

POINT ARENA HIGH SCHOOL

2024-2025

COURSE HANDBOOK

HOME OF THE PIRATES



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

PAHS Academic Courses and Graduation Requirements

Course Requirements for California State University (CSU) University of California (UC)

Courses and Credits

All core courses are a-g* and students attending a UC/CSU or other 4 year institution must earn a C grade or better.

Point Arena High Graduation Requirements	California State University (CSU)	University of California (UC)
Social Science: 30 credits World History U.S. History American Gov't / Economics	A. History/Social Science: 2 years World History U.S. History (may use 1 semester of U.S. History and 1 semester of American Gov't)	A. History/Social Science: 2 years World History U.S. History (may use 1 semester of U.S. History and 1 semester of American Gov't)
English: 40 credits	B. English: 4 years (one year of ELD permissible)	B. English: 4 years (one year of ELD permissible)
Mathematics: 30 credits Algebra 1 10 credits Algebra 1 A (1year) + 1B (1 year) fulfills the Algebra requirement Geometry or Financial Mathematics	C. Mathematics: 3 years* Algebra Geometry Algebra II or Financial Mathematic Other a-g or college math	C. Mathematics: 3 years* Algebra II Precalculus Calculus or Statistics Other a-g or college math
Life Science: 10 credits Biology Physical Science: 10 credits Integrated Stem Chemistry Physics	D: Laboratory Science: 2 years 1 year of biological science 1 year of physical science	D. Laboratory Science: 2 years 1 year of biological science 1 year of physical science
Foreign Language: 10 credits Spanish I, II, III, IV	E. Language other than English 2 years of the same language	D: Language other than English 3 years of the same language
Visual & Performing Arts: 10 credits Art I, II Ceramics I, II Theater I, II, III	F. Visual and Performing Arts: 1 year (from a single discipline)	F. Visual and Performing Arts 1 year (from a single discipline)
Physical Education: 20 Credits 9th grade PE/Health 10-12 grade Physical Education (Advanced PE) or Weight Training		

Career and Technical Education: 10 credits Agriculture Tech I, II, III Auto Tech I, II, III (Engine Repair) Culinary Tech I Digital Media Tech I (Audio, Video) Marine Science Tech I, II Media Tech I, II, III (Yearbook) Metalworks Tech I, II, III Radio Tech I, II, III Theater Tech I, II, III Wood Tech I, II, III		
Electives: 90 credits	G. Elective: 1 year College prep (a-g) or college course	G. Elective: 1 year College Prep (a-g) or college course
Total Credits 250 To Meet Graduation Requirements School Service 10 hours Community Service 30 hours Total Service 40 hours		
Any credits in excess of those required above count towards elective credits once the required subject area credits have been earned.		

Link to csu/uc comparison matrix

https://admission.universityofcalifornia.edu/counselors/_files/documents/csu-uc-a-g-comparison-matrix.pdf

WHAT IS A-G?

A series of 15 high school classes that are designed to help prepare students for college. Classes are in six subject areas, each represented by a letter from A to G.

WHO SHOULD COMPLETE A-G?

- Students wishing to attend a University of California or California State University must complete these 15 courses with a grade of C or better in order to be eligible to apply as a freshman.
- Students who aren't sure about their college plans are encouraged to pursue these requirements in order to keep their options open.
- Students pursuing a career pathway or career technical education (CTE) can benefit from taking these classes, which provide a strong base of general knowledge beneficial to any career. Many CTE classes count toward A-G requirements.
- Many school districts require that students complete these courses in order to graduate. Families should check with their high school to learn about the graduation requirements.
- Students learning English (English learners) may take sheltered or Specially Designed Academic Instruction in English (SDAIE) classes that satisfy A-G requirements.

*Students with special needs: Students with IEPs and their families are encouraged to talk with their counselor to learn what accommodations are available to help meet A-G requirements—as well as what alternatives to A-G might be available.

*Students wishing to attend Santa Rosa Junior College are encouraged to take A-G classes. These are not required for entry but can help prepare the student to take college-level classes.

STEPS FOR SUCCESS

- **Start early and create a four-year plan:** Talk to an advisor or counselor in middle school or the start of high school to create a plan to meet the A-G requirements.
- **Seek out challenging classes:** A-G classes are the minimum requirement to be eligible for a UC or CSU. Passing these classes does not guarantee admission to a state university. To really be prepared and competitive, talk to your counselor about other college preparatory classes you can take to strengthen college readiness. Try to strengthen the following 21st century skills for success in college and the modern workplace: Communication, collaboration, critical thinking, and creativity.
- **Consider a career pathway:** Ask a counselor about career pathway options. These integrated programs of core academic courses and services are centered around a career of interest to the student. They have proven success in helping students complete A-G requirements and be competitive for college.
- **Rebound from setbacks:** Students who fall behind should not be discouraged! An advisor or counselor can help develop a plan to catch up.

A-G REQUIREMENTS AT A GLANCE

A	History/Social Science	Two years , including one year of world history, cultures, and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
B	English	Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
C	Mathematics	Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
D	Laboratory Science	Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry, and physics.
E	World Language	Two years of the same language other than English or equivalent to the second level of high school instruction.
F	Visual & Performing Arts	One year chosen from dance, music, theater, or the visual arts.
G	College-Prep Elective	One year chosen from the A-F courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

Information from University of California: ucop.edu/agguide

ALTERNATE PATHS TO UC/CSU

Keep in mind that taking approved high school (A-G) courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on SAT, Advanced Placement or International Baccalaureate exam. Students may also wish to attend a two-year college, such as their local junior college, and then apply to transfer to a UC/CSU.

Dual Enrollment

Dual enrollment offers a wide variety of courses across different fields of study, allowing students to explore their interests and gain exposure to higher education. The courses are taught by college professors or instructors, providing students with the academic rigor and expectations they will encounter in college. For example if a student takes a college class worth 3 credits and they earn a C grade or higher the student will also earn 10 high school credits equivalent to one year of a high school course.

Participating in dual enrollment programs can give high school students a head start on their college education, potentially saving them time and money in the long run. By earning college credits while still in high school, students may be able to graduate from college early or lighten their course load during their college years.

The Dual Enrollment program is designed to work towards closing the equity gaps for students who have been historically underrepresented. This program aims to support students who are not typically college bound. The College and Career Access Pathway programs allow community colleges to partner with high schools like Point Arena High, to offer dual enrollment courses. For more information about dual enrollment at PAHS contact the counseling department.

Academic Course Descriptions

Social Science

The California Common Core State Standards (CCSS) for social science integrate literacy standards within the history-social science curriculum. These standards aim to develop critical thinking, reading, writing, and analytical skills specific to history and social studies. The standards emphasize critical thinking, historical analysis, and the understanding of civic responsibility. They encourage students to engage with primary and secondary sources, assess different perspectives, and apply knowledge to contemporary issues.

Point Arena High School social science department incorporates these standards into all history courses.

For detailed information, the standards and supporting resources can be accessed via the California Department of Education: <https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

History-Social Science Framework <https://www.cde.ca.gov/ci/hs/cf/>

Ethnic Studies

(A-G)

Grade: 9

This course provides a comprehensive exploration of the diverse ethnic and cultural groups that have shaped the history, politics, and social fabric of California. Through an interdisciplinary approach, students will critically examine the experiences, contributions, and challenges faced by various ethnic communities in the state.

The course will begin by delving into the historical background of California, exploring the peoples who inhabited the land long before European colonization. It will then cover the arrival and impact of different ethnic groups, including but not limited to African Americans, Asian Americans, Native Americans, Latinx, and Pacific Islanders.

Throughout the semester, students will analyze the complex intersections of race, ethnicity, gender, class, and immigration in the formation of California's multicultural society. Topics of study may include the California Gold Rush and its impact on Chinese immigrants, the internment of Japanese Americans during World War II, the Chicano Movement, the farm labor struggles led by Filipino and Mexican workers, and the ongoing fight for Native sovereignty.

By examining primary sources, scholarly texts, visual media, and personal narratives, students will gain a deeper understanding of the social, economic, and political forces that have shaped the experiences of different ethnic groups in California. Special attention will be given to the ways in which these communities have resisted oppression, fought for justice, and contributed to the development of California's vibrant cultural landscape.

Moreover, the course will explore contemporary issues faced by ethnic communities in California, such as gentrification, racial profiling, educational inequities, and environmental justice. Students will engage in critical discussions and collaborative projects to foster a deeper understanding of the challenges and possibilities for social change in the state.

By the end of the course, students will have developed a nuanced understanding of the rich tapestry of ethnic and cultural diversity in California, and will be equipped with the knowledge and analytical tools to critically examine the complexities of power, privilege, and social justice in the context of ethnic studies.

World History

(A-G)

Grade: 10

Prerequisite: grade 10

World History 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.

United States History

(A-G)

Grade: 11

Prerequisite: 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.

Civics/American Government

(A-G)

Grade: 12

Prerequisite: grade 12

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)

Grade: 12

Prerequisite: grade 12

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 aid 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.

AP Human Geography

(A-G)

Grades: 9-12

Prerequisite: Qualifying MAP scores and 3.00 GPA or higher

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.

English Language Arts, English I, II, III, IV

The California Language Arts Standards for grades 9-12 are designed to ensure that students develop strong literacy skills across four key areas: Reading, Writing, Speaking and Listening, and Language. The Language Arts standards focus on reading comprehension, writing proficiency, and oral communication. They encourage students to engage with a range of texts, develop argumentative and narrative writing skills, and participate in discussions. These standards aim to prepare students for **college and career readiness** by promoting critical thinking, effective communication, and analytical skills. For more information on the California Common Core State Standards for ELA/Literacy and ideas for helping your student succeed, check out these resources:

The Common Core Resources Web page is available online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab. The California Common Core State Standards for ELA/Literacy are available online at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.

English I

(A-G)

Grade: 9

Prerequisite: 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.

English II

(A-G)

Grade: 10

Prerequisite: none

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 the 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.

English III

(A-G)

Grade: 11

Prerequisite: none

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 IV

(A-G)

Grade:12

Prerequisite: none

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.

English Language Development(ELD)

The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. <https://www.cde.ca.gov/sp/ml/eldstandards.asp>

Beginning, Intermediate and Advanced ELD

Grades: 9-12

Prerequisite: English Learner (ELPAC 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 ELPAC test.

Mathematics

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. For more information on the California Common Core State Standards for Mathematics and ideas for helping your student succeed, check out these resources: The Common Core Resources Web page is online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab. The California Common Core State Standards for Mathematics are

available online at <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>. The Mathematics Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/ma/cf/index.asp>.

Algebra I/ Algebra 1a/1b

(A-G)

Grades: 9-12

Prerequisite: MAP score

Algebra (and its 2-year derivative 1a/1b) is designed to prepare students for the study of higher mathematics. Students 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.

Geometry

(A-G)

Grades: 9-12

Prerequisite: Algebra I with a "C" or better, MAP score

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.

Algebra II

(A-G)

Grades: 9-12

Prerequisite: Algebra I and Geometry with a C or higher. Teacher recommendation or MAP scores

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.

Pre-calculus

(A-G)

(Remote Access only)

Grade: 11-12

Prerequisite: Teacher approval, MAP score and Algebra II with a B 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.

AP Calculus AB

(A-G)

(Remote Access only)

Prerequisites: passage with a 'B' or better of Algebra I, Geometry, Algebra II, 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)

(Remote Access only)

Prerequisites: passage with a 'B' or better of Algebra I, Geometry, Algebra II, 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 sequences 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.

Financial Mathematics

(A-G)

Meets Graduation Requirements

Grade: 10-12

Prerequisite: Algebra I

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.

Science

The Next Generation Science Standards (NGSS) provide a comprehensive framework for science education in the United States, aiming to prepare students for college, careers, and citizenship. They are structured around three key dimensions that are integrated into performance expectations: Disciplinary Core Ideas (DCIs, fundamental ideas in four domains: physical sciences, life sciences, earth and space sciences, and engineering, technology and application of science. Science and Engineering Practices (SEPs): skills that scientists and engineers use in their work, including: asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Crosscutting Concepts (CCCs) concepts that bridge disciplinary boundaries, helping students deepen their understanding of the DCIs and SEPs. These include patterns, cause and effect, scale, proportion, and quantity systems and system models, energy and matter, structure and function, stability and change,

The NGSS emphasizes a hands-on, inquiry-based approach to learning, encouraging students to think and work like scientists and engineers. They aim to foster critical thinking, problem-solving, and the ability to engage in evidence-based reasoning. For more detailed information, you can visit the official NGSS website or the relevant educational resources provided by states and educational institutions that have adopted these standards. <https://www.nextgenscience.org/>

Biology**(A-G)****Grades: 9 -12****Prerequisite: Enrolled in Algebra or higher**

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.

Integrated STEM

(A-G)

Grade: 9-10

Prerequisite: Enrolled in Algebra or higher

Integrated STEM and Marine Science Technology, driven by *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 provides oversight and support the process of learning in this 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.

Marine Science Technology

(CTE/A-G)

Grade: 9-10

Prerequisite

Marine Science Technology is a pathway within the California Career Technical Education (CTE) framework. This program focuses on the study of marine ecosystems, oceanography, marine biology, and related technologies. Students enrolled in Marine Science Technology courses engage in hands-on learning experiences that include studying marine environments, conducting experiments, and using technology to explore oceanic phenomena. The curriculum covers topics such as marine ecology, aquaculture, ocean engineering, marine conservation, and environmental sustainability. Marine Science Technology provides students with practical experience in STEM fields, such as using Geographic Information Systems (GIS) to map ocean currents, or employing statistical methods to analyze marine population data. This hands-on approach strengthens their STEM skills in a real-world context. The program fosters critical thinking by challenging students to develop solutions to complex environmental issues, such as pollution or overfishing, using scientific principles and engineering design processes. This aligns with the core goals of STEM education, which aims to prepare students to tackle 21st-century challenges. The Marine Science Technology pathway within California CTE provides a comprehensive, hands-on education that naturally integrates and enhances STEM learning. It prepares students not only with knowledge of marine environments but also with the critical STEM skills needed for careers in environmental science, marine biology, and ocean engineering.

Chemistry

(A-G)

Grades: 10-12

Prerequisite: Enrolled in Algebra II or higher

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

(A-G)

Meets Graduation Requirements

(Remote Access Only)

Grade: 9

Prerequisite: 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

(A-G)

Grade:s 11-12

Prerequisite: Enrolled in Algebra II and Teacher recommendation

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 relativity 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.

Arts

The California state standards for media arts, visual, and performing arts are part of the California Arts Standards, which are designed to ensure that students in California receive high-quality education in the arts. The standardards ar organized by grade level and focus on five main artistic disciplines: Dance, Media Arts, Music, Theater and Visual Arts. Each focus has its own standards. For specific information on each standard view the California Department of Education.

<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

Art I, II, III

(A-G)

Grades: 9-12

Prerequisite: 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.

Ceramics I, II, III**(A-G)****Grades 9-12****Prerequisite:None**

This course is designed to give students the necessary skills to increase their interest in ceramics and encourage them to further pursue sculpture 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 sculpture 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.

Arts, Performing Arts, Technology, Theater I, II, III**(CTE/A - G)****Grades: 9-12****Prerequisite: None**

Theater Technology I 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.

Theater Technology II students continue the 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.

Arts, Media Arts Technology, Yearbook I, II, III**(CTE/A - G)****Grades: 9-12****Pre-requisites: None**

The Media Arts Technology 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.

Media Arts Technology 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 filmmaking. 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 professional and home media tools but also to integrate the latest design software to create complete design solutions and media projects.

Physical Education

The California Physical Education Content Standards are designed to establish clear and consistent expectations for students' physical education (PE) programs. These standards outline what students should know and be able to do at each grade level and aim to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The standards are organized into five overarching strands. These standards are intended to ensure that students receive a well-rounded physical education that promotes lifelong fitness and well-being. For detailed information and specific grade-level expectations, you can refer to the official California Department of Education website or the California Physical Education Framework.

<https://www.cde.ca.gov/ci/pe/>

Physical Education/Health

Meets Graduation Requirements

Grade: 9

Prerequisite: Freshman Standing

9th grade Physical Education/Health class includes the standards for Physical Education and Health, with emphasis on the development of motor skills, physical fitness, and knowledge of healthy lifestyle choices. The focus is to encourage participation in a variety of physical activities while promoting teamwork, cooperation, and respect for others.

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

Physical Education / Weight Training

Meets Graduation Requirements

Grade: 11-12

Prerequisite: 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.

World Languages

The California World Languages Standards provide guidelines for language instruction and learning in the state. The standards focus on developing students' communicative competence in a new language and understanding the culture associated with that language. They are organized into different proficiency levels: Novice, Intermediate, Advanced, and Superior.

Key components include: communication, using the language in real-life situations. Cultures, understanding the cultural contexts of the language. Connection, making connections with other disciplines and acquiring information. Comparisons, developing insight into the nature of language and culture. Communities, using the language beyond the classroom.

These standards aim to ensure that students not only learn a new language but also gain a deeper appreciation for and understanding of other cultures. For detailed information, you can refer to the California Department of Education's website or the official document outlining the standards.

The development of these literacies is critical to foster students' ability to communicate and collaborate on a wide variety of topics in culturally appropriate ways, and in multiple target-culture settings. As a result, students are empowered to use their language proficiency and interculturality beyond the classroom to build relationships, sustain communities and participate in or create business opportunities with people around the world.

<https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>

Spanish I

(A-G)

Grades: 9-12

Prerequisites: 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 II

(A-G)

Grades: 10-12

Prerequisite: "C" or higher in 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

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, comics, 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 III

(A-G)

Grades: 11-12

Prerequisite: "C" or higher in 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.

Elective

Associated Student Body Leadership is a dynamic and engaging course designed to develop the skills and knowledge necessary for effective student leadership within and outside of their school. The course will emphasize the importance of community engagement and service. Students will learn about the significance of giving back to the school and local community, and will have the opportunity to plan and implement service projects that positively impact others.

ASB Leadership

Recommended Elective

Grades: 9-12

This course provides students with the opportunity to learn and practice essential leadership skills, such as effective communication, team building, problem-solving, and decision-making.

Students will explore various leadership styles and strategies, as well as the principles of ethical and responsible leadership. Through interactive discussions, group activities, and real-world scenarios, students will develop a deep understanding of the role and responsibilities of student leaders.

Additionally, this course will provide students with the tools and resources needed to successfully plan and execute school events and activities. Students will learn event management techniques, including budgeting, marketing, and logistics, while also gaining hands-on experience in organizing and leading various school-wide initiatives.

By the end of this course, students will have developed essential leadership skills and gained practical experience in student government and event planning. They will be equipped with the knowledge and confidence to effectively lead their peers, advocate for student needs, and contribute to the overall improvement of the school community.

Note: Overall, the California Common Core State Standards aim to prepare students for college and career readiness by fostering critical thinking, problem-solving, and effective communication skills across all subjects. The California Education Code and the State Board of Education require instruction in certain specific fields in all California public high schools.

California Career Technical Education (CTE) Pathways

<https://www.cde.ca.gov/ci/ct/gi/>

Curriculum and Adoption Professional Learning Community

The Curriculum and Adoption Professional Learning Community is a collaborative strategy involving administrators, counselors, and teachers to design and adopt curriculum resources. All CTE curricula are A-G aligned and approved, ensuring they meet the diverse needs of all students, including English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities. The curriculum is sourced from CTE vendors specializing in various industry sectors: Arts, Media, and Entertainment (AME): Media Technology I and II, Radio Technology I and II Energy, Environment, and Utilities (EEU): Integrated STEM and Marine Science Technology Manufacturing and Product Development (MPD): Metal Technology I and II Building and Construction Trades (BCT): Wood Technology I and II Transportation (TI): Automotive Technology I and II. These courses prepare students to meet the challenges of a rapidly changing educational, economic, and workforce environment, equipping them with critical problem-solving skills applicable to any career.

Agriculture and Natural Resources Technology I, II, III

Industry Sector: Agriculture and Natural Resources

Pathway: Agriscience

Focus: Agricultural science and technology

Subpathway Skills:

- Plant and soil science
- Animal science
- Agricultural engineering
- Sustainable agriculture practices
- Agribusiness management

Integration with Academic Anchor and Common Core State Standards

- Academics (CTE.AC)
- Communications (CTE.CC)
- Career Planning and Management (CTE.CPM)
- Technology (CTE.T)
- Problem Solving and Critical Thinking (CTE.PS)
- Health and Safety (CTE.HS)
- Responsibility and Flexibility (CTE.RF) Ethics and Legal Responsibilities (CTE.ELR)
- Leadership and Teamwork (CTE.LT)
- Technical Knowledge and Skills (CTE.TKS)
- Demonstration and Application (CTE.DA)**

English Language Arts (ELA)

- CCSS.ELA-LITERACY.RST.11-12.4: Interpret technical terms within the context of agriculture.
- CCSS.ELA-LITERACY.WHST.11-12.2: Write clear, informative texts related to agricultural processes.

Mathematics

- CCSS.MATH.CONTENT.HSN.Q.A.1: Apply units to solve agricultural problems.
- CCSS.MATH.CONTENT.HSN.Q.A.2: Define quantities for modeling in agricultural contexts.
- CCSS.MATH.CONTENT.HSN.Q.A.3: Use appropriate accuracy for reporting agricultural data.

Prerequisites: None

Grades: 9-12

Agriculture and Natural Resources Technology focuses on preparing students for careers in agriculture, forestry, environmental science, and related fields. The course provides hands-on learning experiences and integrates academic knowledge with technical skills. It covers various aspects of agriculture and natural resources, including plant and animal science, environmental management, agricultural business, and technology. Students are prepared for entry-level positions or further education in agriculture and natural resources, with a strong foundation in both technical and academic skills.

Arts, Digital Media, Audio and Video Technology I, II

Industry Sectors: Arts, Media, and Entertainment

Pathway; Design, Visual, and Media Arts Pathway

- Focuses: Audio and Video Production Understanding the principles of sound and video technology
- Mastering the use of digital tools for recording and editing
- Learning the fundamentals of storytelling and visual communication

Subpathway Skills

Audio Production:

- Recording and editing sound using professional software
- Mixing and mastering audio tracks for various media formats
- Understanding acoustics and sound design principles

Video Production:

- Capturing and editing video footage using digital cameras and editing software
- Developing skills in lighting, composition, and post-production effects
- Understanding video formats, codecs, and distribution methods

Broadcasting:

- Operating equipment for live and recorded broadcasts
- Understanding broadcast journalism and production techniques
- Managing live audio and video streams.

Multimedia Design:

- Creating interactive media content, including animations and graphicsIntegrating audio, video, and graphics into cohesive multimedia projects
- Using software tools for web and mobile media application

Integration with Academic Anchor and Common Core State Standards

Anchor Standard 2: Communications (C2.0)

- C2.1: Demonstrate effective reading, writing, speaking, and listening skills in a technical environment
- C2.2: Interpret and analyze media content to produce coherent and effective communication.

- Anchor Standard 4: Technology (C4.0)
- C4.1: Use digital tools and technology for research and data analysis
- C4.2: Apply technology for effective media production and content creation.

Anchor Standard 5: Problem Solving and Critical Thinking (C5.0)

- C5.1: Identify and analyze technical problems in media production and develop creative solutions.
- C5.2: Apply critical thinking to make informed decisions and solve complex production challenges.

Anchor Standard 10: Technical Knowledge and Skills (C10.0)

- C10.1: Demonstrate proficiency in the use of audio and video recording equipment
- C10.2: Apply advanced editing techniques and software for media production
- C10.3: Understand the technical aspects of media formats, codecs, and distribution methods C10.4: Demonstrate knowledge and skills in the use of audio and video recording, editing, and production equipment and software.

Common Core State Standards English Language Arts (CCSS)

- CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks
- CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback
- CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence
- MATH.PRACTICE.(CCSS) MP5 Use appropriate tools strategically, such as software for editing and digital content creation
- CCSS.MATH.CONTENT.HSF-IF.C.7: Graphing functions and showing key features

Grades:9-12

Prerequisites: None

The Audio and Video Digital Media pathway is part of California's Career Technical Education (CTE) system, designed to prepare students for careers in the media and entertainment industries. This pathway emphasizes the development of skills in digital media production, including audio and video recording, editing, and post-production, as well as the use of industry-standard software and equipment

Arts, Performing Arts, Technology, Theater I, II, III

Industry Sector: Arts, Media, and Entertainment (AME)

Pathway: Performing Arts

Focus: Drama, music, and dance

Subpathway Skills:

- Theater
- Acting and performance techniques
- Voice and speech
- Dance and movement
- Music performance
- Stage presence and audience engagement

Integration with Academic Anchor and Common Core State Standards

Science (NGSS)

- HS-PS4-1: Relationships among frequency, wavelength, and speed of waves

English Language Arts (CCSS)

- CCSS.ELA-LITERACY.SL.11-12.5: Using digital media in presentations
- CCSS.ELA-LITERACY.WHST.11-12.2: Writing informative texts

Mathematics (CCSS)

- CCSS.MATH.CONTENT.HSF-IF.C.7: Graphing functions and showing key features

Grades: 9-12

Prerequisites:None

The Performing Arts Pathway fosters creativity and performance skills in theater, music and dance, preparing students for careers in the arts and entertainment industry with specific focus on theatrical production in the Theater subpathway.

Arts, Radio Technology I, II, III

Industry Sector:Arts, Media, and Entertainment (AME)

Pathway: Media and Design Arts

Focus: Radio broadcasting, audio production, and media communication

Subpathway Skills:

- Broadcast production
- On-air performance
- Station management
- Sound engineering
- Scriptwriting and voice modulation

Integration with Academic Anchor and Common Core State Standards

Science (NGSS)

- HS-PS4-5: Wave behavior in transmitting information

English Language Arts (CCSS)

- CCSS.ELA-LITERACY.SL.11-12.5: Using digital media in presentations
- CCSS.ELA-LITERACY.WHST.11-12.2: Writing informative texts

Mathematics (CCSS)

CCSS.MATH.CONTENT.HSF-IF.C.7: Graphing functions and showing key features

Grades: 9-12

Prerequisites: None

This pathway focuses on skills required for radio broadcasting and audio production. Students learn broadcast production, on-air performance, sound engineering, and media communication, preparing them for careers in radio and media industries. This course is designed to provide students with a comprehensive understanding of the fundamentals of radio broadcasting within the framework of career technical education.

Arts, Media Arts, Technology, Yearbook I, II, III

Industry Sector: Arts, Media, and Entertainment (AME)

- Pathway:Design, Visual, and Media Arts

- Focus: Visual and media arts, graphic design, and production
- Subpathway Skills
- Digital imaging
- Media editing
- Graphic design
- Photography
- Layout design
- Budget management and sales

Integration with Academic Anchor and Common Core State Standards

Science (NGSS)

- HS-PS4-5: Wave behavior in transmitting information

English Language Arts (CCSS)

- CCSS.ELA-LITERACY.SL.11-12.5: Using digital media in presentations
- CCSS.ELA-LITERACY.WHST.11-12.2: Writing informative texts

Mathematics (CCSS)

- CCSS.MATH.CONTENT.HSF-IF.C.7: Graphing functions and showing key features

Grades: 9-12

Prerequisites: None

This course combines academic and practical experiences in creating a yearbook. Students engage in writing, design, and financial management while learning industry-standard tools for image and media editing. They will produce digital photographs, videos, and graphic designs, integrating various creative software. This pathway encompasses visual and media arts, emphasizing digital imaging, graphic design, and media editing. Students gain skills in photography, layout design, and project management, culminating in the creation of a yearbook.

Automotive Technology I, II, III (Engine Repair)

Industry Sector: Transportation

Pathway: Systems Diagnostics, Service, and Repair

Focus: Automotive technology and repair

Subpathway Skills:

- Engine diagnostics and repair
- Electrical systems
- Brake systems
- Transmission systems
- Fuel systems
- Safety protocols

Prerequisites: None

Grades: 9-12

This CTE course provides hands-on learning and theoretical knowledge essential for aspiring automotive technicians. Students explore various vehicle systems, including engine performance, electrical systems, and transmission systems. Emphasis is placed on safety protocols, industry-standard tools, and essential workplace skills such as communication and teamwork.

Culinary Arts Technology I II

Industry Sector: Hospitality, Tourism, and Recreation

Pathway: Food Service and Hospitality Focus: Culinary arts and food service management

Focus: Food preparation, culinary skills, and restaurant management.

Subpathway Skills:

- Cooking techniques and food preparation
- Kitchen safety and sanitation
- Menu planning and nutrition
- Baking and Pastry Arts
- Culinary Management
- Hospitality management
- Customer service

Integration with Academic Anchor and Common Core State Standards

Science (NGSS)

- HS-PS1-4: Chemical reactions and energy changes
- HS-LS1-7: Cellular respiration and energy transfer

English Language Arts (CCSS)

- CCSS.ELA-LITERACY.RST.11-12.3: Following multistep procedures
- CCSS.ELA-LITERACY.WHST.11-12.2: Writing informative texts

Mathematics (CCSS)

- CCSS.MATH.CONTENT.HSN-Q.A.2: Defining quantities for descriptive modeling
- CCSS.MATH.CONTENT.HSA-CED.A.1: Creating and solving equations

Grades:9-12

Prerequisites: None

This pathway focuses on culinary arts and food service management. Students learn cooking techniques, kitchen safety, menu planning, and customer service, preparing for careers in culinary arts and hospitality industries.

Marine Science Technology I, II

Industry Sector: Energy, Environment, and Utilities (EEU)

Pathway:Environmental Resources

Focus: Marine science and environmental technology

Subpathway Skills:

- Marine biology and ecology
- Environmental monitoring
- Water quality analysis

- Sustainability practices
- STEM integration with computational thinking

Integration with Academic Anchor and Common Core State Standards

Science (NGSS)

- HS-ESS2-1: Earth's processes and ocean-floor features
- HS-LS2-6: Ecosystem interactions and stability

English Language Arts (CCSS)

- CCSS.ELA-LITERACY.RST.11-12.1: Citing textual evidence in science texts
- CCSS.ELA-LITERACY.WHST.11-12.7: Conducting research projects

Mathematics (CCSS)

- CCSS.MATH.CONTENT.HSS.IC.B.6: Evaluating data reports
- CCSS.MATH.CONTENT.HSG.MG.A.3: Applying geometric methods in design

Science

Grades 9-12

Prerequisites: None

The Marine Science pathway emphasizes the study and conservation of marine environments, providing students with the knowledge to address environmental challenges in aquatic systems.

Metalwork Technology I, II

Industry Sector: Manufacturing and Product Development

Pathway: Welding and Materials Joining Pathway

Focus: Understanding processes mastery of various joining and combining processes, including multiple welding techniques used in manufacturing, maintenance, and repair.

Subpathways Skills:

- Safety practices
- Tool selection
- Quality control
- Technical documentation
- Problem solving

The course will cover various aspects of metalworking, including safety procedures, tools and equipment usage, material selection, measurement and layout techniques, cutting and shaping metal, welding, and finishing processes. Students will be exposed to a wide range of tools and machinery. The curriculum will emphasize the importance of safety in the metal shop environment, ensuring that students understand and follow proper safety protocols at all times. Students will engage in various projects and assignments that require them to analyze and solve real-world metalworking challenges that will enhance their ability to interpret technical drawings, plan and execute projects, and troubleshoot issues that may arise during fabrication.

Integration with Academic Anchor and Common Core State Standards

Science (NGSS)

- HS-PS2-6: Molecular-level structure in designed materials

English Language Arts (CCSS)

- CCSS.ELA-LITERACY.RST.11-12.3: Following multistep procedures
- CCSS.ELA-LITERACY.WHST.11-12.2: Writing informative texts

Mathematics (CCSS)

- CCSS.MATH.CONTENT.HSG.MG.A.1: Using geometric shapes and properties
- CCSS.MATH.CONTENT.HSN-Q.A.1: Using units to solve problems

Grades: 9-12

Prerequisite: None

Woodworking with Building Technology

Industry Sector: Building and Construction Trades

Pathway: Cabinetry, Millwork, and Woodworking

Focus: Woodworking techniques and construction

Subpathway Skills:

- Wood selection and joinery
- Measurement and layout
- Operation of woodworking machinery
- Safety protocols
- Project management

Integration with Academic Anchor and Common Core State Standards

Science (NGSS)

- HS-PS2-6: Molecular-level structure in designed materials

English Language Arts (CCSS)

- CCSS.ELA-LITERACY.RST.11-12.3: Following multistep procedures
- CCSS.ELA-LITERACY.WHST.11-12.2: Writing informative texts

Mathematics (CCSS)

- CCSS.MATH.CONTENT.HSG.MG.A.1: Using geometric shapes and properties
- CCSS.MATH.CONTENT.HSN-Q.A.1: Using units to solve problems

Grades: 9-12

Prerequisites: None

Offers comprehensive training in woodworking techniques and construction. Students learn wood selection, joinery, and the operation of woodworking machinery, focusing on safety and project management for careers in woodworking and construction.

California's Career and Technical Education (CTE) courses are designed to integrate rigorous academic content with technical and occupational skills. The connections between California Academic Anchor Standards and all state CTE courses can be demonstrated through frameworks and guidelines. The CTE Model Curriculum Standards. The standards provide a detailed outline of the knowledge and skills students should acquire in each CTE course. They are aligned with the California Common Core State Standards (CCSS) in English

Language Arts, Mathematics, Next Generation Science Standards (NGSS) and California History Social Science Standards. <https://www.cde.ca.gov/ci/ct/gi/>

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 the 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 designed as a systemic intervention to inform and alert educational partners regarding each student, and, thus, are not posted as permanent records. 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 Advanced Placement classes in the 11th and 12th grades which are assigned an additional 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 or the end of the following grading quarter, 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 A-G classes only 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 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 20 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 (quarter in length) during their 4 years in high school if GPA is below 2.0 and student has no more than one F.

Alternatives to a Traditional High School Diploma

California Virtual Academy, CAVA <https://cava.k12.com/>

California Online Public School, CalOPS <https://cava.k12.com/>

California Online School K-12, <https://www.k12.com/california-online-schools/>

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 the website for more details.