

DELTA



2024
2025

COURSE CATALOG

52810 Netherlands Ave.
Clarksburg, CA 95612-0100



DELTA HIGH SCHOOL
52810 Netherlands Ave.
Clarksburg, CA 95612
[\(916\) 744-1714](tel:(916)744-1714)

Royce Cornelson, *Principal*
Leticia Magaña, *Vice-Principal*
Emma Groff, *School Counselor (7th - 9th)*
Anna Esparza, *School Counselor (10th - 12th)*

River Delta Unified School District

445 Montezuma Street
Rio Vista, CA 94571
Phone: (707)374-1700
Website: rdusd-ca.schoolloop.com

Katherine Wright, *Superintendent*

INTRODUCTION

Delta High School's goal is to guide students toward academic success and future employment. The education that students receive in our schools prepares them for future roles that they may face as workers, parents, students in higher education, and citizens. **Therefore, sound planning and thoughtful course selection are critical in order for students to make the most of their high school years.**

This course catalog describes the programs at Delta High School. The introductory pages outline district graduation requirements. Also included is information about college entrance requirements and other programs. Course offerings are described departmentally. It is intended that students and parents review this catalog together making informed decisions about an education program and career pathway that will interest and challenge their intellect. Students should be encouraged to select an academically rigorous program in order to develop their full potential. A school counselor is available to advise both students and parents regarding course selection and college/career preparation. Please contact your student's counselor by email or phone, at the school site, any time during the registration process for assistance.

COURSE SELECTION 2023/2024

It is extremely important that students adhere to the guidelines listed below when selecting their courses for the 2024/2025 school year. We ask that students:

- Carefully read the instructions on the course selection form before selecting courses.
- Students need to review their high school transcript each year with their parents to ensure all graduation and enrollment requirements are met. In addition, they should thoughtfully select courses that support their plans for college, career pathway, and/or other training.
- Be certain they meet the prerequisites for the courses selected. If a course requires teacher permission, they must obtain the proper signature on the course selection form, and must follow the application or placement procedures for designated courses.
- Complete course selections, obtain parent's or guardian's signature, and submit selection form on or before the designated deadline.
- **Realize that class change requests after course selection and registration will not be offered unless a compelling reason for the course change is documented.**

The course descriptions contained in this catalog will help students understand what each course will offer and will assist them in making their final selections for registration.

Teaching staff needs for the 2024/2025 school year will be based upon the data gathered from course selections. The number of students requesting each course offered will determine which courses will be offered and the number of teachers needed to teach these courses.

Therefore, students should plan and select their courses carefully. Due to staffing and course offering limitations, it will not be possible for students to change a course once a selection is made unless a compelling reason is documented.

REQUIRED STUDENT PERFORMANCE OBJECTIVES

Students may select to take college preparatory (CP) classes and/or honors / advanced placement (AP) classes.

- a. College preparatory classes are offered in each department and are recommended for those students who will move on to a two or four year college. Classes, in this category, are designated in the catalog as meeting the UC, CSU requirements (known as a-g's).
- b. Honors and AP classes are offered to challenge students in specific areas. Upon completing an AP course, students are recommended to take an AP exam. Depending on the results of the exam, colleges may award college credits in certain areas of proficiency. Teacher approval is usually required to enroll in one of these classes. Students should check the course catalog for prerequisites of courses they may need to take.

TOP 10 SENIOR AWARDS & RECOGNITION

Guidelines for the "Top 10 Senior" award and recognition have been established. In order to qualify as a "Top 10 Senior" a student must be enrolled in at least three level 1 courses along with three level 2 or higher courses during their senior year. Level 1 and 2 classes are listed in this catalog.

NCAA INFORMATION

If you are planning to continue playing athletics in college you will need to apply and enroll for NCAA status. Information on NCAA Division I and Division II initial eligibility requirements and current changes can be found at <https://www.ncaa.org/> or see the Athletic Director or school counselor (Anna Esparza).

COLLEGE COURSES

The *Advanced Education Program* is available for qualifying students to enroll in college courses that may be offered at individual colleges for **FREE**. Students need to contact Ms. Esparza or more information and gain **prior approval**.

AVID (Advancement Via Individual Determination)

The AVID Program is a four-year college preparatory class for students who demonstrate academic potential. The goals of the program are to provide academic instruction and other support to students to prepare them for two year colleges, four-year college and/or university eligibility, gives students college-level entry skills, and motivates students to pursue a college education. AVID is the program for students who can be empowered to achieve extraordinary things.

AVID curriculum consists of seminars offered in note taking, study skills, time management, test-taking strategies, SAT/ACT and college entrance/placement exam preparation, and effective textbook reading and library research skills. Students receive extensive help in preparing college applications and financial aid forms. Guest speakers from collegiate institutions and the business community also visit the AVID classroom. Additionally, collegiate tutoring is made available to AVID students, twice weekly, during the regularly scheduled AVID classes. Students must pass an interview to participate in the AVID program. More information on the program can be obtained by contacting the AVID coordinator at the school site (Mr. Gallegos).

ENGLISH LEARNERS

EL (English Learners) classes are available for individuals with English Language Development (ELD) needs. The focus of these classes is on the development of language acquisition through the use of different instructional approaches modified to meet the students' needs. Parents or students wanting more information should contact their school site (Mr. Khan).

REQUIRED STUDENT PERFORMANCE OBJECTIVES (continued)

ADVANCED PLACEMENT CLASSES

The Advanced Placement (AP) Program is a cooperative educational endeavor of the College Board and high schools based on the fact that many young people can complete college-level studies in their secondary schools. It represents a desire of schools and colleges to foster such experiences.

AP serves four groups:

1. Students who wish to pursue college-level studies while in secondary school.
2. High schools that desire to offer these opportunities.
3. Colleges that wish to encourage and recognize such achievement. It does this by providing practical descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the student's choice. Participating colleges, in turn, grant credit and/or appropriate placement to students who have done well on the examinations. You will need to check with your college choice to see what AP grade they will consider for credit.
4. AP and honors courses offer a grade point average boost for students earning an A, B or C grade, there is no GPA boost for those students earning a D or F grade.

Examination fees of approximately \$96 are charged for each AP exam. Fee reductions may be available through the AP Coordinator at your school.

*SPECIAL REQUEST FOR AP CLASSES

Students who do not meet the specific criteria listed in the AP course prerequisite, but believe they will benefit from AP coursework, may, by special request, meet with the instructor and counselor for an interview in order to gain permission to enroll in an AP class.

****AP STUDENT ELIGIBILITY**** Instructor approval based on the following criteria:

- Prerequisites
- Grade point average (GPA)
- Recommendation from previous teacher / principal
- By special request (see above*)

AP COURSES AND DESCRIPTIONS ARE LISTED IN THE COURSE CATALOG BY SUBJECT AREA

START PLANNING NOW

Most successful people have started with a plan, which they put to work; it is rare a plan, however, that does not need some revision along the way.

Your high school education does not just happen because you come to school every day. If you want the greatest value from your high school experience, you need to develop a plan. A good plan must reflect your abilities, interests, and goals. In the preparation of your plan, you will need to have a broad view of the world of work, a skillful analysis of vocations, and a good understanding of yourself. Then you will need to develop an academic and vocational plan to meet your needs.

All students are required to develop a four-year plan. Each year the plan will be revised in the light of new Information. We will help you complete and update your four-year plan on a regular basis.

REQUIRED STUDENT PERFORMANCE OBJECTIVES (continued)

YOUR RESPONSIBILITY

- Consider your goals, abilities, and interests.
- Consider several broad vocational fields.
- As a 9th or 10th grader, consider several possible colleges or training programs. This will give you an opportunity to consult catalogs for specific entrance requirements.
- Develop a high school plan that will include all the required and recommended courses for the colleges or programs in which you are interested after high school.
- Regularly review your transcripts to ensure you have completed the necessary coursework for graduation.
- Confer with your school counselor to ensure the planning of an appropriate high school program.

THE SCHOOL'S RESPONSIBILITY

The school offers the courses that are needed to meet the entrance requirements of any college or university in this country. Many courses are offered for those preparing to enter the workforce. Your school counselor will help you plan courses to meet your individual needs.

DELTA HIGH SCHOOL GRADUATION REQUIREMENTS

SOCIAL SCIENCE <i>World History</i> <i>United States History / AP U.S. History</i> <i>Economics</i> <i>U.S. Government / AP U.S. Government</i>	10 credits 10 credits 5 credits 5 credits
ENGLISH	40 credits
MATHEMATICS	20 credits
ALGEBRA	10 credits
LIFE SCIENCE <i>Biology*, Ag. Biology*, AP Biology*, Animal Anatomy & Physiology*</i> <i>*denotes laboratory science</i>	10 credits
PHYSICAL SCIENCE <i>Ag. Earth Science, Chemistry*, Physics CP</i> <i>*denotes laboratory science</i>	10 credits
SCIENCE ELECTIVE <i>Any of the science courses listed above</i>	10 credits
VISUAL / PERFORMING ARTS or FOREIGN LANGUAGE <i>Must be 10 credits of the same visual/performing art or foreign language</i>	10 credits
PHYSICAL EDUCATION	20 credits
FRESHMAN REQUIREMENT <i>Building Foundation Success</i> <i>Ethnic Studies</i>	5 credits 5 credits
ELECTIVES	75 credits
COMMUNITY SERVICE	15 hours
TOTAL REQUIRED CREDITS NEEDED	170 credits
TOTAL ELECTIVE CREDITS NEEDED	75 credits
TOTAL CREDITS TO GRADUATE	245 credits

ADDITIONAL GRADUATION REQUIREMENTS

- Complete a minimum of 15 hours of Community Service.
- D grade or higher is considered passing for graduation requirements
- C grade or higher is the minimum passing for CSU/UC admissions

EXPLANATION OF GRADING PROCEDURES

STUDENTS ARE GRADED ON A SCALE FROM A THROUGH F

See grading scale for point equivalent for GPA calculation (5 credits are received for each semester of passing marks – an F is not a passing mark and any grade lower than a C in an a-g class will prevent you from admission to a CSU or UC.

STANDARD GRADING SCALE

A	=	4 Points
B	=	3 Points
C	=	2 Points
D	=	1 Point
F	=	0 Points

STANDARD GRADING SCALE FOR HONORS and AP COURSES*

A	=	5 Points
B	=	4 Points
C	=	3 Points
D	=	1 Point
F	=	0 Points

*GPA “bump” of AP courses does not affect letter grade
(a “D” in AP is still a “D” and will not qualify for CSU/UC minimum admissions.)

Please note that on the transcript:

AP and Honors classes are designated with a “+” preceding the course name. University a-g classes are designated with a “p” preceding the course number. An “*” prior to a course name denotes non-academic classes.

An “S” prior to a course number denotes summer school course work.

Credit/No Credit classes do not receive grade points.

THE FOLLOWING MARKS MAY ALSO BE USED:

CR = CREDIT (Student can receive variable credits. From 1 up to a maximum of 5 credits for the class, per semester, but credit classes are NOT CALCULATED IN THE GPA)

NC = NO CREDIT (Student does not receive any credits for the semester.)

Grade change forms are available, to the teaching staff, in the office. All grade changes MUST BE SIGNED BY THE TEACHER OF RECORD and THE PRINCIPAL. Grade change forms are filed in the student’s cumulative record.

COLLEGE AND CAREER PLANNING

PLAN AHEAD FOR COLLEGE AND TECHNICAL SCHOOLS

Delta High School has liaisons with local universities, community colleges, and vocational/technical schools. The counselor at the high school works diligently with local university and college outreach representatives to increase the number of district graduates earning a degree from CSU, UC, community college, and vocational/technical institutions.

The counselor works closely with the local community colleges to insure that students are prepared to be successful in college. Most community colleges offer a guarantee transfer program if the student meets the necessary criteria. Students are recommended and encouraged to take classes at the local colleges concurrently with their high school curriculum, in preparation for the transition to their post-secondary choice.

Parents are encouraged to think about their students' post-secondary choices at an early time in their educational life. Information on financial assistance for postsecondary education is made available through the counseling office. Financial Aid workshops, in English and Spanish, are held at the high school with experts in the field from the local universities and community colleges to assist parents and students with the financial aid application process. The counselor prepares and follows up the financial aid process with students, families, and often teams with classroom teachers to encourage students to apply. Being proactive as a parent of a student who has post-secondary plans for the future is wise and should begin in the middle school years. Scholarships and financial aid can assist students in attending college and paying the rising tuition costs and material fees, but being prepared ahead of time is a smart plan.

PRIVATE FOUR YEAR COLLEGES AND OUT OF STATE SCHOOLS

Specific admission requirements vary widely. In general, the course requirements listed for the University of California will meet the admission requirements of most private colleges and universities across the United States (for example: Harvard, Pitzer, Pepperdine, UOP, BYU, Saint Mary's). Check the college handbook, individual college catalogues, or research colleges for information on specific college requirements.

Some websites that you and your parents may find helpful are:

- Californiacolleges.edu
- **California Community Colleges** icanaffordcollege.com
- **California State University** <https://www.calstate.edu/apply>
- **University of California** <https://apply.universityofcalifornia.edu/my-application/login>
- **Independent California Colleges** www/aiccu.edu
- **Common app** (out of state and private Universities) <https://www.commonapp.org/>

COMMUNITY COLLEGE

Community college students may select from career certificate programs with as few as 10 units or as many as 43 units. Many of the certificate programs act as the core of a 60 unit degree program allowing students career skills to use while pursuing graduation or transfer (60 Units+) to a four-year university. Students who plan to attend a community college should begin the enrollment/registration process in February of their senior year (although some are opening up as early as October). Log on to the CCC Apply (California Community Colleges) and click on "APPLY". The matriculation process is designed to assist a student with his/her educational goal by including an admission process, an orientation to college programs, counseling, and other services. It is imperative to contact your community college of choice regardless of whether a student plans to stay at the college or transfer to another college of their choice.

COLLEGE AND CAREER WEBSITES

Career and College Preparation—Start Here
www.californiacolleges.edu

Local Community Colleges
www.losrios.edu (Sacramento City, American River, Cosumnes River, and Folsom Lake)
www.losmedanos.edu
www.solano.edu
www.deltacollege.edu

Transfer Community College to University
www.assist.org

California State University (CSU)
<https://www.calstate.edu/apply>

University of California (UC)
www.universityofcalifornia.edu

Private and Independent Colleges
<https://www.aiccu.edu/>
<http://www.commonapp.org/>

Vocational Schools
www.rwm.org/rwm/

College Entrance Exams
www.collegeboard.com (PSAT/SAT/AP/SAT-Subject exams)
www.actstudent.org (ACT)

Financial Aid / Scholarship Search / Test Prep / Helpful Websites

www.fafsa.ed.gov (*make sure it ends in gov*)

www.studentaid.ed.gov

www.studentloans.gov

www.mygrantinfo.csac.ca.gov/

www.csac.ca.gov

www.chafee.csac.ca.gov

www.icanaffordcollege.com

www.fastweb.com

www.gocollege.com

www.scholarships.com

www.finaid.org

www.zinch.com

www.myscholly.com

www.kaplan.com

www.khanacademy.org

<https://www.collegeboard.org/>

CALIFORNIA PUBLIC UNIVERSITY ENTRANCE REQUIREMENTS

UNIVERSITY OF CALIFORNIA (UC) MINIMUM SUBJECT REQUIREMENTS

- | | | |
|----|--|------------------------|
| a. | HISTORY (World History, U.S. History, U.S. Government) | 2 years |
| b. | ENGLISH (Must be college prep/honors or AP) | 4 years |
| c. | MATH (Algebra I, Algebra II, Geometry)
recommended | 3 years, 4 |
| d. | SCIENCE (Life & Physical Laboratory Science) | 2 years, 3 recommended |
| e. | FOREIGN LANGUAGE (must be the same language) | 2 years, 3 recommended |
| f. | VISUAL / PERFORMING ART | 1 year |
| g. | ACADEMIC ELECTIVES
year
Taken in one of these areas: History, English, Advanced Math,
Lab Science, Social Science, 3rd or 4th year Foreign Language,
2 years of a different Foreign Language, Visual and Performing Art | 1 |

Have at least a 3.0 weighted academic GPA to apply

CALIFORNIA STATE UNIVERSITY(CSU) MINIMUM SUBJECT REQUIREMENTS

- | | | |
|----|--|------------------------|
| a. | HISTORY (World History, U.S. History, U.S. Government) | 2 years |
| b. | ENGLISH (Must be college prep/honors or AP) | 4 years |
| c. | MATH (Algebra I, Algebra II, Geometry)
recommended | 3 years, 4 |
| d. | SCIENCE (Life & Physical Laboratory Science) | 2 years, 3 recommended |
| e. | FOREIGN LANGUAGE (must be the same language) | 2 years, 3 recommended |
| f. | VISUAL / PERFORMING ART | 1 year |
| g. | ACADEMIC ELECTIVES
year
Taken in one of these areas: History, English, Advanced Math,
Lab Science, Social Science, 3rd or 4th year Foreign Language,
2 years of a different Foreign Language, Visual and Performing Art | 1 |

Have at least a 2.5 weighted academic GPA to apply

HIGH SCHOOL TO COLLEGE TIMELINE

9th GRADE

- Study hard and get good grades
- Take Algebra I if you have not already taken it
- Take the PSAT-9 test
- Take a foreign language class
- Take a beginning visual and performing arts class
- Take a career exploration assessment (<https://www.cacareerzone.org/>)
- Continue to get good grades
- Research scholarships and their requirements, apply to any you qualify for
- Continue with extra-curricular activities

10th GRADE

- Study hard and get extra-good grades (**This is the first year that Universities look at**)
- Last chance to take Algebra I and still be eligible for all colleges
- Take the PSAT10 Test
- Continue with extra-curricular activities
- Research scholarships and their requirements, apply to any you qualify for
- Take a career exploration assessment (<https://www.cacareerzone.org/>)
- Begin researching colleges/universities (visit as many as you can)
- Consider taking college classes for FREE (talk to your counselor if your interested)
- Challenge yourself with some AP classes that you can take during your sophomore year

11th GRADE

- Study hard and get the absolute best grades possible (**THIS IS YOUR YEAR TO SHINE!**)
- Continue taking college prep, honors, and advanced placement courses
- Continue with extra-curricular activities
- Take the PSAT/NMSQT test in October for FREE to qualify for more scholarships
- Take the SAT right after completion of the PSAT Test in late spring
- Research scholarships and their requirements, apply to any you qualify for
- Register for an official tour and visit as many college campuses as possible
- Select three to five colleges/universities to which you would like to apply
- Communicate with college admissions counselors at your chosen universities by phone and email
- Begin drafting your college essay
- Consider taking college classes for FREE (talk to your counselor if your interested)

12th GRADE

- Continue to take “a-g” courses (**Stay consistent**)
- Take the SAT/ACT one last time in the Fall if you want to better your score
- Continue with extra-curricular activities
- Continue to get good grades
- Consider taking college classes for FREE (talk to your counselor if your interested)
- Finish strong

BEGINNING IN YOUR SENIOR YEAR: APPLY TO ANY SCHOLARSHIPS THAT YOU CAN FIND, THEN FOLLOW THE SCHEDULE ON THE NEXT PAGE...

COLLEGE PLANNING SCHEDULE

SEPTEMBER

- Find out about scholarships by researching online and visiting the counselor's senior google classroom page, counseling instagram page (@counseling_dhcm), and student square.
- Make final selections as to which colleges/universities to apply
- Send letters requesting applications to any private colleges/ universities to which you want to apply
- Begin creating your UC portal and working on the PIQ questions (personal insight questions) if you will be applying to a UC.
- Begin thinking of who could write you a letter of recommendation.
- Begin working on applications for private and out of state universities and checking deadlines for their early decision deadlines.

OCTOBER

- Begin the online process of applying to the UC, CSU, of your choice
- Continue the scholarship search and ask for letters of recommendation
- Polish up your college essay or begin to assemble the essay if you have not done so
- The Free Application for Federal Student Aid (FAFSA) and CA Dream Act (CADAA) open on October 1st
- Attend FAFSA (Financial Aid)/ CADAA Cash for College workshop with your parents/guardians
- Complete the FAFSA or CA Dream Act online, and if you have questions ask your counselor to assist you
Make sure that all SAT and/ or ACT tests have been taken (SAT is no longer required for CSU/UC admissions but is recommended for scholarships)

NOVEMBER

- **Complete your UC and CSU applications online adhering to the completion deadline of November 30 at midnight!!!**
- Send or complete online applications for private colleges
Prepare a list of your accomplishments and give to those individuals you want to have write you letters of recommendation if you haven't already done so.
- Begin creating student portals for the Universities you have applied too.

DECEMBER

- If taking the SAT test this is the last time to be able to take it! *It is important to note that when you send off your applications to UC and CSU that all necessary documentation should be entered online so if entrance tests have not been taken prior to application filing, make sure the test results are received by the schools that you have applied to.*
- Begin creating your WebGrants 4 Students portal if you have received a letter/email from CSAC (California Student Aid Commission) notifying you that you've been awarded a Cal grant. <https://mygrantinfo.csac.ca.gov/>

JANUARY

- **Complete applications to private colleges**

FEBRUARY/MARCH

- Begin receiving notification of admissions to UC and CSU campuses
- Begin the online process of enrolling in the two year community college(s) of your choice
- Community college applications begin to become available online for Summer and Fall admissions
- Continue to search for and apply for scholarships
- Begin working on local scholarships in early March
- **Make sure your FAFSA and CADAA applications are submitted by the March 2nd deadline**

COLLEGE PLANNING SCHEDULE (continued)

APRIL

- Check your college email regularly including the SPAM folder
- Begin the decision making process and sort out all college acceptances and offers of financial assistance
Choose the college you wish to attend and send acceptance letter to that campus SIR: (Statement of Intent to Register)
- Work hard during Spring break to complete local scholarships. **(Usually they will be DUE the week after Spring break).**

MAY

- **FIGHT OFF “SENIORITIS”!** Remember you can still be rejected from the college that accepted you if you fail any a-g courses in your senior year.
Check into college housing and submit your intent with a deposit

JUNE

GRADUATE FROM HIGH SCHOOL!

- Continue to check your college email regularly including the SPAM folder
- **If you receiving a cal grant make sure to CONFIRM your graduation status and school of attendance through your WebGrants 4 Students portal.**
- If you receive any local scholarships at graduation be on the lookout for a scholarship letter that Ms. Esparza will send to you with instructions on how to claim your scholarship award.

LATE JUNE/EARLY JULY

- Make sure that all final transcripts/grade reports are sent to the college of your choice for final processing/matriculation. **THIS IS YOUR RESPONSIBILITY** it does not happen without you ordering your transcripts from the registrar at the high school and providing the address to the college and necessary department.
- Make final housing arrangements, making sure that you have touched base with your college of choice and their financial aid office

YOUR 4-YEAR EDUCATIONAL PLAN

JOB PREPARATION	COLLEGE CSU & UC SYSTEM	UC SCIENCE/MATH EMPHASIS
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9th GRADE

<input type="checkbox"/> English 9 CP <input type="checkbox"/> Bldg Fnd Success/ Ethnic studies <input type="checkbox"/> PE <input type="checkbox"/> Algebra I <input type="checkbox"/> Earth Science <input type="checkbox"/> CTE Elective <input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> English 9 CP <input type="checkbox"/> Bldg Fnd Success/ Ethnic studies <input type="checkbox"/> PE <input type="checkbox"/> Algebra I or Geometry <input type="checkbox"/> Earth Sci., Biology or Ag Bio. <input type="checkbox"/> Foreign Language <input type="checkbox"/> CP Elective <input type="checkbox"/> Elective	<input type="checkbox"/> English 9 CP <input type="checkbox"/> Bldg Fnd Success/ Ethnic studies <input type="checkbox"/> PE <input type="checkbox"/> Algebra I, Geometry or Alg. II <input type="checkbox"/> Earth Science, Biology, Ag Earth <input type="checkbox"/> Foreign Language <input type="checkbox"/> CP Elective <input type="checkbox"/> Elective
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10th GRADE

<input type="checkbox"/> English 10 CP <input type="checkbox"/> PE <input type="checkbox"/> Geometry <input type="checkbox"/> World History <input type="checkbox"/> Biology <input type="checkbox"/> Fine Art or Foreign Language <input type="checkbox"/> CTE Elective <input type="checkbox"/> CTE Elective	<input type="checkbox"/> English 10 CP <input type="checkbox"/> PE <input type="checkbox"/> Geometry or Algebra II <input type="checkbox"/> World History <input type="checkbox"/> Biology/Ag Bio., Ap Bio, <input type="checkbox"/> Foreign Language <input type="checkbox"/> Fine Art <input type="checkbox"/> Elective	<input type="checkbox"/> English 10 CP <input type="checkbox"/> PE <input type="checkbox"/> Geometry, Alg. II, Math Analysis (H) <input type="checkbox"/> World History <input type="checkbox"/> Ag Bio, AP Chemistry, Physics, or Chemistry <input type="checkbox"/> Foreign Language <input type="checkbox"/> Fine Art <input type="checkbox"/> Elective
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11th GRADE

<input type="checkbox"/> English 11 CP <input type="checkbox"/> Geometry or Algebra II <input type="checkbox"/> U.S. History <input type="checkbox"/> Physics or Science Elective <input type="checkbox"/> Fine Art or Foreign Language <input type="checkbox"/> CTE Elective <input type="checkbox"/> CTE Elective <input type="checkbox"/> Elective	<input type="checkbox"/> English 11 CP or AP Language <input type="checkbox"/> Geometry, Alg. II, Math Analysis (H), or AP Calculus <input type="checkbox"/> U.S. History or AP U.S. History <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physics, AP Bio, Animal & Plant Science or Chemistry <input type="checkbox"/> CP Elective <input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> English 11 CP or AP Language <input type="checkbox"/> Alg. II, Calculus, Stats or Math Analysis (H) <input type="checkbox"/> U.S. History or AP U.S. History <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physics, Chemistry <input type="checkbox"/> CP Elective <input type="checkbox"/> Elective <input type="checkbox"/> Elective
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12th GRADE

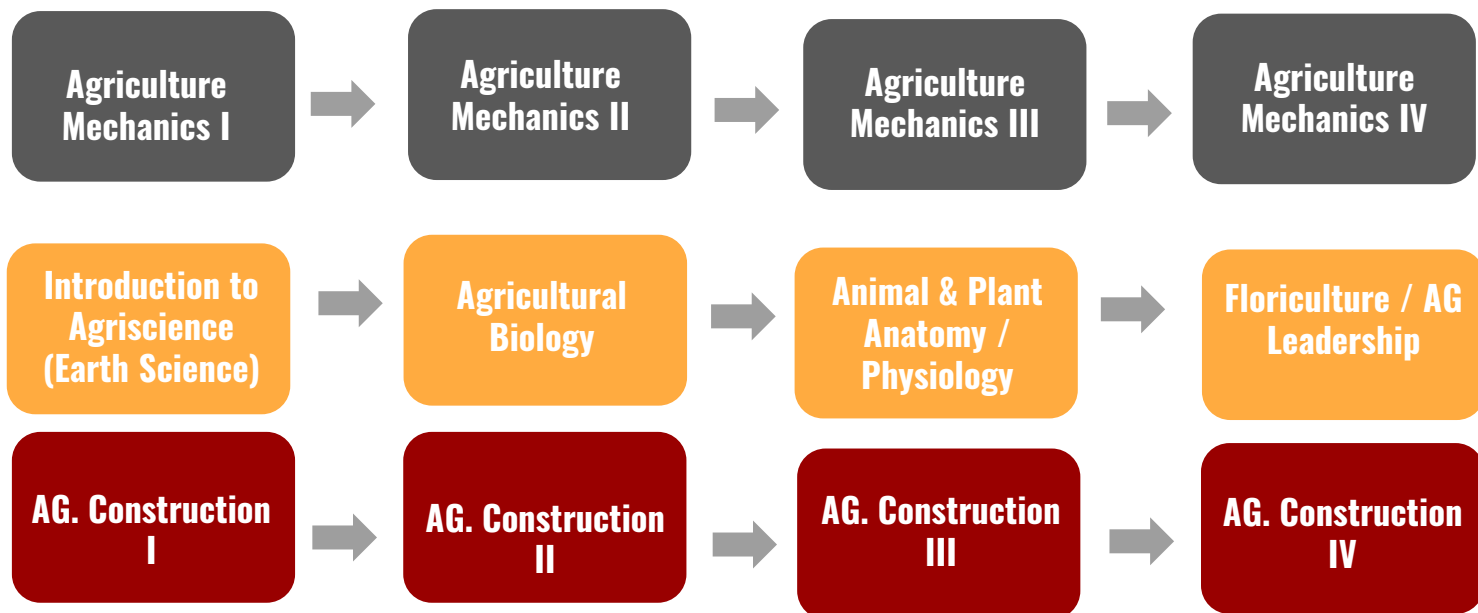
<input type="checkbox"/> English 12 CP <input type="checkbox"/> Algebra II <input type="checkbox"/> U.S. Government & Economics <input type="checkbox"/> CTE Elective <input type="checkbox"/> CTE Elective <input type="checkbox"/> CTE Elective <input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> English 12 CP or AP Lit <input type="checkbox"/> Alg. II, Math Analysis (H), AP Stats or AP Calculus <input type="checkbox"/> U.S. Government & Economics or AP Gov/ Econ <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physiology, Physics, Chemistry or AP Chem <input type="checkbox"/> CP Elective <input type="checkbox"/> Elective <input type="checkbox"/> Elective	<input type="checkbox"/> English 12 CP or AP Lit <input type="checkbox"/> Math Analysis (H), Stats or AP Calculus <input type="checkbox"/> U.S. Government/Econ or AP Gov/Econ <input type="checkbox"/> Foreign Language <input type="checkbox"/> Physiology, Physics, Chemistry or AP Chemistry <input type="checkbox"/> CP Elective <input type="checkbox"/> Elective <input type="checkbox"/> Elective
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CAREER PATHWAYS and CTE

WHAT IS CAREER TECHNICAL EDUCATION (CTE)?

CTE is about helping students to fulfill their working potential. First and foremost it is about preparing for a college education that provides students with:

- Academic subject matter taught with relevance to the real world, often called contextual learning.
- Employable skills, from job related skills to workplace ethics
- Because college is many things including the ability to earn certificates in trades and marketable skills as well as college degrees



REGISTRATION PROCEDURES

The courses you choose during registration will be your final course selections for the 2024-25 school year.

The registration process will be more meaningful if you will:

1. Consult with your parents or guardians;
2. Consult with the counselor about your 4 year educational plan.
3. Read this course catalog, including those sections relating to policies about graduation.
4. Talk with teachers about courses of interest to you and seek additional information about courses of interest.

Complete your Registration Form

Before doing so, **READ THESE INSTRUCTIONS.**

1. After you have selected the courses you want for next year, list them on the registration form in order of priority. Select alternates only if you are serious about enrolling in the course. We will consider your alternates if we cannot place you in your requested courses.
2. **You are to take eight courses.** Choose 8 plus at least two alternates. Those courses not enrolling a significant number of students will be dropped from the schedule for next year.
3. Parents need to sign the registration form.
4. If courses your selecting require a teacher signature, make sure to get the teacher signature before your registration appointment.



AGRICULTURAL EDUCATION

COURSE	PREREQUISITES	DESCRIPTION
<p>Agriculture Earth Science CP CTE</p> <p><i>CSU/UC "A-G" Meets "G" requirement as an elective</i></p>	<p>9th - 12th Grade <i>(Usually taken in 9th Grade)</i></p>	<p>This course is designed to give 9th grade students an opportunity to explore agriculture in a fun interactive environment. Students will be introduced to California Agriculture, FFA and leadership skills, public speaking, record keeping and agricultural business, horticulture and plant science and animal science. This course is meant to serve as a foundation towards advancing into more in depth agriculture based courses. This course allows students to get "hands-on" with their learning and qualifies them to participate in FFA activities throughout the year. Each student will be required to have a supervised agriculture project (SAE) and to keep a record book. 10% of Grade is FFA involvement. (Elective)</p> <p style="text-align: right;">10 Credits</p>
<p>Agriculture Biology CP CTE</p> <p><i>CSU/UC "A-G" Meets "D" requirement for Lab Science</i></p>	<p>10th - 12th Grade <i>(Usually taken in 10th Grade)</i></p>	<p>This course is intended for 10th grade students as a second year agricultural class. Sustainable agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major units, each with a guiding question. "What is sustainable agriculture?" "How does sustainable agriculture fit into our environment?" "What molecular biology principles guide sustainable agriculture?" "How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?" Within each unit, specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. Each student will be required to have a supervised agriculture project (SAE) and to keep a record book. 10% of Grade is FFA involvement.</p> <p style="text-align: right;">10 Credits</p>
<p>Animal Anatomy & Physiology CP CTE</p> <p><i>CSU/UC "A-G" Meets "D" requirement for Lab Science</i></p>	<p>11th - 12th Grade</p> <p>Prerequisites: C or better in Ag Earth, AND Ag Biology, or Biology</p>	<p>This course is designed to for students at the Junior or Senior level and is designed to prepare students with relevant knowledge and competencies associated with the animal science discipline within agricultural. Students will analyze both the structure and function of animals through focusing on species used for agriculture production. This course will also provide a study of common diseases for both small and large animals, the cause and means of prevention. Emphasis is placed on mammals that are most important to human culture as we know it. Systems of focus include skeletal, muscular, cardiovascular, integumentary, reproductive, immune and digestive systems. Students will do so through dissections, labs, simulations, research projects and hands-on-experiences. As part of this course students will also be exploring the nutritional and environmental needs of animals as well as behavior. This course will meet the Life Science graduation requirements and will serve as a part of the agriscience pathway. Each student will be required to have a supervised agriculture project (SAE) and to keep a record book. 10% of Grade is FFA involvement.</p> <p style="text-align: right;">10 Credits</p>

AGRICULTURAL EDUCATION cont.

COURSE	PREREQUISITES	DESCRIPTION
Floriculture CP <i>CSU/UC "A-G"</i> Meets "F" requirement for <i>Visual and</i> <i>Performing Arts</i>	11th - 12th Grade	Students will study principles related to floral and artistic design and acquire skills and knowledge in the history, theory and application used in floral design. This course is designed to allow students to apply an artistic approach to floral arranging as well as teach them about the nursery industry and various plants used in design production. 10% of the grade is FFA involvement. <p style="text-align: right;">10 Credits</p>
Agriculture Mechanics I CP CTE 1 <i>CSU/UC "A-G"</i> Meets "G" requirement for <i>College Preparatory</i> <i>Elective</i>	None	Students will use a classroom and laboratory-type situation to cover the principles, and applications of topics. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Areas of instruction will include: safety, tools, measurement, drawing, woods, welding, concrete, metal work/sheet metal, electricity, rope, and plumbing. 10% of Grade is FFA involvement. (Elective) <p style="text-align: right;">10 Credits</p>
Agriculture Mechanics II CP CTE 2 <i>CSU/UC "A-G"</i> Meets "G" requirement for <i>College Preparatory</i> <i>Elective</i>	Prerequisites: Must have passed Ag Mechanics 1 with a C or higher.	Students will use a classroom and laboratory-type situation to cover the principles of project development. Work habits and attitudes will be stressed with emphasis on careers in agriculture. Areas of instruction will include: use of equipment manuals, equipment maintenance, and oxy-acetylene welding, arc welding, measurement, drawing, safety, and project construction. 10% of Grade is FFA involvement. <p style="text-align: right;">10 Credits</p>
Agriculture Mechanics III & IV CP CTE 3 & 4 <i>CSU/UC "A-G"</i> Meets "G" requirement for <i>College Preparatory</i> <i>Elective</i>	11th - 12th Grade Prerequisites: Must have passed Ag Mechanics 1 AND 2 with a C or higher.	Work habits and attitudes will be stressed with emphasis on careers in agriculture.equipment. Strong emphasis is put on the instruction and participation of project design, project construction, and cost of materials. Participation in FFA will reinforce skill development in the students. Areas of instruction will include: Project and Career Development. 10% of Grade is FFA involvement. <p style="text-align: right;">10 Credits</p>

AGRICULTURAL EDUCATION cont.

COURSE	PREREQUISITES	DESCRIPTION
<p>Agriculture Construction I CP</p> <p>CTE 1</p> <p><i>CSU/UC "A-G" Meets "G" requirement for College Preparatory Elective</i></p>	<p>9th-12th Grade</p>	<p>Students will learn hands-on woodworking. They will also learn to use hand tools and power tools safety. First year students will build cutting boards, table's cabinets, assorted gifts and more. Also included in this course, students will learn about career opportunities, lumber and material, and general shop safety.</p> <p>10% of Grade is FFA involvement.</p> <p style="text-align: right;">10 Credits</p>
<p>Agriculture Construction II</p> <p>CTE 2</p> <p>Non A-G</p>	<p>9th - 12th Grade</p> <p>Construction I CP passed with a C or better.</p>	<p>Using wood as the primary artistic medium, students will be provided with an in-depth experience in artistic perception, historical and cultural context, aesthetic valuing, creative expression and connections, relationships and applications by designing wood furnishings, sculptures and objects with various forms of wood species. This course will serve as an intermediate course in the building trades and construction sequence of courses.</p> <p>Fine Woodworking is part of a sequence of courses in the cabinet making and wood products pathway. The purpose of this course is to provide students with experiences in the elements of art and principles of design using wood as the primary artistic vehicle.</p> <p>Students are provided with an in-depth experience in visual and creative expression by designing wood furnishings, sculptures, musical instruments and objects using various forms and materials including diverse wood species, reclaimed materials and techniques. Students study and analyze various cultural and historical art forms and articulate comprehension through the creation of personal and public art. Students create original works of art demonstrating mastery in art forms which reflect feelings, beliefs and points of view.</p> <p>10% of the grade is FFA involvement.</p> <p style="text-align: right;">10 Credits</p>
<p>Agriculture Construction III/IV CP</p> <p>CTE 3</p> <p><i>CSU/UC "a-g" Meets "g" requirement for College Preparatory Elective</i></p>	<p>10th-12th grade</p> <p>Construction I CP and II CP passed with a C or better.</p>	<p>The student will learn carpentry technology, use of measuring instruments, basic hand and power tools; participate in reading blueprints, preparing the land, concrete work, wood framing, basic plumbing and electrical installation; roofing, exterior and interior finishing (drywall hanging and taping) and safety and first aid-procedures.</p> <p>10% of Grade is FFA involvement. (Elective)</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
Agriculture Leadership	10th - 12th Grade Teacher Approval	<p>This course is designed to acquaint the student with the theories and principles of personal leadership development and growth and allow the student to integrate such skills to his/her own life and decision-making processes. The student will acquire practical skills and knowledge by exploring elements and principles of cooperative and group dynamics, advanced planning, parliamentary procedure, public speaking, marketing, and gratitude. The student will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Goal setting and self-evaluation will be stressed in this course.</p> <p><i>10% of the grade is FFA involvement and SAE Project.</i></p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
English I (English Language Development)	Placement will be based on assessment test and CELDT scores.	This course is for the new learner of the English language. The course focuses on listening, speaking, reading and writing skills, with an emphasis on cross-curricular academic language. Students will also develop study and organizational skills. The class is conducted in English and will be two semesters long. <p style="text-align: right;">10 Credits</p>
English II (English Language Development)	Placement will be based on assessment test and CELDT scores.	This course is designed for the students who are beginning their second year of English language learning or the equivalent. This course is designed to build upon and refine the reading, writing, listening and speaking skills mastered in English 1. Students will become familiar with several types of text and practice written responses to them. Students will acquire and produce more academic vocabulary as evidenced by emerging paragraphs. This class is conducted in English and will be two semesters long. <p style="text-align: right;">10 Credits</p>
English 9 CP <i>CSU/UC "a-g"</i> Meets "b" requirement for English	9th Grade	All ninth grade students will develop the critical thinking, reading, and writing skills needed in order to be successful throughout high school, college, and a professional career. Students in ninth grade English will discover more about themselves and their society by reading works by American, British, and world authors/poets, and by interacting with one another. Throughout the year, the students will be exposed to fiction, non-fiction, mythology, drama, poetry, research skills and organization according to MLA standards. Our non-fiction reading focuses on developing the skills of close reading, annotation, and argumentative writing. Reading Shakespeare's <i>Romeo and Juliet</i> , Harper Lee's <i>To Kill a Mockingbird</i> , and Homer's <i>The Odyssey</i> will increase students' competency in comparing and synthesizing ideas. In addition, these texts will help students grapple with more complex vocabulary in preparation for college and career. StudySync, the district-adopted text, will also be used within the classroom. Ancillary texts, such as current events articles, will be used to supplement the curriculum. All texts and instruction will be based on California Common Core State Standards. <p style="text-align: right;">10 Credits</p>
English 9 Honors <i>CSU/UC "A-G"</i> Meets "B" for English requirement	9th Grade Student interest	This is an accelerated advanced course in English focusing the elements of writing and literature. The course will cover a variety of genres and will also include a wide range of challenging text and study of figures of speech. Students will examine literature (which may include short stories, drama, poetry, novels, essays and biographies) in a context of thematic and/or historical connections. Writing instruction will be on a variety of modes and on writing as a process. This course is significantly more rigorous and demanding than English 9 CP. It is highly recommended as prerequisite for those students planning to take the AP test in Literature and Composition. <p style="text-align: right;">10 Credits</p>
English 10 CP <i>CSU/UC "a-g"</i> Meets "b" requirement for English	10th Grade	English 10 covers the Common Core Language Arts Standard skills of critical reading, writing, and verbal expression. In reading the focus is on world literature/cultural diversity that includes the short story, the novel, drama, and poetry. Reading comprehension, vocabulary building, and literary analysis are emphasized. Some of the selections are <i>Macbeth</i> , <i>Of Mice and Men</i> , and <i>Animal Farm</i> . Short stories from around the world are also used. Several units from the CSU course on expository reading and writing are utilized, focusing on the importance of unpacking informational text. The writing component stresses sentence, paragraph, and essay structure and development as they relate to expository, narrative, descriptive, and persuasive essay types. Emphasis is placed on proper usage and knowledge of grammar, which includes identification of clauses and phrases, placement of modifiers, parallel structure, punctuation, agreement, and consistency of verb tense. The primary text is the McGraw Hill Study Sync Common Core Aligned Curriculum. <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>English 10 Honors</p> <p><i>CSU/UC "a-g" Meets "b" requirement for English</i></p>	<p>10th Grade</p> <p>Student interest</p>	<p>This is an accelerated advanced course in English focusing the elements of writing and literature and will cover a myriad of genres. Students will examine the literature (which may include short stories, drama, poetry, novels, essays and biographies) in a context of thematic and/or historical connections. Writing instruction will center on a variety of models and on writing as a process. This course is significantly more rigorous and demanding than English 10 CP. This course will prepare students for critical reading and college-level writing. It is highly recommended for those students planning to take the AP test in Literature and Composition or Language and Composition.</p> <p style="text-align: right;">10 Credits</p>
<p>English 11 CP</p> <p><i>CSU/UC "a-g" Meets "b" requirement for English</i></p>	<p>11th Grade</p>	<p>English 11 is a college-preparation course with a focus on American literature. Students can expect to read 15-20 pages per night, as well as engage in lessons built upon academic vocabulary, analysis and discussion of non-fiction, fiction, and historical texts. Students in this course will write expository, analytical, and reflective essays in preparation for college-level writing. As a student of 11 CP English, one will be working on a historical investigation project during the first semester, where a historical fiction will be read, then the historical event will be researched, and the student will then compare their research findings with their historical fiction to determine the author's bias and purpose for the text. During the second semester, students will be working on a portfolio, where they will analyze their learning through the span of the course. The literature includes a wide range of traditional, contemporary, and culturally diverse selections. Titles include: Expository Reading and Writing Curriculum Units (ERWC) created by the CSU system, <i>A Narrative of the Life of Frederick Douglass</i>, <i>Great Gatsby</i>, and fiction, non-fiction, and information texts included in the McGraw Hill Study Sync Common Core Aligned Curriculum.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>AP English and Composition</p> <p><i>CSU/UC “a-g” Meets “b” requirement for English</i></p>	<p>11th Grade Instructor Approval</p> <p>*See page 6 for Advanced Placement Structured Criteria*</p> <p>Grade point average Standardized test Scores. Recommendation from previous teacher / principal. By special request</p> <p>AP Courses Require Summer Reading Assignments and the Highest level of Academic Commitment from Students. Making a commitment to AP means that you will be unable to switch into another English class if you change your mind.</p>	<p>This Advanced Placement (AP) course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectation, and the subjects as well as the way generic conventions and the resources of language contribute to the effectiveness in writing. The following are important prerequisite skills required for passage of the AP Language and Composition exam: Fluency in style and competency in grammar, close reading skills and vocabulary for comprehension, knowledge of rhetorical terminology, sophisticated use of language and the writing process, historical and current event perspective, command of the rhetorical organization and purpose: definition, description, classification, compare/contrast, cause/effect, argument, letters, diaries, speeches, and narrative strategies, Multiple choice reasoning, question decoding, and time writing strategies.</p> <p>In addition to the prerequisite skills that you will acquire throughout the year, the AP Language and Composition course will focus on these specific objectives:</p> <ol style="list-style-type: none"> 1. The student will recognize the structure of various forms of communication and be able to analyze them in formal writing. 2. The student will acquire the ability to analyze and articulate point of view, assumptions, purpose, conclusion, implications, reasons, evidence, and inferences in a particular work. 3. The student will be able to identify patterns of evidence such as logos, pathos, ethos, minor and major premises, and recognize logical fallacies. 4. The student will master the form of the analytical and argumentative essay using appropriate evidence, language, and documentation-including tone, voice, attitude, imagery, diction, syntax, parallel structure, and figurative language. <p>AP Language focuses on American Literature. Using literature from the various American literary movements will not only augment your understanding of American history, but also provide rich texts for rhetorical analysis and argument.</p> <p style="text-align: right;">10 Credits</p>
<p>English 12 CP</p> <p><i>CSU/UC “a-g” Meets “b” requirement for English</i></p>	<p>12th Grade</p>	<p>English 12 is a college-preparation course with a focus on primarily British and World literature. Students can expect to read 15-20 pages per night, as well as engage in lessons built upon academic vocabulary, analysis and discussion of non-fiction, fiction, and historical texts. Students in this course will write expository, analytical, and reflective essays in preparation for college-level writing. The themes covered in 12th grade literature include the following: epic heroes, the human condition, an exchange of ideas, emotional currents, privacy and government control, conformity and individualism, and identity formation. All senior students will engage in writing, Socratic seminars, and rhetorical analysis on a weekly basis as a means to become college and career ready. The literature includes a wide range of traditional, contemporary, and culturally diverse selections. Titles include: Expository Reading and Writing Curriculum Units (ERWC) created by the CSU system, <i>Beowulf</i>, <i>Oedipus Rex</i>, <i>Hamlet</i>, <i>1984</i>, and fiction, non-fiction, and information texts included in the McGraw Hill Study Sync Common Core Aligned Curriculum.</p> <p style="text-align: right;">10 Credits</p>



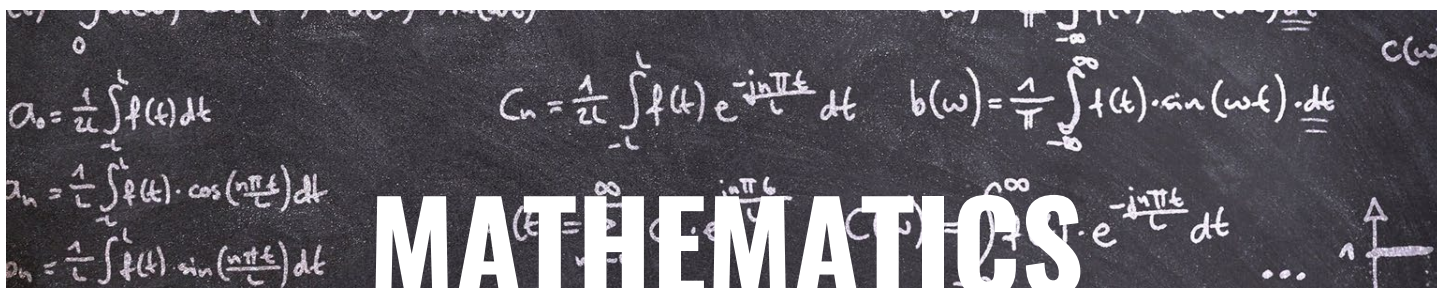
COURSE	PREREQUISITES	DESCRIPTION
<p>English Literature and Composition (AP)</p> <p><i>CSU/UC "a-g" Meets "b" requirement for English</i></p>	<p>12th Grade Instructor Approval</p> <p>*See page 6 for Advanced Placement Structured Criteria*</p> <p>Grade point average Standardized test Scores. Recommendation from previous teacher / principal. By special request</p> <p>AP Courses Require Summer Reading Assignments and the Highest level of Academic Commitment from Students. Making a commitment to AP means that you will be unable to switch into another English class if you change your mind.</p>	<p>This course is designed for seniors who are college bound and plan to take the AP English Literature exam. Socratic-seminar type discussions, timed writes, and small-group collaborations are characteristic of the class structure. A key goal of the course is to prepare students for AP English Literature and Composition test offered in May of each year. Students will be required to read and explicate poems using proper terms, discuss short stories in-depth, and present arguments based on several different novels. Students will read and respond to novels outlined in the English 12 course, plus additional novels. The primary text used in the AP literature course is the district adopted anthology, <i>The Bedford Introduction to Literature</i>, 8th Ed.</p> <p>This course also emphasizes writing about literature and related ideas. The curriculum of this course focuses on close reading, critical thinking, meaningful exchange and dialogue of ideas, research, and various modes of writing. The course will focus on the close reading of a variety of genres and selections from a range of historical periods. One will also develop an understanding of the principles and techniques of critical analysis. While the short-term goal emphasizes the skills needed for passing the AP English literature and Composition exam, the long-term goals of this course are to enable students to learn at a rate commensurate with their ability; to deal with material that intellectually mature students find engaging; to refine reading and writing skills important for success, not only in college but also in the business and professional world, and to cultivate habits of reading, writing, and thinking that characterize life-long learning</p> <p style="text-align: right;">10 Credits</p>



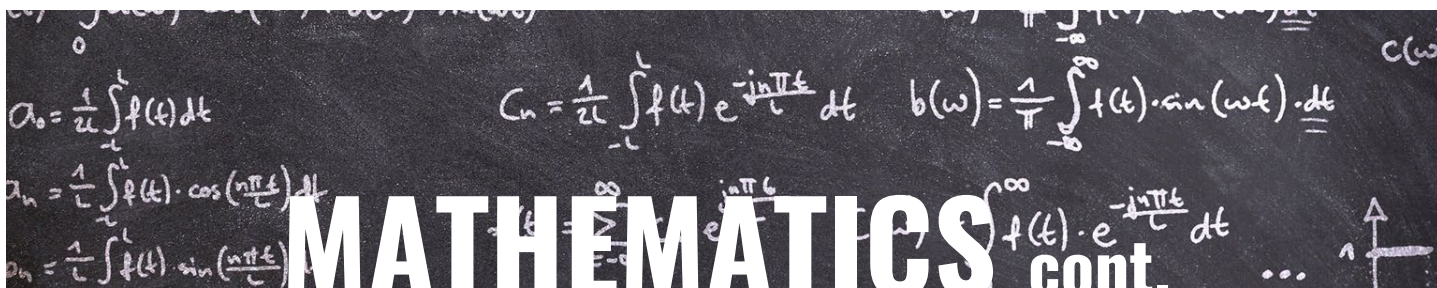
COURSE	PREREQUISITES	DESCRIPTION
<p>Freshman Building Foundation Success CP</p> <p><i>District Graduation Requirement for all students (including transfer students)</i></p>	<p>None</p>	<p>This course prepares students to develop the skills, habits, mindsets, and vision needed to be successful at the high school level and beyond.</p> <p>During the first weeks of this quarter-long course, students will examine their habits, mindsets, and personal academic strengths and weaknesses. Students will explore the classes, clubs, athletics, and other opportunities available at DHS and learn about the resources and supports available to students on campus. In the middle weeks of the course, the class will focus on building the academic skills and habits of successful students through lessons and activities on learning and the brain, growth mindset, time management, and organization. In the final weeks of the course, students will focus on goal setting and learning about life beyond high school. Students will engage with activities on personal finance and common post-high school paths including joining the workforce, community college, military service, and college. Each student will work with the guidance counselor and course instructor to add to their 6-year plan and explore their interests after high school as well as set goals and select potential classes of interest for their four years at DHS.</p> <p style="text-align: right;">5 Credits</p>
<p>Ethnic Studies CP</p> <p><i>CSU/UC "a-g" Meets "g" requirement for College Preparatory Elective</i></p> <p><i>District Graduation Requirement for all students (including transfer students)</i></p>	<p>None</p>	<p>This Ethnic Studies course is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, sexuality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. Particular focus will be given to the contributions, and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>Spanish I CP</p> <p><i>CSU/UC “a-g” Meets “e” requirement for Foreign Language. Meets art requirement for graduation</i></p>	<p>None</p>	<p>This is a college preparatory course. It is the first of a four part series and is offered to native Spanish and non-native Spanish speakers. It is highly recommended that students have a strong academic background and that they are proficient in English or Spanish. The course will require students to learn vocabulary words and phrases including nouns, pronouns, verbs, prepositional phrases, adjectives, idioms, pronouns. In addition, students will explore the culture, history and geographic locations of Spanish speaking countries and communities. Students will be required to read, write, listen and communicate in Spanish. This is a fun, yet rigorous academic course</p> <p style="text-align: right;">10 Credits</p>
<p>Spanish II CP</p> <p><i>CSU/UC “a-g” Meets “e” requirement for Foreign Language. Meets art requirement for graduation</i></p>	<p>Spanish I with a “C” or better</p> <p>Or Approval from Instructor</p>	<p>This college preparatory course is the second of a four part series. This course is also offered to native Spanish and non-native Spanish speakers. It is required that students receive a grade of a C or better in Spanish I, or that they have had formal academic instruction in Spanish or teacher approval before enrolling in this course. This course will continue to enhance students’ vocabulary. Advanced sentence structures will include comparatives, superlatives, stem-changing verbs, the imperfect tense, reflexive verbs, the subjunctive and the preterit. Students will continue to explore the culture, history and geographic locations of Spanish speaking countries and communities.</p> <p style="text-align: right;">10 Credits</p>
<p>Spanish III CP</p> <p><i>CSU/UC “a-g” Meets “e” requirement for Foreign Language.</i></p>	<p>Spanish II with a “C” or better</p> <p>Or Approval from Instructor</p>	<p>In this course, students will work to further develop their knowledge of the Spanish language by strengthening their skills in reading, writing, listening and speaking. It is required that students have a C or better in Spanish II or are a native speaker with proficiency in the Spanish language in order to enroll in this course. At this level students will develop an appreciation of different Spanish-speaking cultures and communities and the diversity of the Spanish language by studying their histories and works of art and literature. This class will be specifically designed to support proficiency among those learning Spanish as a second (or third). Both Spanish 3 and 4 will support students’ proficiency levels in development in grammar, phonology, and sentence structure in a way that is specifically tailored to their needs.</p> <p style="text-align: right;">10 Credits</p>
<p>AP Spanish Language and Culture</p> <p><i>CSU/UC “a-g” Meets “e” requirement for Foreign Language.</i></p>	<p>Students must have completed at least three years of Spanish with a B or higher.</p> <p>Native/Heritage speakers must have completed Spanish III.</p>	<p>The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>Algebra I CP</p> <p>CSU/UC “a-g” Meets “c” requirement for Mathematics and the graduation requirement for Algebra</p>	None	<p>Algebra focuses on 4 overarching competencies and eight practices. The competencies are: 1. Seeing Structure in Expressions- Students will learn to interpret the structure of expressions and write expressions in equivalent forms to solve problems 2. Arithmetic with Polynomials and Rational Functions – Students will learn to: Perform arithmetic operations on polynomials, understand the relationship between zeros and factors of polynomials, Use polynomial identities to solve problems, and rewrite rational functions. 3. Creating Equations –Students will be able to create equations that describe numbers or relationships. 4. Reasoning with Equations and Inequalities – Students will Understand solving equations as a process of reasoning and explain the reasoning, Solve equations and inequalities in one variable, Solve systems of equations, Represent and solve equations and inequalities graphically.</p> <p style="text-align: right;">10 Credits</p>
<p>Geometry CP</p> <p>CSU/UC “a-g” Meets “c” requirement for Mathematics</p>	Algebra I equivalence with a C or better.	<p>Geometry focuses on 6 overarching competencies & the 8 practices. The competencies are; 1. Congruence- students will Experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, & make geometric constructions. 2. Similarity, Right Triangles, & Trigonometry - Students will understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios & solve problems involving right triangles, & apply trigonometry to general triangles. 3. Circles - Students will understand & apply theorems about circles & find arc lengths & areas of sectors of circles. 4. Expressing Geometric Properties with Equations – Students will be able to translate between the geometric description & the equation for a conic section & Use coordinates to prove simple geometric theorems algebraically. 5. Geometric Measurement & Dimension – students will explain volume formulas & use them to solve problems & have the ability to visualize relationships between two-dimensional & three-dimensional objects. 6 Modeling with Geometry – Students will apply geometric concepts in modeling situations.</p> <p style="text-align: right;">10 Credits</p>
<p>Algebra II CP</p> <p>CSU/UC “a-g” Meets “c” requirement for Mathematics</p>	Completion of Algebra I & Geometry with a “C” or better. Geometry may be taken concurrently with Algebra II with Instructor Approval.	<p>The areas of study covered in Algebra I will be greatly expanded upon in Algebra II. Topics include: functions of equations and their Graphs, linear systems in 2 and 3 variables, graphing in 3 dimensions, quadratic functions in the standard and vertex forms, polynomial and polynomial functions, simplifying and solving radical functions and expressions using and rational expressions, properties of logarithms and their graphs, conic sections and probability and statistics. Students will work collaboratively and individually to develop their strengths in the Common Core Mathematical Practices 1-8.</p> <p style="text-align: right;">10 Credits</p>
<p>Math Analysis</p> <p>CSU/UC “a-g” Meets “c” requirement for Mathematics</p>	Completion of Algebra II with a “C” or better.	<p>Math Analysis, the course between Algebra II and Calculus, is sometimes called Pre-calculus. General principles of function graphing and properties are presented. This is followed by a detailed study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Successful completion of this course prepares the student for the study of calculus.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>AP Statistics</p> <p>CSU/UC "A-G" Meets "C" requirement for Mathematics. Meets 1 year of the graduation requirement for mathematics</p>	<p>Completion of Algebra II with a "C" or better and instructor approval</p> <p>*See page 6 for Advanced Placement Structured Criteria* Grade point average Standardized test Scores. Recommendation from previous teacher / principal. By special request</p>	<p>The course is designed and aligned with the Advanced Placement program. This course will focus the following conceptual themes of statistics: Exploring data, sampling and experimentation, probability, anticipating patterns and statistical inference. Students will use simulations and models, experimental design and analysis to draw conclusions. By the end of the course students will be able to use the aforementioned concepts to design studies, calculate test statistics, and interpret their meaning. Additionally they will choose appropriate technology to aid in computations; they will interpret statistical software output, and communicate their findings to others using the vocabulary of statistics.</p> <p style="text-align: right;">10 Credits</p>
<p>AP Calculus AB</p> <p>CSU/UC "A-G" Meets "C" requirement for Mathematics. Meets 1 year of the graduation requirement for mathematics</p>	<p>Completion of Math Analysis (H)</p> <p>*See page 6 for Advanced Placement Structured Criteria* Grade point average Standardized test Scores. Recommendation from previous teacher / principal. By special request</p>	<p>Calculus is the mathematics of change. Its two branches, differential calculus and integral calculus, calculate the rate of change of a curve and the area underneath a curve. These techniques enable the student to calculate velocity, acceleration, area, volume and more. This college-level course is equivalent to one semester of calculus at most universities. Topics include a review of functions, an introduction to limits and continuity, derivatives and their applications, integrals and their applications, antiderivatives and the Fundamental Theorem of Calculus and an introduction to differential equations using slope fields. There is an emphasis on conceptual understanding and working with functions represented graphically, numerically, analytically and verbally. If you desire college credit for this course, you must pass the Advanced Placement Calculus AB exam with a score of 3 or higher; if you do not want college credit, you do not have to take the exam.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>AVID 9 CP AVID 10 CP AVID 11 CP AVID 12 CP</p> <p><i>CSU/UC "A-G"</i> Meets "G" requirement for <i>College Preparatory</i> <i>Elective</i></p>	<p>Teacher Approval</p>	<p>The AVID (Advancement Via Individual Determination) Program is a college preparatory class for underrepresented and first-generation students who demonstrate academic potential and have a personal desire and drive to attend college. There is an emphasis on analytical writing, preparation for college entrance and placement exams, career preparation, note-taking, organization, and research. Students will be taught WICOR (written, inquiry, collaboration, organization, and reading) strategies as a means to ensure that they are successful. In addition to learning WICOR strategies, students will visit college campuses and participate in college and career research.</p> <p>The AVID curriculum consists of instruction on WICOR strategies, such as Cornell notes, study skills, time management, test-taking strategies, college entrance/ exam preparation, critical reading strategies, and research skills. All students receive extensive help in preparing college applications and financial aid forms. A typical week in AVID consists of three hours of instruction per week in college entry skills, three hours a week in tutor-led study groups, and one and a half hours a week in motivational activities and academic survival skills. Twice a week, peer and college tutoring is made available to AVID students, during the regularly scheduled AVID classes. Students must be enrolled in AVID junior year in order to enroll in AVID senior year. AVID seniors desiring to have an AVID stole for graduation must meet the minimum requirements of a 3.0 GPA, enrolled in the AVID program for 3 years, completing A-G requirements, completed SAT/ACT testing, and have applied to college.</p> <p style="text-align: right;">10 Credits</p>
<p>Elementary or Middle School Teacher Assistant</p> <p><i>(non A-G)</i></p>	<p>1th - 12th Grade are preferred. Student must have a 2.0 GPA, excellent attendance, confidentiality, and integrity.</p>	<p>Students will assist teachers in the classroom. Assignments are agreed upon by approval of site principal and teachers. This course teaches basic work ethic, time management and cooperation. Students are responsible for travel to and from their placement site within the school day and must sign in and out at the DHS front office each day. Parent permission form and district TA form are required.</p> <p style="text-align: right;">10 Credits</p>
<p>ASB/Leadership</p> <p><i>CSU/UC "A-G"</i> Meets "G" requirement <i>College Preparatory</i> <i>Elective</i></p>	<p>9th - 12th Grade. Approval from teacher required</p>	<p>This course concentrates on building leadership skills of students who are interested in student government and student activities. ASB Leadership is designed to improve student life on campus by making it fun, supportive and positive. Student government is the opportunity to take your ideas about how to make your high school better and learn how to put them into action. Students are expected to help planning dances, rallies, and other activities and to be involved with other groups associated with DHS activities.</p> <p style="text-align: right;">10 Credits</p>
<p>Math Intern</p> <p><i>(non A-G)</i></p>	<p>Approval from teacher required</p>	<p>Student aide that helps answer questions during independent practice and or works in small group settings with the students as a mentor/tutor.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
Office Intern <i>(non A-G)</i>	Student must have a 2.0 GPA, excellent attendance, confidentiality, and integrity. Juniors and Seniors are preferred.	This course teaches basic office procedures. Training includes operation of a computer/word processing program, filing, typing, and communication skills with the walk-in public, answering phones in a professional manner, and learning the inner workings of an office. A staff member at DHS will supervise the student. NOTE: Student will be interviewed/approved by supervisor of the area in which they will work. 10 Credits
Psychology CP <i>CSU/UC "A-G"</i> Meets "G" requirement <i>College Preparatory Elective</i>	10th - 12th Grade	This is an introductory course, which focuses on the scientific study of culturally diverse human development, learning, motivation, and personality. Students will develop some basic understanding of psychology and a historical perspective on psychology as the study of individual and group behavior. They will read about the contributions of one or more scholars in the field; for example, Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B.F. Skinner. Students will have opportunities to explore implications for everyday life from a scientific perspective on human behavior, and they will learn about the various careers associated with this field of study. Students will also develop a sense of effective participation in society, through the psychological application of personal skills, group interaction skills, and social and political skills. 10 Credits
Intro to Law	11th - 12th Grade	Introduction to Law introduces students to legal concepts, principles, and procedures. The course is designed to provide students with an understanding of the structure of the U.S. legal system including the role of the judicial, legislative, and executive branches; the history of law in the United States; the role of attorneys, law enforcement, and other legal professionals; categories of law; litigation principles; and alternative dispute resolution. Students engage in substantial academic reading and writing throughout the course. Students also participate in trial simulations and debates and have opportunities to explore careers in the legal profession. This course will satisfy a "G" Elective requirement for 11 th and 12 th graders. 10 Credits
Journalism	10th - 12th Grade	This class is designed to introduce the student to the fundamental elements of news writing, page layout, and photography. Students will learn the terms and concepts of journalism, including the history of the field and the ethics of journalism. Classes will include discussions, workshops, group and individual meetings, writing, revising, and publishing. Students will read and discuss recently published articles that have appeared in print or online, and will also read and evaluate some examples of creative journalism. 10 Credits



COURSE	PREREQUISITES	DESCRIPTION
<p>Co-Ed Physical Education</p> <p><i>Two years of PE is a requirement for graduation</i></p> <p>(non A-G)</p>	<p>None</p>	<p>This course includes instruction and participation in individual and team sports that encourage commitment to lifelong fitness. These activities can include running, flag football, soccer, disc sports, volleyball, basketball, racquet sports, hockey sports, tumbling, yoga, aerobic fitness, dance, wrestling, weight lifting, and softball. DHS PE is committed to teaching the Physical Education Standards set out by the State of California. Students must dress in athletic clothing daily for PE activities. Physical Education is a 9th grade requirement as all 9th graders must complete the California Physical Fitness Testing requirement.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>Earth Science CP</p> <p><i>CSU/UC "A-G"</i> Meets "D" requirement</p>	<p>9th Grade</p>	<p>This course will function as an introductory science course. Earth Science is a course focusing on the study of geologic structures and forces on Earth, the waters of our planet, and the atmospheric forces that shape our world. Students will explore the Earth's spheres including the geosphere, hydrosphere, biosphere, atmosphere, and the cycles of the Earth such as the water and carbon cycle. Students will learn about scientific inquiry, geologic time, the solar system, and the universe.</p> <p style="text-align: right;">10 Credits</p>
<p>Biology CP</p> <p><i>CSU/UC "A-G"</i> Meets "D" requirement for Life Science</p>	<p>9th - 12th Grade</p> <p>(May be taken in 9th grade with teacher and admin. approval).</p>	<p>This class has an emphasis on practical and investigative lab work, scientific methodology, class discussions, student investigations and research, and a core of solid reading material. Biology introduces the student to the structure and function of living things from cells to higher levels of physiological organization. This course will also look at the processes of natural selection that cause living organisms to change over time and that create diversity in our world, describing along the way how scientists organize that diversity.</p> <p style="text-align: right;">10 Credits</p>
<p>AP Biology</p> <p><i>CSU/UC "A-G"</i> Meets "D" requirement for Life Science</p>	<p>9th - 12th Grade</p> <p>*See page 6 for Advanced Placement Structured Criteria*</p> <p>(May be taken in 9th grade with teacher and admin. approval).</p>	<p>This AP Biology course is designed to offer students a solid curriculum in introductory college-level biology, and the course focuses on enduring conceptual understandings and the biological content that supports them. Science practices are employed to help students utilize inquiry-based learning that maximizes depth of learning. Therefore, the course is structured around big idea statements, enduring understandings, and science practices that allow students opportunities to develop an appreciation for the science of biology and to identify and understand unifying principles within a diversified biological world. The process of inquiry and the development of critical thinking skills are important components of my AP Biology course.</p> <p style="text-align: right;">10 Credits</p>
<p>AP Chemistry</p> <p><i>CSU/UC "A-G"</i> Meets "D" requirement for Lab Science</p>	<p>11th - 12th Grade</p> <p>*See page 6 for Advanced Placement Structured Criteria*</p> <p>Pass Algebra II with a passing grade of a "C" or higher. Completion of Chemistry is recommended.</p>	<p>The purpose of this AP Chemistry course is to provide a freshman-level college course to ensure that the student is prepared to succeed in college chemistry. This is accomplished by teaching all the topics detailed in the AP Chemistry Course and Exam Description. The course is organized around the four big ideas and is aligned with the six science practices. Laboratory experiments are conducted to compliment the material being learned. The experiments will include at least 20 labs, of which at least 6 will be inquiry-based labs. Lab time will account for over 25% of the instructional time. Emphasis in this class is placed on application of chemical concepts with real-world applications. Each of the topics within the nine units are covered in depth. Students should expect a high level of rigor.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>Chemistry CP</p> <p><i>CSU/UC "A-G"</i> Meets "D" <i>requirement for</i> <i>Lab Science</i></p>	<p>10th - 12th Grade</p> <p>Completion of or concurrent enrollment in Algebra II CP.</p>	<p>This college prep course is designed to teach students important critical thinking and problem-solving skills alongside basic chemistry skills. Students will perform a variety of lab activities, group projects, and research papers designed to open their eyes to the world around them.</p> <p style="text-align: right;">10 Credits</p>
<p>Physics CP</p> <p><i>CSU/UC "A-G"</i> Meets "D" <i>requirement for</i> <i>Lab Science</i></p>	<p>11th - 12th Grade</p> <p>Junior & Senior Completion of Algebra II with a C or better.</p>	<p>This college prep course introduces students to the fundamental principles of physics, which can be defined as the study of matter and energy and their interactions. Topics include Newton's Laws of Motion, fluid behavior, waves and sound, electricity and magnetism. Students will perform lab activities in order to develop their scientific reasoning skills and will have the ability to create projects which incorporate the principles of Newtonian mechanics. This course will give students a strong foundation for future success in the fields of science, engineering and mathematics.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>World History CP</p> <p><i>CSU/UC "A-G"</i> Meets "A" <i>requirement for History, a social science requirement for graduation.</i></p>	<p>10th Grade</p>	<p>Students study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. Students will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues and international relations. Students extrapolate from the American experience that democratic ideals are often achieved at a high pace, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate their historical, geographical, political, economic and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.</p> <p style="text-align: right;">10 Credits</p>
<p>United States History CP</p> <p><i>CSU/UC "A-G"</i> Meets "A" <i>requirement for History, a social science requirement for graduation.</i></p>	<p>11th Grade</p>	<p>The study of history of the United States involves much more than the memorization of important names, places dates and events. Traversing through two centuries of wars and struggle, change, invention, and growth, students will gain an understanding of the tremendous concept that is America. Literature and primary source documents will be incorporated to shed light on the life and times of American citizens, and help students develop awareness of the relevance of the study of history to their own lives.</p> <p style="text-align: right;">10 Credits</p>
<p>AP United States History</p> <p><i>CSU/UC "A-G"</i> Meets "A" <i>requirement for History, a social science requirement for graduation.</i></p> <p>LEVEL 1</p>	<p>11th Grade</p> <p>*See page 6 for Advanced Placement Structured Criteria*</p> <p>Grade point average Standardized test Scores. Recommendation from previous teacher / principal. By special request. AP courses require the highest level of academic commitment from students.</p>	<p>This is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit by preparing for and successfully passing the Advanced Placement Exam. Student will master broad body of historical knowledge while demonstrating an understanding of historical chronology, all the while applying this information as to how it affects their lives, and the lives of others. The students will use historical data to support an argument or position while differentiating between culturally diverse historiographical schools of thought. Students will be able to effectively use analytical skills of evaluation, cause and effect, compare and contrast, to work effectively with others to produce research papers, speeches, and presentations.</p> <p style="text-align: right;">10 Credits</p>



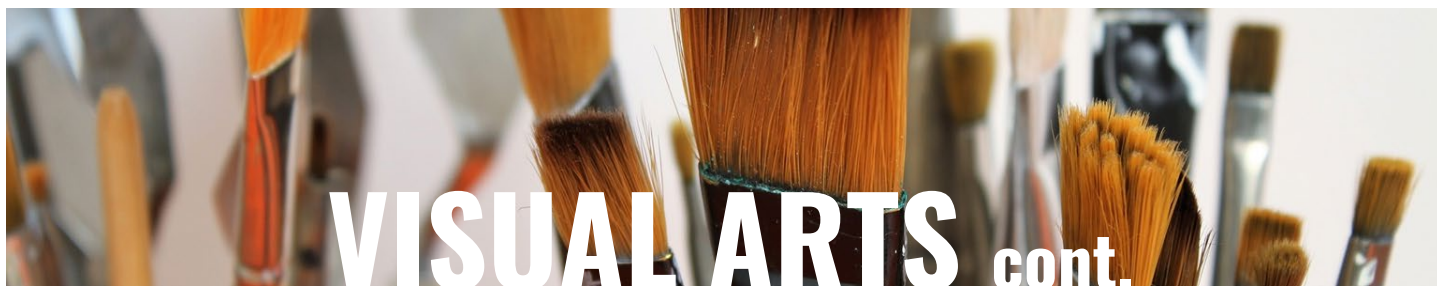
COURSE	PREREQUISITES	DESCRIPTION
<p>US Government & Economics CP</p> <p><i>CSU/UC "A-G"</i> Meets "A & G" requirement</p> <p><i>Meets a social science requirement for graduation</i></p>	<p>Requirement for 12th Grade</p> <p>*5 credits will be completed for Government and 5 credits will be completed for Economics.</p>	<p>This course will explore the three branches of the United States government, as determined by the Constitution. We will learn about Congress, the Supreme Court, and the Presidency, as well as how the three branches work together. We will also discuss the Bill of Rights and the political spectrum. This course will educate students about the function and importance of government in our society today, as students will soon be able to participate in it through voting, a basic right of citizenship. The nature of the subject matter covered in this course is conducive to the use of materials to supplement the textbook. Throughout the course, students will use magazine articles, video segments, newspapers, and other media to further their learning. In the second portion of the class students study fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and instructions of economics systems and how they apply to their daily life.</p> <p style="text-align: right;">10 Credits</p>
<p>AP US Government & Economics</p> <p><i>CSU/UC "A-G"</i> Meets "A & G" requirement</p> <p><i>Meets a social science requirement for graduation</i></p>	<p>12th Grade</p> <p>*See page 6 for Advanced Placement Structured Criteria*</p> <p>Requirement for grade 12</p>	<p>In AP United States Government and Politics, students will examine the operation of major American institutions such as the presidency and the executive branch, the Supreme Court and lower courts, and the United States Congress. Study in the course also focuses on the functions of bureaucracy, the roles of the political parties, the actions of interest and advocacy groups, and the impact of mass media. Students will also discuss civil liberties, civil rights, civil responsibilities, and public policies. Students will be required to use a variety of acquired skills to demonstrate an understanding of qualitative and visually presented information (maps and graphs). They will also need to develop their reading comprehension and writing skills, especially when analyzing political cartoons and answering free-response essay questions (FRQ) in addition to multiple choice questions. All assignments are designed to prepare the student for the AP Exam given in May. The materials are aligned with the standards set forth by the College Board™.</p> <p style="text-align: right;">10 Credits</p>

PERFORMING ARTS

COURSE	PREREQUISITES	DESCRIPTION
Choir CP <i>CSU/UC "A-G"</i> Meets "F" requirement for Visual and Performing Arts	None	<p>This course is open to all students. Through classroom activities and the study of a variety of musical genres, a greater emphasis will be placed on performance standards and artistic refinement. Students gain a more in depth understanding of vocal technique, sight singing, music theory, and terminology. Students will also learn in greater detail of artistic perception, creative expression, aesthetic valuing, the interrelation between music and other art forms as well as the historical and cultural dimensions of music. Concerts and performances are an essential part of our program and are required. Individual growth and achievement are encouraged through meaningful and exciting learning opportunities outside of school such as supporting student participation in local CMEA honor choirs and other musical experiences.</p> <p style="text-align: right;">10 Credits</p>
Beginner Band CP <i>CSU/UC "A-G"</i> Meets "F" requirement for Visual and Performing Arts	None	<p>A beginning level instrumental music course for middle and high school, designed to be a stepping stone into Advanced Band at a high school level. Students will gain knowledge of how to read music, as well as be introduced to musical terminology in theory and practice. Students will learn the creative aspects of music, and begin making connections between music and other academic disciplines. Through both small and large ensembles, students will enhance the technical understanding of their instrument, and ability to read music. Students will be given leadership opportunities as they advance through their learning, as well as be provided opportunities for community performance that are not course requirements. This class will have one concert performance, as well as the opportunity to perform at local elementary schools with younger grades.</p> <p style="text-align: right;">10 Credits</p>
Advanced Band CP <i>CSU/UC "A-G"</i> Meets "F" requirement for Visual and Performing Arts	Intermediate or advanced experience on an instrument. Completed Beginning Band Course, and/or Instructor approval	<p>The high school band is designed to build on student's previous musical experience gained at the middle school level. Through an ensemble setting, a greater emphasis is placed on instrumental performance standards and artistic refinement. Students gain a more in depth understanding of music theory and terminology. Students will also learn in greater detail concepts of artistic perception, creative expression, aesthetic valuing, the interrelation between music and other art forms as well as the historical and cultural dimensions of music. Individual practice outside of rehearsal is important to student's musical development and is an integral part of the course. Concerts and performances are an essential part of our program and are required. Individual growth and achievement are encouraged through meaningful and exciting learning opportunities outside of school such as supporting student participation in local CMEA honor bands and other musical experiences. Student leadership opportunities are also presented through section leader positions within the ensemble.</p> <p style="text-align: right;">10 Credits</p>
Guitar <i>CSU/UC "A-G"</i> Meets "F" requirement for Visual and Performing Arts	None	<p>This course is open to all students and will focus on learning and understanding the guitar. Students will learn basic music theory, music notation (reading music) and terminology. Students will learn both melody and chord playing through the study of a variety of musical genres with an emphasis on classical guitar techniques.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>Fundamental Visual Art I CP</p> <p><i>CSU/UC "A-G" Meets "F" requirement for Visual and Performing Arts</i></p>	<p>Grades 9 -12</p>	<p>This introductory course in the arts focuses on creative expression, aesthetic valuing, artistic perception, and historical/cultural influences. The class is dedicated to exploring a variety of drawing and two-dimensional design techniques through hands on studio experiences and the study of the Art Elements and Principles of Design. Students will research, create, and reflect upon artwork in a variety of different artistic mediums.</p> <p style="text-align: right;">10 Credits</p>
<p>Fundamental Visual Art II CP</p> <p><i>CSU/UC "A-G" Meets "F" requirement for Visual and Performing Arts</i></p>	<p>Grades 10 - 12</p> <p>You must receive a passing grade of a "C" or better in Art I to take Art II.</p>	<p>This studio-based course is designed to build upon the skills and knowledge gained from Art I. This is an intermediate class dedicated to developing individual artistic style, communicating meaning through visual art, and refining technique in multiple mediums such as acrylic paint, watercolor, printmaking, etc. Students will also continue their study of the Elements of Art, Principles of Design, art vocabulary, art history.</p> <p style="text-align: right;">10 Credits</p>
<p>Fundamental Visual Art III CP</p> <p><i>CSU/UC "A-G" Meets "F" requirement for Visual and Performing Arts</i></p>	<p>Grades 10 - 12</p> <p>You must have a grade of at least a "C" in Art II or have Instructor Approval to take Art III.</p>	<p>This is an advanced course for dedicated visual art students with an emphasis on developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design. Students will build upon the skills and knowledge gained from Art I and Art II courses and projects. By further developing their individual artistic style, communicating meaning through visual art, and refining technique in multiple mediums. Each student will demonstrate progress over time by developing a body of work and organizing a visual arts portfolio.</p> <p style="text-align: right;">10 Credits</p>
<p>AP Studio Art Drawing & 2-D Design</p> <p><i>CSU/UC "A-G" Meets "F" requirement for Visual and Performing Arts</i></p>	<p>Grades 11 - 12</p> <p>Art III and Instructor Approval</p> <p>*See page 6 for Advanced Placement Structured Criteria*</p>	<p>Advanced Placement Art (Studio Art Drawing or 2-D Design) is designed for the highly motivated visual arts student. This demanding class is for those interested in advanced, in-depth study of visual arts. Students will utilize the Elements of Art and Principles of Design to address a range of creative and aesthetic issues. Students will also develop their artistic voice through the completion of an original portfolio demonstrating advanced proficiency in expressive Drawing or 2-D design using a variety of artistic mediums such as pencil, colored pencil, ink, acrylic and watercolor paint, printmaking, collage, mixed media etc. Finished work will be photographed by students in preparation for digital submission. Students are required to develop written analysis of their work to accompany their visual portfolio.</p> <p>All assignments are designed to prepare the student for the AP Portfolio submission in May. The requirements are aligned with the standards set forth by the College Board™.</p> <p style="text-align: right;">10 Credits</p>



COURSE	PREREQUISITES	DESCRIPTION
<p>Sculpture and Ceramics I CP</p> <p><i>CSU/UC "A-G" Meets "F" requirement for Visual and Performing Arts</i></p>	<p>Grades 10-12</p> <p>Completion of Art 1 with a passing grade OR teacher approval to take the course.</p>	<p>This three-dimensional art course is dedicated to ceramics and sculpture. Students will learn various methods of clay construction, such as wheel-thrown and hand building techniques, as well as some alternative sculptural media techniques. Discussions on historical and contemporary art issues will be included.</p> <p style="text-align: right;">10 Credits</p>
<p>Sculpture and Ceramics II CP</p> <p><i>CSU/UC "A-G" Meets "F" requirement for Visual and Performing Arts</i></p>	<p>Grades 11-12</p> <p>Completion of Sculpture & Ceramics I with a passing grade OR teacher approval to take the course.</p>	<p>This three-dimensional art course is dedicated to ceramics and sculpture. Students will learn various methods of clay construction, such as wheel-thrown and hand building techniques, as well as some alternative sculptural media techniques. Discussions on historical and contemporary art issues will be included. This course will be adding on to what is in Sculpture and Ceramics I CP, making this an advanced course.</p> <p style="text-align: right;">10 Credits</p>
<p>Digital Media</p>	<p>Grades 9-12</p> <p>Art I preferred</p>	<p>Digital Media provides training for individuals seeking entry-level positions in fields requiring computer graphic skills. Students who successfully complete the course will have valuable skills in general illustration, digital imaging, and basic animation. Students will receive training in software programs such as Adobe Illustrator, Adobe Photoshop, and other graphics programs.</p> <p style="text-align: right;">10 Credits</p>

BLOCK SCHEDULE CHART

Sample

Block 1
FALL

Block 2
SPRING

1st Semester (Term 1) August - October	2nd Semester (Term 2) October - December
Per. 1: Academic (Example: Math)	Per. 1: Academic (Example: Math)
Per. 2: Elective (Example: Drama)	Per. 2: Elective (Example: Drama)
Per. 3: Elective (Example: Spanish)	Per. 3: Elective (Example: Spanish)
Per. 4: Academic/Core (Example: Science)	Per. 4: Academic/Core (Example: Science)
20 Total Credits earned for the term <i>(if all 4 classes are passed)</i>	20 Total Credits earned for the term
	40 Total Credits for the school year <i>(if all 4 classes are passed)</i>

1st Semester (Term 3) January - March	2nd Semester (Term 4) March - June
Per. 1: Academic (Example: English)	Per. 1: Academic (Example: English)
Per. 2: Elective (Example: Engineering)	Per. 2: Elective (Example: Engineering)
Per. 3: Academic/Core (Example: History)	Per. 3: Academic/Core (Example: History)
Per. 4: Elective (Example: PE)	Per. 4: Elective (Example: PE)
20 Total Credits earned for the term	20 Total Credits earned for the term
	40 Total Credits for the school year <i>(if all 4 classes are passed)</i>