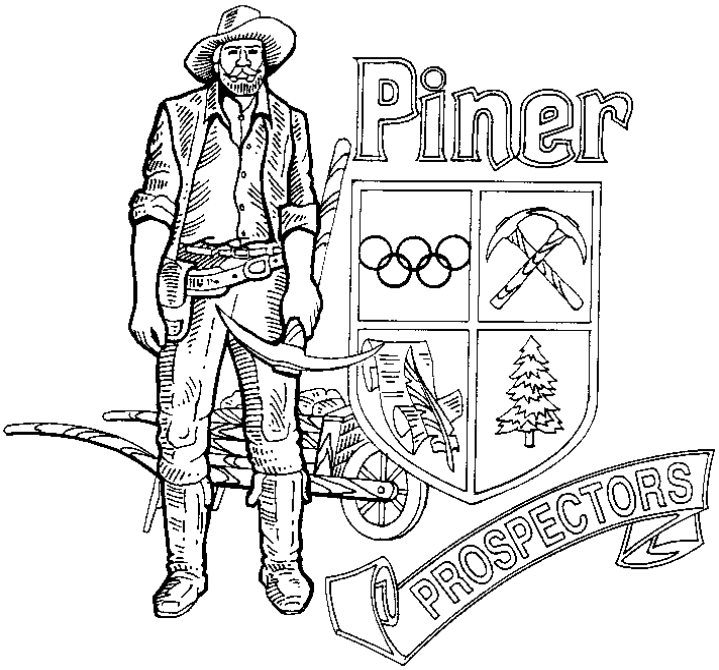
# Piner High School




## Course Catalog, 2008-09

Piner High School
1700 Fulton Road
Santa Rosa, CA 95403
Main Office (707) 528-5245
Counseling Office (707) 528-5346

Created December 14, 2007

# Table of Contents

## Message / Letter from Principal

*To Parents and Guardians of Piner students,*

*A well informed decision is based on knowledge and understanding of how this particular decision will support academic progress. As you and your student review the Piner Course Catalog, please carefully consider the numerous courses that challenge your student and support academic achievement. As we enter the 2008-2009 school year, Piner High School will be showcasing many new and innovative programs that are offered to support the varied interests in career pathways, the specialized Biotechnology program, the new Geospatial Technology Program and the Early College Magnet Program. Our goal at Piner is to enhance academic interest and challenge all students to reach their potential. Communication between the school and the home is an important factor in your student's success.*

*If you have questions regarding course offerings or your student's four-year plan, please don't hesitate to contact the well-qualified guidance counselors who are always willing to assist.*

*Sincerely,*

*Mary Beth Halsey*
*Principal, Piner High School*

## Mission Statement and School-wide Learner Outcomes

**PHS VISION STATEMENT**

The staff of Piner High School, in shared governance with students, parents and community members, believes that all students can and will learn. We are committed to providing a safe, orderly and equitable environment to support student learning. As reflective educators, we practice data-driven instruction of standards-based curriculum. With career and university pathway preparation, Piner graduates students who have successfully mastered the following School-wide Learner Outcomes:

**School-wide Learner Outcomes:**

1) Students will acquire a standards-based core of knowledge.

2) Students will explore educational and career opportunities via pathways.

3) Students will demonstrate problem-solving and critical thinking skills.

4) Students will demonstrate effective communication skills in areas of reading, writing, listening and speaking.

5) Students will be technologically capable and resourceful.

6) Students will become responsible and contributing citizens of a pluralistic society.

## Counseling Services

The student support services at Piner High School focus on the following:

- Educational planning
- Career planning
- Strategies for post-secondary education/vocational institutions
- Financial aid/vocational counseling
- Personal/special counseling

A student entering school is assigned a counselor who helps plan his/her academic program and keeps track of all necessary graduation credits. A student and parent/guardian may make an appointment to see a counselor at any time.

A Student Assistance Fund is available to assist with any expenses outlined in this catalog or to assist with other school-related expenses (e.g. ASB cards, locks, PE uniforms, etc.). Please contact your daughter/son's counselor for further information (707-528-5346).

Brian Cox
Counselor

Rachel Hagen
Counselor

George Garcia
Counselor

TBD
Counselor

## Enrollment Process

Please provide the following documents:

⇒ The student's unofficial transcript or last report card

⇒ Immunization record

⇒ Proof of address (for example: utility bill, rental agreement on letterhead stationary, etc.)

⇒ A current IEP if the student is identified for special education

**The documents listed, along with a completed entry packet, are needed to enroll at Piner High School and be scheduled into classes.**

**If you do not have these items, please contact your previous school(s). The school may fax this information to:**
**707-528-5246**

**Both the student and parent/guardian must attend the enrollment interview.**

# District Graduation Requirements

| Core Subject Requirements | University Pathway (220 Credits Required) | Career Pathway (220 Credits Required) | Specialized Pathway (220 Credits Required) | Individualized Pathway (220 Credits Required) |
|---|---|---|---|---|
| **English** 4 years | 4 Years Academic English | 4 Years of English | 4 Years Academic English | 4 Years of English |
| **Mathematics** 2 years including Algebra I | 3 Years of math in high school including Algebra 1-2 and Algebra 3-4 | 2 Years of math in high school including Algebra 1-2 | 2 Years of math in high school including Algebra 1-2 | 2 Years of math in high school including Algebra 1-2 |
| **Social Science** 3 years including World History, US History, American Government and Economics | World History (1 yr.) Academic US History (1 yr.) Academic American Government (1 semester) Academic Economics (1 semester) | World History (1 yr.) US History (1 yr.) American Government (1 semester) Economics (1 semester) | World History (1 yr.) Academic US History (1 yr.) Academic American Government (1 semester) Academic Economics (1 semester) | World History (1 yr.) US History (1 yr.) American Government (1 semester) Economics (1 semester) |
| **Science** 2 years including one laboratory course | Academic courses in the Physical Sciences and Biological Sciences (3 years) Two must be Laboratory Courses | A Physical Science course and Biological Science course (2 years) One must be a Laboratory Course | Academic course in the Physical Sciences and Biological Sciences (2 years) | A Physical Science course and Biological Science course (2 years) One must be a Laboratory Course |
| **World Language** 1 year | 2 Years of language (courses in the same language) | 1 Year | 1 Year | 1 Year |
| **Visual and Performing Arts** 1 year | 1 Year | 1 Year | 1 Year | 1 Year |
| **Physical Education** 2 years | 2 Years | 2 Years | 2 Years | 2 Years |
| **Health / Life Skills*** 1 semester | 1 Semester* | 1 Semester* | 1 Semester* | 1 Semester* |
| **Electives**** 35-50 units depending upon selected pathway | 35-50 credits** from college preparatory (p) courses | 35-40 credits** from elective courses | 35-40 credits** from college preparatory (p) courses | 15-20 credits** from elective courses |
| **Additional Requirements** 30-50 units depending upon selected pathway | Students are expected to take the PSAT and SAT tests. | 3 year-long integrated career-technical courses in a specific approved career pathway<br><br>Pathways Include:<br>• Arts & Communications<br>• Biotechnology<br>• Building Trades & Construction<br>• Business Information Technology<br>• Culinary Arts<br>• Engineering | 3 year-long courses as follows:<br><br>• Early College Foundations<br>• Counseling class<br>• 4 SRJC classes – 1 each semester of junior and senior years. | 5 year-long courses designed to meet a specific objective which could not be met through the University or Career Pathways |
| **Testing / State Standard Tests** | CAHSEE (CA High School Exit Exam) | CAHSEE (CA High School Exit Exam) | CAHSEE (CA High School Exit Exam) | CAHSEE (CA High School Exit Exam) |

Students must inform their guidance counselor of their graduation requirements pathway choice by the end of the tenth grade.

* The Life Skills requirement may be waived.

** The number of elective credits varies by selection of pathway option and whether a student waives the Life Skills requirement.

# Graduation Requirements and College Entrance Requirements

| SUBJECTS | District Graduation Requirements (220 Credits Required) | Univ. of CA<br>Required Courses<br>Must be "P" Classes or higher | CA State Univ.<br>Required Courses<br>Must be "P" Classes except Fine Arts |
|---|---|---|---|
| **English** | 4 Years | 4 years of Academic English | 4 years of Academic English |
| **Mathematics** | 2 Years including Algebra I<br><br>NOTE: If a student takes and passes Algebra I in eighth grade, the student must still complete 2 additional years of mathematics | 3 years required;<br>4 Years Recommended<br>Academic math courses taken in grades 7 and 8; may be used to fulfill this requirement if the high school accepts them as equivalent to its own courses. | 3 years required in academic advanced math (algebra, geometry, advanced algebra, trigonometry, pre-calculus, calculus) |
| **Social Science** | World History (1 yr.)<br>US History (1 yr.)<br>American Government (1 semester)<br>Economics (1 semester) | • 1 year of Academic US History (or 1 semester US History and 1 semester American Government)<br>• 1 year world history, cultures and/or geography | 1 year of Academic US History or 1 semester Academic US History and 1 semester Academic American Government |
| **Science** | Physical Science and Biology<br>2 Years | 2 years laboratory science required;<br>3 years recommended<br>(all taken after 9th grade) | 2 years after ninth grade required: academic lab science—biology, chemistry, physics, or other acceptable course |
| **World Language** | 1 Year | 2 years required;<br>3 years recommended | 2 years required |
| **Visual and Performing Arts** | 1 Year | 1 Year | 1 Year |
| **Physical Education** | 2 Years | --- | --- |
| **Health/Life Skills** | 1 Semester*<br>(*may be waived) | --- | --- |
| **University Pathway** | • Algebra 3-4 or equiv.<br>• A second year of laboratory science<br>• One additional year of world language in the same language<br>• One additional college prep (P) course<br>• PSAT, SAT Reasoning Test recommended<br>• SAT Subject Area Tests | College-preparatory electives: 1 year required; 2 semesters chosen from the following areas:<br>visual and performing arts, history, social science, English, advanced mathematics, laboratory science and world languages | College-preparatory electives: 1 year required |
| **Career Pathway** | • Three approved, sequential career pathway courses | | |
| **Testing** | Students must pass the CAHSEE (California High School Exit Exam | SAT Reasoning Test or ACT and 2 SAT Subject Area Tests | SAT Reasoning Test or ACT |

# Student Four-Year Plan

| Freshman (9th) | | Sophomore (10th) | |
|---|---|---|---|
| **Course** | **Credits** | **Course** | **Credits** |
| English | 10 | English | 10 |
| Mathematics | 10 | World History | 10 |
| Science | 10 | Mathematics | 10 |
| World Language | 10 | Science | 10 |
| PE | 10 | PE | 10 |
| Life Skills* or Pathway Course | 10 or 5/5 | Life Skills* or Pathway Course | 10 or 5/5 |
| | | | |
| **Total Credits Earned for Freshman Year** | **60** | **Total Credits Earned for Sophomore Year** | **60** |

***** may be waived

| Junior (11th) | | Senior (12th) | |
|---|---|---|---|
| **Course** | **Credits** | **Course** | **Credits** |
| English | 10 | English | 10 |
| U.S. History | 10 | Government/Economics | 10 |
| Pathway Course | 10 | Pathway Course | 10 |
| Elective | | Elective | |
| Elective | | Elective | |
| Elective | | Elective | |
| | | | |
| **Total Credits Earned for Junior Year** | **60** | **Total Credits Earned for Senior Year** | **60** |

1 SRJC credit = 3.34 high school credits

**Note: Students taking a SRJC course must provide the school with a transcript in order to receive credit.**

**Graduation Credits**

**9th Grade** _____
**10th Grade** _____
**11th Grade** _____
**12th Grade** _____

**TOTAL** _____

**Summer School Credits**

**8th Grade** _____
**9th Grade** _____
**10th Grade** _____
**11th Grade** _____

**TOTAL**_____

**220 credits needed to graduate.**

**Graduation Credits Grand Total**

_____

**TOTAL Junior College Credits** _____

# GENERAL COURSE INFORMATION

**Adding Classes:** If necessary, students may add courses for credit up to the third week of instruction in the fall semester and up to two weeks in the spring semester. No courses, other than an IWE or Peer Tutor, may be added after that time. All work missed must be made up.

**Dropping Classes:** Any course dropped after the sixth week of the semester will receive a failing grade of "F" for the semester.

**Repeating Classes:** If a course is taken for a second time to improve the grade, credits are granted for the repeated course only. Credits earned during the initial enrollment in the course are changed to elective credits on the school record, and the course and original grade[s] remain on the transcript.

**Grading System:** Grades of A, B, C, D, and F are assigned. Semester grades of A, B, C, or D earn five credits. Grades of F do not carry credit. **It is recommended that a failing grade in any subject required for graduation should be made up in summer school. It is difficult for students to repeat failed courses during the school year.**

**Changes in Student Programs:** Board Policy 6164.2.1 regarding Changes in Student Programs states the following:

1. In secondary schools students and their parents are assisted by counselors in scheduling classes. Schedules should be planned as far in advance as practical.
2. Program selection shall be based on students' academic, general education and career goals after assessment of academic skill development. Decisions shall have student, parent and counselor involvement, and teacher recommendations and relevant test data shall be available.
3. Should parents request their students be assigned to classes of higher skill level than recommended by staff, the request shall be honored after appropriate counseling about risks of failure and competitive evaluation.
4. In order for students to learn decision-making skills and the importance of accepting responsibility for the consequence of a decision, commitment to an approved schedule shall be expected each semester.
5. As students advance through the grades, they shall be expected to assume more responsibility for choices and consequences.
6. Changes in students' programs after the start of a semester shall be made in accordance with administrative regulation. (Note: AR 6164.2.1)

## Santa Rosa Junior College Classes for Graduation Credit

Credits from the Santa Rosa Junior College courses listed below may be transferred to meet district core graduation requirements in the indicated subject areas. Students are advised to seek advice from their counselors before initiating enrollment in any junior college class to be sure that their desired class[es] meets their needs for high school. Since fall junior college classes begin before school staff has returned to duty, students wishing to enroll in these classes must plan their schedules early and see the counselor before the end of school in June.

| | |
|---|---|
| English | Courses numbered 1A – 99 and English 100 |
| Math | Courses numbered 1 – 99 |
| World History | World History 4.2 |
| U.S. History | U.S. History 17.2 |
| Government | Political Science 1 |
| Economics | Economics 1A, 1B, or 20 |
| Lab Science* | Any lab science numbered 1-99 |
| World Language** | American Sign Language 1-4 A/B |
| | Any conversational world language course 50A or 50B |
| | Any world language course 1/2 |

(each college credit earned equals 3.4 high school credits, upon acceptance.)

*Not all junior college science courses numbered 1-99 have a laboratory requirement. Students should consult the college catalog for descriptions of individual science courses to determine the inclusion of a laboratory component.

**World language courses numbered 50A and 50B meet the core District graduation requirement of one world language course, but are not transferable to UC/CSU college system. In addition, conversational world language course numbered 50A and 50B do not satisfy the requirements of the awarding of the Associate of Arts or Science degrees.

Beginning with the spring semester 2004, the Santa Rosa Junior College has limited the enrollment of high school students in physical education courses with first priority for the limited enrollment given to 12$^{th}$ grade students who may have pending graduation requirements. In addition, students in grades 9, 10, and 11 will have extremely limited access to physical education courses.

Student enrollment for summer session at California junior colleges will be limited to 5% of each high school class level. Schools will hold a lottery in late spring prior to enrollment deadlines at the junior college for the limited number of slots available at each high school.

# STANDARDS BASED COURSES

The Santa Rosa City School District has adopted both content and performance standards for all core courses in the subject areas of English, mathematics, science and social science. All students are required to meet these standards; therefore, the course descriptions that list these standards do not vary, regardless of the level of course in which they are enrolled.

## Definition of Honors Courses

Each school offers a number of "honors preparatory" courses, which are indicated in this course catalog by the code "HP" following the course title; in addition, all Advanced Placement (AP) and/or International Baccalaureate (IB) courses are identified as honors courses.

## Definition of College-Preparatory Courses

College-preparatory and college recognized courses are usually entitled "academic" in this course catalog and are always indicated by the code "P" following the course title.

## Definition of Length of Course

The numbers after a course title indicate the following:

| | |
|---|---|
| 1-2 | semester one and semester two |
| 3-4 | semester three and semester four |
| 5-6 | semester five and semester six |
| 7-8 | semester seven and semester eight |
| 9-10 | semester nine and ten (for fifth year Spanish course only) |

# MISCELLANEOUS COLLEGE INFORMATION AND REQUIREMENTS

## Scholarship Requirements: University of California

The Scholarship Requirement defines the GPA students must attain in the required subjects to be eligible for admission. In calculating a GPA for admission, the University will use only the grades earned in the required courses taken in grades 10-11. These grades are counted as follows: A=4; B=3; C=2.

1) You must earn a grade of "C" or better in all high school courses of history/social science, English, mathematics, laboratory sciences, and world languages. The grades earned in these courses that are taken in grades 10-11 are used to compute the GPA for admission.

2) Courses taken in the ninth grade and completed with a "C" or better can satisfy a subject requirement, but will not count in the GPA. High school level courses taken before grade nine can satisfy UC course preparation, but will not earn high school unit credit for graduation.

3) SAT Reasoning Test or ACT and 2 SAT Subject Area Tests

4) Weighted GPA points will be given to those honors level courses that meet the UC/CSU guidelines for lower level courses. (See the underlined courses on the next page.)

## Scholarship Requirements: California State University

A. A grade of "C" in required courses in grades 10-11. (Ninth grade courses satisfy subject requirements, if grade of "C" or better is earned.) See counselor for eligibility index.

B. SAT Reasoning Test or ACT

## Other Colleges and Universities

Specific admission requirements vary widely. See your counselor for assistance.

## Preparing for California Public Junior College

Enrollment is open to all high school graduates or the equivalent (those who pass the CHSPEE or have a GED) and all non-high school graduates over 18 years of age by the first day of instruction. In addition, a student may be admitted if s/he has permission from the high school principal and the Director of Admissions at the junior college.

## Letters of Recommendation

Students are required to submit requests for recommendations a MINIMUM of fifteen school days before the letter is to be mailed. Staff members cannot be expected to complete these forms adequately without proper preparation time.

# PATHWAY REQUIREMENTS

A pathway is a set of related courses serving an explicit educational goal to be reached upon graduation. All students shall complete the requirements for certification in the University Pathway, Career Pathway, Specialized Program Pathway, or Individualized Pathway.

## University Pathway: 4 Courses

**The University Pathway** is designed to prepare students for the rigor and academic challenges presented at the four-year university level. Students will fulfill at least three university prep courses in addition to the core requirements to meet the minimum entrance for the UC/CSU system. **Courses must be passed with a "C" or better to qualify for admission to the University of California and California State University systems**.

The Courses required are:

A. Advanced Algebra (Algebra 3-4)
B. A second year of world language taken in the same language used to complete the core requirement
C. A second year of laboratory science (for example: chemistry, physics or AP biology)
D. One year of university prep (P designated) electives from the following areas: English, math, science, social science, world language and visual or performing arts, if not completed as part of the core requirements.

## Career Pathway: 3 Courses

**The Career Pathway** is designed to prepare students for a career, advanced training or college degree in a specific industry sector after graduation. The Career Pathway consists of a set of three integrated courses, which includes an introductory, skill building and an advanced level course.

Each pathway offers a strong, rigorous academic course of study, coupled with highly relevant and interesting project-based curriculum, culminating in career-based learning activity that reflects industry expectations and/or college preparation.

Piner High School offers a sequential course of study in the following career pathways:

- **Arts and Communication**
  - **Visual Arts**
  - **Performing Arts**
  - **Written Media**
- **BioTechnology**
- **Building Trades, Construction and Engineering**
- **Business and Information Technology**
- **Culinary Arts**
- **Global Positioning Technology**

## Specialized Program – Early College Magnet:

In partnership with the Santa Rosa Junior College, Piner High School offers the PHS-SRJC Early College Magnet Program for incoming freshmen.

- Freshmen and sophomores enroll in specific classes at PHS geared to prepare them for college success. As juniors and seniors, students will take four courses at Piner and two courses per semester at Santa Rosa Junior College.
- Tuition and book expenses will be provided at no cost for both classes per semester.
- Transportation to and from SRJC will be provided for students enrolled in college courses between 1:00 and 3:00 daily.
- Students may be able to transfer approximately one year of college credit to one of the campuses of the California UC or CSU system.
- Student may also decide to stay at SRJC an additional year to complete a career certificate in a qualifying field, earn an AA degree or transfer to a UC or CSU as a junior.

**Sample High School Schedules for UC/CSU Transfer Students**

| Freshmen Year | Sophomore Year | Junior Year | Senior Year |
|---|---|---|---|
| Honors English | AC or Honors English | AC, AP or Honors US History | AP Calculus or AC Trig/PreCalc |
| Algebra 1 or Geometry | AC or Honors World History | AC, AP or Honors Chemistry | AC or AP or Honors Physics |
| Physical Science or Biology | AC, AP or Honors Biology | Seminar for SRJC English | AC or AP Government & AP Econ |
| AC World Language | PE/Elective | Trig/Pre-Calculus or Algebra 3-4 | Seminar for SRJC English or Elective |
| PE/Elective | Geometry or Algebra 3-4 | SRJC Class | SRJC Class |
| Early College Foundations | AC Elective | SRJC Class | SRJC Class |

**Sample High School Schedules for SRJC AA/AS Degree or Certificate Transfer Students**

| Freshmen Year | Sophomore Year | Junior Year | Senior Year |
|---|---|---|---|
| AC English | AC English | Seminar for SRJC English | Seminar for SRJC English |
| AC Algebra 1-2 | AC World History | AC US History | AC Government & Economics |
| AC or Honors Physical Science | AC Geometry | Elective | Elective |
| AC World Language | AC Biology | Elective | Elective |
| PE/Elective | PE/Elective | SRJC Class | SRJC Class |
| Early College Foundations | AC Elective | SRJC Class | SRJC Class |

## Individualized Pathway: (5 courses)

Subject to the written approval of the school principal or administrator-designee, instead of meeting the requirements of a Career Pathway, University Pathway, or Specialized Program students may meet the requirements of an Individualized Pathway, which shall be designed to allow the student to meet specific objectives, which could not be met through adhering to the University or Career Pathway requirement. An Individualized Pathway shall be completed when the student has demonstrated proficiency in meeting district-adopted standards from not less than a total of five year-long courses selected from those required as part of the Career and University Pathways.

## Distinguished Pathway Completion:

Students who successful complete two additional courses related to their career pathway or complete the University of California recommended A through G requirements will receive recognition as a Distinguished Pathway Scholar.

# Arts and Communications Pathway

There are three career pathway strands in Arts and Communication at PHS: Visual Arts, Performing Arts and Media & Communications. In this pathway, students demonstrate their talents through community performances and gallery shows.

### Strand One: Visual Arts

The Visual Arts pathway includes courses in Art and Ceramics. Students demonstrate creativity, innovation and imagination through watercolor, oils and acrylics, pen and ink, charcoal, plaster and clay.

| Recommended Sequence | Ceramic/Sculpture Courses | Art Courses |
|---|---|---|
| Introductory | Ceramics 1-2 | Art 1-2 |
| Skill Building | Ceramics 3-4 | Art 3-4 |
| Advanced Skill | Ceramics 5-6 | Art 5-6 or AP Art Studio |

### Strand Two: Performing Arts

The Performing Arts pathway includes courses in Dance, Drama, Instrumental and Vocal Music. Students create, learn and perform musical and dramatic compositions.

### Option One: Drama

Students in Drama will learn to interpret written works through performance and production.

| Recommended Sequence | Drama Courses | Stagecraft |
|---|---|---|
| Introductory | Drama 1-2 | Stagecraft |
| Skill Building | Drama 3-4 | Stagecraft |
| Advanced Skill | Drama 5-6 or Stagecraft | Stagecraft |

### Option Two: Instrumental and Vocal Music

Students in Instrumental and Vocal Music will learn, create and interpret musical pieces as part of a choir, band or orchestra.

| Recommended Sequence | Instrumental Music Courses | Vocal Music Courses | Guitar Courses |
|---|---|---|---|
| Introductory | Concert Band | Treble Choir | Beginning Guitar |
| Skill Building | Concert Band | Concert Choir | Intermediate Guitar |
| Advanced Skill | Jazz Band | Vocal Ensemble | Advanced Guitar |

### Strand Three: Media and Communications

Students in this pathway design, layout and deliver a finished publication. Students will learn skills necessary for success in the publishing industry and be responsible for producing the school newspaper, the yearbook or a literary magazine.

| Recommended Sequence | Yearbook | Journalism |
|---|---|---|
| Introductory | Yearbook 1-2 | Journalism 1-2 |
| Skill Building | Yearbook 3-4 | Journalism 3-4 |
| Advanced Skill | Yearbook 5-6 | Journalism 5-6 |

# Arts and Communication Pathway Course Descriptions

## Visual Art Courses

| CERAMICS / SCULPTURE 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Introductory** |

In this course, students will do the following, with an emphasis on ceramics and sculpture:

- perceive and respond to works of art, objects in nature, events, and the environment and will use the vocabulary of the visual arts to express their observations
- apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.
- analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists
- analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities
- apply what they have learned in visual arts across subject areas
- develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills
- learn about careers in and related to the visual arts

| CERAMICS / SCULPTURE 3-4 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Ceramics / Sculpture 1-2 and / or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the visual arts standards outlined in *Ceramics/Sculpture 1-2* above.

| CERAMICS / SCULPTURE 5-6 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Ceramics / Sculpture 3-4 and / or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will study in greater depth the standards outlined in Ceramics/ Sculpture 1-2 above.

| ART 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Introductory** |

In this course, students will do the following, with an emphasis on the visual arts:

- perceive and respond to works of art, objects in nature, events, and the environment and will use the vocabulary of the visual arts to express their observations
- apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.
- analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists
- analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities
- apply what they have learned in visual arts across subject areas

- develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills
- learn about careers in and related to the visual arts

| ART 3-4 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Art 1-2 and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the visual arts standards outlined in *Art 1-2* above.

| ART 5-6 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Art 1-2 and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will continue their study of the visual arts standards outlined in *Art 1-2* above.

| ADVANCED PLACEMENT STUDIO ART | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Art 5-6 and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Advanced** |

This college level course emphasizes drawing, painting and sculpture. The course content is designed by the College Board. Students produce a portfolio of their work for evaluation, which contains three sections: quality, concentration (including an in-depth individual project) and breadth, which requires a wide range of experiences. Students are encouraged to submit portfolios for the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course.

## Performing Arts Courses

| DRAMA 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Pathway Sequence:** | **Introductory** |

In this course, students will do the following:

- process, analyze and respond to sensory information through the language and skills unique to the theatre;
- create, perform, and participate in theatre
- understand the historical and cultural dimensions of theatre;
- respond to, analyze, and critique theatrical experiences;
- connect and apply what is learned in the theatre, film/video and electronic media to other art forms and subject areas as well as to careers
- observe their environment and respond, using the elements of theatre
- observe formal and informal works of theatre, film/ video, and electronic media and respond, using the vocabulary of theatre.
- apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/ videos, and electronic media productions and to perform in them
- analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre
- critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities
- apply what they learn in theatre, film/ video, and electronic media across subject areas

- develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills
- learn about careers in and related to theatre

| **DRAMA 3-4 P** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credit** |
| **Pathway Sequence:** | **Skill Building** |

In this course, students will continue with a more in-depth study outlined in *Drama 1-2* above.

| **DRAMA 5-6 P** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credit** |
| **Pathway Sequence:** | **Advanced** |

In this course, students will continue with a more in-depth study outlined in *Drama 1-2* above.

| **STAGECRAFT** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Interview and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Pathway Sequence:** | **Alternative to Advanced** |

This is a hands-on course designed to familiarize students with the many elements of artistic productions including set design, scenery, properties, costumes, make-up, lighting, sound and management. Stagecraft class builds the sets, hangs and focuses the lights, and runs the behind-the-scenes portions of all high school theatrical productions, in-class projects, music, orchestra, and dance events.

| **FILM STUDY 1-2 P** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **A student must submit to the instructor a parent-signed permission slip for viewing selected "R rated" films before enrolling in this course** |
| **Graduation Requirement:** | **10 Fine Arts, Pathway, or Elective Credits** |
| **Pathway Sequence:** | **Introductory** |

In this course, students will do the following, with an emphasis on film:

- perceive and respond to films which are works of art and will use the vocabulary of film to express their observations
- apply artistic processes and skills, through the study of film as an art form which communicates meaning and intent
- analyze the role and development of film in past and present cultures throughout the world, noting human diversity as it relates to film and film makers
- analyze, assess, and derive meaning from film, according to the elements of art, principles of design, and aesthetic qualities
- apply what they have learned in the study of film across subject areas
- develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills
- learn about careers in and related to film

**CONCERT BAND P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Requirement:** | **Band performance attire** |
| **Pathway Sequence:** | **Introductory and Skill Building** |

This course is designed for students who play wind, brass or percussion instrument. Students learn fundamental concepts and study and perform a wide variety of musical literature. Members of the class are expected to practice regularly and performance attendance is mandatory. This course is used for both the introductory and skill building courses in the pathway sequence.

**JAZZ BAND P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor; requires concurrent enrollment in Concert or Symphonic Band or Orchestra.** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Requirement:** | **Band performance attire** |
| **Pathway Sequence** | **Advanced** |

This course is designed for dedicated and experienced jazz musicians. Instrumentation is restricted to saxophone, trumpet, trombone, bass, guitar, piano, and drum set. This ensemble performs at school, community and festival concerts. Performance attendance is mandatory.

**BEGINNING GUITAR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **String music ability** |
| **Graduation Requirement:** | **10 Fine Arts credits** |
| **Pathway Sequence:** | **Introductory** |

This course will focus on exploring the historical development of the guitar as well as music theory. The student is expected to have access to a guitar on a daily basis, as the school is unable to supply this instrument. Students are expected to practice regularly and performance attendance is required.

**INTERMEDIATE GUITAR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **String music ability** |
| **Graduation Requirement:** | **10 Fine Arts credits** |
| **Pathway Sequence:** | **Skill Building** |

In this class the student continues in their understanding of and their competency on the guitar. The study of scales, chord progressions, rhythm, notation, tablature and styles continue, as well as individual student projects. Special attention is given to playing in groups and playing "in time". Recitals will be given at least twice a year and if possible more. Students are encouraged to play in styles outside their usual preferences to broaden their knowledge and ability. Students are expected to practice regularly and performance attendance is required.

**ADVANCED GUITAR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **String music ability** |
| **Graduation Requirement:** | **10 Fine Arts credits** |
| **Pathway Sequence:** | **Advanced** |

In this class the student continues in their understanding of their competency on the guitar. Students are expected to practice regularly and performance attendance is required.

| TREBLE CHOIR | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Fine Arts credits, may be repeated for credit with consent of instructor** |
| **Requirement:** | **Performance attire** |
| **Pathway Sequence:** | **Introductory** |

This introductory course presents treble music of various styles and periods in performance. Improvement of sight reading ability is stressed and students must become familiar with basic music notation. Performance attendance is required.

| CONCERT CHOIR | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor; requires concurrent enrollment in an advanced choir course** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Requirement:** | **Performance attire** |
| **Pathway Sequence:** | **Skill Building** |

This course is designed for the most dedicated students who will perform throughout the community and state. Students who are accepted into Chamber Singers are expected to be able to tour with the group and need to be conscientious in all classes. The group sings the most challenging literature written for small choral ensembles. Performance attendance is required.

| VOCAL ENSEMBLE | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **By audition only in spring** |
| **Graduation Requirement:** | **10 Fine Arts credits, may be repeated for credit with consent of instructor** |
| **Requirement:** | **Performance attire** |
| **Pathway Sequence:** | **Advanced** |

Piner's Jazz/Show/Chamber musical ensemble, This is the most advanced of our choral ensembles with many outside performance obligations. A yearly tour in the area is expected as well as a cabaret performance in spring. All students entering this ensemble must be in one of the larger ensembles. Performance attendance is required.

## Written Media Courses

| YEARBOOK 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" or better in Academic English; attendance at a summer workshop** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Introductory** |

This course has students assume responsibility for producing, designing, editing, and selling the school yearbook. Students are introduced to concepts and activities necessary to the publication of the book. The students must meet the following criteria: be competent in both English and word processing; be willing to sell advertisements in the business community for the yearbook; be able to follow directions in yearbook layout and copy; be precise (since mistakes can be costly); and be able to meet deadlines to ensure that yearbook copies are available for distribution to students before the end of the school year. The class requires a significant amount of time outside regular classroom hours, including evenings and weekends.

| YEARBOOK 3-4 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" or better in Academic English; attendance at a summer workshop** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the standards outlined in *Yearbook 1-2* above.

| YEARBOOK 5-6 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" or better in Academic English; attendance at a summer workshop** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will continue their study of the standards outlined in *Yearbook 1-2* above.

| JOURNALISM 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" of better in Academic English** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Introductory** |

This course has students assume responsibility for producing the school's newspaper. Students learn the basic concepts and skills of journalism, including news gathering and judgment, interviewing, writing articles and editorials, taking photographs, page design and selling ads. They also learn the role of newspapers in society and the laws and responsibilities that govern the media. The class requires a significant amount of time outside regular classroom hours, including evenings and weekends.

| JOURNALISM 3-4 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" of better in Academic English** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the standards outlined in *Journalism 1-2* above.

| JOURNALISM 5-6 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" of better in Academic English** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will continue their study of the standards outlined in *Journalism 1-2* above.

# BioTechnology Pathway

In order to provide students with the advanced knowledge and specialized training needed in today's emerging scientific and technology based fields, Piner High School has developed coursework, in partnership with industry professionals, to offer students a truly "one of a kind" educational experience. Throughout the courses in the Biotechnology/Health pathway, students will gain a rigorous academic course of study coupled with highly relevant, "hands-on" training and experience. Students will learn via stimulating "hands-on" class projects, observation in community-based laboratories and hospitals, guest lectures from industry professionals, and through engaging, contextual learning in the classroom.

Students in this pathway will gain an exceptionally rich academic preparation in science, with specialized training/experience in biotechnology, medical science, anatomy, physiology, and advanced technology. Thereby, gaining a competitive edge in college admissions applications.

| Recommended Sequence | Courses |
|---|---|
| Introductory | Biotechnology/Health Services 1-2 (P) |
| Skill Building | Applications in Biotechnology/ Health Services 3-4 (P) |
| Advanced Skill | Honors Senior Science Seminar (HP) |

## *BIOTECHNOLOGY PATHWAY COURSE DESCRIPTIONS*

**INTRODUCTION TO BIOTECHNOLOGY / HEALTH SERVICES 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Must have completed Physical Science and be concurrently enrolled in Biology** |
| **Graduation Requirement:** | **10 life science credits** |
| **Program Sequence:** | **Introductory** |

This course is designed to introduce students to fundamental concepts, principles and equipment in the fast-growing fields of medicine, biotechnology, and environmental science. Students will learn how specific scientific methods apply to critical procedures commonly performed in these industries today, as well as the ethical, legal, and social considerations involved. The course will focus on special laboratory techniques, laboratory safety skills, the preparation and study of lab specimens, and the proper utilization of biotechnological/health related equipment. Students will visit local agencies, businesses and labs where they can observe how class topics are applied in the field. They will also learn, first hand, from community experts as they study relevant applications of technology and industry-based scientific methods.

**APPLICATIONS IN BIOTECHNOLOGY / HEALTH SERVICES 3-4**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Completion of Intro Biotechnology / Health Services 1-2 with a C or higher; completion of Academic Biology 1-2 or concurrent enrollment** |
| **Graduation Requirement:** | **10 pathway credits** |
| **Program Sequence:** | **Skill Building** |

This course is a natural extension of Biotechnology/Health Services 1-2. Students will continue their study within the major themes of environmental biotechnology, genetics, microbiology and health by concentrating on more specific topics. Students will explore topics including anatomy, physiology, pharmacology, health and wellness, viticulture, alternative medicine, exercise, genetic engineering, forestry and farming topics, alternative energy, and ergonomics and design. Curriculum approach will emphasize "hands-on" experiences and experiments as well as a multitude of community mentors and guest lecturers to enrich the subject matter. Extensive laboratory techniques and procedures will be introduced and practiced in each subject area. Students will use newly developed skills and knowledge to complete an end of year research project. Students will also begin establishing interests for Senior Seminar/Internship class in Biotechnology/Health Services.

| HONORS SENIOR SCIENCE SEMINAR (HP) | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Completion of Biotechnology/Health Services 3-4 with a C or higher; completion of Academic biology; recommended concurrent enrollment in chemistry** |
| **Graduation Requirement:** | **10 pathway credits** |
| **Program Sequence:** | **Advanced** |

This is the advanced class for the Specialized Program in biotechnology/health services. This honors class allows students to explore their interests in ways that the traditional classroom does not allow. The main goal of the class is to extend the student's skills through designing and conducting an original experience in biotechnology or health services. This will include opportunities to work directly with science, biotechnology, or health services professionals from the community. This course will allow students to apply the knowledge from science classes and math classes.

## Building Trades, Construction and Engineering Pathway

This pathway includes two strands with courses in construction and/or engineering.

### Strand One: Building Trades and Construction Pathway

Careers in the field of building trades, construction and engineering affect design, preparation, fabrication infrastructures, and buildings. Course content includes job-site safety practices and individual skill preparation in construction tools and machinery. Students learn a range of mechanical principles, observe how they apply to practical situations and gain operative training.

| Recommended Sequence | Construction Courses |
|---|---|
| Introductory | Construction Technology |
| Skill Building | Machine Wood Working 1-2 |
| Advanced Skill | ROP Cabinetry or COOP |

### Strand Two: Engineering Pathway

Engineering students explore drafting and visual communication principles. Students successfully completing the two computer assisted drafting courses will possess high-demand computer skills in AutoCAD 2000 software and be able to waive comparable courses in Applied Technology at SRJC.

| Recommended Sequence | Courses |
|---|---|
| Introductory | Computer Foundations 1-2 or Construction Technology |
| Skill Building | Computer Assisted Drafting 1-2 |
| Advanced Skill | ROP Computer Assisted Drafting 3-4 |

## Building Trades, Construction & Engineering Pathway Course Descriptions

| CONSTRUCTION TECHNOLOGY | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Introductory** |

A one-year course designed to introduce students to various aspects of the construction industry. Students will learn transferable skills and concepts used in home construction, general plumbing, electrical work, and hand/machine tool use. Students will also learn fundamental skills and concepts in blueprint reading, planning and design, and basic safety techniques. In addition, career preparation skills will be highlighted, emphasizing topics such as job seeking skills, time management, and resume development.

**MACHINE WOOD WORKING**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Construction Technology** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

A one-year course designed to provide woodworking experience to students with an interest in the construction industry. Emphasis is on the development of skills and knowledge through the use of hand and machine tools. Students will apply the skills and knowledge to the building of required projects. Students will explore job opportunities in the construction industry and will learn the practical skills of measuring, following directions, and reading plans. The first semester of this course will focus on hand tools and the second semester will focus on machine tools.

**ROP CABINETRY / FURNITURE CONSTRUCTION**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Machine Wood 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

A one-year course in cabinet making skills. Students must have knowledge of basic woodworking techniques and machinery. At least one year of high school woodworking is required for entry into the class. The course is offered on the Piner High campus under the supervision of the Sonoma County Office of Education.

**ROP CONSTRUCTION COOP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **ROP Cabinetry / Furniture Construction** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

This is a "capstone" class designed to be taken at the end of the student's Building Trades/Construction pathway. It is a work experience/field work class that requires students to gain employment in a construction related job. Students will only attend class one day a week (Monday). Tuesday through Friday students are expected to be at their work site.

**COMPUTER ASSISTED DRAFTING 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Computer Foundations 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

Students will learn the fundamentals of drafting using both traditional and computer-aided methods of graphic communication. The course will cover the concept and application of orthographic projection, isometric representation, and basic dimensioning. Topics also include line-work and lettering, freehand drafting, geometric construction, sections, and auxiliary views. Students will be introduced to 3-D visualization using computer wire frame and surface modeling techniques.

**ROP COMPUTER ASSISTED DRAFTING**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Computer Assisted Drafting 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

Using the latest AutoCAD software release, this course helps prepare students for careers in architecture, engineering, and construction. Students will gain advanced skills in layout, editing techniques, dimensioning, and visual presentation. Students will learn how to create virtual 3-D models and how to render them with color, light, and shadows. Projects will involve architectural, civil, and mechanical engineering applications. This course is also a Career Pathway component for the following Santa Rosa Junior College programs: Architectural Technician; Civil and Surveying Technology; Construction Management Technician; and Engineering Transfer Program. In addition, completion of this class with a grade of C or better results in a waiver of APTECH 55 and APTECH 56 for certain SRJC certificate programs and meets the prerequisite for APTECH 57. Recommended grade level and preparation: 11$^{th}$ and 12$^{th}$ grades with a math background in algebra and geometry, or 10$^{th}$ grade with counselor recommendation. Meets Vocational Education graduation requirement.

# Business and Information Technology Pathway

This pathway specializes in computer software applications, web design and computer networking. Students in the networking strand focus on designing, building and maintaining computer networks. Students in the computer applications and web design strand will have the required knowledge to pass several Microsoft Office Specialist basic and expert level exams. This pathway includes three options with courses in computer applications, web design, or multimedia/desktop publishing.

This program is designed for students who wish to learn a variety of computer applications that are highly sought after in businesses today. Students are given the opportunity to learn the Microsoft Office suite of productivity applications (Word, Excel, PowerPoint, Access, and the fundamentals of Outlook), as well as HTML, web page design, and multimedia/desktop publishing. Students also have the option of earning industry-recognized certifications, which can set them apart from their competition in our competitive global marketplace.

**Option One: Computer Applications**

| Recommended Sequence | Courses |
|---|---|
| Introductory | Computer Foundations 1-2 |
| Skill Building | Computer Applications in Business 1-2 |
| Advanced Skill | Computer Applications in Business 3-4 |

**Option Two: Multimedia/Desktop Publishing**

| Recommended Sequence | Courses |
|---|---|
| Introductory | Computer Foundations 1-2 |
| Skill Building | Multimedia/Desktop Publishing |
| Advanced Skill | Computer Applications in Business 1-2 or Web Design 1-2 |

**Option Three: Web Design**

| Recommended Sequence | Courses |
|---|---|
| Introductory | Computer Foundations 1-2 |
| Skill Building | Web Design 1-2 |
| Advanced Skill | Web Design 3-4 or Computer Applications 1-2 |

# Business and Information Technology Course Descriptions

**COMPUTER FOUNDATIONS 1-2**

**Course length:** **Year**
**Grade(s):** **9, 10, 11, 12**
**Prerequisites:** **None**
**Graduation Requirement:** **10 Elective/Pathway credits**
**Pathway Sequence:** **Introductory**

This one-year course is designed to provide students with a foundation of computer skills. In the first half of the course, students will be introduced to the concepts of keyboarding, word processing, spreadsheets, presentation software, and Internet skills. Students will also explore college/career goals and create a career plan portfolio. In the second half of this course, students will enhance skills in the areas of keyboarding, Internet Research, spreadsheet, and career awareness. They will also learn new skills in the following areas: Microsoft Outlook, MS FrontPage, basic HTML, and pathway orientation and preparation.

**COMPUTER APPLICATIONS 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Computer Foundations 1-2 or equivalent** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

All students will be introduced to the three core business applications: word processing software (Word), spreadsheet software (Excel), and presentation software (PowerPoint). In addition, students will be able to explore a variety of other software applications, such as: database (Access), desktop publishing (Publisher), graphics, and web design applications. Each student will be able to select units of instruction beyond the three core applications that are suited to his/her ability and career goals.

This course is designed for students seeking some computer/business skills. Students will be expected to produce work and conduct themselves in a businesslike manner, work with a minimum of supervision, and complete units of work as selected and assigned. **Students will work towards Microsoft Office Specialist Certification at the CORE level of expertise**. Microsoft Office Specialist tests will be made available.

**COMPUTER APPLICATIONS 3-4**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Computer Applications 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

Students will be able to enhance the skills developed in Computer Applications 1-2 and acquire new skills as well. Each student will be able to select units of instruction that are suited to his/her ability and career goals. In addition, students may work on special projects, as approved by instructor, which include work for other classes, i.e. yearbook, newspaper, term papers, and other assignments.

This course is designed for students seeking to further develop their computer/business skills. Students will be expected to produce work and conduct themselves in a businesslike manner, work with a minimum of supervision, and complete units of work as selected and assigned. **Students will work towards Microsoft Office Specialist Certification at both the CORE and EXPERT level of expertise**. Microsoft Office Specialist tests will be made available.

**MULTIMEDIA / DESKTOP PUBLISHING**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Computer Foundations 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

Desktop Publishing is designed to expose students to Desktop Publishing principles and practices. This computer design course will stress the use of pictorial illustration for visualization and communications. Students will develop an understanding of the basic design elements and principles composition, and typography. The focus is on visual thinking, exploring the relationship between type and image, and developing multiple solutions to a given problem. Digital images will be produced using a variety of computer technologies.

**WEB DESIGN 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Computer Foundations 1-2 or equivalent** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Skill Building or Advanced** |

This program is designed for students interested in Web page design. Student will work both independently and as a class through units of instruction in order to develop a variety of Web design skills. Students will be expected to produce work and conduct themselves in a businesslike manner, work with a minimum of supervision, and complete units of work as selected and assigned.

Students will be expected to use word-processing, spreadsheet, database, desktop publishing, and graphic software skills in order to successfully work in Web design applications. This course is not intended for the beginning computer user.

**WEB DESIGN 3-4**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Web Design 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

This program is designed for students interested in developing advanced Web page design skills. Student will work as Web designers, Web editors, and Webmasters. Students will be expected to use Web design software, photo editing software, and animation software in order to maintain, troubleshoot, and manage a web site. The school Website may be used for that purpose. This course is not intended for the beginning computer user.

## Culinary Arts Pathway

Students in the Culinary Arts pathway will learn both kitchen preparation and storefront service techniques. The program covers all aspects of the industry with introductory and advanced courses. Students earn their Serve-Safe certification, which is recognized throughout the restaurant industry.

| Recommended Sequence | Courses |
|---|---|
| Introductory | Culinary Arts 1-2 |
| Skill Building | Culinary Arts 3-4 |
| Advanced Skill | Advanced Applications in Culinary Arts |

## Culinary Arts Pathway Course Descriptions

**CULINARY ARTS 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Introductory** |

This course provides students with a solid foundation in food service operations. Students will rotate through the stations of a professional kitchen, refining culinary skills in hot and cold food production; portion control; plating techniques; food and environmental safety and sanitation; nutrition; and customer service. The emphasis of this course is on quality food preparation and teamwork. Students need to purchase a uniform for the course consisting of a chef's jacket and hat within the first three weeks of school. Uniforms are available from the instructor.

**CULINARY ARTS 3-4**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Culinary Arts 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

This course builds upon food preparation techniques learned in Culinary Arts 1-2 and provides a professional kitchen experience. Students will refine techniques in hot and cold food production; portion allocation; food plating; baking and teamwork. Students develop menus based on nutrition, appearance and flavor. Connections to local industry are made through job shadows, guest speakers and field trips.

| | ADVANCED APPLICATIONS FOR CULINARY ARTS |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Culinary Arts 3-4** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

This is the culminating class for the Piner High Culinary Arts Pathway. It is designed to prepare students for employment in various areas of the industry, to expand their knowledge of culinary arts skills and applications and to introduce event planning and food service management. Students will continue their study of food preparation techniques and procedures, safety and sanitation, nutrition, and food evaluation. Students will be introduced to topics in food service management, customer service, event planning, hospitality management, menu planning, food costs, and personnel management. They will also be introduced to issues regarding employment and employability habits of work and effective work communication.

## Geospatial Technology Pathway

In order to provide students with the advanced knowledge and specialized training needed in today's emerging scientific and technology based fields, Piner High School is developing coursework coursework, to offer students a truly "one of a kind" educational experience. Throughout the courses in the Geospatial Technology pathway, students will gain a rigorous academic course of study coupled with highly relevant, "hands-on" training and experience. Students will learn via stimulating class projects, guest lectures from industry professionals, and through engaging, contextual learning in the classroom.

Students in this pathway will gain an exceptionally rich academic preparation in science and the fast growing field of geospatial technology, with specialized training/experience in this area. Thereby, gaining a competitive edge in college admissions applications.
**Pending Board Approval*

### GIS I: Maps and Spatial Information

| | |
|---|---|
| **Course Length:** | Year |
| **Grade (s):** | 10 |
| **Prerequisites:** | Computer Foundations or Equivalent |
| **Graduation Requirement:** | 10 elective/pathway credits |
| **Program Sequence:** | Introductory |

For information about the GIS Pathway please contact Mr. Kruger:
kruger@srcs.k12.ca.us

**G**eographic **I**nformation **S**ystems**:**
"The fastest growing industry you've never heard of!" (Press Democrat 11/07)

GIS I is the introductory course in the Geospatial Technology Pathway (GTP) 3-course sequence. This course will provide an introduction to cartographic principles needed to understand geographic information science. The course will explore global reference and coordinate systems, types of maps (topographic, thematic, etc.) remote mapping and **GIS** (**G**eographic **I**nformation **S**ystems). This course will focus on the development of skills and techniques used to create, analyze, and display spatial data in a geographic information system using ArcView GIS software and GPS handheld receivers. **GIS I** will be a combination of lecture, computer work in the GIS lab, and fieldwork for data collection. Exercises include spatial data display and query, map generation, and simple spatial analysis using ArcView software. Students should have an understanding of basic computer literacy concepts, and have experience using the

Windows operating systems and applications software. It is assumed students have no prior knowledge about GIS. Students must take **GIS I** in order to matriculate to **GIS II (Principles of GIS: Data Acquisition, Analysis and Visualization)** & **GIS III (Applications in GIS).**

### GIS II: Principles of GIS: Data Acquisition, Analysis and Visualization*

**Course Length:** Year
**Grade (s):** 11
**Prerequisites:** GIS I
**Graduation Requirement:** 10 elective/pathway credits
**Program Sequence:** Skill Building

***Not available until 2009/2010 school year**

**GIS II** is the skill-building course in the Geospatial Technology Pathway (GTP) 3-course sequence. **GIS II** will focus on the development of skills and techniques used to create, analyze, and display spatial data in a geographic information system. Topics include fundamentals of cartographic models, basic GIS data models, GIS data input, storage and editing, elementary spatial measurement, analysis of spatial arrangement, overlay analysis and cartographic modeling using GIS. The course will include various methods of capturing data for use in GIS, including digitizing from maps, digital photos, and satellite imagery, locating and reformatting existing digital data, and Global Positioning Systems (GPS). The course will provide a practical, hand-on approach to conducting a field expedition with Geographical Information Systems (GIS) and Global Positioning Systems (GPS). At the end of this course students will know how to:

-design a database to take into the field
-link field data with spatial data
-determine accuracy needs (GPS)
-download base map data from online resources
-merge base map data and field-collected data
-create, analyze and display spatial data in a geographic information system

**GIS II** will be a combination of lecture, computer work in the GIS lab, and fieldwork for data collection using Trimble and Garmin GPS handheld units. Students must take **GIS II** in order to matriculate to **GIS III (Applications in GIS).**
***Pending Board Approval**

### GIS III: Applications in GIS*

**Course Length:** Year
**Grade (s):** 12
**Prerequisites:** GIS II
**Graduation Requirement:** 10 elective/pathway credits
**Program Sequence:** Advanced

***Not available until 2010/2011 school year.**

For information about the GIS Pathway please contact Mr. Kruger:
kruger@srcs.k12.ca.us

**GIS III** is the advanced course in the Geospatial Technology Pathway (GTP) 3-course sequence. **GIS III** will focus on the application of skills and techniques developed in

**GIS I** and **GIS II.** Students will create, analyze, and display spatial data in a geographic information system to solve local, authentic problems and issues. This course will provide practical, hands-on approach to spatial database design and data analysis with Geographical Information Systems (GIS) as applied to the natural and physical sciences. Students will work with local industry professionals and partners to complete an authentic GIS project in support of a real world problem. Students who successfully complete the three year GIS pathway program will be ready to enter the workforce, any certificated GIS program or University program specializing in Science, Math or Engineering fields.

# OVERVIEW OF COURSES OFFERED

## English
SDC English 11 #860205
SDC English 12 #860206
RSP English 9 #860150
RSP English 10 #860151
RSP English 11 #860152
RSP English 12 #860153
Sheltered English 9 #820016
Ac English 1-2 P #720110
Honors English 1-2 HP #720138
Sheltered English 10 #820017
Ac English 3-4 P #820101
Honors English 3-4 HP #820140
Sheltered English 11 #820018
English 5-6 #820203
Ac English 5-6P #820103
AP Language/Comp 5-6 HP #820161
Sheltered English 12 #820019
English 7-8 #820205
Ac English 7-8P #820105
AP English Literature/Comp HP #820159
Intensive English Lab #890860
Intensive English Level 1 #890821
Intensive English Level 2 #890861

## Fine Arts (See Arts/Comm. Pathway)

## Mathematics
SDC Pre-Algebra B #860209
RSP Pre-Algebra B #860114
Sheltered Pre-Algebra B 1-2 #840199
9th Pre-Algebra B 1-2 #740200
10-11th Pre-Algebra B 1-2 #840200
RSP Algebra 1-2 #860115
9th Ac Algebra 1-2 P #740204
10-12th Ac Algebra 1-2 P #840204
9th Hon Algebra 1-2 HP #740223
9th Ac Geometry 1-2 P #740305
10-12th Ac Geometry 1-2 P #840305
9th Hon Geometry 1-2 HP #740303
10-12th Hon Geometry 1-2 HP #840303
Ac Algebra 3-4 P #840213
Hon Algebra 3-4 HP #840217
Ac Trigonometry/Pre-Calculus P #840104
Hon Trig/Pre-Calculus HP #840108
AP Calculus AB HP #840101
Beyond Algebra #840225

## Science
Sheltered Physical Science 1-2 #850105
Ac Physical Science 1-2 P #750125
Honors Physical Science HP #851118
Sheltered Biology 1-2 #850314
Biology 1-2 #850312
Ac Biology 1-2 P #850299
Hon Biology 1-2 HP #850308
AP Biology 1-2 HP #850301
Ac Chemistry 1-2 P #850201
Hon Chemistry 1-2 HP #850203
Ac Physics 1-2 P #850101
AP Physics 1-2 HP #851122
Space Science #850402

## Social Science
World History #755230
Sheltered World History 1-2 #755232
Ac World History 1-2 P #755110
Hon World History 1-2 HP #755105
Sheltered United States History 1-2 #855211
United States History Survey 1-2 #855205
Ac US History 1-2 P #855201
AP US History 1-2 HP #855120
Economics #855110
Ac Economics P #855107
American Government Survey #855102
Academic American Government P #855001
AP US Government and Politics 1-2 HP #855224

## Physical Education
Physical Education 1-2 #845303
Physical Education 3-4 #845305
PE 3-4 Sport Specific:
- Advanced Badminton #845215
- Advanced Basketball #845211
- Advanced Football #845208
- Advanced Soccer #845210
- Advanced Volleyball #845217
- Aerobics #845202
- Dance 1-2 [PE] #845101
- Weight Training #845336

PE Independent Study #845306

## World Languages
Intro to Spanish 1-2 #830438
Ac Spanish 1-2 P #830401
Ac Spanish 3-4 P #830403
Hon Spanish 3-4 HP #830428
Ac Spanish 5-6 P #830405
Hon Spanish 5-6 HP #830411
Ac Spanish 7-8 P #830407
Ac Spanish 9-10 P #830409
AP Spanish Language 1-2 HP #830434
Ac French 1-2 P #830201
Ac French 3-4 P #830203
Hon French 3-4 HP #830210
Ac French 5-6 P #830205
Hon French 5-6 HP #830212
Ac French 7-8 P #830207
Ac Span/Span Speakers 1-2 P #830420
Ac Span/Span Speakers 3-4 P #830424
AP French Lang HP #830218

## Student Support
RSP Directed Studies 9 #860122
RSP Directed Studies 10 #860123
RSP Directed Studies 11 #860124
RSP Directed Studies 12 #860125
SDC Reading #860214
Reading Empowerment #890251
Internship #860274
Career Awareness #860217
Career Exploration #860273
Career Preparation $860272
Personal Management I #860270
Personal Management II #860269
Personal Management III #860268
Personal Management IV #860267

## Specialized Program (ECMP)
Early College Foundations 1-2 #810450

## Career Pathways

Arts and Communications
Ceramics 1-2 #825128
Ceramics 3-4#825133
Ceramics 5-6 #825135
Art 1-2 #825101
Art 3-4 P #825106
Art 5-6 P #825152
AP Art Studio #825154
Drama 1-2 #825201
Drama 3-4 P #825208
Drama 5-6 #
Concert Band 1-2 P #825409
Jazz Band P #825503
Beginning Guitar #825405
Intermediate Guitar #825406
Advanced Guitar #825412
Instrumental Music #825404
Treble Choir #825312
Concert Choir #825301
Vocal Ensemble #825302
Yearbook 1-2, 3-4, 5-6 #890102
Journalism 1-2, 3-4, 5-6 #890121

Biotechnology
Biotech/Health Services 1-2 P #850344
Biotech/Health Services 3-4 P #850346
Honors Senior Science Seminar HP #851111

Building Trades, Construction & Engineering
Construction Technology #835307
Machine Wood Working #835202
ROP Cabinetry/Furniture Construction #890332
Computer Assisted Drafting #835122
ROP Computer Assisted Drafting #89033
ROP Construction COOP #

Business Information Technology
Computer Foundations 1-2 #890421
Computer Applications 1-2 #810424
Computer Applications 3-4 #810426
Web Design 1-2 #810432
Web Design 3-4 #810434
Multimedia/Desktop Publishing #

Culinary Arts
Culinary Arts 1-2 #815210
Culinary Arts 3-4 #815214
Advanced Applications in Culinary Arts

## Electives
Photography 1-2 #825701
On Your Own 1-2#815206
Health/Life Skills #890416
Introduction to Conducting 1-2 #825410
Driver Education #855312
Student Government #890202
Peer Tutor #890205
IWE #890217
Kitchen/Cafeteria #890215
RSP Project Workability #890965

## Regional Occupational Programs [ROP]
*Offered at Piner High:*
ROP Cabinetry #890332
ROP Computer Aided Drafting #890330
ROP Construction COOP #
Biotech/Health Services 3-4 P #850346
Honors Senior Science Seminar HP #851111

# *ENGLISH*

**SPECIAL DAY CLASS [SDC] ENGLISH 9 / ENGLISH 10 / ENGLISH 11 / ENGLISH 12**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Identified Special Needs student through her / his IEP** |
| **Graduation Requirement:** | **10 English Credits** |

These courses are designed for identified Special Day Class [SDC] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**RSP ENGLISH 9 / ENGLISH 10 / ENGLISH 11 / ENGLISH 12**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Identified Special Needs student through her / his IEP** |
| **Graduation Requirement:** | **10 English Credits** |

These courses are designed for identified Resource Specialist Program [RSP] students who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

**SHELTERED ENGLISH 9**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 English credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See content standards for *Academic English 1-2P* below.

**ACADEMIC ENGLISH 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 English credits** |

This college preparatory course assists students in meeting state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process and written communication, listening and viewing, and speaking. Specifically, students who meet course standards will:

- determine the meaning of, and use accurately, new words encountered in reading materials by applying knowledge of word sources in British and ancient literature;
- read and understand grade level appropriate material (as illustrated in the Santa Rosa City Schools Reading List) and analyze the organization patterns, arguments and positions advanced;
- read and respond to historically or culturally significant works of American, British and world literature, and conduct in-depth analyses of recurrent patterns and themes;
- write effectively for a range of audiences and a variety of purposes while using the steps in the writing process and demonstrating an understanding and control of the written English language and its conventions;
- listen, view, and respond critically to a variety of multimedia communications and demonstrate a variety of organizational strategies and delivery techniques to convey meaning effectively; and
- deliver both formal and informal presentations, and demonstrate effective organizational strategies and delivery techniques.

| HONORS ENGLISH 1-2 HP | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **Must meet <u>one</u> of the following criteria (and complete summer work if applicable): an "A" in English or "B" or better in advanced English the previous semester OR a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 English credits** |

This college preparatory honors level course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process and written communication, listening and viewing, and speaking. See content standards for *Academic English 1-2P* above.

| SHELTERED ENGLISH 10 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 English credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See content standards for *Academic English 3-4P* below.

| ACADEMIC ENGLISH 3-4 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 English credits** |

This college preparatory course assists students in meeting state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process and written communication, listening and viewing, and speaking. Specifically, students who meet course standards will:

- determine the meaning of, and use accurately, new words encountered in reading materials by applying knowledge of word sources in British and ancient literature;
- read and understand grade level appropriate material and analyze the organization patterns, arguments and positions advanced. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List;
- read and respond to historically or culturally significant works of American, British and world literature, and conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List;
- write effectively for a range of audiences and a variety of purposes while using the steps of the writing process;
- demonstrate an understanding and control of the English language in written work;
- use conventions correctly and the writing process appropriately, while writing both literary and informational texts;
- listen to, view, and respond critically to a variety of multimedia communications and demonstrate a variety of organizational strategies and delivery techniques to convey meaning effectively; and
- deliver both formal and informal presentations, demonstrating effective organizational strategies and delivery techniques.

**HONORS ENGLISH 3-4 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Must meet one of the following criteria (and complete summer work if applicable): an "A" in English or "B" or better in advanced English the previous semester OR a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 English credits** |

This college preparatory honors level course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process and written communication, listening and viewing, and speaking. See content standards for *Academic English 3-4P* above.

**SHELTERED ENGLISH 11**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 English credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See content standards for *Academic English 5-6P* below.

**ENGLISH 5-6**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 English credits** |

This course is for non-college preparatory students. See course content for *Academic English 5-6P* below.

**ACADEMIC ENGLISH 5-6 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Must meet one of the following criteria: grade of "C" or better in any English 3-4 course OR previous teacher's recommendation** |
| **Graduation Requirement:** | **10 English credits** |

This college preparatory course assists students in meeting state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process and written communication, listening and viewing, and speaking. Specifically, students who meet course standards will:

- determine the meaning of, and use accurately, new words encountered in reading materials by applying knowledge of word sources in British and ancient literature;
- read and understand grade level appropriate material and analyze the organization patterns, arguments and positions advanced. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List;
- read and respond to historically or culturally significant works of American, British and world literature, and conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List;
- write effectively for a range of audiences and a variety of purposes while using the steps of the writing process;
- demonstrate an understanding and control of the English language in written work;
- use conventions correctly and the writing process appropriately, while writing both literary and informational texts;
- listen to, view, and respond critically to a variety of multimedia communications and demonstrate a variety of organizational strategies and delivery techniques to convey meaning effectively; and
- deliver both formal and informal presentations, demonstrating effective organizational strategies and delivery techniques.

**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Must meet the following criteria (and complete summer work if applicable): an "A" in English or "B" or better in advanced English the previous semester OR a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 English credits** |

The content of this college level course is defined by the College Board. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**SHELTERED ENGLISH 12**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 English credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See content standards for *Academic English 7-8P* below.

**ENGLISH 7-8**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 English credits** |

This course is for non-college preparatory students. Course content standards are defined in *Academic English 7-8P* below.

**ACADEMIC ENGLISH 7-8 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 English credits** |

This college preparatory course assists students in meeting state and district standards in word analysis/vocabulary development, reading comprehension, literary response/analysis, written English language conventions, writing process and written communication, listening and viewing, and speaking. Specifically, students who meet course standards will:

- determine the meaning of, and use accurately, new words encountered in reading materials by applying knowledge of word sources in British and ancient literature;
- read and understand grade level appropriate material and analyze the organization patterns, arguments and positions advanced. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List;
- read and respond to historically or culturally significant works of American, British and world literature, and conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read are illustrated in the Santa Rosa City Schools Reading List;
- write effectively for a range of audiences and a variety of purposes while using the steps of the writing process;
- demonstrate an understanding and control of the English language in written work;
- use conventions correctly and the writing process appropriately, while writing both literary and informational texts;
- listen to, view, and respond critically to a variety of multimedia communications and demonstrate a variety of organizational strategies and delivery techniques to convey meaning effectively; and
- deliver both formal and informal presentations, demonstrating effective organizational strategies and delivery techniques.

| AP ENGLISH LITERATURE AND COMPOSITION HP | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Must meet the following criteria (and complete summer work if applicable): an "A" in English or "B" or better in advanced English the previous semester OR a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 English credits** |

The content of this college level course is defined by the College Board. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| INTENSIVE ENGLISH ELD | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 English credits** |

This course is designed for English Learners at CELDT levels I and II who need immediate explicit intervention to support the development of their reading, writing, listening and speaking skills.

| INTENSIVE ENGLISH LEVEL I | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 English credits** |

This course is designed for students who need intensive intervention to support the development of their reading, writing, listening and speaking skills.

| INTENSIVE ENGLISH LEVEL 2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 English credits** |

This course is designed for students who need explicit literacy instruction to read at a proficient level.

## *FINE ARTS*

### Visual Art Courses

| CERAMICS / SCULPTURE 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Introductory** |

In this course, students will do the following, with an emphasis on ceramics and sculpture:

- perceive and respond to works of art, objects in nature, events, and the environment and will use the vocabulary of the visual arts to express their observations
- apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.
- analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists
- analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities
- apply what they have learned in visual arts across subject areas
- develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills
- learn about careers in and related to the visual arts

| CERAMICS / SCULPTURE 3-4 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Ceramics / Sculpture 1-2 and / or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the visual arts standards outlined in *Ceramics/Sculpture 1-2* above.

| CERAMICS / SCULPTURE 5-6 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Ceramics / Sculpture 3-4 and / or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will study in greater depth the standards outlined in Ceramics/Sculpture 1-2 above.

| ART 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Introductory** |

In this course, students will do the following, with an emphasis on the visual arts:

- perceive and respond to works of art, objects in nature, events, and the environment and will use the vocabulary of the visual arts to express their observations
- apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.
- analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists
- analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities
- apply what they have learned in visual arts across subject areas
- develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills
- learn about careers in and related to the visual arts

| ART 3-4 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Art 1-2 and / or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the visual arts standards outlined in *Art 1-2* above.

| ART 5-6 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Art 1-2 and / or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will continue their study of the visual arts standards outlined in *Art 1-2* above.

| ADVANCED PLACEMENT STUDIO ART | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Art 5-6 or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Required:** | **Materials Fee** |
| **Pathway Sequence:** | **Advanced** |

This college level course emphasizes drawing, painting and sculpture. The course content is designed by the College Board. Students produce a portfolio of their work for evaluation, which contains three components: quality, concentration (including an in-depth individual project) and breadth, which requires a wide range of experiences. Students are encouraged to submit portfolios for the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course.

## Performing Arts Courses

| DRAMA 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Pathway Sequence:** | **Introductory** |

In this course, students will do the following:

- process, analyze and respond to sensory information through the language and skills unique to the theatre;
- create, perform, and participate in theatre
- understand the historical and cultural dimensions of theatre;
- respond to, analyze, and critique theatrical experiences;
- connect and apply what is learned in the theatre, film/video and electronic media to other art forms and subject areas as well as to careers
- observe their environment and respond, using the elements of theatre
- observe formal and informal works of theatre, film/ video, and electronic media and respond, using the vocabulary of theatre.
- apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/ videos, and electronic media productions and to perform in them
- analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre
- critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities
- apply what they learn in theatre, film/ video, and electronic media across subject areas
- develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills
- learn about careers in and related to theatre

| DRAMA 3-4 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credit** |
| **Pathway Sequence:** | **Skill Building** |

In this course, students will continue with a more in-depth study outlined in *Drama 1-2* above.

| DRAMA 5-6 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credit** |
| **Pathway Sequence:** | **Advanced** |

In this course, students will continue with a more in-depth study outlined in *Drama 1-2* above.

**STAGECRAFT**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Interview and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts Credits** |
| **Pathway Sequence:** | **Alternative to Advanced** |

This is a hands-on course designed to familiarize students with the many elements of artistic productions including set design, scenery, properties, costumes, make-up, lighting, sound and management. Stagecraft class builds the sets, hangs and focuses the lights, and runs the behind-the-scenes portions of all high school theatrical productions, in-class projects, music, orchestra, and dance events.

**CONCERT BAND P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Requirement:** | **Band performance attire** |
| **Pathway Sequence:** | **Skill Building** |

This intermediate course is designed for students who play wind, brass or percussion instrument. Students learn fundamental concepts and study and perform a wide variety of musical literature. Members of the class are expected to practice regularly and performance attendance is mandatory.

**JAZZ BAND P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor; requires concurrent enrollment in Concert or Symphonic Band or Orchestra.** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Requirement:** | **Band performance attire** |
| **Pathway Sequence** | **Advanced** |

This course is designed for dedicated and experienced jazz musicians. Instrumentation is restricted to saxophone, trumpet, trombone, bass, guitar, piano, and drum set. This ensemble performs at school, community and festival concerts.

**BEGINNING GUITAR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **String music ability** |
| **Graduation Requirement:** | **10 Fine Arts credits** |
| **Pathway Sequence:** | **Introductory** |

This course will focus on exploring the historical development of the guitar as well as music theory. The student is expected to have access to a guitar on a daily basis, as the school is unable to supply this instrument. Students are expected to practice regularly and performance attendance is required.

**INTERMEDIATE GUITAR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **String music ability** |
| **Graduation Requirement:** | **10 Fine Arts credits** |
| **Pathway Sequence:** | **Skill Building** |

In this class the student continues in their understanding of and their competency on the guitar. The study of scales, chord progressions, rhythm, notation, tablature and styles continue, as well as individual student projects. Special attention is given to playing in groups and playing “in time”. Recitals will be given at least twice a year and if possible more. Students are encouraged to play in styles outside their usual preferences to broaden their knowledge and ability. Students are expected to practice regularly and performance attendance is required.

**ADVANCED GUITAR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **String music ability** |
| **Graduation Requirement:** | **10 Fine Arts credits** |
| **Pathway Sequence:** | **Advanced** |

In this class the student continues in their understanding of their competency on the guitar. Students are expected to practice regularly and performance attendance is required.

**INSTRUMENTAL MUSIC – PIANO LAB**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Fine Arts or Elective Credits** |
| **Pathway Sequence:** | **Introductory** |

In this piano class students study the basics of music and develop piano skills through the year. Students learn to compose and notate a short piece. Students at all levels of piano skill are accepted.

**TREBLE CHOIR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Fine Arts credits, may be repeated for credit with consent of instructor** |
| **Requirement:** | **Performance attire** |
| **Pathway Sequence:** | **Introductory** |

This introductory course presents treble music of various styles and periods in performance. Improvement of sight reading ability is stressed and students must become familiar with basic music notation. Performance attendance is required.

**CONCERT CHOIR**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Audition and/or consent of instructor; requires concurrent enrollment in an advanced choir course** |
| **Graduation Requirement:** | **10 Pathway credits or 10 Fine Arts credits** |
| **Requirement:** | **Performance attire** |
| **Pathway Sequence:** | **Skill Building** |

This course is designed for the most dedicated students who will perform throughout the community and state. Students who are accepted into Chamber Singers are expected to be able to tour with the group and need to be conscientious in all classes. The group sings the most challenging literature written for small choral ensembles. Performance attendance is required.

**VOCAL ENSEMBLE**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **By audition only in spring** |
| **Graduation Requirement:** | **10 Fine Arts credits, may be repeated for credit with consent of instructor** |
| **Requirement:** | **Performance attire** |
| **Pathway Sequence:** | **Advanced** |

Piner's Jazz/Show/Chamber musical ensemble. This is the most advanced of our choral ensembles with many outside performance obligations. A yearly tour in the area is expected as well as a cabaret performance in spring. All students entering this ensemble must be in one of the larger ensembles. Performance attendance is required.

## Written Media Courses

| YEARBOOK 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" or better in Academic English; attendance at a summer workshop** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Introductory** |

This course has students assume responsibility for producing, designing, editing, and selling the school yearbook. Students are introduced to concepts and activities necessary to the publication of the book. The students must meet the following criteria: be competent in both English and word processing; be willing to sell advertisements in the business community for the yearbook; be able to follow directions in yearbook layout and copy; be precise (since mistakes can be costly); and be able to meet deadlines to ensure that yearbook copies are available to distribute to students before the end of the school year. The class requires a significant amount of time outside regular classroom hours, including evenings and weekends.

| YEARBOOK 3-4 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" or better in Academic English; attendance at a summer workshop** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the standards outlined in *Yearbook 1-2* above.

| YEARBOOK 5-6 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" or better in Academic English; attendance at a summer workshop** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will continue their study of the standards outlined in *Yearbook 1-2* above.

| JOURNALISM 1-2 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" of better in Academic English** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Introductory** |

This course has students assume responsibility for producing the school's newspaper. Students learn the basic concepts and skills of journalism, including news gathering and judgment, interviewing, writing articles and editorials, taking photographs, page design and selling ads. They also learn the role of newspapers in society and the laws and responsibilities that govern the media. The class requires a significant amount of time outside regular classroom hours, including evenings and weekends.

| JOURNALISM 3-4 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" of better in Academic English** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Skill Building** |

In this intermediate course, students will continue their study of the standards outlined in *Journalism 1-2* above.

**JOURNALISM 5-6**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Consent of instructor; a grade of "C" of better in Academic English** |
| **Graduation Requirement:** | **10 Elective/Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

In this advanced course, students will continue their study of the standards outlined in *Journalism 1-2* above.

## *MATHEMATICS*

**SDC PRE-ALGEBRA B**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Identified Special Needs student through her/his IEP** |
| **Graduation Requirement:** | **10 Math Credits** |

This course is designed for identified Special Day Class [SDC] students who require a self-contained classroom in order to better support the development of their fundamental skills in mathematics.

**RSP PRE-ALGEBRA B**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Identified Special Needs student through her/his IEP** |
| **Graduation Requirement:** | **10 Math Credits** |

This course is designed for identified Resource Specialist Program [RSP] students who require a self-contained classroom in order to better support the development of their fundamental skills in mathematics and to assure a strong foundation in pre-algebraic understanding.

**SHELTERED PRE-ALGEBRA B 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test and math teacher recommendation** |
| **Graduation Requirement:** | **10 math credits** |
| **Note:** | **Students must also complete Algebra 1-2 with a passing grade** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See content standards for *PreAlgebra B 1-2* below.

**PRE-ALGEBRA B 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 math credits** |
| **Note:** | **Students must also complete Algebra 1-2 with a passing grade** |

This course covers the second half of the state and district standards in pre-algebra. Successful completion of Pre-algebra B prepares high school students for Algebra 1-2. Specifically, students who meet course standards will:

- know the properties of, and compute with, rational numbers expressed in a variety of forms.
- use absolute value, powers and roots to simplify integers and fractions.
- express relationships using algebraic terminology, expressions, equations, inequalities and graphs.
- interpret and evaluate expressions involving integers, powers and simple roots.
- graph and interpret linear functions representing a variety of real life situations.
- solve simple linear equations and inequalities over the rational numbers.
- choose appropriate units of measure and use ratios to convert within measurement systems.
- understand the relationships of elements of two- and three-dimensional shapes.
- understand the effects of changing scale on two- and three-dimensional shapes.
- deepen his/her understanding of plane and solid geometric shapes and know the Pythagorean theorem
- collect, organize, and represent data sets that have one or more variables within a data set both manually and/or by using an electronic spreadsheet computing and analyzing statistical measurements for data sets.

**RSP ALGEBRA 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Identified Special Needs student through her/his IEP** |
| **Graduation Requirement:** | **10 Math Credits** |

**Note: Students must complete Algebra 1-2 with a passing grade**

This course is designed for identified Resource Specialist Program [RSP] students who require a self-contained classroom in order to better meet the content standards for *Academic Algebra 1-2* below.

**ACADEMIC ALGEBRA 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Successful completion of any pre-algebra course** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

**Note: Students must complete Algebra 1-2 with a passing grade**

This college preparatory course assists students in meeting state and district standards by being able to know and be able to do the following:

- understand, solve, and apply linear equations and inequalities
- demonstrate understanding of systems of linear equations and inequalities
- solve and apply quadratic equations and functions
- demonstrate facility with proportional reasoning and estimation
- be able to simplify expressions and solve equations with rational and irrational terms
- demonstrate knowledge of basic skills, conceptual understanding, and problem solving in statistics
- use a graphing utility to solve algebraic problems in statistics.

**HONORS ALGEBRA 1-2 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade:** | **9, 10** |
| **Prerequisites:** | **Must meet the following criteria: a "B" or better in Math A or Ac Math 8 or a previous teacher's recommendation and a passing score on district-approved placement test** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

**Note: Students must complete Algebra 1-2 with a passing grade**

This course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards in Algebra. See course content standards for *Academic Algebra 1-2P* above.

**ACADEMIC GEOMETRY 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Successful completion of Algebra 1-2** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

This college preparatory course assists students in meeting state and district standards by being able to know and be able to do the following:

- understand and use the vocabulary of geometry
- demonstrate the ability to reason geometrically and to provide logical deductive and inductive proof
- understand and apply the properties of angles, polygons, and solids
- understand and apply the Pythagorean Theorem and basic trigonometry
- understand constructions, applications in coordinate geometry and transformations
- understand and apply properties of circles.

| HONORS GEOMETRY 1-2 HP | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Must meet the following criteria: an "A" in Algebra 1-2 or "B" or better in Honors Algebra 1-2 OR a previous teacher's recommendation** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

This course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards in Geometry. See course content standards for *Academic Geometry 1-2 P* above.

| ACADEMIC ALGEBRA 3-4 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Algebra 1-2 and Geometry 1-2** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

This college preparatory course assists students in meeting state and district standards by being able to know and be able to do the following:

- understand linear, quadratic exponential and logarithmic functions
- apply and solve systems of equations and inequalities
- understand conic sections
- simplify rational and irrational expression
- understand probability, sequences and series
- use fundamental properties to judge the validity of algebraic steps
- use a graphic utility appropriately.

| HONORS ALGEBRA 3-4 HP | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Must meet the following criteria: an "A" in Geometry 1-2 or "B" or better in Honors Geometry 1-2 OR a previous teacher's recommendation** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

This course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards in Algebra. See content standards for *Academic Algebra 3-4P* above.

| ACADEMIC TRIGONOMETRY / PRE-CALCULUS P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Successful completion of Algebra 3-4** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

This college preparatory course assists students in meeting state and district standards by being able to know and be able to do the following:

- understand and apply the properties of circular functions
- be familiar with polynomial, exponential, logarithmic, rational, and radical functions
- be able to work with polar equations and complex numbers
- understand how to use vectors
- understand sequence and series
- understand and apply simple probability and data analysis
- understand limits, continuity, and simple derivatives.

| HONORS TRIGONOMETRY / PRE-CALCULUS | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Must meet the following criteria: an "A" in Algebra 3-4 or "B" or better in Honors Algebra 3-4 OR a previous teacher's recommendation** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

This course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards in Trigonometry/Pre-Calculus. See content standards for *Academic Trigonometry/Pre-Calculus* P above.

| ADVANCED PLACEMENT CALCULUS AB HP | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Must meet the following criteria: an "A" in Trigonometry/Pre-Calculus or "B" or better in Trigonometry/Pre-Calculus OR a previous teacher's recommendation** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of beginning functions, limits, derivatives, differentials, and integrals. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| BEYOND ALGEBRA | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Must meet the following criteria: completion of Algebra 1-2 P or Algebra 1A-2A/Algebra 1B-2B** |
| **Graduation Requirement:** | **10 math credits** |
| **Recommended:** | **A scientific graphing calculator. Consult with your instructor for specific recommendations.** |

The course includes a review of basic algebra, an introduction to basic geometry concepts and constructions, an introduction to logic, number theory, counting methods, basic probability and statistics, and consumer mathematics. Students will be reading, defining terms, keeping a notebook/journal, practicing mathematical algorithms, working in the computer lab, and doing appropriate projects.

## *SCIENCE*

| SHELTERED PHYSICAL SCIENCE 9 | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 physical science credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See course content standards in *Academic Physical Science 1-2P* below.

**ACADEMIC PHYSICAL SCIENCE 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 physical science credits** |

This college preparatory course gives students an understanding of the physical and natural laws of science and an opportunity to explore themes in earth science, physics and chemistry. Specifically, students who successfully complete this course will understand that:

- the motion of objects is generally predictable using Newton's law.
- the laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
- energy cannot be created or destroyed; however, in many processes, energy is lost to the environment as heat, that is, as disordered motion of atoms
- waves have characteristic properties that do not depend on the type of wave.
- electric and magnetic phenomena are related and have many practical applications.
- the Periodic Table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure.
- the enormous variety of biological, chemical and physical properties of matter result from the ability of atoms to form bonds. This ability results from the electrostatic forces between electrons and protons, and between atoms and molecules.
- the conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.
- the Kinetic Molecular Theory describes the motion of atoms and molecules and explains the properties of gases
- acids, bases and salts are three classes of compounds that form ions in water solutions.
- solutions are homogenous mixtures of two or more substances.
- energy is exchanged or transformed in all chemical reactions and physical change of matter.
- astronomy and planetary exploration reveal the structure, scale and change of the solar system over time. Earth-based and space-based astronomy reveals the structure, scale and change over time of stars, galaxies and the universe.
- plate tectonics, operating over geological time has changed the pattern of land, sea and mountains on the Earth's surface
- energy enters the Earth's system primarily as solar radiation and eventually escapes as heat.
- heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
- climate is the long term average of a region's weather and depends on many factors.
- each element of Earth moves among reservoirs in the solid Earth, oceans, atmosphere, and organisms as part of biochemical cycles.
- life has changed Earth's atmosphere and changes in the atmosphere affect conditions for life.
- the geology of California underlies the state's wealth of natural resources as well as its natural hazards.

**HONORS PHYSICAL SCIENCE 1-2 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 physical science credits** |

This course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards for Physical Science. See course content standards for *Academic Physical Science 1-2P.*

**SHELTERED BIOLOGY 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 life science credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See course content standards for *Academic Biology 1-2P* below.

**BIOLOGY 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 life science credits** |

This course is designed for the non-college preparatory student. See course content standards as described in Academic Biology 1-2.

**ACADEMIC BIOLOGY 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Successful completion Physical Science course** |
| **Graduation Requirement:** | **10 life science credits** |

This college preparatory course provides students with an in-depth study of biological concepts and principles. Students who successfully complete this class will understand that:

- fundamental life processes of living organisms depend on a variety of chemical reactions that are carried out in specialized areas of the organism's cells.
- mutation and sexual reproduction lead to genetic variation in a population.
- multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
- genes are a set of instructions, encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
- the genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
- the frequency in a gene pool of a population depends on many factors, and may be stable or unstable over time.
- evolution is the result of genetic changes that occur in constantly changing environments.
- stability in an ecosystem is a balance between competing effects.
- scientific progress is made by asking meaningful questions and constructing careful investigations.

**HONORS BIOLOGY 1-2 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10** |
| **Prerequisites:** | **Must meet the following criteria and be concurrently enrolled in Geometry or higher level math course: an "A" in Science 8, Physical Science 1-2 OR a previous teacher's recommendation** |
| **Graduation Requirement:** | **10 life science credits** |

This course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards for Biology. See course content standards for *Academic Biology 1-2P* above.

**ADVANCED PLACEMENT BIOLOGY 1-2 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Must meet the following criteria and be concurrently enrolled in Algebra 3-4 or higher level math class: an "A" in previous Ac Biology or Ac Chemistry or "B" or better in Honors Biology or Honors Chemistry OR a previous teacher's recommendation** |
| **Graduation Requirement:** | **10 life science credits** |

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of biochemistry, energy systems, genetics, evolution, classification systems, botany, animal anatomy, physiology, and ecology. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| ACADEMIC CHEMISTRY 1-2 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Must meet the following criteria: concurrent enrollment in Geometry or higher-level math class and successful completion of Ac Biology or Ac Physics** |
| **Graduation Requirement:** | **10 physical science credits** |

This college preparatory course provides students with a study of general chemistry. Topics of exploration include study of the elements; atomic structure; bonding; matter & energy; solutions; balancing equations; nomenclature; determining grams of products used and produced; gas laws; heat contents; equilibrium; acid/base solutions; oxidation/reduction and nuclear chemistry. Students will:

- understand that the periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of elements relates to atomic structure.
- recognize that biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules.
- recognize that the conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants.
- describe and model the kinetic molecular theory.
- recognize acids, bases, and salts as three classes of compounds that form ions in water solutions.
- understand that solutions are homogenous mixtures of two or more substances.
- recognize that energy is exchanged or transformed in all chemical reactions and physical changes of matter.
- understand that chemical reaction rates depend on factors that influence the frequency and effectiveness of reactant collisions.
- recognize chemical equilibrium as a dynamic process at the molecular level.
- understand that the bonding characteristics of carbon allow the formation of many different organic molecules of varied shapes, sizes, and chemical properties and provide the biochemical basis of life.
- recognize that nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission and nuclear fusion.

| HONORS CHEMISTRY 1-2 HP | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Must meet the following criteria and be concurrently enrolled in Algebra 3-4 or higher level math class: "A" or "B" in Physical Science; "A" or "B" in Ac Biology and a "C" of better in Honors Biology or Honors Physical Science** |
| **Graduation Requirement:** | **10 physical science credits** |
| **Recommended:** | **A scientific calculator. Consult with your instructor for specific recommendations.** |

This college preparatory course is designed for highly proficient students who plan to enroll in science classes at the university or college level in the future. This course will emphasize theoretical chemistry, analytical skills and problem solving. Extensive work will be accomplished in stoichiometry, matter and energy, gas laws, thermodynamics, equilibrium, acid/base solutions, and oxidation-reduction. See course content standards in Academic Chemistry 1-2P above.

| ACADEMIC PHYSICS 1-2 P | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Must meet the following criteria: concurrent enrollment in Algebra 3-4 or higher-level math class and successful completion of Ac Biology or Ac Chemistry** |
| **Graduation Requirement:** | **10 physical science credits** |

This college preparatory course provides students with a study of general physics. Specifically, students will:

- use position, velocity and acceleration to describe an object's motion; use Galileo's Law of falling bodies to describe the motion of any falling object near the surface of the earth in the absence of air resistance.
- understand that Newton's Laws of Motion are powerful tools for understanding the dynamics of an object or system's motion.
- recognize that conservation laws are a powerful way to understand processes within systems and between interacting systems.
- recognize conservation of energy and momentum as two important examples of a larger set of conservation laws.
- predict and describe the movement of objects by the laws of conservation of energy and momentum.

- understand that heat and work are two forms of energy transfer between systems.
- recognize that electric and magnetic phenomena are related and have many practical applications.
- define waves by characteristic properties that are independent from the type of wave.
- recognize waves are detectable phenomena that transfer energy over time and distance.
- understand that scientific progress is made by asking meaningful questions and conducting careful investigations.

| **ADVANCED PLACEMENT PHYSICS 1-2 HP** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Must meet the following criteria and be concurrently enrolled in Algebra 3-4 or higher level math class: "A" in Ac Biology or Ac Chemistry or "B" or better in Honors Biology or Honors Chemistry or previous teacher's recommendation** |
| **Graduation Requirement:** | **10 physical science credits** |
| **Recommended:** | **Purchase of a scientific calculator. Consult with your instructor for specific recommendations.** |

This college level course is designed for highly proficient students engaged in the study of math-based physics. The course follows College Board guidelines, which include the rigorous study of mechanics, dynamics, waves, light, electricity, heat and nuclear processes. Problem solving using algebra, geometry and trigonometry is included. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| **SPACE SCIENCE** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Must have completed Academic Physical Science 1-2 and Academic Sophomore Biology** |
| **Graduation Requirement:** | **10 physical science credits** |

Space Science is a college prep laboratory course in Astronomy and manned space exploration. Units include Developing Perspective, Key Concepts for Astronomy, Learning from Other Worlds, A Deeper Look at Nature, Stellar Alchemy, Galaxies and Beyond, and Space Exploration. Space Science includes research project and observational science opportunities including telescope and planetarium experiences. Students will learn that science is a process and will learn the connection between theory and observation. Students will participate in scientific process to reinforce conceptual and factual content. Students will demonstrate their knowledge through projects and observations of the sky. Space Science will make extensive use of World Wide Web based data and information.

## *SOCIAL SCIENCE*

| **SHELTERED WORLD HISTORY 1-2** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 social science credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See course content standards for *Academic World History 1-2* P below.

| **WORLD HISTORY 1-2** | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 social science credits** |

This course is for the non-college preparatory student. See course content standards for *Academic World History 1-2P* below.

**ACADEMIC WORLD HISTORY 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 social science credits** |

This college preparatory course engages students in the study of the modern world from the late 18th century to the present. Ancient Greek and Roman ideas are also studied in the context of the rise of democratic ideas. A focus on European history is also in place along with a select region of other non-Western regions. Current world issues and a focus on a growing interdependence of people and cultures throughout the world are central to the course. This course emphasizes the skills of critical thinking, interdisciplinary connections, textual analysis, historical critiquing, analyzing cause and effect relationships while studying key concepts, which include social contract, democratic ideals, revolution, social reform, isolationism, and imperialism. Specifically, students who meet course standards will:

- relate the moral and ethical principles that led to the development of Western political thought.
- compare and contrast the influential revolutions such as the French Revolution, the American Revolution, etc., and their consequences.
- identify and analyze the effects of the Industrial Revolution.
- analyze patterns of Imperialism and its impact on both the colonies and the colonial in at least two of the following countries or regions: Africa, South East Asia, China, India, Latin America and the Philippines.
- analyze the causes and course of the First World War in terms of the arguments for entering into war presented by the major European powers, the political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, propaganda and nationalism in mobilizing civilian population in support of total war.
- analyze the effects of World War I in terms of the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles, and Woodrow Wilson's Fourteen Points.
- analyze the rise of totalitarian governments to fill the political and economic void left by the end of World War I.
- analyze the causes and consequences of the Second World War.
- analyze the Nazi policy of pursuing racial purity, its transformation into the Final Solution and the Holocaust.
- analyze, interpret and evaluate the international developments in the post World War II world.
- analyze the integration of countries into the world economy, and the informational, technological and communications revolutions such as television, satellites, and computers.

**HONORS WORLD HISTORY 1-2 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Must meet the following criteria (and complete summer work if applicable): an "A" in social science or "B" or better in an accelerated social science the previous semester or a previous teacher's recommendation (Social Science or English)** |
| **Graduation Requirement:** | **10 social science credits** |

This college preparatory honors level course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards regarding the study of the modern world from the late 18th century to the present. See course content standards for *Academic World History 1-2P* above.

**SHELTERED UNITED STATES HISTORY 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Identified English Language Learner; placement determined by CELDT test** |
| **Graduation Requirement:** | **10 social science credits** |

This course is for identified English Language Learners who are transitioning into the mainstream program. Throughout the course, the instructor employs strategies to assist ELL students in accessing course content while developing proficiency in English. See course content standards for *Academic United States History 1-2P* below.

**UNITED STATES HISTORY SURVEY 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 social science credits** |

This course is designed for the non-college preparatory student. See course content standards as described in *Academic United States History 1-2P* below.

**ACADEMIC UNITED STATES HISTORY 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **10 social science credits** |

This college preparatory course engages students in the examination of major issues that have defined the history of the United States. Students will continue to develop skills learned in previous social science offerings including growth in critical thinking, independent learning, oral presentations, historical interpretation, information technology and research, fine arts, content area reading, note taking and outlining skills. Specifically, students who meet course standards will:

- examine internal conflicts of Civil War and Reconstruction.
- analyze the moral foundation for our social, political and economic institutions.
- identify connections between advancements in technology and industry and the demographic shift from rural to urban areas, increasing immigration, political corruption, and the rise of the Progressives.
- trace the rise of the United States to its role as a world power in the Twentieth Century.
- analyze the major social, political, economic and cultural developments in the 1920's.
- demonstrate understanding of the causes of the Great Depression and how FDR and the New Deal changed the role of the federal government.
- understand the role of the United States' domestic and foreign policies prior to, during, and after World War II.
- analyze post World War II U.S. foreign policy from the Truman Doctrine to the Reagan/Bush "victory".
- examine and analyze federal civil rights and voting rights development in the U.S. from 1950-1970.
- examine the domestic and foreign policies of the contemporary period.

**ADVANCED PLACEMENT UNITED STATES HISTORY 1-2 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Must meet the following criteria (and complete summer work if applicable): an "A" in World History or "B" or better in Honors World History or a previous teacher's recommendation (who teaches in social science content area)** |
| **Graduation Requirement:** | **10 social science credits** |

This college level course is designed for highly proficient students engaged in meeting and/or exceeding state and district standards regarding the major issues that have defined the history of the United States. Students will continue to develop skills learned in previous social science offerings including growth in critical thinking and written analysis, independent learning, oral presentations, historical interpretation, information technology and research, fine arts, content area reading, note taking and outlining skills. The course covers specific concepts that help the student understand the major themes that characterize American history which include: Constitutionalism, federalism, civil rights, liberties, freedom, democracy, economic development, prejudice, imperialism, progressivism, industrialization, power, communism, technology, civil disobedience, liberalism, and justice. The class begins with an overview of the Colonial period and ends with U.S. foreign and domestic policies of present day. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**ECONOMICS**

| | |
|---|---|
| **Course length:** | **One semester** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **5 social science credits** |

This is a one-semester senior non-college preparatory course taken in connection with a semester of American Government. See course content standards for *Academic Economics P* below.

**ACADEMIC ECONOMICS P**

| | |
|---|---|
| **Course length:** | **One semester** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **5 social science credits** |

This one semester college preparatory senior course, taken in connection with a semester of American Government, engages students in the examination of key economic concepts of choices, resources, opportunity costs, products and services, competition, supply and demand, equilibrium, macroeconomics, business cycle, fiscal and monetary policy, taxes, economic indices, debt and deficit, specialization, labor

unions and employment issues, interest rates, inflation, stock market, comparative and absolute advantage, and issues of international trade. Throughout this study, students will become proficient in the skills areas of: writing timed essays, content reading, note taking, outlining, public speaking, test taking, and research and information literacy. Specifically, students who meet course standards will:

- recognize and understand common economic terms, concepts and economic reasoning.
- recognize and analyze the elements of the United States market economy in a global setting.
- analyze the influence of the United States government on the American economy.
- analyze the element of the United States labor market in a global setting including the operation of the labor market, the establishment of principal American labor unions, and the effects of unionization.
- analyze the aggregate economic behaviors of the United States economy.
- analyze issues of international trade and how the economy of a country affects and is affected by economic forces beyond the natural geographical borders.

**AMERICAN GOVERNMENT SURVEY**

| | |
|---|---|
| **Course length:** | **One semester** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **5 social science credits** |

This course is for non-college preparatory students. See course content standards for *Academic American Government P* below.

**ACADEMIC AMERICAN GOVERNMENT P**

| | |
|---|---|
| **Course length:** | **One semester** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Previous teacher's recommendation** |
| **Graduation Requirement:** | **5 social science credits** |

This course explores the history and ideas that led to the creation of the Constitution and Bill of Rights and then focuses on the institutions and process of national, state, and local governments. Emphasis is placed on the rights and responsibilities of citizenship. Students will hone their skills in the areas of writing timed essays, essay writing, research and information literacy in the form of a controversial essay or other research project, note taking, outlining, public speaking, test taking, and analysis of primary source documents. The skills will be integrated into the examination of the following key concepts: revolution, liberty, power and authority, representative democracy, limited government, federalism, citizenship, written constitution, political participation, voting, political parties, interest groups, the media, separation of powers, checks and balances, legislative powers and processes, executive powers, bureaucracy, institutional change, judicial powers and processes, judicial review, national security, equality and minority rights, due process, and equal protection. Specifically, students who meet course standards will:

- identify and analyze the fundamental ideas and principles of the American political system as well as the American political culture.
- analyze and evaluate the informal political institutions and political processes that lead to participation in the governmental/political system.
- analyze and explain the function, powers and organizational structure of Congress.
- identify and explain the growth and function of the Presidency and the executive branch of government.
- analyze and explain the structure, function and dynamics of the federal court system and the role of the Supreme Court in interpreting the Constitution.
- describe and explain the politics of public policy making including foreign policy, economic policy, social policy, civil rights and civil liberties.

**ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS 1-2 HP**

| | |
|---|---|
| **Course length:** | **One semester** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Must meet the following criteria (and complete summer work if applicable): an "A" in US History or "B" or better in Honors/AP US History or a previous teacher's recommendation (who teaches in social science content area)** |
| **Graduation Requirement:** | **5 social science credits** |

This college level course, which precedes or follows a course in Economics, is designed for highly proficient students engaged in meeting and/or exceeding state and district standards regarding the study of American Government. The course content is designed by the College Board. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

# *PHYSICAL EDUCATION*

**PHYSICAL EDUCATION 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11** |
| **Graduation Requirement:** | **10 physical education credits** |
| **Required:** | **Uniform** |

This course emphasizes helping students in developing a personalized fitness program for a healthy life style. Students synthesize much of what they have learned in earlier grades to deepen their skills and knowledge of fitness, team sports, gymnastics, and/or aquatics. Students will develop an in-depth understanding of the components of total health fitness through the study of physiological, psychological, and social benefits of a healthy, active lifestyle. Students will apply this knowledge in identifying individual preferences in fitness activities.

**PHYSICAL EDUCATION 3-4**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of PE 1-2** |
| **Graduation Requirement:** | **10 physical education credits** |
| **Required:** | **Uniform** |

This course emphasizes assisting students in analyzing skills for effective movement through the study of individual and dual sports, outdoor education, combatives (self-defense), dance and analysis of movement. Students will learn the principles of levers to movement; evaluate the potential benefits and risks of available exercise programs; and plan a personal exercise program that is physiologically sound and appropriate to her/his needs, interests, level of ability, and goals for health fitness.

**PHYSICAL EDUCATION 3-4: SPORT SPECIFIC CLASS**

| | |
|---|---|
| **Course length:** | **Semester** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of PE 1-2. Students may choose to take either General PE or the Sport Specific class to satisfy the graduation requirement.** |
| **Graduation Requirement:** | **5 physical education credits** |
| **Required:** | **Uniform** |

This class is designed to enhance and develop sports specific skills and strategies related to that sport. After a semester/year of a class, students will have created a conditioning program that will increase fitness for that sport and increase over-all fitness. For the best possible experience, other coaches and experts in that sport will be consulted and will work in conjunction with the teacher and the class. Also, students will learn about the care and prevention of injuries that might occur in that sport. This class can give students credit for graduation or it can be taken as an elective. The sports offered to students for one or two semesters are: Basketball, Dance, Aerobics, Football, Soccer, Badminton, Weight Training, and Volleyball.

**INDEPENDENT STUDY PHYSICAL EDUCATION (ISPE)**

| | |
|---|---|
| **Course length:** | **Semester or Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **State, regional, or national competition in a physical activity** |
| **Graduation Requirement:** | **Physical Education, 10 credits** |

This course is intended for high school students who are currently involved in state, regional or national level competition in dance, or individual/ team sports, and is taken in lieu of enrolling in Physical Education classes. In order to qualify, a student must meet several requirements including minimum of five hours per week training throughout the entire semester or school year under the direct supervision of an authorized coach, and satisfactory completion of all regularly assigned ISPE written reports. Application deadlines are May 15 for Fall Semester and January 1 for Spring Semester. Applications are available in the school's Counseling Office. Students may not use ISPE in order to create space in their schedules for another course.

# *WORLD LANGUAGES*

**INTRODUCTION TO SPANISH 1-2**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **School recommendation** |
| **Graduation Requirement:** | **10 world language credits** |

This course is the first in a series of Spanish courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Spanish, with a goal of learning survival Spanish. The cultures of Spanish-speaking people are studied and vocabulary and structures are introduced in a thematic context. Although grammar principles are covered, the emphasis is placed on conversation and comprehension. Therefore, this class does not satisfy the college/university requirement for world language.

**ACADEMIC SPANISH 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **For schools with a yearlong conversation class, a grade of "C" or better in previous semester of English; a "B" or better is preferred** |
| **Graduation Requirement:** | **10 world language credits** |

This academic course is the first in a series of Spanish courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Spanish. Students will study both the vocabulary and grammar structures of the language as well as the cultures of Spanish-speaking people throughout the world.

**ACADEMIC SPANISH 3-4 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Successful completion of Spanish 1-2 with a grade of C- or better** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory course is a continuation of the skills learned in Academic Spanish 1-2. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Spanish and students continue to study both the vocabulary and grammar structures of the language. To meet this goal, readings become progressively longer and more time is allocated to written composition.

**HONORS SPANISH 3-4 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Must meet one of two criteria (and complete summer work if applicable): an "A" in Spanish 1-2 or "B" or better in Honors Spanish 1-2 <u>or</u> a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory honors level course is a continuation of the skills learned in Spanish 1-2. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Spanish. To meet this goal, readings become progressively longer and more time is allocated to essay writing. Designed for highly proficient students engaged in the study of a second language, it begins the intense preparation necessary for later AP Spanish classes. The course is conducted solely in the target language.

**ACADEMIC SPANISH 5-6 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Spanish 3-4 with a grade of C- or better** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory course is a continuation of the skills learned in Spanish 3-4. Through communicative activities in the target language, language skills and content will be expanded and further refined. This course emphasizes meaningful communication in Spanish. To meet this goal, readings become progressively longer and more time is allocated to creative writing and research projects conducted in the target language. Cultural emphasis is continued and the course is taught solely in Spanish.

**HONORS SPANISH 5-6 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Must meet one of two criteria: "A" in Spanish 3-4 or "B" or better in Honors Spanish 3-4 or a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory honors level course is a continuation of the advanced skills learned in Spanish 3-4. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Spanish. To meet this goal, readings become progressively longer and require analysis by the student, and more time is allocated to creative writing and research projects conducted in the target language. Designed for highly proficient students engaged in the study of a second language, it continues the intense preparation necessary for later AP Spanish classes. The course is conducted solely in the target language.

**ACADEMIC SPANISH 7-8 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Successful completion of Spanish 5-6 with a grade of C- or better** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory course refines the reading, writing, listening and speaking skills learned in Spanish 5-6. Through the study of such areas as literature, geography, current events and culture of Spanish-speaking people, students will hone their linguistic skills, pronunciation, and fluency. Cultural emphasis is continued and the course is taught solely in Spanish.

**ACADEMIC SPANISH 9-10 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Successful completion of Spanish 7-8 or AP Spanish Language with a grade of C- or better** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory course continues to refine skills in reading, writing, listening and speaking. Culture, literature, current events and special projects are a major focus for this advanced class.

**ADVANCED PLACEMENT SPANISH LANGUAGE 1-2 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Must meet one of two criteria (and complete summer work if applicable): an "A" in Spanish 5-6 or "B" or better in Honors Spanish 5-6 or a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 world language credits** |

This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. The course content is designed by the College Board. Students continue to learn advanced grammatical principles, read a variety of literary works, and study the life and culture of native speakers. Students are encouraged to take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

**ACADEMIC FRENCH 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **School recommendation** |
| **Graduation Requirement:** | **10 world language credits** |

This academic course is the first in a series of French courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking French. Students will study both the vocabulary and grammar structures of the language as well as the cultures of French-speaking people throughout the world.

**ACADEMIC FRENCH 3-4 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Successful completion of French 1-2 with a grade of C- or better** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory course is a continuation of the skills learned in French 1-2. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and more time is allocated to written composition.

**HONORS FRENCH 3-4 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Must meet one of two criteria (and complete summer work if applicable): an "A" in French 1-2 or "B" or better in Honors French 1-2 or a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory honors level course is a continuation of the skills learned in French 1-2. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and more time is allocated to essay writing. Designed for highly proficient students engaged in the study of a second language, it begins the intense preparation necessary for later AP French classes. The course is conducted solely in the target language.

**ACADEMIC FRENCH 5-6 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of French 3-4 with a grade of C- or better** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory course is a continuation of the skills learned in French 3-4. Through communicative activities in the target language, language skills and content will be expanded and further refined. This course emphasizes meaningful and fluent communication in French. To meet this goal, readings become progressively longer and more time is allocated to creative writing and research projects conducted in the target language. Cultural emphasis is continued and the course is taught solely in French.

**HONORS FRENCH 5-6 HP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Must meet one of two criteria (and complete summer work if applicable): an "A" in French 3-4 or "B" or better in Honors French 3-4 or a previous teacher's recommendation (who teaches in that content area)** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory honors level course is a continuation of the advanced skills learned in French 3-4. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and require analysis by the student, and more time is allocated to creative writing and research projects conducted in the target language. Designed for highly proficient students engaged in the study of a second language, it continues the intense preparation necessary for later AP French classes. The course is conducted solely in the target language.

**ACADEMIC FRENCH 7-8 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Successful completion of French 5-6 with a grade of C- or better** |
| **Graduation Requirement:** | **10 world language credits** |

This college preparatory course refines the reading, writing, listening and speaking skills learned in French 5-6. Through the study of such areas as literature, geography, current events and culture of French-speaking people, students will enrich their vocabulary, and hone their linguistic skills, pronunciation, and fluency. Cultural emphasis is continued and the course is taught solely in French.

**ACADEMIC SPANISH FOR SPANISH SPEAKERS 1-2 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Spanish speaker with limited writing skills and Spanish teacher recommendation** |
| **Graduation Requirement:** | **10 world language credits** |

This course is offered to native Spanish speakers with limited writing skills. Students will study the fundamentals of reading and writing in their first language. Students will read a variety of Spanish and Hispanic authors, discuss and write essays, and share the cultural differences and similarities. Through reading, writing and discussing literature, current events and societal issues, students will gain an insight into the structure, history, and vocabulary of their own language.

**ACADEMIC SPANISH FOR SPANISH SPEAKERS 3-4 P**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Successful completion of Spanish for Spanish Speakers 1-2 with a grade of C- or better or Spanish teacher's recommendation** |
| **Graduation Requirement:** | **10 world language credits** |

This course is offered to native Spanish speakers who wish to enhance their bilingual proficiency. Students will be challenged to develop excellent communication skills in reading, writing, listening and speaking in their first language. In addition to developing communication skills, students will improve critical thinking and literary analysis skills. Through reading selections of Latin American, Spanish, Hispanic American, and other Spanish-speaking authors, students will articulate an in-depth cultural understanding of their own bicultural experiences and of the broader communities in which they study.

## *STUDENT SUPPORT*

**DIRECTED STUDIES 9 / DIRECTED STUDIES 10 / DIRECTED STUDIES 11 / DIRECTED STUDIES 12**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Graduation Requirement:** | **10 Elective credits** |

This course is designed especially for special education students to support them in their regular education classes by providing assistance with homework, assignments and projects. Students are taught strategies such as organizational skills, time management and other study skills. Each student becomes familiar with his/her IEP and individual learning strength and weaknesses; s/he also learns self-advocacy skills.

**READING EMPOWERMENT**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10** |
| **Prerequisites:** | **Appropriate placement by reading test** |
| **Graduation Requirement:** | **10 Elective credits** |

Students receive remediation in phonics and other basic reading skills. There is also a reading comprehension program for students with reading difficulties who do not need phonics instruction. This program offers students a variety of strategies for thinking about reading and is beneficial to any student who want to learn ways to get more out of what they read.

**CAREER AWARENESS**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **Recommendation by the Individualized Education Program (IEP) Team** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit / No Credit to be determined by the IEP Team** |

This is a work-based learning course requiring students to complete a significant amount of coursework in vocational settings in the school and in the community. The focus of this course is developing breadth of knowledge regarding work and careers and those skills that generalize across vocational environments. This course introduces students to a variety of job and career opportunities in their community and teaches general work skills demanded in most employment settings. Students will participate in tours of local businesses, job shadowing, and beginning work experience in on-campus jobs or community volunteer programs.

**CAREER EXPLORATION**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Career Awareness and recommendation by the Individualized Education Program (IEP) Team** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit/No Credit to be determined by the IEP Team** |

This is a work-based learning course that requires students to complete a significant amount of coursework in work and business settings in the school and the community. Students will train in three or four jobs over the course of the academic school year to develop more job-specific vocational skills as well as master those skills that generalize across vocational environments. Additionally, students will develop the ability to assess their own interests, strengths, and weaknesses related to specific occupations and career pathways. Work-based learning in this course may be competitive employment, subsidized employment, or internship.

**CAREER PREPARATION**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Career Exploration and recommendation by the Individualized Education Program (IEP) Team** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit/No Credit to be determined by the IEP Team** |

This is a work-based learning course that requires students to complete a significant amount of coursework in vocational settings in the community. This course will provide more intensive instruction in specific occupations and career pathways based on individual student aptitudes and preferences, with a goal of development of independent work skills. Also covered in this class are the advanced communication and personal/social skills required for long term employment. Students will also master the skills required for seeking and obtaining employment.

**INTERNSHIP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Completion of Personal Management 3. Placement only through an IEP** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit/No Credit to be determined by the IEP Team** |

This is a course for Special Day Class Students only. This is a $12^{th}$ grade level course, which involves community-based activities. Students taking this class are working toward Certificate of Vocational Education Achievement. To be successful in this class, students will have taken and passed prior career awareness courses. Students will demonstrate independent skills by obtaining a job and demonstrate work related communication skills. Entry-level employment skills will be learned by activities that include: job shadowing, internship, community service, unpaid and/or paid work experience. This will involve students currently employed and/or volunteering during a portion of the school day.

**PERSONAL MANAGEMENT I**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9** |
| **Prerequisites:** | **Recommendation by the Individualized Education Program (IEP) Team** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit/No Credit to be determined by the IEP Team** |

Students develop basic knowledge related to personal health, goal setting, time management and organization; and adult life in the community. They also study the foundations for understanding the variety of social and personal relationships.

**PERSONAL MANAGEMENT II**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Personal Management 1 and recommendation by the Individualized Education Program (IEP) Team** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit/No Credit to be determined by the IEP Team** |

This course is intended for those students who can be successfully employed citizens upon completion of their secondary program, but may be unable to complete all of the diploma requirements. The student population for this course may require direct instruction in life skills and in community settings in order to master knowledge in a way that will be applied successfully upon completion of the STEPs program. This course is needed as part of a sequential and complete curriculum leading to the STEPs Certificate.

**PERSONAL MANAGEMENT III**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11** |
| **Prerequisites:** | **Personal Management 2 and recommendation by the Individualized Education Program (IEP) Team** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit/No Credit to be determined by the IEP Team** |

The course addresses major areas of life skills including self-advocacy, complex social interaction skills such as conflict resolution, child development, independent health maintenance, management of the home including responses to emergencies, the rights and responsibilities of citizenship and community access and services. This is a community-based learning course requiring students to complete a significant amount of instruction and assignments in the community.

**PERSONAL MANAGEMENT IV**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **12** |
| **Prerequisites:** | **Personal Management 3 and recommendation by the Individualized Education Program (IEP) Team** |
| **Graduation Requirement:** | **10 Elective credits** |
| **Grading:** | **Graded or Credit/No Credit to be determined by the IEP Team** |

This course is for Special Day Class Students only and is a senior level course. This course is for students working for the Certificate of Vocational Education Achievement. It is assumed the students have taken and passed prior personal management level courses before taking this course. Students will demonstrate good coping, anger management, and conflict resolution skills. By demonstrating community based instructional skills, students will become more independent after high school. This course may include community service involvement.

## *ELECTIVES*

**ON YOUR OWN**

| | |
|---|---|
| **Course length:** | **Semester** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **10 Elective credits** |

On Your Own is a year course designed to prepare students for independent living through the acquisition of skills and resources necessary for a successful transition to adulthood. Pertinent topics integrated throughout the course include: decision making, employment, personal management, resource management, housing, consumer skills, healthy eating, and other health and safety issues. The class is activity based, including food preparation labs.

**GEOSPATIAL TECHNOLOGY PATHWAY**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10** |
| **Prerequisites:** | **Computer Foundations** |
| **Graduation Requirement:** | **10 elective credits** |
| **Pathway Sequence:** | **Geospatial Technology Pathway** |

**GIS I** is the introductory course in the Geospatial Technology Pathway (GTP) 3-course sequence. This course will provide an introduction to cartographic principles needed to understand geographic information science. The course will explore global reference and coordinate systems, types of maps (topographic, thematic, etc.) remote mapping and **GIS** (**G**eographic **I**nformation **S**ystems). This course will focus on the development of skills and techniques used to create, analyze, and display spatial data in a geographic information system using ArcView GIS software and GPS handheld receivers. **GIS I** will be a combination of lecture, computer work in the GIS lab, and fieldwork for data collection. Exercises include spatial data display and query, map generation, and simple spatial analysis using ArcView software. Students should have an understanding of basic computer literacy concepts, and have experience using the Windows operating systems and applications software. It is assumed students have no prior knowledge about GIS. Students must take **GIS I** in order to matriculate to **GIS II.**

**GIS II** is the skill-building course in the Geospatial Technology Pathway (GTP) 3-course sequence. **GIS II** will focus on the development of skills and techniques used to create, analyze, and display spatial data in a geographic information system. Topics include fundamentals of cartographic models, basic GIS data models, GIS data input, storage and editing, elementary spatial measurement, analysis of spatial arrangement, overlay analysis and cartographic modeling using GIS. The course will include various methods of capturing data for use in GIS, including digitizing from maps, digital photos, and satellite imagery, locating and reformatting existing digital data, and Global Positioning Systems (GPS). The course will provide a practical, hand-on approach to conducting a field expedition with Geographical Information Systems (GIS) and Global Positioning Systems (GPS). At the end of this course students will know how to:

-design a database to take into the field
-link field data with spatial data
-determine accuracy needs (GPS)
-download base map data from online resources
-merge base map data and field-collected data
-create, analyze and display spatial data in a geographic information system

**GIS II** will be a combination of lecture, computer work in the GIS lab, and fieldwork for data collection using Trimble and Garmin GPS handheld units. Students must take **GIS II** in order to matriculate to **GIS III (Applications in GIS).**

**GIS III** is the advanced course in the Geospatial Technology Pathway (GTP) 3-course sequence. **GIS III** will focus on the application of skills and techniques developed in **GIS I** and **GIS II.** Students will create, analyze, and display spatial data in a geographic information system to solve local, authentic problems and issues. This course will provide practical, hands-on approach to spatial database design and data analysis with Geographical Information Systems (GIS) as applied to the natural and physical sciences. Students will work with local industry professionals and partners to complete an authentic GIS project in support of a real world problem. Students who successfully complete the three year GIS pathway program will be ready to enter the workforce, any certificated GIS program or University program specializing in Science, Math or Engineering fields.

**HEALTH / LIFE SKILLS**

| | |
|---|---|
| **Course length:** | **Semester** |
| **Grade(s):** | **9, 10, 11** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **5 credits / meets graduation requirement** |
| **Note:** | **May be waived by parent request*** |

Life skills is a one-semester course designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health, growth and development. Study will include mental health, physical health, human sexuality, healthy relationships, drug/alcohol/tobacco use prevention and responsible independence (job skills, finances, career focus, time management and consumer awareness).

* This course may be waived for one of the following conditions:

1) The course is inconsistent with religious beliefs or personal moral convictions (Education Code 51240).
2) The course meets the conditions defined in the Sex Education Course (Education Code 51550).
3) The course is inconsistent with the educational needs of the student (Board Policy 5126).

The waiver form is available to students and parents **only** through counselors and/or the Counseling Office at each high school and middle school.

**DRIVER EDUCATION**

| | |
|---|---|
| **Course length:** | **Quarter** |
| **Grade(s):** | **9, 10** |
| **Prerequisites:** | **Must be 15 years old by completion of course** |
| **Graduation Requirement:** | **2.5 Elective credits** |

**This course introduces students to the fundamentals of California state laws on driving and prepares them to pass the DMV test necessary to obtain a driving permit.**

Sign up of Driver Education in the Counseling Office.

**STUDENT GOVERNMENT**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **Successful election or interview process; overall GPA of 2.00 or better** |
| **Graduation Requirement:** | **10 elective credits** |

**Note: Students are required to participate outside of class time in activities / projects supporting the school**

This course involves students in creating, planning, organizing and implementing a student-based program at the high school level. Components of this program include social, academic and community service activities. Skills such as communication, organization, publicity, public speaking, responsibility and planning are learned within the context of providing a wide assortment of enrichment activities for the entire student body. Students are involved in planning a budget and organizing fund-raising projects.

**PEER TUTOR**

| | |
|---|---|
| **Course length:** | **Semester** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Consent of supervising staff member; acceptable academic performance and attendance** |
| **Graduation Requirement:** | **5 elective credits** |

Students will provide individualized aid to students in need of additional help. Students will tutor under the supervision of a classroom teacher.

**INSIDE WORK EXPERIENCE (IWE)**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Consent of supervising staff member; acceptable academic performance and attendance** |
| **Graduation Requirement:** | **10 elective credits; Pass/Fail grade only** |

This course has students perform a variety of duties on campus depending on placement. Students are considered for the following positions:

A. Teaching Assistant
B. Library or Office Assistant
C. Cafeteria/Snack Bar Assistant

**KITCHEN/CAFETERIA**

| | |
|---|---|
| **Course length:** | **Semester** |
| **Grade(s):** | **9, 10, 11, 12** |
| **Prerequisites:** | **None** |
| **Graduation Requirement:** | **5 elective credits** |

Students enrolled in this course will assist the kitchen/cafeteria staff in various tasks associated with food preparation, food serving, and kitchen set-up and clean-up. Students may learn skills that prepare them for the food service and preparation industry.

**RSP PROJECT WORKABILITY**

| | |
|---|---|
| **Course length:** | **Semester/Year** |
| **Grade(s):** | **10, 11, 12** |
| **Prerequisites:** | **Active IEP, age 16 or older, valid work permit** |
| **Graduation Requirement:** | **5/10 elective credits** |

The Workability program assists students with obtaining work experience credits that count toward graduation, finding a job and exploring post-secondary opportunities and options. In order to participate in the workability program, the student must have an active IEP, be employed in a job in which the employer pays worker's comp, be age 16 or over, and have an active work permit.

## *REGIONAL OCCUPATIONAL PROGRAMS OFFERED AT PINER*

**ROP CABINETRY**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **One year of High School Woodworking** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

See description listed under Building, Trades and Construction Pathway

**ROP CONSTRUCTION COOP**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **ROP Cabinetry; employment in the trades** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

See description listed under Building, Trades and Construction Pathway

**ROP COMPUTER AIDED DRAFTING**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Completion of Computer Assisted Drafting 1-2** |
| **Graduation Requirement:** | **10 Elective / Pathway credits** |
| **Pathway Sequence:** | **Advanced** |

See description listed under Engineering Pathway

**APPLICATIONS IN BIOTECHNOLOGY / HEALTH SERVICES 3-4**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Completion of Intro Biotechnology / Health Services 1-2 with a C or higher; completion of Academic Biology 1-2 or concurrent enrollment** |
| **Graduation Requirement:** | **10 pathway credits** |
| **Program Sequence:** | **Skill Building** |

See description listed under BioTechnology Pathway

**HONORS SENIOR SCIENCE SEMINAR (HP)**

| | |
|---|---|
| **Course length:** | **Year** |
| **Grade(s):** | **11, 12** |
| **Prerequisites:** | **Completion of Biotechnology / Health Services 3-4 with a C or higher; completion of Academic biology; recommended concurrent enrollment in chemistry** |
| **Graduation Requirement:** | **10 pathway credits** |
| **Program Sequence:** | **Advanced** |

See description listed under BioTechnology Pathway

## ROP COURSES OFFERED AT OTHER SRCS CAMPUSES

| | |
|---|---|
| Elsie Allen High School | Construction Technology<br>Engineering Technology<br>Childhood Development<br>Occupations with Children<br>Veterinary Science<br>Landscaping<br>Supervised Ag. Experience Program |
| Maria Carrillo High School | Culinary Arts<br>Culinary Advanced<br>Culinary COOP<br>Automotive Technology |
| Montgomery High School | Landscaping<br>Computer Aided Drafting<br>Health Occupations<br>Medical Careers<br>Accounting<br>Multimedia/Desktop Publishing<br>3D Animation<br>Business COOP |
| Santa Rosa High School | Business Management<br>Retail Merchandising<br>Computer Information Systems<br>Supervised Ag. Experience Program<br>Viticulture<br>Computerized Accounting |

# UNIVERSITY OF CALIFORNIA, a-g courses

The following courses offered at Piner meet entrance requirements for the University of California campuses. The underlined courses receive honors recognition by U.C. Carefully check the guidelines for your campus of interest to assure you meet all entrance requirements.

**a. History/Social Science**

Academic American Government
Academic United States History 1-2
Academic World History 1-2
Honors World History 1-2
United States Government (AP)
United States History 1-2 (AP)
Honors United States History 1-2 (H)

**b. English**

Academic English 1-2
Honors English 1-2
Academic English 3-4
Honors English 3-4
Academic English 5-6
Academic English 7-8
Honors English 5-6
English Language & Composition (AP)
English Literature (AP)

**c. Mathematics**

Academic Algebra 1-2
Honors Algebra 1-2
Academic Algebra 3-4
Honors Algebra 3-4
Academic Geometry 1-2
Honors Geometry 1-2
Academic Trigonometry/Pre-Calculus
Algebra A 1-2 & B 1-2
(2 year sequence equiv. to Algebra I)
Calculus AB (AP)
Honors Trigonometry/Pre-Calculus (H)
AP Statistics (AP)
Sheltered Algebra 1-2

**d. Laboratory Science**

Academic Biology 1-2
Biology 1-2 (AP)
Honors Biology 1-2 (H)
Chemistry
Honors Chemistry 1-2 (H)
Physics
Physics 1-2 (AP)
Honors Senior Science Seminar (H)

**e. World Languages**

French 1-2
French 3-4
Honors French 3-4
French 5-6
Honors French 5-6 (H)
French 7-8
Spanish 1-2
Spanish 3-4
Honors Spanish 3-4
Spanish 5-6
Honors Spanish 5-6 (H)
Spanish 7-8
Spanish for Spanish Speakers 1-2
Spanish for Spanish Speakers 3-4
Spanish Language (AP)

**f. Visual/Performing Arts**

Art (AP)
Art 1-2
Art 3-4
Art 5-6
Concert Band (Academic)
Concert Choir (Academic)
Treble Choir
Vocal Ensemble
Drama 1-2
Drama 3-4
Stagecraft
Film Studies 1-2
Fundamental Video/Multimedia Prod.
Ceramics 1-2
Ceramics 3-4

**g. Elective Courses**

Academic Economics
Academic Physical Science 1-2
Economics - Macro (AP)
Environmental Biology (Academic)
Public Speaking
Intro to Biotech/Health Services 1-2
Applications in Biotech/Health Services 3-4
Journalism (Academic)
Space Science