict, Divide and Execute).

### **JOURNALISM**

Term: Year Grades 9-12

Meets requirements: E

Prerequisite: C or better in previous English course

Course description: This course is for students who want to pursue an interest in journalism and other writing professions. Students will develop their skills in various types of writing formats including news, editorials, reviews, sports reporting, interviewing, and investigative journalism. Students will contribute to the publication of the school newspaper and learn about the rights and responsibilities of a student and professional journalist. Students will be working with WordPress and have the opportunity to study the impact of journalism on individuals and societies.

### **PEER LEADERSHIP**

Term: Year Grades 10-12

Meets requirements: E, P, g

Prerequisites: Teacher or Counselor Recommendation

Course Description: Built on the belief that students can help students succeed, Peer Leaders are members of the sophomore, junior and senior classes. Throughout the course, the leaders will research, plan, and implement service projects designed to enrich their communities, both on and off campus; they will act as role models, mediators and conflict managers while guiding the process of solution development; they will tutor and mentor; and they will guide the freshmen to discover what it takes to be successful through high school and beyond. This will be achieved by training the students in interpersonal skills so that they can support their peers through peer counseling, conflict management, leadership, service projects, tutoring, and education. The course begins with a self-study to understand how our past circumstances have shaped what we value, realizing that everyone has unique as well as universally shared life experiences, and that we all have different values. From this seed of empathy, the students grow to learn communication and conflict resolution skills. By the end of the course Peer Leaders are transferring these new skills to other students who they support through one-on-one counseling, conflict mediation, and educational outreach.

### **PSYCHOLOGY**

Term: Semester Grades 11-12

Meets requirements: E, P, g

This class explores what makes us who we are, why people do what we do, and how our perception can be deceived. Some of the topics covered include sleep and dreams, persuasion, learning and memory, states of consciousness, relationships, optical illusions,

hallucinations and psychoactive drugs, and psychological disorders. This class largely entails discussions, class experiments, and personal exploration through group projects.

#### SHAKESPEARE SEMINAR

Term: Semester or Year Grades 10-12

Meets requirements: E, P, g

Course description: This course will explore the works of William Shakespeare, analyzing the themes and characters of some of his most famous plays. Students will study the characteristics of Shakespearean language and poetry, particularly that of iambic pentameter and blank verse. Using performance based techniques and rehearsal approaches, students will develop a deeper understanding and appreciation for the language and characters in Shakespeare's plays. Students will also develop their skills as critical and active audience members. Other topics will include Shakespeare on film, Shakespeare's life and times, and original theater practices. *(Pending UC a-g approval)*

#### SOCIOLOGY

Term: Semester Grades 11-12

Meets requirements: E, P, g

Course description: This is a college-level class to discuss the problems in society and to look at how we interact in society. It is a lecture and discussion class designed for juniors and seniors willing to engage in high level critical thinking skills. Topics will include: culture and diversity, crime and punishment, social interaction, sex and gender, race and ethnicity, aging, religion, family, politics and entertainment.

#### STUDENT ASSISTANT

Term: 1 Year Grades 11-12

Meets requirements: E

Prerequisites: Maintain a minimum 2.0 GPA and excellent attendance. Approval required.

Course description: All student assistants are expected to be dependable, to show initiative and to demonstrate responsibility. Promptness and regular attendance is expected. Students will demonstrate behavior suitable to a business setting and will model honesty, politeness and appropriate dress to fellow students. All student assistants are expected to display a high degree of integrity and ability to maintain confidentiality. Office assistants will learn to file, operate the switchboard and to greet students, parents, staff members and the public.

#### YEARBOOK

Term: 1 Year Grades 9-12

Meets requirements: E

Prerequisites: At least a "B" grade in previous college prep English course and/or English teacher recommendation. Application and approval from Yearbook teacher required.

Course description: Yearbook class members produce the CHS *Lancer Legends* yearbook. The course includes instruction in basic journalism skills, basic photography and digital photography skills, Adobe PageMaker, and computer graphics. This class requires students to be self-starters and highly motivated. The majority of class time is spent in the design and production of the sections of the yearbook as determined by a publishing deadline schedule. Students will be required to sell 2 advertisements, do a fundraiser and a weekend workshop as needed to meet deadlines.

This course may be repeated for credit by students who earn a "C" or better with permission of instructor.

