

Point Arena High School
Course Catalogue
And
Academic Planning Guide



2017 - 2018

270 Lake Street, P.O. Box 7
Point Arena, CA 95468
(707) 882-2134

CEEB Code: 052-500

Accreditation: Western Association of Schools and Colleges

Please Note: Point Arena High School has made every effort to provide accurate and current information in this guide. However, students and parents should understand that specific programs and services, course offerings and all other matters described herein are subject to change without notice at any time.

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2017-2018 School Year

Dear Parents and Students,

Welcome to Point Arena High School. Whether this is your first year at our school, you are a returning student, or are one of several generations of Point Arena Pirates; we are excited to have you attend Point Arena High School.

Inside this course catalogue you will find descriptions of course offerings including those required to graduate, to attend college, to introduce you to career opportunities or simply to fulfill elective requirements that you might take to have fun.

Our counselors and teaching staff will work with each student to design an individual schedule or course of study that best suits their individual goals, dreams, and career or college path. Please contact our counseling office if you have questions about any of the course offerings, (707) 882-2134 ext. 212.

As a New Tech Network School, we embrace the opportunity to collaborate and integrate learning through Project and Problem Based Learning. These methods provide access to Progressive Learning for all PAHS students.

Access to New Tech Network tools: coaching and collaboration support PAHS staff and students to grow and advance to a heightened level of learning and instruction. We recognize we must support **all** PAHS students to develop the characteristics necessary to take ownership of their academic and social growth so they may enter their career, college and civic lives with focus and purpose.

The hopes, dreams and futures of our youth are our responsibility to nurture. One of the tenets of the New Technology network is to make real, authentic connections with our communities of Gualala, Manchester, Kashia, Horicon, and Point Arena and beyond. We encourage you to take part in the various projects at the school, to offer your expertise and experience. Together we can accomplish much.

Sincerely,

Brent Cushenbery
Superintendent, Point Arena Schools

Point Arena Schools

Arena Union Elementary ∞ Point Arena High School

2017-2018 District Mission and Goals

MISSION

The Mission of the Point Arena Schools is for staff, students, parents and community to work as partners to ensure that all students master grade level standards to become:

- Effective communicators and collaborators
- Respectful of self and others
- Independent life-long learners
- Creative critical thinkers and problem solvers
- Responsible, contributing members of society who graduate prepared for college and/or career

GOALS

1. **Common Core State Standards:** Begin the process of transitioning to CCSS.
2. **Academic Achievement:** Each student, with school and parent support, will demonstrate annual academic progress in core academic subjects and enrichment electives.
3. **Student Health and Safety:** The schools will provide a supportive learning environment that is safe and focused, and promotes healthy lifestyle choices and personal responsibility.
4. **Budget/Fiscal Responsibility:** The District will utilize the best business practices to implement a long-term, student-focused financial plan that increases efficiency, enhances services to students, operates within a balanced budget, and clearly communicates its fiscal status to the board, employees and the community.
5. **Educational Technology:** The District will support and enhance student learning by providing the technology infrastructure, devices and tech support necessary to access research-based instructional technology tools and practices.

~High Expectations for All... the Difference Maker~

ADMINISTRATION

POINT ARENA UNIFIED SCHOOL DISTRICT

Superintendent

Brent Cushenbery

Principal

Blake VandeBunte

Counselors

Brock Bannister, M.Ed.

Miles Clark, M.F.T.

Governing Board

M. Vikki Robinson

Cindy Cione

Leslie Bates

Jim DeWilder

Bob Gardiner

Ron Miles

Bob Shimon

Staff Directory

Employee Name	Job Title	e-mail	882-2134
ADMINISTRATION			Ext.
Blake Vandebunte	Principal	bvandebunte@pauhs.org	214
Bannister, Brock	Counselor	bbannister@mcn.org	212
Rasmusen, Shasta	Administrative Assistant II	srasmusen@pauhs.org	210
Daleuski, Dunnell	Administrative Assistant I	ddaleuski@mcn.org	211
CERTIFICATED			
Bates, Katie	Alg. 1, Geometry, Business Math	kbates@mcn.org	332
Beer, Dana	English	dbeer@pauhs.org	356
Biaggi, Maria Elena	Spanish	bacata@mcn.org	331
Cole, Howard	Computer Science, Electronics, Tech Coordinator	hcole@mcn.org	342, 217
Hahn, Kristi	Reading Specialist	kmatson@auessfamily.org	882-2131
Hansen, Erika	Art, Marine Biology	ehansen@pauhs.org	342
Himmelstein, David	Chemistry, Biology, Physics	dhimmelstein@pauhs.org	337
Hood, Melody	English, AP Language/Literature	mhood@mcn.org	348
Jones, Lauren	Special Education, Study Skills	ljones@pauhs.org	338
Luther, Jon	CTE Auto, Landscaping	jluther@pauhs.org	335
Regelbrugge, Daniel	Teacher, Special Education	dregelbrugge@pauhs.org	338
Ross-McFarland, Lillian	AP Human Geography, ELD, Social Science	lross@pauhs.org	340
Rowland, Charlene	CTE - Landscape/Natural Resources	crowland@pauhs.org	228
Sanders, Trevor	World Studies, US History, AP US History Civics/Econ	tsanders@pauhs.org	357
TBD	Algebra 2, AP Calc, Pre-Calc		356
TBD	Weight Training, Science, Sports Medicine		215, 341
Waletzko, Nathaniel	Music	nwaletzko@mcn.org	331
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Burkey, Doug	Paraeducator Sp. Ed	dbburkey@mcn.org	
Clark, Miles	Mental Health Therapist	miles@mcn.org	230
Gunning, Jeff	Campus Security	jgunning@mcn.org	221
Luther, Diana	Paraeducator/Special Education		222
Mathis, Ana	Library	amathis@pauhs.org	220
Servin, Maria	Para Sp. Ed., Inst. Specialist: Health Technician	Mservin8594@yahoo.com	339
Spangler, Jennifer	Paraeducator, Special Education	jspangler21@aol.com	338
Wade, Phyllis	Instructional Specialist: Special Needs	Prwade47@gmail.com	222
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Miller, John	Food Service Manager	jmiller@mcn.org	216
MAINTENANCE & OPERATIONS			
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TRANSPORTATION			
Baker, Sherry	Transportation Supervisor	sbaker@mcn.org	882-2863

POINT ARENA HIGH SCHOOL GRADUATION REQUIREMENTS

Students are required to have a minimum of 250 credits for graduation, meet the Algebra 1 content standards requirement and complete their required community service hours to receive a high school diploma. Ten credits are granted for successfully completing most year-long courses.

Social Studies	30 Credits – 3 years
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- 10 credits – World History
- 10 credits – U.S. History or AP U.S. History
- 5 credits – Civics
- 5 credits – Economics

English	40 Credits – 4 years
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- 10 credits – English 9, English 9H
- 10 credits – English 10, English 10H
- 10 credits – English 11, AP English Language and Composition
- 10 credits – English 12, AP English Literature and Composition

Mathematics	30 Credits – 3 years
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Minimum of three (3) courses (10 credits each), placement based on criteria listed in course descriptions: Algebra 1, Geometry, Algebra 2, Pre-Calculus, Statistics, Business Math, AP Calculus BC, AP Calculus AB, AP Computer Science

Science	20 Credits – 2 years
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- 10 credits Physical Science – Earth Science, Chemistry, Physics, STEM Robotics, AP Computer Science
- 10 credits Life Science – Biology, CA Honors Biology

Visual/Performing Arts	10 Credits – 1 year
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10 credits of Art, Ceramics, Advanced Art, Drama, Guitar, Concert Choir, Jazz Band

Foreign Language or Career Technical Education	10 Credits – 1 year
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Spanish 1 – 3, Automobile Technology, Woodshop, Landscaping, etc.

Physical Education/Health	20 Credits – 2 years
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- 10 credits – 9th Grade Physical Education/Health
- 10 credits – Physical Education 2, Weight Training
- Student Athletes may apply for Physical Education credits in grades 10, 11 and 12

Electives	90 Credits
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Any credits in excess of those required above count towards elective credits once the required subject area credits have been earned

Total	250 credits
Community Service	20 hours

“A-G”—CSU-UC Comparison of Freshman Admission Requirements

Subject Requirement	Point Arena High	California State University (CSU)	University of California (UC)
	Students must complete at least 250 units, which must include the appropriate number of units from the following subject areas	15 yearlong college preparatory courses are required with a grade of C or better	
			11 UC-required College-preparatory courses must be completed prior to senior year (including summer courses)
“a” History/Social Science	30 credits	2 Years of history/social science, including one year of US history OR one semester of US history and one semester of American Government, AND...	
		1 year of history/social science from either the “a” or “g” subject area	1 year of world history, cultures, and geography from the “a” subject area
“b” English	40 credits	4 years of college preparatory English composition/literature (including no more than one year Advanced ESL/ELD)	
“c” Mathematics	30 credits	3 years of mathematics (algebra I and II, geometry): 4 years recommended*	
“d” Laboratory Science	20 credits	2 years of Laboratory Science at least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area**	2 years of Laboratory Science must include at least two of the three foundational subjects of biology, chemistry, and physics; both course must be from the “d” subject area; 3 years recommended
“e” Language other than English		2 years (or equivalent to the 2 nd level high school course) of language other than English (must be the same language, American Sign Language accepted)*	3 years (or equivalent to the 2 nd level high school course) of language other than English (must be the same language, American Sign Language accepted)*
“f” Visual and Performing Arts	10 credits	1 yearlong course in visual and performing arts (selected from dance, music, theatre/drama and visual arts)	
“g” College Preparatory Elective	90 credits	1 year of an elective chosen from any area on approved “a-g” course list. (Numerous Career Technical Education courses are approved for fulfillment of “a-g” subject requirements.	
Physical Ed/Health	20 credits		
Foreign Language or CTE	10 credits		
GPA		Minimum 2.0 with SAT/ACT see CSU mentor eligibility index	Minimum 3.0 and SAT/ACT testing
Repeated Courses: Required “a-g” courses must be completed with a grade of C or better. Courses in which grades of D/F are earned may be repeated. The highest grade will be used in the GPA calculation. UC only allows a course to be repeated one time for a grade replacement.			

**(coursework completed in 7th or 8th grade can be used to satisfy “c” and “e” requirements)*

*** It is best to prepare for both UC and the CSU by completing two laboratory courses from the “d” subject area.*

NCAA Courses and Eligibility for College Athletic Eligibility

Students interested in playing NCAA Division I or II athletics need to ensure they meet the NCAA Academic Initial-Eligibility Requirements. Additional information can be found on the NCAA Eligibility Center website, www.eligibilitycenter.org. Please note that some online courses do not meet the NCAA guidelines and are not on the approved courses list (see your counselor for details.)

What is the NCAA Eligibility Center? Why is it important?

The Eligibility Center certifies the academic and amateur credentials of the students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete.

What are the Academic Initial-Eligibility Requirements?

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university. **(Courses Must Appear on the list of approved courses for Point Arena High School. See Counselor for more details.)**

Division I

1. Graduate from high school
2. Complete a minimum of 16 core courses:
 - Ten of the 16 courses must be complete before the senior year of high school
 - Seven of the 16 courses must be in English, Math or Science
3. Present the required grade-point average (GPA) (see the sliding scale in the Guide for the College-Bound Student-Athlete for Division I):
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete)
5. Complete the amateurism questionnaire and request final amateurism certification.

Division I Core-Course Breakdown

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural or physical science (including one year of lab science)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, no doctrinal/comparative religion/philosophy

Division II:

1. Graduate from high school
2. Complete a minimum of 16 core courses
3. Present a minimum 2.000 core-course grade-point average (GPA based on NCAA core courses, only)
4. Present a minimum 820 SAT score (critical reading and math only) or 68 sum ACT score qualifying test score on either the ACT or SAT: and
5. Complete the amateurism questionnaire and request final amateurism certification.

Division II Core-Course Breakdown

- 3 years of English
- 2 years of math (Algebra I or higher)
- 2 years of natural or physical science (including one year of lab science)
- 3 additional years of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, no doctrinal/comparative religion/philosophy

High School Graduation and College and Career Training Preparation Checklist

FRESHMAN YEAR

- Choose challenging courses that will start you off on the right foot for the future.
- Review graduation requirements.
- Set up study space and supplies at home.
- Carry and use planner daily.
- Get names and phone numbers of “study partners” in classes.
- Ask questions if something is unclear.
- Develop a 4 year plan with your academic counselor with graduation and “life after high school” in mind.
- Become familiar with college and trade school entrance requirements.
- Review A-G Course requirements for 4 year colleges.
- Keep a record of your high school activities, volunteer work, jobs and community service.
- Get involved with extra-curricular activities for fun, stress reduction and your resume.
- You must earn grade C or better in 4 year college A-G requirements.
- Start your “brag file”: keep important notes and papers that document your service and success.
- Log your community service hours.

SOPHOMORE YEAR

- See above.
- Take the PSAT test in October.
- Your 10th and 11th grades are used for 4 year college GPA requirements.
- Remember you must earn a C or better in 4 year college A-G requirements.
- Begin to research college and trade school choices.
- Attend sophomore counseling appointment with parents/guardians.

JUNIOR YEAR

- See above.
- Start your college search (See college choice information sheet).
- Begin planning for financial aid. See FAFSA website and ask about scholarships.
- Get ready for the SAT and ACT. Take practice tests and calendar deadlines.
- Register to take SAT and/or ACT.
- Register to take AP tests.
- Visit colleges and trade schools. Can you see yourself on campuses?
- Research the application process for public and private colleges.
- Get to know college websites.
- Review graduation status with academic counselor.

SENIOR YEAR

- See above.
- Keep your grades up. 4 year colleges will review course choices all 4 years.
- Community colleges will require academic placement tests for course selection.
- Keep learning and growing academically. Your skills will serve you well regardless of what you do after high school.
- Review graduation status with academic counselor.
- Begin your college applications. Most applications are due between November 30 and February 15. Keep copies of everything you send to colleges.
- Narrow your college choices (See college choice information sheet).
- Begin working on college and scholarship essays; ask teachers and staff for feedback and help.
- Remember many scholarships will support community college and trade school students.
- Make a master calendar and note:
 - A. Test dates, fees and deadlines
 - B. College application deadlines
 - C. Financial aid application deadlines.
 - D. Scholarship application deadlines
 - E. Deadlines for transcripts, recommendations and other materials*
- Attend college and financial aid workshops.
- Check your email daily for college and trade school communications.
- Apply for financial aid. FAFSA opens January 1. Some awards are first come, first served.
- Apply for scholarships.
- Set up community college accounts to prepare for registration in spring.

*Teachers and staff need plenty of advance notice regarding submission of letters of recommendation and school records.

NOTE FOR STUDENTS WHO ARE INTERESTED IN BEING ELIGIBLE TO PLAY ATHLETICS IN COLLEGE: Continue working towards the NCAA eligibility criteria, including:

- college prep courses in English, math, science, social studies and foreign language;
- register for additional ACT/SAT tests if necessary, making sure to use code 9999 at the time of registration;
- on or after April 1 of the senior year, go back to Eligibility Center account to update their academic and amateurism info and request final amateurism certification; after graduation, the Registrar sends the student's final transcript to the Eligibility Center.

4 Year Plan Worksheet

Name _____

Graduation Year _____

9th Grade Required Courses	Credits	10th Grade Required Courses	Credits
English	10	English	10
Mathematics	10	Mathematics	10
Science	10	Science	10
Health/PE	10	World History	10
Foreign Language or Elective	10	Physical Education, Foreign Language, or Other Elective	10
Additional Courses		Additional Courses	
Elective		Elective	
Elective		Elective	
Community Service Hours		Community Service Hours	
11th Grade Required Courses	Credits	12th Grade Required Courses	Credits
English	10	English	10
Mathematics or other Elective	10	Mathematics or other Elective	10
Science or other Elective	10	Science or other Elective	10
US History	10	Government and Economics	10
Foreign Language or Art	10	Foreign Language, or Other Elective	10
Elective	10	Elective	10
Additional Courses		Additional Courses	
Elective		Elective	
Elective		Elective	
Community Service Hours		Community Service Hours	

Grading Policy

Grades will be based on the following: careful, impartial and consistent observation and measurement of the quality of the student's work; the mastery of course content and standards and the degree to which course outcomes are achieved; demonstrated class work and participation, homework, projects, course assignments, tests and other assessments of student performance.

Student behavior shall not be factored into a student's academic performance except as it relates to participation in class or in completing and turning in assigned work. Students and parents shall be notified about performance and progress both formally and informally. The grade given to each pupil shall be determined by the teacher.

Grading System and Report Cards

The evaluation of student achievement is one of the important functions of the teacher. The accepted marking system is as follows:

A-Excellent	B-Good	C-Average	D-Poor
F-Failure	I-Incomplete	P-Pass	NM-No Mark

An incomplete is given only in those cases where illness, emergency, or by pre-arrangement the student has not been able to complete his/her assignments. Students have a maximum of one quarter to clear an incomplete. An incomplete on the report card becomes an "F" one academic quarter from date issued. Make-up work is the complete responsibility of the student.

The Point Arena Joint Union High School year is divided into four quarters with report cards issued at the end of each quarter. The first quarter and the third quarter grades are progress grades only and are not posted on the student's permanent record. Semester grades are issued in December and June and represent the quality of the overall work for the semester(s).

Grades of A, B, C, D and F are used with the corresponding point values of 4, 3, 2, 1, 0 with the exception of Honors and Advanced Placement classes in the 11th and 12th grades which are assigned an additional Honor point for grades A, B, and C (5, 4, 3). An Incomplete ("I") is given only when a student's work is not finished because of illness or some other excused absence. If the work is not made up within twenty (20) days, the incomplete will be replaced with an F.

Grade Point Average

There are two types of Grade Point Averages (GPA):

- Overall GPA – is computed using all classes, including Physical Education and credit/no credit classes, is used for athletic eligibility and is reported on semester report cards.
- Academic GPA – is computed using point values assigned to all classes except Physical Education credit/no credit classes and is used to determine class ranking at the end of sixth and seventh semesters. Rank in the class is based upon grades received beginning in the ninth grade. More than one student may possess a given rank in class.

Class Rank/Valedictorian/Salutatorian

Students are ranked based on their weighted total grade point average. This takes into consideration weighted value for grades earned in AP classes (A=5, B=4, C=3) as compared to non-weighted grade points earned in non-AP/Honors classes (A=4, B=3, C=2, etc.) Students who have the exact same weighted GPA (to four decimal places) share a rank. Ranking is done at the end of the 6th semester for the purpose of college applications, and then again after the 7th semester for determining weighted academic GPA. Student ranked #1 in class is Valedictorian and #2 is Salutatorian. At the end of the first semester of the senior year the selection of class valedictorian and class salutatorian takes place.

Athletic Eligibility

All students must take 30 credits each quarter to maintain progress towards graduation. Students must also maintain an average of 2.0 in all classes they are enrolled in while making progress towards meeting graduation requirements. Eligibility will be determined using the 1st quarter, 1st semester, 3rd quarter, and 2nd semester grades. A student may use **one** waiver (semester in length) during their 4 years in high school.

Alternatives to a Traditional High School Diploma

High School Proficiency Exams – Please see complete information at

<http://www.cde.ca.gov/ta/tg/gd/>

There are three options:

The General Educational Development Test (GED) - <https://ged.com/>

The High School Equivalency Test (HiSET) - http://hiset.ets.org/states_educators/

The Test Assessing Secondary Completion (TASC) - <http://www.tasctest.com/>

California High School Proficiency Exam (CHSPE) <http://www.cde.ca.gov/ta/tg/sp/>

Students earn the legal equivalent of a high school diploma through the CHSPE which tests basic skills required for a high school diploma. There is no limit to how many times a student may take the test. The CHSPE is administered two times per school year. See your counselor for specific information, test dates and locations.

General Education Development (GED) Test <https://ged.com/>

GED offers a high school equivalency diploma to students who pass a series of tests in Language Arts (Reading and Writing), Social Studies, Science, and Mathematics. Employers and colleges accept the GED tests as the equivalent of a high school diploma. Tests are given in each subject area and students must pass all of the subject area tests in order to earn a GED Equivalency certificate. Test preparation programs are available. See your counselor for specific information, test dates and locations.

HiSET (High School Equivalency Test) - http://hiset.ets.org/states_educators/

HiSET assesses competency in five subject areas. Please see website for more details.

TASC (Test Assessing Secondary Completion) - <http://www.tasctest.com/>

Please see website for more details.

CAREERS AND TECHNOLOGY

Career and Technical Education (CTE) prepares a student for a wide range of future careers and life skills. The skills the students acquire in CTE vary from computer skills to automotive skills, plus many other skills. Additionally students learn important life skills in these classes. Students add value to their overall education by taking CTE classes because CTE emphasizes problem solving which is needed in every career today. CTE courses are critical to meet the challenges inherent in a diverse, rapidly changing education, economic, and workforce environment that students will find themselves in the future.

2017-2018 Proposed Pathways

***Hospitality, Tourism and Recreation**

(Food and Nutrition and Food Service and Hospitality)

***Arts, Media and Entertainment**

Performing Arts (Intro to Professional Theatre, Intermediate Theatre Performance)

Design, Visual and Media Arts (Internet Publishing, 2-D Design, visual Art and Related Careers)

***Building and Construction Trades**

Cabinetry, Millwork and Woodworking (Introduction to Woodworking Principles, Furniture Making)

***Engineering and Architecture**

Engineering Technology (Integrated STEM, Electronics, Computer Science, STEM - Robotics)

Computer Science **A-G Approved**
Grades 9 to 12

Pre-requisite: Algebra I or teacher approval

This course is designed to introduce students to the breadth of the field of computer science through an exploration a variety of topics. Students focus on the conceptual ideas of computing, and learn why certain tools or languages might be utilized to solve particular problems. The goal of this course is to develop in students the computational thinking involved in the development of algorithms, problem solving and programming by using problems that are relevant to the lives of today's students. Students will also be introduced to topics such as

interface design, limits of computers, and societal and ethical issues.

AP Computer Science Principles A-G Approved
Grades: 10-12

Pre-requisite: Algebra 1

AP Computer Science Principles provides students with the opportunity to understand and participate in the changes brought to our lives by computing. There are four goals to AP Computer Science Principles. First, students will experience the different fields of computer science, thus learning how to think like computer scientists and how this computational thinking enhances all fields of study. Second, this course will demystify the magic behind the devices and applications students use every day. Understanding how these devices and applications work will give students an understanding of the biases and limitations. Third, students will develop skills that they can use in their adult life, in areas such as intelligent systems, data collection and privacy, and the infrastructure of the internet. Finally, student will understand that there are choices in how to use computing. After finishing this course, students will know that they can be the creators of computing, and that the use of computing tools changes use as individuals and as a society.

AP Computer Science A **A-G Approved**
Grades 11 to 12

Pre-requisite: Algebra II (may be taken concurrently)

Advanced Placement (AP) Computer Science A is a course that is equivalent to a college introductory programming class, and a foundation course for students planning to study other technical fields such as engineering, physics, chemistry, and geology. Students will learn about the types of problems computer scientists tackle while learning their most important tool - programming. This course allows students to explore programming through problem solving. Students will use hands-on problems to help solidify programming concepts.

Automotive**Grades: 9-12****Pre-requisites: None**

The automotive course provides a technical course in auto mechanics, while reinforcing the academic core skills of reading, writing, speaking, listening, calculating, and thinking critically. Students are expected to keep a notebook, learn basic automotive skills, work cooperatively with others, follow directions, and employ safe work habits. Students learn basic electricity as it applies to automotive mechanics, safe use of hand and power tools, fundamentals of four-stroke engine operation, car care and maintenance, as well as an understanding of tires and brake systems.

Elective**Electronics****Grades: 10 -12****Pre-requisites: Algebra I**

This electronics course is designed to offer students a basic foundation in electronics. Once students have completed this course, they will be able to perform the job of an electronic technician in a work environment. Students will be able to identify and use electronic components in electrical units, DC circuits and AC circuits. They will also understand the underlying transformers, and solid-state circuits. This course emphasizes hands-on learning through a variety of projects learning through a variety of projects physics concepts for direct current, batteries, magnetism, alternating currents, capacitance and inductance.

Elective**Digital Imaging and Media (Yearbook) Elective****Grades: 9-12****A-G Approved****Pre-requisite: Interest in digital media**

The Yearbook course is both an academic and a practical experience. The outcome is a high quality memory book that will serve as a source of pride and history for PAHS. The process of creating the yearbook is a business and artistic endeavor. The student's work has real world consequences. Deadlines must be met, copy must be complete and accurate, and financial obligations must be satisfied. Creation of the book itself contains elements of writing, art and mathematics. Since production of the book is an expensive project, students will be involved in small business. This business aspect will expose the student to budgets, sales, public relations and financial obligations.

Digital imaging is a course designed to teach students the industry standard, image and media editing tools that professional designers use when creating works of fine art, graphic design and film making. The goal of this course is to expose students to the variety of digital imaging and media programs that will enable students to take and edit digital photographs and film, design graphics and videos, and create/edit their own movie (short films) and publish to the web. This course is designed not only to teach the use of digital cameras and their applications as a professional and home media tools but also to integrate the latest design software to create complete design solutions and media projects.

Agriculture**Grades: 9-12****Pre-requisite: None**

The aim of this course is to provide a technical course in landscape gardening while reinforcing the academic core skills of reading, writing, speaking, listening, calculating, computer skills, economic concepts, and the ability to think critically. Students will learn basic landscape gardening skills and employ safe work habits. Students will use a variety of methods for calculating measurements. They will learn reasoning, reflection, and use of judgment when responding to real life problems and situations related to course material. Students will practice effective written communication by responding to subject related scenarios and extracting meaning from written and graphic plans. The course will allow students to apply and use what they learn in practical-life situations by accurately following directions for performing a procedure and effectively communicating through one on one demonstration.

Elective

Advanced Shop

Elective

Grades: 10-12

Pre-requisite: one year of Woods, Auto or

**Landscaping with a grade of “B” or higher
and teacher approval**

Advanced shop is for second, third or fourth year Woods, Auto or Landscaping students who wish to continue more advanced studies in shop-related coursework. Advanced students complete more challenging shop projects based on an individualized learning/project plan designed by the student and teacher. In addition, advanced shop students mentor and assist beginning shop students as appropriate.

ENGLISH DEPARTMENT

All students must be enrolled in an English class every semester and must earn a total of 40 credits in order to graduate. Ninth through twelfth grade courses are year-long. Courses comply with the Common Core State Standards for English Language Arts. Students will master a variety of language arts skills in writing, reading, speaking, vocabulary development using both fiction and non-fiction literature.

AP Language and Composition A-G Approved Grades 11-12

Pre-requisite: Teacher recommended

Advanced Placement English Language and Composition is designed to provide students with the intellectual challenges and workload consistent with a typical university first-year composition course. The 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 the writing and reading in the course make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. All students in the course are strongly encouraged to take the AP Language Exam.

AP Literature and Composition A-G Approved Grades: 11-12

Pre-requisite: Teacher recommended

Advanced Placement English Literature and Composition is designed to provide students with the intellectual challenges and workload consistent with a typical university first-year composition course. The AP English Literature and Composition course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As students read, they will consider a work’s structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. All students in the course are expected to take the AP Literature Exam.

English 9/9 Honors

A-G Approved

Grade: 9

Pre-requisite: None

The English 9 course is based on the current English-Language Arts Contents Standards for California Public Schools and emphasizes development of reading and composition skills while integrating these with critical thinking, listening, and speaking skills. The curriculum is developed around a variety of literary genres that includes novels, short stories, plays, poems and non-fiction selections. Each unit of the course is designed for the development of skills in the areas of reading, literary response and analysis, writing strategies, applications, and written and oral English language conventions, listening and speaking. At the ninth grade level students analyze organizational patterns, arguments, and positions advanced in a wide variety of classic and contemporary literature, magazines, newspapers, and online information. Students write coherent essays that convey a well-defined perspective and reasoned argument. The writing demonstrates students’ awareness of audience and purpose. Student’s progress through the stages of the writing process as needed. Students also deliver focused, coherent presentations using gestures, tone, and vocabulary tailored to the audience and purpose, and demonstrating a command of standard American English. To earn Honors credit, students have additional academic requirements.

English 10/10 Honors **A-G Approved**

Grade: 10

Pre-requisite: Sophomore standing

English 10 is based on the current English-Language Arts Content Standards for California Public Schools and continues with development of reading, composition, listening, speaking, and critical thinking skills begun in English 9. The curriculum is developed around a variety of literary genres including novels, short stories, plays, poems and non-fiction selections. Each unit of the course is designed for the development of skills in the areas of reading, literary response and analysis, writing strategies, writing applications to genre and their characteristics, written and oral English language conventions, listening and speaking. Additionally students may be asked to analyze contemporary speeches and current articles from internet, newspapers and other periodicals. Writing assignments will be designed to provide exercises for students to practice responding to prompts typical of the California Assessment Program. To earn Honors credit, students have additional academic requirements.

English 11 **A-G Approved**

Grade: 11

Pre-requisite: Junior standing

English 11 is based on the current English-Language Arts Content Standards for California Public Schools and is a survey of literature with the intention of focusing the student on the integration of all the elements of language - listening, speaking, reading and writing. Emphasis will be placed on American Literature including non-fiction, poetry, short stories, novels, drama and essays. The course will approach literature in a meaning-centered direction which will highlight common values and goals as well as enjoyment and pride in the beauty and heritage of our language. In addition, attention will be turned to vocabulary and spelling practice of words taken from the literature. The goal is to increase the understanding of the English language and broaden the student's reading base. Each unit of the course is designed for the development of skills in the areas of reading, literary response and analysis, writing strategies, writing applications to genre and their characteristics, written and oral English language conventions, listening and speaking. Writing will be an important part of the activities planned for the development of literary understanding and

communication skills. Writing assignments will include short stories, essays, poetry, letters, and summaries, spanning the effective and cognitive domains. Class discussion and oral presentations will also focus on themes of literature in relation to contemporary issues. Each unit of the course is designed with a concern for the development of skills in the areas of thinking, writing, reading, learning, listening and speaking.

English 12 **A-G Approved**

Grade: 12

Pre-requisite: Senior standing

English 12 is based on the current English-Language Arts Content Standards for California Public Schools and is a survey of British Literature from Celtic Mythology to Twentieth Century Works. Consideration will be made to the role of the author in social commentary and reform. Each unit of the course is designed for the development of skills in the areas of reading, literary response and analysis, writing strategies and applications to genre and their characteristics, written and oral English language conventions, listening and speaking. This course will seek to define the continuity of the national literature, as students experience the larger cultural milieu in which a given text originated, studying the artistic and social conventions corresponding to each of the major literary periods. Additionally, time will be allowed to consider texts from other national literatures written contemporaneously to British works being studied. Each unit of the course is designed with a concern for the development of skills in the areas of thinking writing, reading, learning, listening and speaking required to meet A-G requirements.

Read 180 **Elective**

Grades 9-12

Pre-requisites: SRI Assessment

Reading is taught through a computer-based reading program. Read 180 is designed to help students who are reading below grade level. Reading lexile levels are assessed and evaluated throughout the time that a student is taking the course, and coursework is specifically designed for each student.

ENGLISH LANGUAGE DEVELOPMENT

Beginning, Intermediate and Advanced ELD Grades: 9-12

Pre-requisite: English Learner (CELDT Assessment)

English Language Development is for students who are designated as English Learners, and have not yet been re-designated as fully English proficient. Students receive intensive instruction in vocabulary, reading comprehension, and writing, and extensive practice in speaking, listening, and conversational English and presentation skills. ELD students are tested annually for English proficiency using the California English Language Development Test.

MATH DEPARTMENT

Through the mathematics curriculum, students develop analytical and logical thinking skills. These skills will prove useful for the student regardless of the college or career path taken following high school. Through participation in Point Arena High School's mathematics program students will fulfill the PAHS mission of developing well rounded students capable of succeeding in the 21st century.

Algebra Enrichment (Pre-Algebra) Elective Grade 9

Pre-requisite – Math Assessment

Algebra Enrichment (Pre-Algebra) class is offered to those students who require additional skill building before entering Algebra I. The class will address a variety of topics including number sense, understanding fractions, solving linear equations, intro to geometry, statistics, and business math. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and

Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades.

Algebra I A-G Approved

Grades: 9-12

Pre-requisite: Teacher placement

Algebra I is designed to prepare students for the study of higher mathematics. Student will expand operations to include the entire real number systems. In addition, further study will be made of multiple-step equations of varying forms, functions and relations, polynomial operations, systems of two equations in two variables, inequalities, radicals and quadratic equations and functions. Each unit of the course is designed with a concern for the development of skills in the areas of calculating, thinking, writing, reading, learning, listening and speaking. Active involvement is the central philosophy of Algebra I. Instruction is geared toward conceptual understanding and an integration of Algebra and Geometry. Topics are constantly spiraled throughout the course to support mastery of concepts. Emphasis is based on a variety of instructional methods primarily focused on group work. The curriculum supports the Common Core State Standards required for graduation and the instructional objectives of the California Math Framework including cooperative learning, manipulatives, and writing.

Algebra II A-G Approved

Grades: 10-12

Pre-requisite: Algebra I

In Algebra II students learn to organize their thoughts to solve mathematical problems that will be encountered in everyday life and will prepare them to continue in their studies in mathematics and the sciences. The student will be able to review and master the fundamentals of algebra including linear equations, exponents, radicals, graphs and complex numbers, which will assist with the solution of quadratic equations and systems of quadratic equations. The student will also be introduced to such topics as logarithms, the binomial theorem, arithmetic and geometric progressions, and the concept of a function. The student will learn to use

calculators and computers in solving problems. The student will also learn how to make estimates and approximations in order to be able to determine whether solutions obtained are reasonable. Each unit of the course is designed with a concern for the development of skills in the areas of calculating, thinking, writing, reading, learning, listening, and speaking.

AP Calculus AB **A-G Approved**
Prerequisites: passage with a ‘C’ or better of Algebra I, Geometry, Algebra II, Trigonometry/Analytic Geometry or Pre-Calculus

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC **A-G Approved**
Prerequisites: passage with a ‘C’ or better of Algebra I, Geometry, Algebra II, Trigonometry/Analytic Geometry or Pre-Calculus

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequence s and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Business Math
Meets Graduation Requirements
Grade 12

Pre-requisite: Algebra I, Geometry; Algebra II recommended

This class satisfies the third year of math credit for graduation from Point Arena High School. The curriculum includes units in personal finance, household expenses and budgeting, Excel, banking and tracking expenses, basic investing, paying taxes, financing an education, home improvements/buying and selling a home, buying and maintaining a car, traveling and vacations, and preparing for careers. The course emphasizes practical, real-life application and problem solving, and reinforcement of critical “adult life” vocabulary, written communication, computation using a calculator, graphing/charting personal data, and technology-based research skills.

Geometry **A-G Approved**
Grades: 9-12

Pre-requisite: Algebra I

The course in Geometry is intended to present patterns which are important to the development of thinking skills and problem solving skills. The student will be able to work with the body of geometric theorems, including geometry of two and three dimensions. The student will also be introduced to analytic geometry and transformational geometry. In addition, the student will be exposed to elementary trigonometric concepts. Geometry is required for graduation.

Pre-calculus **A-G Approved**
Grade: 11-12

Pre-requisite: Trigonometry and/or Algebra II with a C or better

Pre-calculus is designed to prepare students for the study of higher mathematics. Students will review linear and quadratic functions and inequalities, and some analytic geometry. They will study polynomial functions, exponents and logarithms. Students will also study discrete mathematics, including vectors, sequences and series, and matrices. Students will learn data analysis, i.e., combinatorics, probability, statistics, curve fitting, and models. Students will also be introduced to

calculus by studying limits, series, iterated functions, and derivatives.

Intro to Statistics **A-G Approval Pending**
Meets Graduation Requirements
Grades 11-12

Pre-requisites: Algebra I and Geometry

This course is an introductory level statistics course designed to prepare students for college-level statistics. The curriculum is project-based and includes an emphasis on technology enhanced interactive lessons and online learning. The statistics concepts covered include: finding the mean, median, mode, and standard deviation, regression from the mean, charting, graphing and computing statistical data, analysis of statistical data, statistical aspects of research, and presentation of statistical findings. Students will engage in high interest statistics projects involving real-life topics and situations.

NON-DEPARTMENT CLASSES

Peer Tutoring **Tutorial**
Grades: 11-12

Pre-requisite: Counselor Recommendation

Students are assigned to tutor in subjects in which they have expertise.

Peer Counseling **Tutorial**
Grades: 9-12

Pre-requisite: Orientation and Application

The primary goal of the Peer Counseling course is to offer students a curriculum that will enhance their own personal self-esteem, provide them with decision making skills, empower them with conflict mediation skills, and provide a safe and neutral environment to explore many of the issues that teens are faced with in our current social culture. The secondary goal of the Peer Counseling course is to provide a forum in which the Peer Counseling students are of service to their peers. Such service will be in the areas of providing conflict mediation, teaching diversity tolerance, acting as peer tutors, serving as co-facilitators, and promoting of school-wide presentations. Presentations may be inclusive of, but not limited to, the issues of living in a multi-cultural society, dealing with racism, handling the

teen challenges of tobacco, alcohol, and drug experimentation, use, and abuse, teen sexuality, domestic violence and stereotypes and body images.

Workability **Elective**
Grades: 9-12

Pre-requisites: None

This course is designed to teach students the necessary soft skills for employment and good work attitudes. It aims to prepare students for successful transition to employment, continuing education and quality adult life with an emphasis on work-based learning opportunities for all students. Topics covered are resume writing, developing letters of recommendations, field trips to colleges, worksites, learning style assessment, training in job finding, job keeping, and interview skills, and inter-personal relations. Students who participate in the course have access to becoming Certified Food Handlers, and are active members in the student run Nutrition and Coffee Cart business.

PERFORMING ARTS DEPARTMENT

Band **(A-G) Approved**
Meets Graduation Requirements

Grades: 9-12

Pre-requisites: Serious interest in music

Students will learn and perform a variety of musical styles including (but not limited to): concert band music, popular/rock music, jazz, marching music, and pep music. Students participating must be dedicated to improving their instrumental skills through consistent practice and ensemble participation. Students will also further develop technical skills, listening practices, aural musicianship, and aesthetic valuing skills. Critical concepts in music history and music theory will also be instructed. Although previous experience in music is helpful it is not necessary to be eligible to enroll in this class. Student may enroll in this class if they are passionate about music and have a desire to learn and an understanding that they may be required to complete some additional practice/assignments. This will be determined on a student-to-student basis.

Beginning Guitar**Elective****Grades 9-12****Pre-requisite: Serious interest in music**

This course offers beginning players the opportunity to explore music through playing the guitar. Students will learn the fundamentals of guitar as well as begin to develop a repertoire of songs. A variety of instrumental styles will be introduced in this course including contemporary guitar technique. This course will explain how to read written music, introduce tonal harmony, theory, and ear training. Students must be serious about learning music and maintain a positive attitude. Moreover, students will be expected to complete some written work as well as practice outside of class.

Advanced Guitar**Elective****Grades 9-12****Pre-requisites: Completion of “Beginning Guitar” or teacher approval**

This course is offered to students advancing in playing the guitar. Students will refine skills such as those acquired in the previous course as well as learn new ones. More complex concepts pertaining to technique, music theory, and music history will be addressed in further depth. Students will also learn about song-writing and composition. Students will be expected to complete some written work as well as practice outside of class.

Drama**A-G Approved****Grades: 10-12****Pre-requisite: None**

Drama is a one-year course that stresses personal development of the student through study of the societal value of dramatic performances, public speaking and set design. In addition, the course stresses appreciation of theater as an essential part of our artistic heritage. Each unit of the course is designed with a concern for the development of skills in the areas of thinking, calculating, writing, reading, learning, listening and speaking. The course may be taken for a single semester or may be repeated for additional credit.

Advanced Drama**Meets Graduation Requirements****Grades: 11-12****Pre-requisite: 2 years of regular Drama with a “B” or better grade and/or teacher approval**

Advanced Drama students continue their exploration of all aspects of the dramatic arts through more advanced projects and responsibilities as assigned by the instructor, and increased expectations for independence, self-monitored participation and leadership in the overall Drama program.

**PHYSICAL EDUCATION
DEPARTMENT****Physical Education****Meets Graduation Requirements****Grades: 10-12****Pre-requisite: Sophomore Standing**

The physical education classes provide the opportunity for students to increase fitness levels, develop skills, and increase their knowledge base. The activities are suitable for each individual and provide opportunities for both physical and social growth. There is a concentrated effort to focus on sportsmanship; social skills; trying your best individually and in group situations, etc., and viewing fitness and health as a positive lifelong activity. A great deal of emphasis is placed on participation so that purposeful, sequential, and proficiency-based individual and group activities can take place. Each unit of the course is designed with a concern for the development of skills in the areas of calculating, thinking, reading, learning, listening and speaking. Within this scope we strive to have our instructional units be valued for their enjoyment as well as the health and benefit they provide.

Physical Education/Health**Meets Graduation Requirements****Grade: 9****Pre-requisite: Freshman Standing**

9th grade Physical Education/Health class includes all components of the physical education course described above, and in addition has a Health

curriculum component that meets California state requirements. The Health Course includes instruction in all aspects of achieving physical, mental and social wellbeing, including nutrition, substance abuse, and tobacco use and prevention education, social-emotional health and mental illnesses, communicable diseases, sexually transmitted diseases and reproductive health education, and healthy lifestyle decision-making.

Sports Medicine/Sports Psychology
Meets Graduation Requirements
Grades 10-12

Pre-requisite: 9th grade Health/PE

This class is an integration of two related subjects in Physical Education: Sport Psychology and Sports Medicine/Athletic Training. Includes study of human anatomy as it relates to muscles, bones and joints and common athletic injuries, biomechanics (which muscles do which movements?), and basic level injury evaluation treatment (taping, wrapping, icing, etc.), and rehabilitation. The goal is to have students gain experience in a limited capacity as student trainers, with supervision from the teacher.

Weight Training
Meets Graduation Requirements
Grade: 10-12

Pre-requisite: Completed Physical Education

One of the focal points of the weight training and conditioning class is providing students and athletes with the most accurate information available on achieving and maintaining optimum levels of physical fitness. Students will be taught the “right way” of fitness program design, exercise execution, lifting techniques, high intensity exercises, proper spotting; breathing; grips, and stances, etc. Different ideas and methods used in the weight room as well as conditioning will expose students to a variety of activities that can be performed to enhance individual skills and create group cohesiveness, pride, and motivation. With these experiences plus additional information and a variety of approaches to weight training and conditioning the students will be capable of organizing a sound, functional and efficient program.

SCIENCE DEPARTMENT

Biology **A-G Approved**

Grades: 9 -12

Pre-requisites: Algebra I

Biology is a course intended to be reflective of the four goals in the science framework for California Public Schools, Grades K-12 concepts, processes, skills and attitudes, as well as the California Science Standards. Biology is designed to teach students about the living world and its systems. Concepts of cell biology, genetics, evolution, ecology, physiology, comparative studies, investigation and experimentation will be presented. This college preparatory laboratory science course continues the development of cognitive, affective, and psychomotor skills in Life Science acquired in grades K-9. There is an emphasis in understanding biological principles and concepts and their interrelationships as well as acquisition of information. To earn Honors credit, students have additional academic requirements.

Marine Science **Credit**

Grades: 9-12

Pre-requisites: Biology, or by teacher recommendation

Marine science is the multidisciplinary study of the organisms, habitats, and geological and physical makeup of the ocean. In this course we will examine our own relationship to the Pacific and its varied ecosystems - how we as a community interact with it, both benefit from and inadvertently harm it, and what we can do to protect it. We will study life forms from the very simple to the very complex (and very cool), taking frequent field trips to meet, explore, and engage with as many as possible. We will learn from those around us in our community who work with, on, or in the ocean, and develop our own means of stewardship as a class. Frequent field trips will include tide pooling and community outreach. The course will culminate in a group project integrating the local community and the marine environment.

**Integrated STEM
Grade: 9-10**

A-G Approved

Pre-requisite: Math Proficiency

Integrated STEM *Learning by Making* trains students to design and construct their own experiments to make scientific measurements that are personally relevant, and that are critical to the future of our economy and our planet. Through Learning by Making Sonoma State University is in the process of developing a two-year science-driven computational-thinking integrated STEM curriculum that improves mathematical and science proficiency. This novel high-school curriculum uses computational thinking, coding in the Logo language, and the analysis of data from a variety of sensors to focus on real world problem solving. Experiments are aligned with both Disciplinary Core Ideas and Scientific and Engineering Design Practices in the Next Generation Science Standards and Mathematical Practices in the Common Core Mathematical Standards.

**Chemistry
Grades: 10-12**

A-G Approved

Pre-requisite: Algebra I with C or better

Chemistry is designed to be a college preparatory course. It is one of the three science classes (the other two are Biology and Physics) recommended by The Academic Senates of the California Community Colleges, The California State University and the University of California for “all high school students planning a baccalaureate education...”. The course of Chemistry is basic to many fields. An understanding of chemistry will help a student to better understand such diverse areas of interest as life processes, drugs and medicine, health and nutrition, pollution, industrial processes, fire, geology, astronomy and more. Each Unit of the course is designed with a concern for the development of skills in the areas of calculating, thinking, writing, reading, learning, listening and speaking. Emphasis is given to laboratory and logic/problem solving situations in which the student will receive experiences developed to strengthen higher level of thinking and problem solving. Understanding of the basic principles involved in chemistry and the ability to apply these principles in the solution of problems (mathematically as well as descriptively) will be a

major goal of the student who is enrolled in this course.

**Earth Science
Grade: 9**

A-G Approved

Pre-requisite: None

This course is based on the Science Content Standards for California Public Schools. Physical Science is designed to teach students to apply the laws, theories, and principles of the physical sciences to everyday phenomena. The course presents topics conceptually and mathematically. Organization, critical thinking, problem solving, and laboratory investigation will be emphasized. Explanations of everyday occurrences and atmospheric phenomena will be presented to facilitate understanding of the subject.

**Physics
Grades 11-12**

A-G Approved

Pre-requisite: Teacher recommendation

Chemistry with C or better or Biology with a B or better and concurrent enrollment in Algebra 2 or higher, or teacher approval. Physics is the study of how matter and energy move and interact throughout the universe. Topics include motion, forces, energy, heat, sound, light, electricity and magnetism. Introductions to relatively and quantum theory are also included. This course is either required or highly recommended for students planning to attend a University of California campus or major in science or a science-related field.

STEM/Robotics Meets Graduation Requirements

Pending A-G Approval

Grades: 11-12

Pre-requisite: Electronics and Computer Science; teacher approval

The objective of this course is to use a hands-on approach to introduce the basic concepts in robotics, focusing on micro controllers, autonomous mobile robots and real world applications. Information presented in class will be linked to lab experiments. Students will work to build and test increasingly more complex Arduino controlled devices. Students will apply what they have learned through a series of projects. Robotics explores the interaction of

science and technology. The program is designed to educate students in the field of robotics and motivate them to pursue advanced education in STEM coursework.

SOCIAL SCIENCE DEPARTMENT

United States History A-G Approved Grade 11

This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of our constitution, reform movements, Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the US as a world power, the Cold War and the struggle to achieve class, ethnic and gender equality. The course extends to the modern day. Contemporary world issues such as globalization, economic interdependence and terrorism will also factor into our analysis of international conflict and cooperation. The curriculum and academic expectations will be differentiated to accommodate different learning styles and abilities.

AP United States History A-G Approved Grade 11

Pre-requisite: Teacher recommendation

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course thus develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Civics/American Government A-G Approved Grade: 12

Pre-requisite: Senior

The course in Civics will prepare the student to become a well-informed, effective and responsible citizen. This will include a comparison and contrast of political and economic systems, interest groups and political philosophies; identifying and evaluating the role of the political party in the election process; understanding how all levels of government are structured and function; and evaluating the legal process of our system. The legal process will include all parts of the constitution and government functions including the law making activities of the legislative branch, the powers and responsibilities of the executive branch and the interpretive powers of the judicial system. The students will be able to apply the processes of government to their own lives and have an opportunity to assess the importance of being an informed, conscientious citizen who exercises his or her rights in our democratic process. An additional purpose of this course is to give students knowledge of modern American History in the contemporary world and an understanding of how the United States' policies and decisions, both domestic and foreign, are made. An emphasis on providing opportunities for students to develop basic creative and critical thinking and interpersonal or social skills is also part of the Civics course.

Economics A-G Approved Grade: 12

Pre-requisite: Senior standing

The economics course is designed to develop an ability to understand and make sound judgments about economic issues which face the individual and the society. In this way, productive, responsible citizens will be able to deal with both social and personal issues and make effective decisions. Students will become familiar with economic concepts and approaches to aide them in this process including graphing and analyzing trends. Each unit of the course is designed with a concern for the development of skills in the areas of calculating, thinking, writing, reading, learning, listening and speaking.

Introduction to Psychology **Elective**
Meets Graduation Requirements

Grades: 11-12

Pre-requisite: Junior or Senior

The goal of this course is to provide the students with a background in introductory college-prep psychology. The course deals with every aspect of human behavior and learning theory, brain theory, patterning, attributes and diagnosis of mental illnesses, syndromes, and phobias, and treatments for mental illness and personality disorders.

World Studies (Cultures/Historical Geography)
A-G Approved

Grade: 10

Pre-requisite: Sophomore

World Studies is a course which examines the shaping of the modern world, including geography and history, from the late Seventeenth Century to the present. Moral and ethical concerns are integrated with social and political movements during the expansion of the West and the growing interdependence of people and cultures throughout the world. Geographic detail and world trade growth will also be a focus of the course. The course is designed to introduce students to major social and political themes that have shaped the present world. Writing assignments and discussions will focus on problem solving and understanding of major concepts in world development. Each unit of the course is designed with a concern for critical thinking, writing, reading, learning, listening, speaking and calculating.

AP World History **A-G Approved**
Grade: 10-12

Advanced Placement (AP) World History is a challenging year-long course that is structured around the investigation of selected themes woven into key concepts covering distinct chronological periods. AP World History is equivalent to an introductory college survey course. One purpose of the class is to prepare students for successful placement into higher-level college and university courses. It is also designed to develop skills of analysis and thinking in order to prepare students for success in the twenty-first century.

World Geography **Pending A-G Approval**
Grade: 9-12

In the study of world geography, students utilize physical and cultural perspectives to examine people, places, and environments at local, regional, national, and international levels. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution of movement of world population; relationships among people, places, and environments; and the concept of religion. Students use problem-solving and decision-making skills to ask and answer geographic questions.

AP Human Geography **A-G Approved**
Grades: 9-12

The AP Human Geography Course is designed as a Freshman college-level course. It is a yearlong class that focuses on the systematic study of the nature of geography, perspectives of geography, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrialization and economic development and urban land use. The textbook, case studies and the Internet will be used to explore these topics.

Criminal Law **Credit**
Grades: 9-12

A survey of the history and philosophy of criminal law; the scope, purpose, definition and classification of modern criminal law; offenses against the person, property offenses; and a discussion of the relationship between the Constitutional rights of the individual and the protection of society.

Students will understand the following:

- Elements of offenses in the California Penal Code
- Criminal liability and essence of crime
- Defenses - excuses and insanity
- Legal and social dimensions of personal crime – homicide, assault, etc., property, and computer crime
- Offenses against public order

- Terrorism and human trafficking
- Offenses against public morality
- Victims and the law
- Punishment and sentencing

Criminal Investigations

Credit

Grades: 9-12

The student will define the goals and objectives of criminal investigation; demonstrate ability to conduct proper crime scene investigations; illustrate the use of forensic science for various statutory offenses; and organize the criminal case including field notes, reports, crime scene activities and mandatory documentation of statutory warning.

Includes investigative theory; collection and preservation of evidence; sources of information; interview and interrogation; uses of forensic sciences; case and trial preparation

SPECIAL EDUCATION DEPARTMENT

Study Skills

Grades: 9-12

Pre-requisite: Placement through testing

The major emphasis of this course is to provide students with the skills necessary to be academically successful in regular mainstream classes. Organizational skills and learning strategies are taught in the context of the regular classroom material, and academic support of core content is provided in a small class setting.

Study Skills English

Grades: 9-12

Pre-requisite: Placement through testing

This English literature-based course is to promote communication skills through a balanced language arts program which provides for individual student growth through appropriate practice in: listening, calculating, reading, speaking, writing, and critical thinking. The literature-based units provide a framework in which student use English Skills to gain perspective on their participation in life and culture, including developing ideas, attitudes, ideals and values.

Study Skills Math

Grades: 9-12

Pre-requisite: Placement through testing

Individualized instruction in mathematics courses (General Math, Algebra, and Geometry) is provided for students appropriate to the needs identified in an Individualized Education Plan.

Study Skills Multiple

Grades: 9-12 Pre-requisite:

Placement through testing

Students are provided with core curriculum and adaptations that meet the needs of each individual as specified in an Individualized Education Plan.

VISUAL ARTS DEPARTMENT

Art 1

A-G Approved

Grades: 9-12

Pre-requisite: None

This course is designed to give students the necessary skills to increase their interest in art and encourage them to further pursue visual art as a means of expression. Through a variety of projects, as well as historical and cultural research, students learn to identify art movement and style. Students evaluate their own art and that of others through group and individual critiques in which they learn to communicate aesthetic concepts and ideas. Students develop their own personal portfolios of their artwork throughout the course.

Art 2

Pending A-G Approval

Grades: 9-12

Pre-requisite: Art 1

This course is designed to give students the necessary skills beyond the experience in Art 1 and to increase their interest in art and encourage them to further pursue visual art as a means of expression. Through a variety of projects, as well as more advanced historical and cultural research, students continue to learn to identify art movement and style. Students evaluate their own art and that of others through group and individual critiques in which they learn to communicate aesthetic concepts and ideas. Students will develop their own personal portfolios of their artwork throughout the course in preparation for AP Studio Art: 2-D Design.

AP Studio Art: 2-D Design A-G Approved

Grades: 11-12

Prerequisite: Art and Ceramics with a grade of “B” or better

All components of the required college-board approved Advanced Placement Studio Art course are covered in this class. Students prepare a comprehensive art portfolio for submission to the AP Studio Art exam in May that meets all of the required mediums and projects as prescribed by the College Board.

WORLD LANGUAGES

Spanish I

A-G Approved

Grades: 9-12

Pre-requisites: None

Spanish I is an introductory course to the components of learning a Romance language through listening, reading, writing, and speaking. Students will be introduced to the pronunciation and grammar of the Spanish language through a variety of techniques including REALIA, TPR (Total Physical Response), auditory lab experience, written and oral exercises, all formatted to elicit participation and a sense of confidence through familiarity with the language.

Spanish 2 For Heritage Speakers

Credit

Grades: 10-12

Spanish 2 for Heritage Speakers will expand students’ knowledge of Spanish through presentations, projects, readings and essays. During the course students will engage in activities and projects focusing on different aspects and issues related to culture, linguistics, and current issues. *Avancemos* curriculum will be used, with focus on activities designed specifically for Heritage Speakers.

Spanish II

A-G Approved

Grades: 10-12

Pre-requisite: Spanish I

Spanish II is a continuation of the work begun in Spanish I, with special emphasis on verbs and their conjugations in the present, preterit, imperfect, future, conditional and subjunctive tenses. Students will study the Spanish culture in greater depth at this level. Listening, speaking reading and writing will be paramount. There will be greater emphasis on spoken and conversational language. Reading may include: dictionaries, comic, magazines, readers, letters, and more complicated materials. Writing will include longer dictations, stories, letters, notes and reports. Students should be able to give longer oral recitations and participate more in verbal exchanges with peers and the teacher.

Spanish 3 For Heritage Speakers

Credit

Grades: 11-12

Spanish 3 for Heritage Speakers will expand students’ knowledge of Spanish through presentations, projects, readings and essays. During the course students will engage in activities and projects focusing on different aspects and issues related to culture, linguistics, and current issues. *Avancemos* curriculum will be used, with focus on activities designed specifically for Heritage Speakers.

Spanish III

A-G Approved

Grades: 11-12

Pre-requisite: Spanish II

The course of Spanish III is intended to expand Spanish speaking, reading and writing skills to a level of practical use. Each unit of this course is designed with a concern for the development of skills in the areas of calculating, thinking, writing, reading, learning, listening and speaking. Enhanced Spanish vocabulary and Spanish grammar will be a focus of this course. Sentence structure and verb tense will also be a major component. Practical use of the verbal and written language will be emphasized so that students would be able to function in a variety of situations which require the use of the Spanish language. Students enrolled in this course may prepare for and take the AP Spanish Language exam.

AP SPANISH PREP

Grades: 11-12

AP Spanish will prepare students for the College Board's AP Spanish Language and Culture exam. It will focus on three modes of communication (Interpersonal, Interpretive and Presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course will provide an immersion experience and will be conducted exclusively in Spanish. The course will focus on the six themes required by the College Board: 1. Global challenges 2. Science and technology 3. Contemporary life 4. Personal and public identities 5. Families and communities 6. Beauty and aesthetics

ALTERNATE CREDIT OPTIONS

Odysseyware

Online Credit Recovery Classes

Pre-requisite: Counselor/Teacher

Recommendation

This online learning opportunity requires students to be self-motivated and disciplined learners in an independent study learning environment. Students are expected to maintain communication with the Independent Study teacher, and make steady progress towards course completion.

UC Scout

Scout from University of California is a full-service online learning platform for high school students interested in Advanced Placement, Honors, credit recovery or "a-g" college prep courses. Scout will help students on their road to graduation and provide them with a rigorous course of study that will prepare them for college. University of California faculty developed the curriculum and designed the courses for students who want to take them for high school credit or educational

exploration. Scout's courses are approved by the College Board and University of California, where applicable. Please check the website for additional information www.ucscout.org.

Fast Forward at Santa Rosa Junior College (SRJC)

Concurrent Enrollment Program for High School Senior Students

FastForward at SRJC is a special program designed to provide current high school students, who are enrolled in the 9th grade or above, the opportunity to get an early start on their college experience. Students should understand that all courses selected, and/or any changes, must be approved (in writing) by the parent or guardian and the high school counselor. Please check the website for college and program information and updates: www.santarosa.edu.

Introduction to Career Development (Coun 62)

This course is an online Santa Rosa Junior College course which is AA Degree applicable and focuses on the ways career development contributes to a satisfying and healthy life, as well as the development of a career plan. Emphasis is on interest and personality testing, values clarification, career information, research skills, individual skills assessment, decision making, and goal setting. Course also covers changing job trends and requirements, as well as factors related to the procurement and retention of employment. For additional information please visit this website: https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=21583&Semester=20103

Teacher's Assistant

This is an opportunity to work closely with a teacher to support the classroom academic environment. Duties may include: Xeroxing, preparing classroom materials, tutoring, etc.