

# CASA GRANDE HIGH SCHOOL

## COURSE DESCRIPTION HANDBOOK

FRESHMAN, SOPHOMORE,  
JUNIOR & SENIOR

# 2016 – 2017



\*\*\*For the most current course descriptions, please visit the electronic version of the Course Description Handbook on our website:

[www.casagrandehighschool.weebly.com/coursecourse-descriptions.html](http://www.casagrandehighschool.weebly.com/coursecourse-descriptions.html)

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## High School Graduation and Minimum 4-Year College Eligibility Requirements

Petaluma City Schools High School Graduation Requirements	California State University (CSU) Minimum Eligibility “a-g” Requirements	University of California (UC) Minimum Eligibility “a-g” Requirements
<b>Social Studies</b> World History 10 credits US History 10 credits American Government 5 credits Economics 5 credits	<b>a. Social Science</b> 2 years World History U.S. History (may use American Government for ½ year of U.S. History)	<b>a. Social Science</b> 2 years World History U.S. History (may use American Government for ½ year of U.S. History)
<b>English</b> 40 credits	<b>b. English</b> (college prep) 4 years (may include 1 year of ELD 4)	<b>b. English</b> (college prep) 4 years (may include 1 year of ELD 4)
<b>Mathematics</b> 20 credits Must pass Algebra I / Math I	<b>c. Mathematics</b> 3 years Algebra I / Math I Geometry / Math 2 Algebra II / Math 3	<b>c. Mathematics</b> 3 years (4 years recommended) Algebra I / Math I Geometry / Math 2 Algebra II / Math 3
<b>Additional Math/Science or Math/Science Related</b> 10 credits		
<b>Science</b> Physical Science 10 credits Biology 10 credits	<b>d. Laboratory Science</b> 2 years Physical Science Biological Science	<b>d. Laboratory Science</b> 2 years (3 years recommended) 2 of the following 3 foundational subjects: biology, chemistry, physics (one year may be from an interdisciplinary science course such as AP Environmental Science)
<b>Foreign Language/Visual Performing Art/CTE if a-g</b> 10 credits	<b>e. Language Other Than English</b> 2 years	<b>e. Language Other Than English</b> 2 years (3 years recommended)
<b>Physical Education</b> 20 credits	<b>f. Visual and Performing Arts</b> 1 year (from single discipline)	<b>f. Visual and Performing Arts</b> 1 year (from single discipline)
<b>Human Interaction</b> 5 credits	<b>g. Elective</b> (college prep) 1 year	<b>g. Elective</b> (college prep) 1 year
<b>General/Electives</b> 65 credits	<b>SAT or ACT</b> must be completed by December of Senior year. <b>Grades of “D” are unacceptable for admission in most subjects.</b>	<b>SAT or ACT Plus Writing</b> must be completed By December of Senior year. Subject Tests are not required. Students must finish 11 of the 15 a-g courses by the end of their junior year. <b>Grades of “D” are unacceptable for admission in most subjects.</b>
<b>Total 220 Credits</b>		

For detailed descriptions of CSU Admission Eligibility Requirements go to <http://www.csumentor.edu> For UC Admission Eligibility Requirements go to <http://www.universityofcalifornia.edu>  
 For a complete listing of Casa Grande's courses that are UC/CSU eligible, go to the UC a-g list at <https://doorways.ucop.edu/list>  
 rev 01/2016 Casa Grande High School Counseling Department

## Suggested Education Plans for High School

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

Please see your counselor to generate a personalized college plan.

### Education Plan to Meet 4-Year College Entrance Subject Area Requirements

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	English 11	English 12
Physical Science	Biology	Chem or Env Sci AP or Anatomy	4 <sup>th</sup> year Lab Science
Math	Math	Math	Math
Human Interaction plus	World History	U.S. History	American Government/ Economics
PE 9	PE 10	Elective in Visual Performing Art	College Prep Elective
Language 1	Language 2	Language 3	Elective

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

### Education Plan to Meet High School Graduation Requirement Only\*

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 9	English 10	English 11	English 12
Physical Science	Biology	Math or Science Related <sup>2</sup>	Elective
Math	Math	Math Recommended	Math Recommended
Human Interaction plus	World History	U.S. History	American Government/ Economics
PE 9	PE 10	Elective	Elective
Elective <sup>1</sup>	Elective	Elective	Elective

\* State of California requires completion of Algebra I /Math I

\* 220 units are required to earn a high school diploma

<sup>1</sup>High School Graduation Requirements require one year of a foreign language **or** performing art **or** CTE course on UC a-g list

<sup>2</sup>High School Graduation Requirements require a third year of a math **or** a science **or** math/science related course.

## Casa Grande High School

### Honors and Advanced Placement (AP) Course Information

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

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

## Honors and Advanced Placement (AP) Course Information (con't)

Biology Honors	Placement test, multiple choice, administered in Spring	Accelerated pace Additional state standards covered Students expected to read text material independently
Chemistry Honors	Placement test in early Spring Completion of Geometry with a "B" or higher Completion of or concurrent enrollment in Algebra II	Accelerated pace Topics covered in greater depth 2 to 3 additional chapters covered over course of year Students expected to read text material independently
Computer Science AP	Open enrollment	Accelerated pace College level textbook AP exam in May College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP Exam.
Environmental Science AP	Open enrollment. placement test if enrollment numbers are higher than can be accommodated Recommendation of instructor	Accelerated pace Requires higher level reading and synthesis of science topics AP Exam in May
Physics AP	Completion of or concurrent enrollment in Calculus or recommendation from Chemistry teacher	Accelerated pace Aptitude for science and math College level textbook AP Exam in May
French IV AP Spanish for Native Sp. III AP Spanish Language IV AP	Open enrollment "B" or higher in previous level	More rigorous study of culture, literature, and language Self-motivated, independent learner Requires the learner to be more motivated and more independent AP Exams in May



AP Students College Board Link: <https://apstudent.collegeboard.org/home>



## UC/CSU Approved Course List

Casa Grande High School  
 Petaluma Joint Union High  
**Location:** Petaluma, CA

**Website:** [www.casagranderhighschool.org/](http://www.casagranderhighschool.org/)

**Course List Manager:** Sharon Howell

**Course List Manager Phone:** (707) 778-4681

College Board Code: 052448

### Course list for 2016-17

Updated as of September 2015

#### History / Social Science ("a") 2 years required

*Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of civics or American government.*

#### English ("b") 4 years required

*Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.*

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Government	Amer Gov Amer Gov GCP Amer Gov HCP Amer Gov iHouse Amer Gov LS Amer Gov M&M Amer Gov Social	Civics / American Government		Semester
AP Government and Politics United States	AMER GOV AP	Civics / American Government	AP	Semester
AP UNITED STATES HISTORY (AP)	US HIST AP	U.S. History	AP	
AP World History (AP)	WORLD HIST AP	World History / Cultures / Historical Geography	AP	
Philosophy, Ethics and Community Engagement (PEaCE)	PEaCE	Civics / American Government		
U.S. History	US HIST GCP US Hist HCP US Hist iHouse US HIST LS US HIST M&M US Hist Social US HISTORY	U.S. History		
World Hist 10	WORLD HIST 10	World History / Cultures / Historical Geography		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP English Language and Composition	English 11 AP	English	AP	
AP ENGLISH LITERATURE AND COMPOSITION	English 12 AP	English	AP	
English 10	English 10	English		
English 10 Honors	English 10 Hon	English		
English 11	ENGL 11 GCP ENGL 11 HCP ENGL 11 iHouse ENGL 11 LS ENGL 11 M&M English 11 English 11 Social	English		
English 12	Engl 12 ENGL 12 GCP Engl 12 HCP Engl 12 iHouse ENGL 12 LS ENGL 12 M&M ENGL 12 Social	English		
English 9	ELD 4 English Lang 4	English		
English 9 Honors	English 9 Hon	English		
Literature from the '60's Movement	Lit from the '60's	English		

.Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra I	Algebra I Algebra I SDAIE	Algebra I		
Algebra IA	Algebra IA SDAIE Algebra IA	Algebra I		
Algebra IB	Algebra 1B SDAIE Algebra IB	Algebra I		
Algebra II	Algebra II SDAIE Algebra II	Algebra II		
Algebra II Honors	Algebra II Hon	Algebra II		
AP CALCULUS AB	CALC A/B AP	Advanced Mathematics	AP	
AP Calculus BC	CALC B/C AP	Advanced Mathematics	AP	
AP STATISTICS	STATISTICS AP	Statistics	AP	

Geometry	Geometry Geometry SDAIE	Geometry		
Geometry Honors	Geometry Hon	Geometry		
Trig/Math Analysis	Trig/Math Analysis	Advanced Mathematics		
Trig/Math Analysis Honors	TRIG/MATH ANA H	Advanced Mathematics	Honors	

.Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. Interdisciplinary science courses can also fulfill all or part of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Anatomy and Physiology	ANAT & PHYSIOLOGY	Biology / Life Sciences		
AP Environmental Science	ENV SCI AP	Interdisciplinary Sciences	AP	
AP Physics 1	Physics AP	Physics	AP	
Biology	Biology I SDAIE BIOLOGY I	Biology / Life Sciences		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Biology I Honors NW	BIOLOGY I HON	Biology / Life Sciences		
Chemistry	CHEMISTRY	Chemistry		
Chemistry Honors	CHEM HON	Chemistry	Honors	
Physics	Physics	Physics		

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP FRENCH LANGUAGE AND CULTURE	FREN LN 4 AP	LOTE Level 4+	AP	
AP Spanish Language and Culture	SPAN LN 4 AP SPAN 3 AP NVT	LOTE Level 4+	AP	
AP Spanish Literature and Culture	Span LT 5 AP SPAN LT 5 AP	LOTE Level 4+	AP	
AP Spanish Literature and Culture	Span 3 AP NVT	LOTE Level 4+	AP	
Chinese Mandarin II	CHINESE 2 MANDR	LOTE Level 2		
French I	French I	LOTE Level 1		
French II	FRENCH 2	LOTE Level 2		
French III	French 3	LOTE Level 3		
Honors Chinese Mandarin III	CHINESE 3 HON	LOTE Level 3		
Honors Chinese Mandarin IV	Chinese 4 Hon	LOTE Level 4+	Honors	
Mandarin Chinese I	CHINESE I MANDR	LOTE Level 1		
Spanish I	SPANISH 1	LOTE Level 1		
Spanish II	SPANISH 2 SPANISH 1 NATIVE SPANISH 2 WORK	LOTE Level 2		
Spanish III	SPANISH 3 SPANISH 3 WORK SPAN 2 NATIVE	LOTE Level 3		
Spanish IV	SPANISH 4 WORK	LOTE Level 4+		





## Visual & Performing Arts ("F") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
3D Animation	3D Animation ROP	Visual Arts		
Acting Advanced	Acting Adv	Theater		
Acting Beginning	Acting Beg	Theater		
Acting Intermediate	Acting Int	Visual Arts		
Advanced Photography	PHOTO ADV	Visual Arts		
AP STUDIO ART: 3-D DESIGN	SCULPTURE AP	Visual Arts	AP	
AP STUDIO ART: DRAWING	ART III AP	Visual Arts	AP	
Art I	Art 1	Visual Arts		
Art II	Art II	Visual Arts		
Chamber Choir	Choir Chamber	Music		Provisionally approved for the 2014-15 school year.
Concert Band	Band Concert	Dance		
Concert Choir	CHOIR CONCERT	Music		
Freshmen Band	Band Freshmen	Music		
Graphic Design	COMP GRPH DES ROP	Visual Arts		
Jazz Band I	Jazz Band 1	Dance		
Jazz Band II	Jazz Band 2	Music		
Music Appreciation	Music Apprec	Music		
Photography	Photography	Visual Arts		
Symphonic Band	Band symph	Dance		

## College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP MACROECONOMICS	MAC ECON AP	History / Social Science	AP	Semester
AP PSYCHOLOGY	PSYCH AP	History / Social Science	AP	
Astronomy	Astronomy	Laboratory Science – Physical Sciences		
Biology: Clinical Applications	Bio Clinic APP HCP	Laboratory Science – Biology / Life Sciences		
Child Development	Child Dev ROP			
Cultural Anthropology	Anthropology	History / Social Science		
Ecology Application	Ecology Apps	Laboratory Science – Integrated Science		
Economics	Econ LS Econ M&M Econ Econ GCP Econ HCP Econ iHouse	History / Social Science		Semester
Entrepreneurship	Entrepreneur ROP			
Environmental Science	Environmental Science	Laboratory Science – Physical Sciences		
Journalism	JOURNALISM	English		
Legal Studies	Legal Studies	History / Social Science		Semester
Physical Science	Phys Sci Phys Sci Hon	Laboratory Science – Physical Sciences		
Psychology Introduction	Psych Intro	History / Social Science		Semester
Public Speaking	Public Spking	English		Semester
Sociology	SOCIOLOGY	History / Social Science		Semester
Virtual Enterprise	Virtual Enterprise	History / Social Science		
World Hist/Geography and World Civ	Geo/Western Civ	History / Social Science		Semester

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## NCAA Division I Initial-Eligibility Requirements

### Core Courses: (16)

- Initial full-time collegiate enrollment *before* August 1, 2016:
  - Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- Initial full-time collegiate enrollment *on or after* August 1, 2016:
  - Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

### Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment *before* August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- Initial full-time collegiate enrollment *on or after* August 1, 2016:
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses <ul style="list-style-type: none"> <li>Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.                             <ul style="list-style-type: none"> <li>"Locked in" for core-course GPA calculation.</li> </ul> </li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> <li>No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

**Sliding Scale B**

*Use for Division I beginning August 1, 2016*

**NCAA DIVISION I SLIDING SCALE**

Core GPA	SAT	ACT Sum
Verbal and Math ONLY		
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).



## High School’s NCAA Courses Casa Grande High School – NCAA Approved Course Information

High School Code	052448
High School Name	CASA GRANDE HIGH SCHOOL
Last Update of List of NCAA Courses	September 16, 2015

Information taken from NCAA Clearinghouse website: [www.ncaaclearinghouse.net/](http://www.ncaaclearinghouse.net/)

**Legal Disclaimer:** The list of NCAA courses, and courses contained within, are maintained as a guide for prospective student-athletes seeking NCAA initial-eligibility. The list of approved courses does not, nor is intended to, signify accreditation, certification, approval or endorsement of any high school or specific courses by the NCAA or NCAA Eligibility Center and is subject to change at any time and without notice. Core course information included on this Web site is provided for guidance purposes only and should not be solely relied on as an indication of NCAA initial-eligibility. Certification of a prospective student-athlete is case-specific, and the Eligibility Center has the authority to determine in its sole discretion whether the prospective student-athlete has met all criteria.

Weighted Grade Quality Points	Weighted Grade Quality Points
Honors (H)	Advanced Placement (A)
A = 5	A = 5
B = 4	B = 4
C = 3	C = 3
D = 1	D = 1

Courses designated with a '=' symbol are courses that may be used only by students with a diagnosed disability. A course for a student with disabilities must be **exclusively** open to students with documented learning disabilities. The course must be quantitatively and qualitatively the same as the regular equivalent and there must be a standardized curriculum/syllabus.

NCAA legislation permits a student to receive credit for a core course only one time. As a result, if a student repeats a core course, the student will only receive credit once for the core course, and the highest grade earned in the course will be included in the calculation of the student's core course grade point average. Likewise, if a student completes a course that is duplicative in content with another core course, the student will only receive credit for one of the duplicative courses, and the course with the highest grade earned will be included in the calculation of the student's core course grade point average.



## High School's NCAA Courses

### Casa Grande High School – NCAA Approved Course Information

#### English

Course Weight	Title
	ENGLISH 10
H	ENGLISH 10/HON
	ENGLISH 11
A	ENGLISH 11 AP
	ENGLISH 12
A	ENGLISH 12/AP
	ENGLISH 9
H	ENGLISH 9/HON
	JOURNALISM
	PUBLIC SPEAKING

#### Social Sciences

Course Weight	Title
	AMER GOV/SDAIE
	AMERICAN GOVERNMENT
A	AMERICAN GOVERNMENT (AP)
	ANTHROPOLOGY
	COMPARATIVE RELIGIONS
	ECONOMICS
	ECONOMICS/SDAIE
	GEO/WESTERN CIV
	LEGAL STUDIES
A	MACRO ECON/AP
A	PSYCHOLOGY/AP
	PSYCHOLOGY/INTRO
	PUBLIC SPEAKING
	SOCIOLOGY
	U.S. HISTORY
A	U.S. HISTORY (AP)
	US HISTORY/SDAIE
	WOMENS ROLE IN WORLD HISTORY
	WORLD HIST 10/SDAIE
	WORLD HISTORY
A	WORLD HISTORY AP

#### Mathematics

Course Weight	Title
	ALGEBRA I
	ALGEBRA I SDAIE
H	ALGEBRA I/H
	ALGEBRA IA (.5 UNITS/YR)
	ALGEBRA IA/SDAIE (.5 UNITS/YR.)
	ALGEBRA IB (.5 UNITS/YR)
	ALGEBRA IB/SDAIE (.5 UNITS/YR.)
	ALGEBRA II
H	ALGEBRA II/H
	ALGEBRA II/SDAIE
A	CALCULUS BC AP

#### Mathematics Continued

A	CALCULUS/AP
	GEOMETRY I
H	GEOMETRY I/H
	GEOMETRY/SDAIE
	MATH ANALYSIS
	MATH I
	MATH I SDAIE
A	STATISTICS AP
	TRIG/MATH ANALYSIS/H

#### Natural/Physical Sciences

Course Weight	Title
	ANAT & PHYSIOLOGY
	ASTRONOMY
H	BIOLOGY HONORS
	BIOLOGY I
	BIOLOGY I/SDAIE
	CHEMISTRY
H	CHEMISTRY I/H
A	COMPUTER SCIENCE AP
A	ENVIRONMENTAL SCIENCE AP
	PHYSICAL SCIENCE
H	PHYSICAL SCIENCE/HON
	PHYSICAL SCIENCE/SDAIE
	PHYSICS
A	PHYSICS/AP

#### Additional Core Courses

Course Weight	Title
	CHINESE 1 MANDARIN
	CHINESE 2 MANDARIN
	CHINESE 3
	CHINESE 3 HONORS
	CHINESE 4 HONORS
	FRENCH I
	FRENCH II
	FRENCH III
	FRENCH IV
A	FRENCH LANG IV/AP
A	FRENCH LIT V/AP
	FRENCH V (AP)
	SPAN LANG NAT SPK I
	SPAN LANG NAT SPK II
A	SPAN LANG NAT SPK III/AP
	SPANISH I
	SPANISH II
	SPANISH III
	SPANISH IV
A	SPANISH LANG IV/AP
A	SPANISH LIT V/AP

# CALIFORNIA HIGHER EDUCATION SYSTEMS – 2015/2016 (most current data available)

	Community Colleges <a href="http://www.cccco.edu">www.cccco.edu</a>	California State University <a href="http://www.calstate.edu">www.calstate.edu</a>	University of California <a href="http://www.universityofcalifornia.edu">www.universityofcalifornia.edu</a>	Independent Colleges <a href="http://www.aiccu.edu">www.aiccu.edu</a>
<b>Number Statewide</b> Schools in each system	112 SRJC, Marin, Napa, Mendocino, Contra Costa, Solano, Sacramento, Butte, Feather River, Los Angeles, San Diego, San Francisco, San Bernardino, Santa Barbara, etc.	23 Chico, East Bay, Humboldt, Los Angeles, Northridge, Sacramento, San Diego, San Francisco, San Jose, Sonoma State, etc.	10 Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz	Over 75 Claremont, Dominican, Mills, Pacific Union, Pepperdine, St. Mary's, Stanford, Occidental, University of the Pacific, etc.
<b>Nature of Programs and Curriculum</b>	Two-year schools Career and job entry majors Transfer classes AA degrees Vocational certificates Concurrent enrollment (for high school students)	Four-year schools with graduate programs Various majors, depending on the campus Pre-professional training Bachelor's degrees Master's degrees Teaching credentials	Four-year schools with graduate and professional programs Various majors, depending on campus or research institution Pre-professional training Bachelor's degrees Doctorate and professional degrees	Varies according to size
<b>Costs:</b> Full-time fees and/or tuition (not including books, supplies, room or board)	Approx. \$1,104 per year (\$46/unit)*	Approx. \$7,441 per year*	Approx. \$13,496 per year *	Approx. \$37,858 per year*
<b>Supported by:</b>	Public tax monies and student fees	Public tax monies and student fees	Public tax monies and student fees	Private funds and tuition fees
<b>Entrance Requirements for Freshman</b> GPA and Subject Admission Test (ACT or SAT)	Must be 18 years old or high school graduate. No subject requirements.	High school graduate. Meet eligibility index with minimum of 2.0 GPA. Full pattern of subject requirements completed with grade C or better. All grades count except PE and ROTC (grades 10-12).	A-G academic subject requirements completed with grade C or better. At least 3.0 GPA and meet eligibility index. Only UC approved courses calculated in GPA (grades 10-12). Students must finish 11 of the 15 a-g courses by the end of their junior year.	Prefer students who have met UC entrance requirements. Above 2.0 GPA.
	No college entrance exams required. College placement exams required to enroll in English, ESL, and math courses.	SAT Reasoning Test or ACT must be taken by November.	SAT Reasoning Test or ACT and must be taken by November.	SAT Reasoning Test or ACT Test. Some require SAT Subject Tests. Contact the individual college for specific test requirements.

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



**2016-17**  
**Casa Grande High School**  
**11<sup>th</sup> & 12<sup>th</sup> Grade**  
**Small Learning Communities**

**International House (iHouse)**

Required Core:

English 11 & 12  
 US Hist (11)/ Am. Govt -Econ (12)

Electives:

Environmental Science AP  
 Environmental Conservation and Restoration  
 Cultural Anthropology  
 Psychology Intro / Sociology  
 Culinary Arts Hospitality  
 Culinary Arts and Food Service Mgmt

**Health Career Pathway (HCP)**

Required Core:

English 11 & 12  
 US Hist (11)/ Am. Govt -Econ (12)

Electives:

Anatomy & Physiology  
 Clinical Biology  
Sports Medicine  
 Sports Medicine Adv  
 Health Occupation Students of America (HOSA)

**Global Electives**

*Refer to Course Selection sheet for complete listing*

Art I, II  
 Acting -Beg, Int, Adv  
 Auto I & Auto Engineering  
 Band - Concert, Symphonic, Jazz 1 & Jazz 2  
 Choir - Chamber & Concert  
 Culinary Arts  
 English Language Development  
 Journalism  
 Leadership  
 Music Appreciation  
 Photography - Beg & Adv  
 World Languages  
Yearbook  
Psychology AP  
Entrepreneurship  
 Astronomy

**Social Justice Academy (SJA)**

Required Core:

English 11 & 12  
 US Hist (11)/ Am. Govt -Econ (12)

Electives:

Legal Studies  
 PEACE (Philosophy, Ethics and Community Engagement)  
 Women & Gender Roles in History  
 Comparative Religions  
 Adv. Journalism

**Science, Technology, Engineering, Art and Mathematics (STEAM)**

Required Core:

English 11 & 12  
 US Hist (11)/ Am. Govt -Econ (12)

Electives:

3D Animation  
 Computer Graphic Design  
 Computer Science AP  
 Intro to Computer Science  
 Intro to Drafting and Design  
 AutoCAD  
 3D: Make  
 Computer Tech/PC Repair (MOUSE Squad)

# SMALL LEARNING COMMUNITIES (SLCs)

## Casa Grande High School

### FRESHMAN (9<sup>th</sup> grade) AND SOPHOMORE (10<sup>th</sup> grade) HOUSES

The 9<sup>th</sup> grade and 10<sup>th</sup> grade are organized into Small Learning Communities (SLCs) called houses. The houses consist of no more than 90-150 students who share common teachers for English, physical science and math in 9<sup>th</sup> grade. In the 10<sup>th</sup> grade, students share common English, biology, and world history teachers. The purpose of houses is to increase student achievement and to help students feel more connected to each other, to their teachers, and to the school. The houses give students and teachers an opportunity to create strong relationships by clustering smaller groups of students with a core group of teachers.

The houses provide all the advantages of a large high school such as numerous elective choices, strong arts and athletic programs, college-preparatory coursework, and a diverse student and teacher population while benefiting from some of the advantages that come with smaller schools. Research and experience show that students who attend schools with SLCs have higher attendance rates, higher graduation rates, lower drop-out rates, increased parent involvement, increased student participation in extra curricular activities, and increased school safety, thus higher achievement. Students who have strong relationships with adults and whose learning is rigorous and relevant do better in school. Also, teachers have a greater opportunity to discuss students' progress as a Small Learning Community and are more aware of their students' needs.

Freshman year is a pivotal one. Students who make a successful transition to high school have a greater opportunity for a successful high school experience and thus are more likely to be successful in post secondary education of any type. We believe that developing stronger connections to school and staff through freshman and sophomore houses helps students experience greater success both in high school and later in life.

### JUNIOR (11<sup>th</sup> grade) AND SENIOR (12<sup>th</sup> grade) CLUSTERS

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

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

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

- International House (iHouse)
- Health Careers Pathway (HCP)
- Social Justice Academy (SJA)
- Science, Technology, Engineering, Art and Mathematics (STEAM)



# ENGLISH

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

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

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

## ENGLISH 9

(9) Year

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

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

## ENGLISH 9 HONORS

(9) Year

**Prerequisite:** Selection for English 9 Honors is based on a placement test given to incoming 8th graders,, teacher recommendation, AND grades.

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

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

## ENGLISH 10

(10) Year

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

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

## ENGLISH 10 HONORS

(10) Year

**Prerequisite:** Selection for English 10 Honors is based on a placement test, teacher recommendation, AND grades.

This is a course for a motivated student. The class moves at an accelerated pace which is vertically aligned with AP Language and Composition as well as AP Literature and Composition. English 10 Honor students are expected to complete a summer assignment to be submitted the first day of school. In addition to reading 10<sup>th</sup> grade core literature, students will read titles specific to English 10 Honors.

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

## ENGLISH 11 iHouse (INTERNATIONAL HOUSE)

(11) Year

**Corequisite:** Enrollment in iHouse elective.

iHouse English 11 introduces students to themes in literature and non-fiction texts related but not limited to: international relations, communities and politics, the legitimacy of concepts such as race and culture, and what it means to be an active participant in a global community. Students will investigate and consider the purpose of the categorization of people, cultures, and races. They will incorporate content from iHouse U.S. History to draw conclusions about the effectiveness of the current global community in retaining and embracing culture. This course meets core curriculum and state standards for 11<sup>th</sup> grade and students will read texts from authors outside of the traditional American literary cannon - authors who have not, for whatever reason, been historically acknowledged as valuable artists and thinkers. iHouse English 11 prepares students for iHouse English 12 by encouraging them to be highly creative and critical thinkers.

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

## ENGLISH 11 HCP (HEALTH CAREERS PATHWAY)

(11) Year

**Corequisite:** Enrollment in HCP elective AND enrollment in Biology Clinical Applications OR Anatomy and Physiology OR Chemistry.

This class reinforces student interest in health careers, as well as concepts presented in the other health career electives.

This course meets the core curriculum and state standards for 11<sup>th</sup> grade English, with supplemental readings and discussion regarding physiology, forensic science, personal and mental health, and psychology. These topics are integrated into the core literature. Supplementary readings will be chosen to illuminate concepts and techniques in the health field and to reinforce topics covered in the students' science and social science courses. This course prepares students for future careers in the health sciences and related fields.

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

### **ENGLISH 11 SJA (Social Justice Academy)**

(11) Year

**Corequisite:** Enrollment in SJA elective.

This class aligns with the Social Justice Academy U.S. History class and will focus on themes of culture, conflict, and creativity. This course meets core curriculum and state standards for 11<sup>th</sup> grade, with supplemental readings and discussion on topics such as cultural identity and artistic expression, political rights and responsibilities, and global economic literacy. These topics are linked to the core literature in the class. The elective choices in this cluster support a deeper understanding of human nature and law and society. Students may have opportunities to take field trips, be exposed to a diverse and lively set of guest speakers, and find numerous opportunities to work within areas that interest them in the class and the community.

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

### **ENGLISH 11 STEAM (Science, Technology, Engineering, Art and Mathematics)**

(11) Year

**Corequisite:** Enrollment in STEAM elective.

**Highly Recommended Course Elective Options:** 3D Make, AP Computer Science, 3D Animation

This course addresses all English 11 Common Core Standards and aligns extremely closely with the STEAM U. S. History course. Students will engage in a thematic content connected to STEAM. The class will focus on innovation as portrayed through American literature (fiction, non-fiction, and poetry). This course will involve: writing a wide mode of essays, practicing rigorous rhetoric, and providing a contemporary context to American literature. The collaborative nature of this course allows students a thoughtful environment of support and relevance. STEAM electives broaden understanding of content through real world applications. Through research projects, and unique innovative opportunities, students are encouraged to think critically and creatively in their in their academic work.

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

### **ENGLISH 11 AP LANGUAGE AND COMPOSITION**

(11) Year

**Pre-requisite:** Teacher recommendation *AND* placement test.

This is a course based on the Advanced Placement English course description published by the College Board. It is a year-long course that is the equivalent to an introductory college composition course. The course is designed to help students gain increasing skills in reading prose in a variety of different contexts. Students also develop improved skills in writing for a variety of purposes and situations. The class also satisfies the school's core reading requirement emphasizing American literature. Students will take the AP Language and Composition exam at the end of the year. Course objectives include: students will read and analyze advanced level poetry and prose; students will write college level essays; students will speak competently and confidently to a group; students will complete independent research.

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

### **ENGLISH 12 iHOUSE (INTERNATIONAL HOUSE)**

(12) Year

**Corequisite:** Enrollment in iHOUSE elective

This class prepares students for the reality of the 21<sup>st</sup> Century world through the exploration and appreciation of the world beyond one's own community. iHouse English 12 students will explore and critically analyze literature outside of the typical American literary canon. Students will debate and dissect the meaning and value of concepts including culture, race, and what it means to be a part of a global community. They will draw upon topics related to international studies to develop research papers and projects. This course will draw upon students' knowledge and experiences in iHouse Economics and Government to bolster discussion about and understanding of the texts. iHouse English 12 meets core curriculum and state standards for 12<sup>th</sup> grade, with supplemental readings and discussion on topics such as international relations, cultural anthropology, race, and environmental displacement.

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

### **ENGLISH 12 HCP (HEALTH CAREERS PATHWAY)**

(12) Year

**Corequisite:** Enrollment in HCP elective *AND* enrollment in Anatomy and Physiology *OR* Chemistry *OR* Biology Clinical Applications.

This class reinforces student interest in health careers, as well as concepts presented in the HCP electives and Government/Economics classes. This course follows the core curriculum and state standards for 12<sup>th</sup> grade, with supplemental readings and discussion regarding physiology, forensic science, personal and mental health, and psychology. These topics are integrated to the core literature. This course allows students to select a class with interest in health careers. Supplemental readings for the class will be chosen for their ability to illuminate concepts and techniques in the health fields and to reinforce topics covered in the students' science and social science courses. Students will select a topic in the field of health for Project Serve. By pursuing their interests, students will find English more meaningful and relevant. This course prepares students for future careers in the health sciences and related fields.

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

### **ENGLISH 12 SJA (Social Justice Academy)**

(12) Year

**Corequisite:** Enrollment in SJA elective.

This class revolves around the broad themes and subjects of the liberal arts: literature, history, and the legal, artistic, and cultural traditions that influence and define the human condition. This course meets core curriculum standards for 12<sup>th</sup> grade, with supplemental readings and discussion on topics such as ethical rights and current legal issues. These topics are linked to the core literature in the class. This course allows students to select a class by interest in self-expression, critical thinking, and problem solving. By pursuing their interests, students will find English more meaningful and relevant.

**This course meets the *English* subject requirement for high school graduation. This course is *pending* approval to meet area **'b'** of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is an NCAA approved core course.**

## **ENGLISH 12 STEAM (Science, Technology, Engineering, Art and Mathematics)**

(12) Year

**Corequisite:** Enrollment in STEAM elective.

**Highly Recommended Course Elective Options:** 3D Make, AP Computer Science, 3D Animation

This class will reinforce STEAM themes and concepts, and closely align with content presented in the STEAM American Government/Economics courses. English 12 STEAM follows the core curriculum standards. Students will engage in supplemental readings, projects, and discussion regarding themes related to the STEAM concept and innovation. Project Serve activities will connect with STEAM. By pursuing their interests, students will find English more meaningful and relevant while gaining a wide range of critical thinking and communication skills.

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

## **ENGLISH 12 AP LITERATURE AND COMPOSITION**

(12) Year

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

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

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

## **JOURNALISM**

(10-12) Year

**Prerequisite:**

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

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

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

## **ADVANCED JOURNALISM**

(11-12) Year

**Prerequisite:**

**Minimum one year's experience in journalism and approval by instructor.**

Students in this course are experienced journalism students who produce the school newspaper, *The Gaucho Gazette*. Advanced Journalism students continue to hone and improve their skills in the basic principles of writing news, feature, opinion, and sports stories; photography; layout; interviewing; editing and desktop publishing. Students will have the opportunity to travel to the national high school journalism convention in the spring.

This course meets the *Elective* subject requirement for high school graduation. This course **pending** approval for an area **"g"** course in the UC/CSU Approved Course List (UC a-g list at the beginning of this hand book). This course is an NCAA approved core course.

## **NEWSPAPER PRODUCTION**

(10-12) Year

**Corequisite:**

**Must be taken concurrently with *Journalism*.**

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

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

# **ENGLISH LANGUAGE DEVELOPMENT**

## **ELD 1A/1B**

(9-12) Year

**Prerequisite:**

**Student score on the California English Language Development Test (CELDT).**

ELD 1A/1B is a two-period program designed to familiarize students with the sounds, structures and basic vocabulary of the English language. Students will develop the basic listening, speaking, reading and writing skills necessary for participation in an English-speaking environment. Through a range of topics chosen from everyday life experience and the concepts and readings encountered in their core academic classes, students will be taught to identify, describe, express, compare, classify and understand appropriate vocabulary, and to follow the conventions of English regarding capitalization, punctuation, sentence structure and word usage. The class is heavily oriented toward oral practice in content focused settings, but clarity in written expression and peer- and self-editing are also emphasized.

This course earns 5 units of English credit and 5 units of Elective credit per semester toward high school graduation.

## **ELD 2/3**

(9-12) Year

**Prerequisite:**

**Student score on the California English Language Development Test (CELDT).**

ELD 2/3 is a two-period program designed for ELD students to continue developing their written and oral language skills. Students will be introduced to English language arts academic and content vocabulary as it relates to reading comprehension, literary analysis, writing, listening and speaking. Students will learn proper essay structure and appropriate attention to common writing conventions. Students will compose a variety of essays including autobiographical, persuasive and literary analysis, employing MLA formatting. Students will read whole works of literature with an emphasis on developing higher order thinking skills. The class will also help to prepare students for the California High School Exit Exam.

This course earns 5 units of English credit and 5 units of Elective credit per semester toward high school graduation.

#### **ELD 4: Advanced Academic English**

(9-12) Year

**Prerequisite:** Display of reasonable fluency on CELDT.

ELD 4 is designed to assist the transition of EL students into the English Language Arts classes. Students enroll in ELD 4 concurrently with the English class appropriate to their grade level. The course will provide instruction to further develop and reinforce the students' writing, reading and speaking skills, and to support their acquisition of academic language in their content

area classes. Students will use expository (nonfiction) texts to write informed essays, give knowledgeable speeches, and engage in research based debates. Students will also receive English language support for their grade-level classes including English, Mathematics, Science and Social Science.

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

## **MATHEMATICS**

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

Students who do not meet the listed prerequisites in math will not be allowed to enroll in a more advanced course. For example, at the time of registration, students earning low grades (below "C") should plan to repeat their current course. Students may move ahead in math only if the second semester grade is a "C" or better.

Students planning to attend the University of California (UC) or California State University (CSU) must complete the *Geometry, AND Algebra II OR the Math 1, Math 2, and Math 3* sequence with grade of "C" or higher. The State of California requires completion of Math 1 content for a high school diploma.

***\*\*Please note: The Casa Grande High School Administration and Math Department are working closely with the Petaluma City Schools District to develop an accelerated math pathway which will prepare students to enroll in Advanced Placement Calculus in their senior year of high school. Students who qualify will be placed in the appropriate level math class, once the sequence of classes is determined.\*\****

#### **MATH 1**

(9 -12) Year

**Prerequisite:** Teacher recommendation.

This course is the first of three courses in a series that covers the same algebra and geometry concepts and skills that are included in the traditional Math 1, Geometry, and Algebra 2 math series. It provides opportunities for using pattern, modeling, and conjecture to build student understanding and competency in mathematics. The students will use mathematical models to represent real-world data, learn to provide clear and concise answers, and have computational and symbolic fluency. Technology tools will also play an important role in learning.

*This course aligns with the five goals of the UC mathematics requirement and satisfies the state Math 1 requirement.*

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

#### **MATH 2**

(10-12) Year

**Prerequisite:** Completion of Math 1 with a grade C or higher.

This course is the second in the sequence of integrated and investigative mathematics program designed to focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads

to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

#### **ALGEBRA 2**

(9 -12) Year

**Prerequisite:** A grade of C of higher in *both* Math 1 *AND* Geometry.

Algebra 2 is the third course in the *Math 1, Geometry, and Algebra 2* sequence required for acceptance into most four-year colleges and universities. It includes such topics as linear and quadratic equations and inequalities, composite and inverse functions, conic sections, complex numbers, exponential and logarithmic functions, sequences, and series.

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

#### **ALGEBRA 2 HONORS**

(9 -12) Year

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

The Honors Algebra 2 course extends the topics of Algebra 2. In addition, the honors course introduces sine/cosine functions, additional work with statistics, and optimization theory using discrete graphs. Honors students are expected to own and master the use of a graphing calculator as a tool for mathematical study.

**This course meets the *Math* subject requirement for high school**



**\*\*Please note: The Casa Grande High School Administration and Math Department are working closely with the Petaluma City Schools District to develop an accelerated math pathway which will prepare students to enroll in Advanced Placement Calculus in their senior year of high school. Students who qualify will be placed in the appropriate level math class, once the sequence of classes is determined.\*\***

graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used to satisfy area 'g'.) This course is an NCAA approved core course.

### **TRIG/MATH ANALYSIS**

(9-12) Year

**Prerequisite:** Grade of C or higher in Algebra 2 OR teacher recommendation.

Math Analysis blends the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. This course includes applications and graphs of trigonometric functions, analytic treatment of the conic sections, advanced graphing techniques, introduction to vectors, mathematical induction, and systems of three dimensions. **This course meets the *Math* subject requirement for high school graduation. This course meets area 'c' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is an NCAA approved core course.**

### **TRIG/MATH ANALYSIS HONORS**

(9-12) Year

**Prerequisite:** A grade of C or higher in Honors Algebra 2 OR teacher recommendation AND honors placement exam.

Honors Math Analysis is designed to lead into a college level calculus course. This course covers applications and graphs of trigonometric functions, advanced graphing techniques and the use of a graphing calculator, advanced sequence and series, analytic geometry, mathematical induction, vectors, limits, and introduction to derivatives.

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

### **CALCULUS A/B AP (ADVANCED PLACEMENT)**

(9-12) Year

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

This is a college level course covering the first year of differential calculus and integral calculus. Students are expected to have strong fundamentals in algebra, geometry, and trigonom-

etry. The course will use a college level textbook and students will take the Calculus AB Advanced Placement Exam. If students pass this exam, they may receive college credit for the course.

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

### **CALCULUS B/C AP (ADVANCED PLACEMENT)**

(11-12) Year

**Prerequisite:** Successful completion of Calculus A/B.

This is a college level course covering the second semester of differential and integral calculus. Students are expected to have strong fundamentals in algebra, trigonometry, and the topics covered in the first semester of college Calculus or AP Calculus A/B. The course will use a college level textbook and students will take the Calculus B/C Advanced Placement Exam. If students pass this exam, they may receive college credit for the course.

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

### **STATISTICS AP (ADVANCED PLACEMENT)**

(9-12) Year

**Prerequisite:** A grade of C or higher in Algebra 2 AND teacher recommendation.

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

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

## SCIENCE

### **PHYSICAL SCIENCE**

(9) Year

This course covers the subjects of chemistry, physics, and earth and space science. It includes laboratories and projects that teach basic science concepts, use of equipment, and measurement skills. Students will gain an appreciation for thinking critically, problem solving, and acting responsibly toward the natural world and its intricate, inter-related systems. Foundations for further science investigation will be established. Students must pass this 9th grade physical science class in order to proceed to other science courses.

**This course meets the *Physical Science* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU**

**Approved Course List for CSU and area 'g' for the UC (UC a-g list at the beginning of this handbook). This course is an NCAA approved core course.**

### **BIOLOGY**

(9-12) Year

**Prerequisite:** Completion of both semesters of Physical Science with a grade of D or better.

This one-year survey and laboratory course is designed to meet the needs of the college-prep student. A systems approach is used to study cells, the physiology of plants, and the anatomy and physiology of animals with an emphasis on human biology, genetics, evolution, and ecology. **This course meets the *Life Science* subject requirement for high school graduation. This course meets**

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

### **BIOLOGY HONORS**

(9-12) Year

**Prerequisite:** Completion of Physical Science AND Math 1 with a grade of A or better in each OR pass a placement test AND completion of Math 1 with a grade of B or better.

This survey and laboratory course in biological science is designed for the highly motivated college-prep student who is

interested in science. The course uses a systems approach, with a molecular emphasis, to teach cell biology, genetics, evolution, ecology, and structure and function of living things. Students must be willing to complete up to an hour of homework daily. Students will conduct and develop laboratory examinations, work in large and small groups, use a variety of research tools, develop essay-writing skills, read related novels, and practice oral presentations.

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

## **SCIENCE ELECTIVES:**

### **ASTRONOMY**

(10-12) Year

(Class is offered in even years: 2016, 2018, etc.)

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

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

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

This course is an NCAA approved core course.

### **ANATOMY AND PHYSIOLOGY HCP (Health Career Pathway)**

(11-12) Year

**Prerequisite:** Successful completion of a full year of Biology with a grade of C or better.

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

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

### **CLINICAL BIOLOGY APPLICATIONS HCP (Health Career Pathway)**

(11-12) Year

**Prerequisite:** Completion of Biology with a C or better.

This course introduces students to required skills and related

topics associated with careers in the health and medical fields. The focus is on teaching the foundations and career technical education standards for health sciences. The course combines 3 core units that include the fundamentals of health care, diseases, and clinical skills and diagnostic techniques. Students will explore topics in medicine through investigative activities, case studies, and labs. Students learn hands-on skills such as first aid/CPR and foundation skills needed to pursue a future in health care.

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

### **CHEMISTRY**

(11-12) Year

**Prerequisite:** Successful completion of Physical Science AND a minimum grade of C in Math 1 AND Geometry. Concurrent enrollment in either Algebra 2 OR Math Analysis.

**Corequisite:**

This is a college preparatory course in Chemistry. It is designed for college and university-bound students who have a good aptitude for math and science, are considering taking chemistry in college, but who may or may not plan to major in math or science. This course will cover the basic facts, concepts, principles, theories, problem-solving techniques, and lab work in general chemistry, and will provide a good preparation for future enrollment in a chemistry course at the college-level, as well as presenting applications of chemistry in everyday life and in a variety of professions. Topics covered are the structure, behavior, and properties of matter; atomic theory; the periodic chart; chemical compound writing and naming; the mole concept; balancing equations; stoichiometry; the Gas Laws; chemical bonding; solutions and solubility; acids and bases; and some nuclear and environmental chemistry. The course is mathematically oriented. A scientific calculator is required. A minimum of 30-60 minutes of homework is also required per class meeting.

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

### **CHEMISTRY HONORS**

(11-12) Year

**Prerequisite:** Minimum grade of "B" in Math 1 AND Physical Science and Geometry. Concurrent enrollment in Algebra 2 OR Math Analysis OR Calculus AND must achieve 80% or better on a placement exam given in the spring prior to course enrollment.

This is a college preparatory course in Chemistry. It is designed for university bound students who have a strong aptitude for math and science, who will be taking chemistry in college, and who plan to major in either math or science. This course will

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

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

### **ENVIRONMENTAL CONSERVATION AND RESTORATION**

#### **(iHouse)**

(11-12) Year

**Prerequisite:** Successful completion of Math 1/Algebra 1 AND Biology

The Environmental Conservation and Restoration course provides students with the theoretical background and practical skills necessary to make an effective contribution in the fields of resource management, species preservation, or environmental conservation and restoration. The applied portion of the course focuses on the restoration and management of a local creek's ecosystem and the high school's state-of-the-art fish hatchery. Students will acquire a wide range of academic, technical, managerial, interpersonal, and problem-solving skills, all of which have a demonstrated value in the post secondary setting. Students will exceed core academic knowledge and demonstrate critical thinking skills as they apply knowledge to laboratory experimentation and maintenance of the fish hatchery. A variety of resources will be accessed for the purpose of creating written and oral presentations that demonstrate students' knowledge and application of scientific principles. **This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course *pending approval* to meet area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).**

### **ENVIRONMENTAL SCIENCE AP iHouse (INTERNATIONAL HOUSE)**

(11-12) Year

**Prerequisite:** Meet with instructor AND approval of the department.

This is an iHouse elective. AP Environmental Science (APES) is a course that aims to provide students with the scientific knowledge and skills required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the risks associated with these problems, and to examine potential solutions for resolving or preventing them. APES is unique in that it stresses not only scientific knowledge and skills, but also emphasizes the study of environmental issues from sociological and political perspectives. Topics include ecosystem health, species diversity, natural resource consumption, pollution, alternative energy sources, climate change, and sustainability. Considerable emphasis is placed on field investigations and laboratory study. Students will practice techniques for ecosystem monitoring in the local environment. Students will take the Environmental

Science AP exam and may earn college credit with a score of 3, 4, or 5.

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

### **HEALTH OCCUPATION STUDENTS OF AMERICA**

#### **(HOSA) (HCP)**

(9-12) Year

This course is designed to help students become prepared for future careers in the health sciences. The foundation of this class stems from the Health Occupations Students of America Organization that is endorsed by the U.S. Department of Education and is integrated in health science education throughout the country. It connects core academic and career technical education standards (CTE) for Health Science and Medical Technology Sectors (HSMT). The integration of these standards develops curriculum for students to gain knowledge, technical skills and leadership skills needed to be successful in health sciences. This class is repeatable at each grade level. Class may be offered outside of normal school day. For more information regarding H.O.S.A. visit: [www.HOSA.org](http://www.HOSA.org)

**This course meets a subject requirement for high school graduation.**

### **PHYSICS**

(11-12) Year

**Prerequisite:** A grade of C or better in Algebra 2. Successful completion of Chemistry is recommended, but not required.

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

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

### **PHYSICS ADVANCED PLACEMENT (AP)**

(11-12) Year

**Prerequisite:** Concurrent enrollment in Math Analysis OR Calculus. Minimum grade of B in Chemistry OR teacher's permission.

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

**This course meets the *Third Year Math/Science Related* subject requirement for high school graduation. This course meets area 'd' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course will receive extra honors gradeweighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

## **SPORTS MEDICINE (HCP)**

(11-12) Year

**Prerequisite:** Completion of 20 credits of PE. Successful completion of Biology AND Math 1. Concurrent enrollment in Chemistry is recommended.

This course is designed to provide students with an introduction to athletic training. Students will learn the components of exercise science/sports Medicine including exploration of therapeutic careers, medical terminology, anatomy and physiology, first aid, injury prevention principles, the healing process, rehabilitation techniques, therapeutic modalities, sports nutrition, sports psychology, and performance enhancement philosophies. The course includes class work and practical hands-on application in prevention, treatment and rehabilitation of sports injury, taping injuries, and first aid/CPR. Lectures and labs will provide an overview of anatomy, physiology, exercise physiology, and kinesiology. The course is recommended for any student interested in the career of sports

medicine, athletic trainer, or physical therapist.

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

## **SPORTS MEDICINE ADVANCED (HCP)**

(12) Year

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

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

**This course meets the elective requirement for high school graduation.**

# **SOCIAL SCIENCE**

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

## **WORLD HISTORY**

(10) Year

Students will examine the major turning points in the shaping of the modern world from 1700 to the present, and understand the evolution of democratic ideas and political ideals such as equality, justice under the law, and freedom. Through a series of case studies of significant regions in the modern world, students will analyze contemporary issues and world problems. By discussing specific needs and various approaches to their resolution, students will develop a positive response to many world problems and understand that their involvement makes a difference. **This course meets the World History subject requirement for high school graduation. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is an NCAA approved core course.**

## **WORLD HISTORY AP**

(10) Year

**Prerequisite:** Student application AND approval by the department

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

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

## **UNITED STATES HISTORY iHouse (INTERNATIONAL HOUSE)**

(11) Year

**Corequisite:** Enrollment in iHOUSE elective

iHouse U.S. History explores the major turning points in the

history of the United States, with a focus on the development of a pluralist culture out of a welter of divergent influences, and the impact of that culture on an increasingly interdependent world. The role of our political institutions in preserving, or impeding, social, cultural, economic, and environmental sustainability is strongly emphasized. The students will also analyze the ways that literature, music, and the visual arts can both reflect and drive social and cultural change.

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

## **UNITED STATES HISTORY HCP (HEALTH CAREERS PATHWAY)**

(11) Year

**Corequisite:** Enrollment in Biology Clinical Applications OR Anatomy & Physiology OR Chemistry OR Advanced Sports Medicine

This course examines major turning points in American History in the 20th century, reflecting continuity and change from the nation's beginnings. The California State Standards for U.S. History are followed, but there is an emphasis on health careers and developments in the health field when appropriate. Students will develop skills in data collection, map and graphic interpretation, and written presentation. Orally and in writing students will discuss cause and effect, make comparisons, and evaluate material. Students will use the research process to retrieve, analyze, and organize information, and will negotiate with others to solve problems or reach decisions. Students will develop a working knowledge of the influence health careers have had on the United States and how these decisions can affect the future of our society and our nation's relationships with other countries.

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



### **UNITED STATES HISTORY SJA (Social Justice Academy)**

(11) Year

**Corequisite:** Enrollment in SJA elective.

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

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

### **UNITED STATES HISTORY STEAM (Science, Technology, Engineering, Art and Mathematics)**

(11) Year

**Corequisite:** Enrollment in STEAM elective

**Highly Recommended Course Elective Options:** 3D Make, AP Computer Science, 3D Animation

This course will align closely with the STEAM English 11 Course. Students will examine the major turning points in the history of the United States from the post-Civil War era to the present, with a particular emphasis on the innovators of American History. The students will understand that the United States has demonstrated the strength and dynamism of a racially, religiously and culturally diverse people, but has only reached this through trial and error. In addition to the analysis of the evolving definitions of our rights and freedoms under the political principles embodied in the Constitution, students will study how innovative thinkers have influenced the actions and values of the United States as our society has grown more technically advanced and complex. Students will develop oral presentation skills coupled with a technology emphasis.

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

### **UNITED STATES HISTORY AP**

(11) Year

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

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

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

### **AMERICAN GOVERNMENT iHouse (INTERNATIONAL HOUSE)**

(12) Semester (blocks with ECO-iHOUSE)

**Corequisite:** Enrollment in iHOUSE elective

iHouse American Government extends the study of the devel-

opment of our political institutions to consider their sustainability in an increasingly interdependent world. Through comparisons to alternative models, students will understand how government structures reflect social and cultural values. Contemporary issues in domestic politics and foreign relations are stressed, to illuminate fundamental issues of governance. **This course meets the *American Government* subject requirement for high school. This course meets area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is an NCAA approved core course.**

### **AMERICAN GOVERNMENT HCP (HEALTH CAREERS PATHWAY)**

(12) Semester (blocks with ECON HCP)

**Corequisite:** Enrollment in Biology Clinical Applications OR Anatomy & Physiology OR Chemistry OR Advanced Sports Medicine

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

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

### **AMERICAN GOVERNMENT SJA (Social Justice Academy)**

(12) Semester (blocks with ECON SJA)

**Corequisite:** Enrollment in SJA elective.

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

**This course meets the *United States History* subject requirement for high school graduation. This course is pending approval to meet area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is pending approval to be an NCAA approved core course.**

### **AMERICAN GOVERNMENT STEAM (Science, Technology, Engineering, Art and Mathematics)**

(12) Semester (blocks with ECON STEAM)

**Corequisite:** Enrollment in M<sup>3</sup> elective

Through a study of the Constitution and the Bill of Rights and their practical expression in the structure of the government of the United States, students will gain an understanding of the fundamental principles and methods of democratic government. The expression and development of innovation and its influence on social and political developments. The students will choose a topic related to STEAM as a basis for Project Serve. Students will gain an understanding of the different contemporary approaches to the problems of authority and power and the influence of political beliefs on economic and social developments. **This course meets the *American Government* subject requirement for high school. This course will meet area 'a' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is an NCAA approved core course.**

### **AMERICAN GOVERNMENT AP (ADVANCED PLACEMENT)**

**(12) Semester (blocks with Macroeconomics AP)**

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

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

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

### **ECONOMICS iHOUSE (INTERNATIONAL HOUSE)**

**(12) Semester (blocks with American Government iHOUSE)**

**Corequisite:** Enrollment in iHOUSE elective.

iHouse Economics explores the sustainability of free market capitalism in an increasingly interdependent world. Fundamental economic concepts and relationships are analyzed in their domestic context, and then examined for their international ramifications. The economic, political, cultural, and environmental impacts of globalization are stressed.

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

### **ECONOMICS SJA (Social Justice Academy)**

**(12) Semester (blocks with American Government SJA)**

**Corequisite:** Enrollment in SJA elective.

This class is part of the Social Justice Academy cluster and covers state and district content standards for Economics. Economics SJA offers students an introduction to the fundamental principles that govern economic behavior, systems, and structure of modern economies, particularly that of the United States. As part of the Social Justice Academy cluster, the course will emphasize the role that the economy has played in influencing social cultural identities, artistic and political expression, and

individual and group rights. Through supplemental reading, classroom discussion, and hands-on projects, students will better appreciate the important role that economic systems play in our lives and in the history of the United States. Students will select a topic for Project Serve related to Social Justice.

This course meets the *Economics* subject requirement for high school graduation. This course is pending the approval to meet area 'g' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is pending approval to be an NCAA approved core course.

### **ECONOMICS STEAM (Science, Technology, Engineering, Art and Mathematics)**

**(12) Semester (blocks with American Government STEAM)**

**Corequisite:** Enrollment in STEAM elective.

This course is part of the STEAM Cluster, Case studies and examples of key concepts will be chosen to connect to the ideas related to STEAM and will demonstrate the ramifications of topics covered in the students' English and elective classes. The course will help prepare students for further study of economic innovation.

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

### **MACROECONOMICS AP (ADVANCED PLACEMENT)**

**(12) Semester (blocks with American Government AP)**

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

This is a college-level course designed to develop a technical understanding of how the interaction of the forces of supply and demand determines the overall levels of employment, income, production, interest and prices in the U.S. economy. The course is fast-paced, with an emphasis on reading and lecture presentations. Critical thinking and analytical skills are stressed. Students will be prepared for the AP Macroeconomics exam in May, for which they may earn college credit.

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

## **SOCIAL SCIENCE ELECTIVES**

### **CULTURAL ANTHROPOLOGY iHouse (INTERNATIONAL HOUSE)**

**(11-12) Year**

In this course students will explore human cultural diversity and interrelationships on a global scale. Students will compare and contrast human traditions such as kinship, childrearing, religion, magic, political systems, language, and our relationship to nature. The insights provided through cultural anthropology for other disciplines such as medicine, tourism, education, economic development, communication, biology, conflict resolution studies, and human resource management will also be presented.

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

### **WOMEN & GENDER ROLES IN HISTORY SJA (SOCIAL JUSTICE ACADEMY)**

**(11-12) Semester (blocks with Legal Studies).**

This class examines the contributions of women throughout history and modern-day controversies concerning gender. Women's influence in prehistory, ancient history, witch trials,

the Middle Ages, and the activism of the feminist movements is explored. Students' interests guide much of the curriculum and discussion. The emphasis is on critical thinking through discussion and real-world projects.

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

### **LEGAL STUDIES SJA (Social Justice Academy)**

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

**Corequisite:** Must choose two semester classes.

In this course, students will study current issues and controversies relating to law and the legal system. Students will acquire knowledge of the civil and criminal legal systems in the United States and develop an interest in, and appreciation for, the civil liberties protected by the U.S. Constitution. Through lectures, film, class activities, research, and class discussion, the students will explore not only the "nuts and bolts" of American law, but they will also acquire a working acquaintance with the skills, tactics, and strategies required in the courtroom. It is the objective of this course to give the students the analytical tools need-

ed to understand the complex "real world" benefits and risks of everyday life in a country governed by laws.

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

### **PSYCHOLOGY INTRO iHOUSE (INTERNATIONAL HOUSE)**

**(11-12) Semester**

**Corequisite: Must choose two semester classes.**

This course offers an overview of the history of psychology and major figures in its development, with units on adolescent development, the brain and its functions, depression and suicide, group influence and psychological disorders, and treatments and therapies. The class uses lectures, quizzes, daily assignments, written responses to films and articles, contemporary psychology magazine reports, clinical data, and research projects to fulfill requirements.

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

### **PSYCHOLOGY AP**

**(11-12) Year**

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

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

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

**course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

### **PEaCE (Philosophy, Ethics, and Community Engagement) SJA (Social Justice Academy)**

**(12) Year**

**Prerequisite: Must be part of SJA Cluster.**

This class has two parts. The first looks at questions of right and wrong, or "ethics." We will look at famous philosophers and thinkers and how they have addressed these questions over time. The first semester is based almost entirely on discussion of these questions. Second semester, the class will apply these questions to local issues and be introduced to local government. The class will then engage the City of Petaluma and/or region in a semester project based on the philosophy studied in the fall. The class will collectively decide to address a problem or issue faced in the "real world," but locally. Students can also use this as a platform for Project Serve.

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

### **SOCIOLOGY iHouse (INTERNATIONAL HOUSE)**

**(11-12) Semester**

**Corequisite: Must choose two semester classes.**

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

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

## **PHYSICAL EDUCATION and PE ELECTIVES**

### **PE 9 COURSE 1**

**(9) Year**

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

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

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

### **PE 10 COURSE 2**

**(10) Year**

**Prerequisite: Completion of PE 9.**

Students in Course 2 will focus on the primary standards of high school Physical Education.

Activities included are self-defense, tumbling, yoga, Pilates, team activities, aerobic and anaerobic training, specific performance skills and drills, and muscular strength and endurance training.

Juniors and Seniors who have not met the 20 credit Physical Education requirement should take PE 10 Course 2.

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

## PE ELECTIVES:

### PE INDEPENDENT STUDY

(9-10) Year

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

- Student must maintain a “C” average
- The activity is not available in the school program
- The activity fulfills the district’s physical education objectives

- The activity may develop expertise for Olympic, national, or state competitions
- Applicant’s coach or trainer must complete the Coach/Trainer Agreement
- Student is in training *at least* 15 hours per week
- Student shows prior commitment to the activity
- Student’s class schedule is not disrupted

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

## WORLD LANGUAGES

### FRENCH 1

(9-12) Year

**Prerequisite:** Overall GPA of 2.0 for incoming freshmen

This is an academic course for students with little or no previous experience with the French language. The student is introduced to

the language and culture of French-speaking countries. French 1 is an integrated program emphasizing reading, writing, speaking and listening. French culture is also presented via celebrating holidays, cooking, art, music, sports and more. Resources include textbooks, workbooks, videotapes, CD's and DVD's, magazines, newspapers, and the Internet. Communication,

cooperation, collaboration as well as mastery of vocabulary and grammatical concepts are a focus in all French courses. Success in French 1 is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress.

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

### FRENCH 2

(9-12) Year

**Prerequisite:** Grade C or higher in French 1 OR recommendation of the teacher.

Through the use of texts, literature, workbooks, videos, CD's and DVD's, etc., students will continue to advance their listening, speaking, reading, and writing skills. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts remain a focus in the course. Cultural awareness will be integrated into the curriculum through authentic and relevant materials. Success in French 2 is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress and promotion.

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

### FRENCH 3

(10-12) Year

**Prerequisite:** Grade of C or higher in French 2 OR recommendation of the teacher.

In addition to the above, a major goal of this upper division

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

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

### FRENCH 3 HONORS

(10-12) Year

**Prerequisite:** Grade of B or higher in French 2 OR teacher approval.

This course is offered to highly motivated students who want to be challenged with a fast paced curriculum. Grammar and vocabulary will be covered in more depth; some grammatical concepts which are not taught in the regular French III curriculum will be introduced. Students will continue to develop their understanding of French speaking cultures by integrating information on literature, art, history, music and current events into the curriculum. Students will also be working on Pre AP French skills and activities including reading, writing, listening, and speaking. The course is conducted primarily in the French Language.

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

### FRENCH 4 LANGUAGE and CULTURE ADVANCED PLACEMENT

(10-12) Year

**Prerequisite:** Grade of B or higher in French 3 OR teacher approval.

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

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

## **SPANISH 1**

(9-12) Year

**Prerequisite:** Overall GPA of 2.0 for incoming freshmen

This is an academic course for students with little or no previous experience with the Spanish language. The student is introduced to the language and culture of Spanish-speaking countries. Spanish 1 is an integrated program emphasizing reading, writing, speaking and listening. Spanish speaking culture is also presented via celebrating holidays, cooking, art, music, sports, and more. Resources include textbooks, workbooks, videotapes, CD's and DVD's, videotapes, CD's and DVD's, magazines, newspapers, and the Internet. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts, are a focus in all Spanish courses. Success in Spanish 1 is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress.

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

## **SPANISH 2**

(9-12) Year

**Prerequisite:** Grade of C or higher in Spanish 1 OR teacher recommendation.

Through the use of texts, literature, workbooks, videos, CD's and DVD's, etc., students will continue to advance their listening, speaking, reading, and writing skills. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts remain a focus in the course. Cultural awareness will be integrated into the curriculum through authentic and relevant materials. Success in Spanish 2 is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress and promotion.

## **SPANISH 2 IN THE WORKPLACE**

(9-12) Year

**Prerequisite:** Grade of C or higher in Spanish 1 OR teacher recommendation.

This course focuses on professional vocabulary, cultural concepts, and oral, listening, reading and writing Spanish skills essential to success in various career fields. Authentic and relevant materials related to careers are an important component of the course. This course fulfills Spanish II requirements.

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

## **SPANISH 3 IN THE WORKPLACE**

(10-12) Year

**Prerequisite:** Grade of C or higher in Spanish 2 OR Spanish 2 in the Workplace OR Native Speaker 2 OR teacher recommendation.

This course focuses uses in-depth exploration of professions as a medium to learn the same grammatical concepts as presented in all Spanish 3 classes. The students practice reading, writing, speaking, and listening, using vocabulary and scenarios related to the profession they are exploring. Each student explores a profession of choice. The final product is a comprehensive portfolio in Spanish which includes job shadows,

practice interviews, and presentations in Spanish. This course fulfills Spanish 3 requirements.

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

## **SPANISH 3 HONORS**

(10-12) Year

**Prerequisite:** Grade of B or higher in Spanish 2, Spanish 2 in the Workplace OR teacher recommendation.

This course is offered to highly motivated students who want to be challenged with a fast paced curriculum. Grammar and vocabulary will be covered in more depth; some grammatical concepts which are not taught in the regular Spanish III curriculum will be introduced. Students will continue to develop their understanding of Spanish speaking cultures by integrating information on literature, art, history, music and current events into the curriculum. Students will also be working on Pre AP Spanish skills and activities including reading, writing, listening, and speaking. The course is conducted primarily in the Spanish language.

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

## **SPANISH 4 IN THE WORKPLACE**

(10-12) Year

**Prerequisite:** Grade of C or higher in Spanish 3 OR Spanish 3 in the Workplace OR Native Speaker 2 OR teacher recommendation.

This course is conducted in Spanish and students are expected to use Spanish at all times. This course begins with a team focus on nation building and all its organizational requirements, then transitions to individual student career choices. In the first semester, students will engage speakers from the community to research concepts needed to create an effective country and its collective systems. In the second semester, students work individually with a mentor representative of the students' career choice to design a scenario in which they might work as a professional. **This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).**

## **SPANISH 4 LANGUAGE AND CULTURE AP**

(10-12) Year

**Prerequisite:** Grade of B or higher in Spanish 3 OR Spanish 3 in the workplace OR teacher recommendation, AND completion of a summer assignment.

This course is conducted in Spanish and students are expected to use Spanish at all times. In this course *all* components of language will be assessed. The ever-widening spiral of language proficiency incorporates review with exposure to structurally complex materials. We encourage self-motivation and self-assessment to create independent uses of Spanish. The class includes dialogues, grammar, literature, periodicals, etc. Students will be encouraged to evaluate and assess their skills as an integral part of class participation. Students will prepare for the Advanced Placement Exam in Spanish Language and culture. **This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). This course is an NCAA approved core course. This course receives extra honors grade point weighting (A=5, B=4, C=3)**



## **SPANISH FOR NATIVE SPEAKERS 1**

(9-12) Year

**Prerequisite:** Written placement exam *AND* Spanish as a language *OR* regular contact with Spanish language at home.

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

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

## **SPANISH FOR NATIVE SPEAKERS 2**

(9-12) Year

**Prerequisite:** Grade of C or higher in Spanish for Native Speakers 1 *OR* teacher recommendation.

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

introduced. Students are expected to be active participants in class discussions.

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

## **SPANISH FOR NATIVE SPEAKERS 3 LANGUAGE AND CULTURE AP**

(10-12) Year

**Prerequisite:** Grade of B or higher in Spanish for Native Speakers 2 *OR* teacher recommendation.

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

**This course meets the *Fine Arts or Foreign Language* subject requirement for high school graduation. This course meets area 'e' of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook). (This course cannot be used for area 'g'.) This course is an NCAA approved core course. This course receives extra honors grade point weighting (A=5, B=4, C=3).**

# **VISUAL AND PERFORMING ARTS**

## **ART 1**

(9-12) Year

This is a one-year course designed to introduce students to the experience of creating art. Basic drawing skills are stressed, as well as exposure to a variety of materials and ideas. The course covers imaginative and observational life drawing, values, sculpture, color, perspective, design, and composition. Students will learn about other cultures and their art by studying art history, and will learn to think critically and talk about their own work in group discussions. This class is a prerequisite for the advanced art classes, and it is recommended that Art 1 be taken at the freshman or sophomore level.

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

## **ART 2**

(10-12) Year

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

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

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

## **3D: Make**

(10-12) Year

**Prerequisite:** Art 1

3D: Make is a maker-centered 3-D design class where the emphasis is on innovation, exploration, tool-use, and individual/group problem solving. This class combines STEAM (Science Technology Engineering Art and Mathematics) as well as the Studio Habits of Mind to develop the skills and confidence of the future designers of the 21<sup>st</sup> century. We will investigate how things are made in our world, how they are put together, and how they come apart – then envision how we can make them better! This is a stand-alone class within the art department and does not serve as a prerequisite for Art 2 and photography. Using a huge variety of materials from wood, plaster, metal, clay, and fiber, as well as basic circuitry and electronics, students will have access to an impressive range of high and low tech equipment, from hand tools and power tools to 3-D printing and laser cutting. As students build, make, and develop they will learn about the true power of collaboration, community, complexity, and about themselves.

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

## **PHOTOGRAPHY**

(10-12) Year

**Prerequisite:** Grade of C or better in Art 1

The class will explore the art of black and white photographic printmaking. Photography will include use of 35 mm film cameras and digital cameras as well. The class will work together in a darkroom to create black and white photographic prints and will print color, digital images as homework. We will learn through art history, critiques, and art production.

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

### **PHOTOGRAPHY ADVANCED**

(11-12) Year

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

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

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

### **ACTING BEGINNING**

(9-12) Year

This course uses lots of fun games and improvisation to help students understand some of the basic principles of acting. In doing these games, students learn to trust one another and to communicate with their bodies and voices. As the term progresses, students learn through scripted scene work how to analyze a role, create a character, audition, and basically gain an understanding of how the theatre works. Students get an introduction to some camera acting and voice acting. Technical elements of theater are explored, such as sets, costumes, lights, sound, and make-up. Students with interest in these areas are encouraged to develop their skills and participate in the school's productions.

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

### **ACTING INTERMEDIATE**

(10-12) Year

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

Students continue with more focused improvisation to help them become more free and inhibited in their acting choices. Students develop more advanced skills in scene work and audition work, and begin to explore advanced areas acting such as dialects, camera acting, voice-over, and some classical work. This class will often combine with the Advanced Acting Class on projects. The main stage productions are largely cast from members of the Intermediate and Advanced Classes. The main-stage plays require rehearsal after school hours. There is no requirement to participate in the main-stage play to be a member of this class. As with the beginning class, areas of technical theatre are a possibility for any student, including working on sets, lighting, sound, and costumes.

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

### **ACTING ADVANCED**

(11-12) Year

**Prerequisite:** Approval of instructor *AND* possible audition.

The emphasis of this course is advanced performance. Advanced acting and drama concepts are explored: camera acting scenes, voice-over, classical and period-style acting,

advanced auditioning formats, directing. Since students often repeat this class, the content is not the same every year. Most of the students who take this class are interested in being involved in the main-stage shows in the fall and spring. For that reason, work in this class is often done with a view toward preparing the actors for the type of show being performed. It is not necessary to perform in the main-stage shows to take the class. Some students who take the class are planning to go to colleges with theatre programs. If students are interested in developing a technical area of theatre or stage management, opportunities can be made to do projects in these areas as well.

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

### **BAND FRESHMAN**

(9) Year

**Prerequisite:** Participation in 8<sup>th</sup> grade band *OR* approval of the instructor (This *is not* a beginning band class).

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

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

### **BAND CONCERT**

(10-12) Year

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

This is an advanced performing ensemble of sophomores, juniors, and seniors who have demonstrated proficiency on their instruments. The Concert Band performs at public concerts, football games, parades, graduation, and various festivals throughout the year. Students will perform a variety of works of different styles and musical periods. Time outside of class will be required for special rehearsals, concerts, festivals, parades, field shows, and other events. All students are expected to participate in all band activities. Grades are linked to band participation, performance participation, and individual progress on the instrument. There is a donation for uniform rentals requested of all students. The class is a prerequisite for admittance into Symphonic Band.

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

### **BAND SYMPHONIC**

(10-12) Year

**Prerequisite:** Concert Band *AND* audition *AND* approval of the instructor.

This is the most advanced performing ensemble, with selection of members based upon their experience and the need for full and balanced instrumentation. The Symphonic Band performs at public concerts, football games, graduation, festivals, and various other events throughout the year. A large variety of musical styles will be drawn from including classical, popular, symphonic, marching, and contemporary works. Time outside

of class will be required for special rehearsals, concerts, festivals, parades, field show, and other events. All students are expected to participate in all band activities. There is a donation for uniform rentals requested of all students.

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

### **JAZZ BAND 1 “JV”**

(9-12) Year

**Prerequisite:** Approval of the instructor *AND/OR* audition.

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

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

### **JAZZ BAND 2 “VARSITY”**

(9-12) Year

**Prerequisite:** Audition only.

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

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

### **CHAMBER CHOIR**

(9-12) Year

**Prerequisite:** Concert Choir *AND/OR* director approval.

This course is open to students that have already been in the Concert Choir or have previous choral experience. Chamber Choir is designed to further increase the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening. Students will sing a wide range of literature from a variety of time periods, continents, languages, cultures, and styles. Students will perform medium to difficult high school choral literature for performances in concerts and festivals. This course may be repeated for additional credit.

**This course is pending approval for an area “f” course in the UC/CSU Approved Course List. (UC a-g list at the beginning of this handbook).**

### **CONCERT CHOIR**

(9-12) Year

This course is open to all students interested in participating in a mixed choir (Soprano, Alto, Tenor, and Bass). Concert Choir is designed to develop the vocal skill and performance levels of each student and to develop aesthetic and cultural values through critical listening. Students will sing a wide range of choral literature from a variety of time periods, continents, languages, cultures, and styles. Students will perform easy to medium high school choral literature for performances in concerts and possibly festivals. This course may be repeated for additional credit. *No* prior musical experience necessary.

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

### **MUSIC APPRECIATION**

(9-12) Year

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

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

## **BUSINESS, TECHNOLOGY AND WORK EXPERIENCE**

### **AUTOMOTIVE ENGINEERING**

(10-12) Year

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

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

### **AUTOMOTIVE REPAIR TECHNOLOGY**

(11-12) Year

**Prerequisite:** Automotive Technology *OR* permission of instructor.

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

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



### **INTRO TO DRAFTING AND DESIGN**

(9-12) Year

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

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

### **AUTOCAD 2D MECHANICAL**

(10-12) Year

**Prerequisite:** Completion of Drafting 1.

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

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

### **AUTOCAD 2D ARCHITECTURAL**

(10-12) Year

**Prerequisite:** Completion of Drafting 1.

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

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

### **INTRODUCTION TO COMPUTER SCIENCE PRINCIPLES STEAM (Science , Technology, Engineering, Art and Mathematics)**

(10-12) Year

**Prerequisite:** Grade of C or higher in Geometry.

This introductory survey course based on the UC Berkeley CS10 course offers students a hands-on introduction to computer science that surrounds us every day. The course is far more than just learning to program. It will focus on some of the “big ideas” in computing, such as abstraction, design, recursion, concurrency, simulation, and the limits of computation. It will show some beautiful applications of computing that have changed the world and explore the history of computing and where it will go in the future.

**This course meets the *third year Math/Science* subject requirement for high school graduation. This course is approval for area “g” of the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).**

### **COMPUTER SCIENCE AB AP STEAM (Science , Technology, Engineering, Art and Mathematics)**

(10-12) Year

**Prerequisite:** Grade of C or higher in Algebra 2.

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-orientated and imperative problem and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, com-

plex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

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

### **COMPUTER TECHNOLOGY / PC Repair (MOUSE Squad)**

(9-12) Year

MOUSE Squad is a national program which prepares and supports teams of student to establish and sustain technical support help desks in their schools. MOUSE Squad improves a school’s capacity to integrate technology into teaching *and* learning by providing on-site technical support while creating a hands-on 21<sup>st</sup> century learning experience. Core elements of the program include student and teacher computer troubleshooting, database and help desk operations training, and development of information & communication technology.

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

### **CULINARY ARTS**

(9-12) Year

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

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

### **CULINARY ARTS & HOSPITALITY MANAGEMENT iHouse (International House)**

(10-12) Year (Offered in odd years: 2015, 2017, etc.)

**Prerequisite:** Satisfactory completion of Culinary Arts.

In this course students will expand their study of Culinary Arts and explore hospitality management. Students will learn and apply knowledge through standards and project-based curriculum, both in the lab class setting and in a working food service kitchen. Students will develop culinary skills through nutritional analysis and recipe costing and development. They will learn the correct use of food service equipment and food and kitchen safety; with an emphasis on local, organic and seasonal products. In addition, students will learn about small business management through the operation of a food production and catering business, including production, finance, marketing, and customer service. Students are required to work 6-12 hours outside of the classroom on school catering events. .

**This course meets the *Elective* subject requirement for high school graduation. This course is pending approval for an area “g” course in the UC/CSU Approved Course List (UC a-g list at the beginning of this handbook).**

### **CULINARY ARTS FOOD SERVICE MANAGEMENT iHouse (International House)**

(10 -12) Year (Offered in even years: 2016, 2018, etc.)

**Prerequisite:** Students must pass the introductory culinary arts course prior to taking this course.

In this course students will expand their study of Culinary Arts and expand food production and sales to faculty through an on-site catering program. Students will learn and apply knowledge through standards and project-based curriculum, both in the lab class setting and in a working food service kitchen. Students will develop culinary skills through nutritional analysis and

recipe costing and development. The units are designed to teach students the correct use of food service equipment and food and kitchen safety; with exploration of local, organic and seasonal products. In addition, students will learn about small business management through the operation of a food production and catering business, including production, finance, marketing, and customer service. Students will plan, prepare, and serve snacks for school meetings. Students will be required to serve 10-15 hours per year outside of class time for catering events. Students will be responsible for maintaining SERVSAFE standards in the kitchen. Students will be assigned a weekly score for kitchen sanitation and work ethic. Students will be required to work 1 catering event each semester. Students will have an opportunity join SkillsUSA and be part of culinary competitions.

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

### **ENTREPRENEURSHIP STEAM (Science, Technology, Engineering, Art and Mathematics)**

**(10 -12) Year**

This course trains students in business-planning, business-management, marketing, and accounting through the hands-on development and operation of a small business. Student business plans are due at the end of the first semester and are entered into the Napa Valley College business plan competition. If accepted, students are expected to present at the NVC event in December. In addition to developing their own business ideas, Entrepreneurship students will gain hands-on management and marketing experience through running Sartain's Menu, a sauce business donated to the school in 2012. Students must complete sauce demos on school campus and at local markets that carry our products. Students will master business terminology, entrepreneurship concepts, and fundamental operating principles, while gaining authentic management experience and learning to use industry-standard accounting software. Throughout the course, students will be involved in activities such as the development of business plans and the application of global economic concepts. They will analyze supply and demand and understand how it affects price and profit. Students will also learn to calculate operational expenses to ethical problems related to the workplace, and they will collaboratively develop solutions for these problems. Course may be repeated for credit.

[www.sartainmenu.com](http://www.sartainmenu.com)

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

### **COMPUTER GRAPHIC DESIGN STEAM (Science, Technology, Engineering, Art and Mathematics)**

**(10-12) Year**

A hands-on and project-based course that teaches students to design and produce graphics for print, using industry-standard graphic design Creative Cloud software such as Adobe's Photoshop, Illustrator, and InDesign. Course participants will also be part of a screen printing business and will learn production screen-printing skills and explore how different graphic effects are achieved, and how to use the powerful design tools of typography, layout, and color theory to make people respond to our designs as we want them to. Students learn to create color-separations, produce transparencies and burn silk-screens, and to print designs on textiles and paper. In addition to creating digital art suited for screen-printing, course projects may include: retouching heirloom photographs, creating logos and illustrations (such as maps and caricatures), and designing packaging materials. Over the course of the year

students will create a professional-looking portfolio highlighting their work, Client management, marketing, and other skills that maximize employability will be emphasized throughout the course. Design and Printing student business site:

[www.e9design.weebly.com](http://www.e9design.weebly.com) \* Students can now take the free Photoshop Credit by Exam in this course and receive 3 units from Santa Rosa Junior College.

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

### **3D ANIMATION STEAM (Science, Technology, Engineering, Art and Mathematics)**

**(10-12) Year**

How would you like to know how video games are made, gain skills you could use to create custom game levels, and learn techniques that could lead to a career in the video game or film industries, or even architectural design or product development? This production-oriented course will introduce students to the fundamentals of 3D animation and modeling using Autodesk 3D Studio Max. Students will also be able to explore advanced topics such as character design, lighting, material creation, rigging, and 3-D printing. Students will create the course is designed to prepare students for career exploration in areas such as video game and architectural design, film and special effects, and forensic animation. Skills that will improve employability will be emphasized throughout the course. Course may be repeated for credit.

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

### **SPORTS MEDICINE HCP (Health Career Pathway)**

**(11-12) Year**

**Prerequisite: Completion of 20 credits of PE.**

This course is designed to provide students with an introduction to athletic training. Students will learn the components of exercise science/sports Medicine including exploration of therapeutic careers, medical terminology, anatomy and physiology, first aid, injury prevention principles, the healing process, rehabilitation techniques, therapeutic modalities, sports nutrition, sports psychology, and performance enhancement philosophies. The course includes class work and practical hands-on application in prevention, treatment and rehabilitation of sports injury, taping injuries, and first aid/CPR. Lectures and labs will provide an overview of anatomy, physiology, exercise physiology, and kinesiology. The course is recommended for any student interested in the career of sports medicine, athletic trainer, or physical therapist.

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

### **SPORTS MEDICINE ADVANCED HCP (Health Career Pathway)**

**(12) Year**

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

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

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

## NON-DEPARTMENTAL ELECTIVES

### CREDIT RECOVERY THROUGH EDGENUITY

(10-12) Year

**Prerequisite:** Counselor approval.

Petaluma City Schools uses *Edgenuity*, an online curriculum, which allows students to recover credits in core subjects needed for graduation. Students who have failed a core course may, with counselor approval, take a core subject course through *Edgenuity* to recover the credits needed. Students are assigned a class period with a teacher to work on lessons and may also complete the online lessons at home.

Courses currently available:

- Algebra 1, Geometry
- American Government
- Earth Science, Physical Science
- Economics
- English 9, 10, 11, 12
- World History
- US History

These courses meet the subject requirements for high school graduation.

### INTERDISCIPLINARY SEMINAR (ACADEMIC DECATHLON)

(10-12) Year

**Prerequisite:** Student application form *AND* teacher recommendation.

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

selected from the class to participate in the annual AcDec competition.

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

### LEADERSHIP SEMINAR

(9-12) Year

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

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

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

### YEARBOOK

(9-12) Year

**Prerequisite:** Teacher interview *AND/OR* recommendation, English grades, computer literacy, photography, art, *AND/OR* prior yearbook experience helpful.

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

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

## FRESHMAN ONLY SEMESTER LENGTH COURSES

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

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

### HUMAN INTERACTION

(9) Semester (pairs with a 9<sup>th</sup> grade semester elective).

This course empowers students with knowledge and increased self-esteem necessary to make sensible decisions which can improve their quality of life and personal relationships. An emphasis will be placed on helping students learn about healthy living and avoidance of risky behaviors. Topics covered in this course include human sexuality, prevention and control of diseases, chemical dependency, mental health, family dynamics, nutrition and hygiene, CPR, and first aid. 9th grade students are required to take one semester of Human Interaction.

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

### SUCCESS 101 (Steps to High School Success)

(9) Semester (pairs with Human Interaction).

A classroom based, comprehensive guidance and career planning course that promotes high school and college completion. In this semester length course freshmen will write their career and educational 10-year plans. Students will learn goal

setting skills, decision making, budget projection, as well as take various skill and interest assessments. This self-exploratory course pairs well with the required Human Interaction course. Students will each be given a [my10yearplan.com](http://my10yearplan.com) account to begin building their 10-year plan. This plan is created through the semester freshman Success 101 course. Students' written work is graded using a common rubric. The final grade is based on the students' completed 10-year plan.

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

### GEOGRAPHY AND WORLD CIVILIZATIONS

(9) Semester (pairs with Human Interaction)

This course investigates the five themes of geography: location, place, environmental interaction, region, and movement. For each theme a particular region, culture, and period of history is studied to develop an understanding of how geographic concepts influence the development of civilization. The areas studied may vary over different semesters, but certain threads remain constant throughout the course, such as the concepts of culture, ethnocentricity and diversity, and the commonalities of

human societies.

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

### **PUBLIC SPEAKING**

#### **(9) Semester (pairs with Human Interaction).**

This course provides an introduction to public speaking and the skills required to develop and deliver oral presentations. During the course of the semester, students will have opportunities to deliver impromptu, demonstration and persuasive speeches with an emphasis on appropriate speaking techniques and an understanding of how to research, find evidence, cite evidence, and

structure a speech to effectively put forth an argument. Students will learn how to use voice, inflection, pacing, and emphasis to convey their message. Students will also learn how body language, gesture, and posture convey and reinforce meaning. Students will also read and listen to a variety of types of speeches. The goal of this course is to provide a non-threatening environment where students can gain confidence in speaking and develop the skills they need to communicate their thoughts to others in an intelligent, interesting and well-organized manner. No previous public speaking experience is required or assumed! Included will be library research techniques, outlining, and online presentations.

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

## **RESOURCE SPECIALIST PROGRAM (RSP)/SPECIAL DAY CLASS PROGRAM (SDC)**

The Resource Specialist Program (RSP) serves students with learning disabilities/differences. Our program is designed to support student success within the general education classroom setting. Student progress is monitored through close consultation and collaboration between RSP Case Managers and general education staff. Students are served through enrollment in a Study Skills class. Students may be enrolled in 1-3 periods of special education classes as determined by individual need. RSP courses include Math Review, Read 180/Reading Learning Center, and Workability. *Students are assigned to these courses through consultation with the special education department.*

### **STUDY SKILLS**

(9-12)

**Prerequisite:** Teacher recommendation **AND** an active IEP.

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

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

### **READ 180/READING LEARNING CENTER**

(9-12)

**Prerequisite:** Teacher recommendation **AND** an active IEP.

**Notice:** **Read 180/Reading Learning Center program is a two-period commitment.**

The Read 180/Reading Learning Center program provides daily instruction for students who would benefit from intensive support in reading, writing, spelling, vocabulary, grammar, and speaking. The course provides remedial English Language Arts instruction using state-adopted, researched based curriculum and materials. Students who have received low grades (D's or F's) in English in 7<sup>th</sup> or 8<sup>th</sup> grades and/or who have scored at Below Basic or Far Below Basic on the ELA portion of the California standards tests may be recommended for the Read 180 program. Success in high school requires the ability to read and comprehend material at grade level and the ability to work collaboratively on common core goals. Read 180 is aligned to the Common Core and the needed skills are used in all lessons. Our goal is to improve students' reading skills in order to improve access to core curriculum. Students in this program typically postpone Physical Science until the 10th grade.

**The Read 180 course meets the *English* subject requirement for high school graduation. The Reading Learning Center course meets the *Elective* subject requirement for high school graduation.**

### **MATH REVIEW**

(9-12)

**Prerequisite:** Teacher recommendation **AND** an active IEP.

The Math Review course is designed for students in our Special Day Class program. Instruction will focus on the acquisition of basic math skills for vocational, consumer, and life skills applications. **This course meets the *Elective* subject requirement for a Certificate of Completion.**

### **WORKABILITY**

(10-12)

**Prerequisite:** Teacher recommendation **AND** an active IEP

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

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

### **SDC LIFE SKILLS**

(9-12)

**Prerequisite:** Teacher recommendation **AND** an active IEP.

Life Skills is a course designed for Special Day Class (SDC) students. This course teaches developmentally appropriate life skills such as nutrition, personal safety, public speaking, and self-help skills. Personal safety and pre-vocational skills are addressed. Basic study and organizational strategies and time management are also emphasized.

**This course meets the *Elective* subject requirement for a Certificate of Completion.**

### **SDC CORE**

(9-12)

**Prerequisite:** Teacher recommendation **AND** an active IEP.

This year long course is part of the Special Day Class program. Students working toward a Certificate of Completion will be provided with age appropriate subject matter that has been mod-

ified to meet the needs of each student. SDC students will learn about Health, Life Science, Earth Science, History, Economics, Civics/Government, and Geography. Students may repeat this course as it is designed to cycle through material using a four-year sequence. The rotating curriculum allows for

the review of key areas of study while simultaneously introducing new concepts and experiences. This is an elective course designated for students who are not on diploma track.

**This course meets the *Elective* subject requirement for a Certificate of Completion.**

## COLLEGE & CAREER CENTER

The Casa Grande College & Career Center is located in Room H-4 of the Counseling/Student Services building. The Center is staffed part-time by a Career Center Specialist who provides students and parents with information about post-secondary career and college options. Daily hours are Monday through Friday from 10:00 am to 3:00 pm while school is in session. Information is also available online at the College & Career Center page of the Casa Grande High School website at [www.casagrandehighschool.org](http://www.casagrandehighschool.org). Resources include access to the following:

- Youth employment opportunities including work permit applications
- Computers with online access to career development programs
- ACT and SAT college entrance exam registration and preparation
- Reference books for careers and colleges
- Information about community service and summer programs
- Job shadow and internship placement opportunities
- Financial aid information including scholarships, grants, and loans
- Local scholarships including the Petaluma Educational Foundation