

*The Curriculum Planning Guide is provided for all entering students, and should be kept as a resource guide throughout high school.*

# **2009-2010**

## **Analy High School**

### **Curriculum Planning Guide**



#### **Mission**

*The mission of Analy High School is to promote academic and personal success, responsible citizenship and life-long learning, in a cooperative environment.*

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**APPENDICES**

- .....Appeals Form\*
- ..... Application to Change a Course\*
- ..... Weekly Progress Report\*
- ..... Petition for Early Graduation\*
- ..... Request for Waiver of One Semester of Physical Education\*

**\*Available online at: <http://www.analyhighschool.org>**

*Every effort has been made to ensure that the information in this guide is accurate. If you should find any information to be incorrect please bring it to the attention of administration or counselors.*

## PRINCIPAL'S MESSAGE

Dear Future Analy Graduate,

Welcome to Analy High School, home of the Tigers. Our goal is to provide you with a comprehensive education, not only in the classroom but in the myriad of activities we have available. I want every student to be connected to the high school and know that every adult on campus is in a capacity to serve and assist students. If you take advantage of everything Analy High School has to offer, it will prepare you for your life after you graduate.

This Curriculum Guide will be of incredible value as you progress through the years at Analy. We ask that you and your parents read it carefully and use it as a resource whenever you need it. This information will tell you what requirements you need to complete in order to graduate, what steps you need to complete in preparation for higher education, and ways that we can prepare you for careers and employment. In addition, it provides detail on activities and avenues to pursue your field of interest in making your high school years enjoyable.

This guide will be most useful to you in the spring, at course selection time. It contains every course that we offer as well as the prerequisites for entry. I encourage you to have your parents participate in the selection process as their signature is required.

To insure your success, keep in mind these tips:

- Develop good school habits. Come to school daily and on time to create good attendance. Nothing prepares us for success like being on time and ready for school.
- Strive to do your best. Develop a work ethic to organize your time and prioritize what needs to be on daily and weekly basis. Teenagers have many choices on how to spend their time; successful teens manage their days well.
- Consult our knowledgeable staff and do not hesitate to ask questions when needed. We do not expect you to know everything. We are here to assist and support you on your journey through the educational process.

On behalf of the Analy faculty and staff, welcome to your high school. We are confident that these will be the best four years of your life and prepare you well for your future.

Go Tigers!

Chris Heller  
Principal

# Analy High School

## Mission Statement

*The mission of Analy High School is to promote academic and personal success, responsible citizenship and life-long learning, in a cooperative environment.*

## Student Outcomes/ Expected School-Wide Learning Results

**Cooperation:** Students will...

- ◆ Work cooperatively and collaboratively, demonstrating teamwork and mutual respect
- ◆ Acknowledge opposing and alternative points of view and work towards common ground and solutions

**Thinking and Problem Solving:** Students will...

- ◆ use reasoning strategies to solve problems
- ◆ gather, analyze, and process information from a variety of sources
- ◆ organize relevant information, make connections, and draw conclusions

**Communication:** Students will...

- ◆ analyze, interpret and communicate information effectively
- ◆ understand and convey written, oral and visual ideas and information
- ◆ listen actively

**Technology:** Students will...

- ◆ select and apply appropriate technology
- ◆ use technology to gather, select and apply information appropriate to individual needs
- ◆ become discerning consumers of the internet

**Career Preparation:** Students will...

- ◆ have an awareness of career options, will know the needs for continuing education, and will make individualized career plans
- ◆ possess the skills to be productive in the workforce, family, and community

**Diversity and Social Personal Responsibility:** Students will...

- ◆ take responsibility for their study skills and academic development
- ◆ set, prioritize, and revise personal and academic goals, be willing to take risks and adjust to new situations and ideas
- ◆ serve as positive role-models by exhibiting mutual respect, recognizing and accepting individual and cultural uniqueness
- ◆ develop skills to maintain a healthy and physically fit lifestyle
- ◆ take positive action on issues and gain skills to contribute to the solution of community, environmental, and worldwide issues

## GENERAL INFORMATION

**Access**—Analy High School does not discriminate on the basis of race, color, national origin, sex, disability, or age in any of its policies, procedures, or practices. This nondiscrimination policy covers admission and access to the school's programs and activities. The lack of English language skills will not be a barrier to admission and participation in the school's programs. When signing up for classes, every attempt will be made to give students their first or second choices; all decisions are made on a space-available basis. Furthermore, although many courses are listed in this guide, not all classes are offered each year. Inquiries regarding the equal opportunity policies, and the filing of grievance procedures covering discrimination complaints, may be directed to the school's administration.

**California High School Exit Exam (CAHSEE)**—California State Law requires that, in addition to other graduation requirements, all students become proficient at a minimum competency level in reading, writing, English and Mathematics. **All students must pass the California High School Exit Examination prior to receiving a high school diploma.** Students first take the CAHSEE the spring of their sophomore year. There are ample opportunities to retake the test and also tutoring available to support each student's successful completion of the testing requirement.

**Credit for Off-Campus Schooling**—Students must apply in advance for permission to earn credit at schools or colleges other than Analy High School. Students who come in with transcripts "after the fact" without prior approval may not receive credit.

### **Grading System**—

*Progress reports*—Progress report notices are mailed home in the middle of each quarter. They are issued to all students in danger of failing any class; however other indications may also be noted.

*Quarter grades*—Report cards will be mailed to students' homes in the middle of each semester. These grades are not permanent grades and do not carry any credit.

*Semester grades*—Semester report cards will be mailed to students' homes at the end of each semester. These grades are considered permanent grades and become part of the official record.

*Loss of credit*—Loss of credit due to excessive unexcused absences should be made up as soon as possible. Credit can be made up by repeating the course, appealing if absences were due to medical or other extenuating circumstances, attending summer school, or Independent study as a senior. For more information, contact your counselor.

**ROP** For sophomores, juniors, or seniors who are 16 years old. Students interested in starting careers immediately following high school or students desiring to learn marketable skills to work their way through college can meet these needs in the Regional Occupational Program (ROP). This program offers many vocational courses, which give students the opportunity to develop entry-level job skills.

### **Student Services—**

*Career Center*-The Career Center maintains an extensive library of current college catalogs and directories for student use. Information on private schools, military academies, vocational schools, study abroad and summer programs is also available. The Career Center also maintains an extensive library of occupational and vocational materials. Students can explore career choices through the use of SRJC careercruising.com and COIN, a subscription web site, career testing, and a wide variety of printed materials. College representatives, military recruiters, and representatives from various occupational areas are scheduled throughout the year to speak with interested students.

*Counseling Services*—Students are urged to take advantage of the counseling opportunities that are made available. Analy presently has 4.6 counseling positions to which students are assigned on an alphabetical basis. Students may arrange to see their counselor at any time during the day. If the counselor is not immediately available, students can sign up for an appointment. Mental health counseling services are available to students by referral. Parents and students who would like more information on the counseling program are encouraged to visit the Counseling Department Website at [www.analy.org](http://www.analy.org), click on the link to the Analy Counseling Department Web pages.

*Tutorial Center*-Tutoring services are available through the center located in the Library.

*Library/Media Center*—The library is the Resource Center for the Analy campus. Besides books, magazines, and other printed materials, students have access to computers to do word processing, to use CD-ROMs, and to search the Internet. The Internet allows students to use on-line databases, such as Info Trac and Electric Library at school and from home, and to access the collections of the public library, Santa Rosa Junior College, and Sonoma State. The library is open to students from 7:30 a.m. until 4:00 p.m., including lunch, and tutorials. Books, most magazines, older encyclopedias, vertical file materials, and photographs are available to students to check out. The library staff, with input from the faculty, continues to build a good collection of resources to support the curriculum to meet the needs of students.

*Transcripts and Records*—Students may request a copy of their transcript in the Registrar Office. A request to send records must be placed at least five (5) days in advance. Transcripts cost \$2.00 each.

• • • when reading this guide

**Length of Class**--Most classes are for one year in duration. When a student enrolls in a yearlong class, it is assumed that he/she will remain in the class for its duration.

**Pre-requisites**--This line in the course description section shows the pre-requisite(s) or conditions necessary for admission to the class. If the line indicates "none," it may be assumed that no specific pre-requisites exist.

**Course Description**--This space contains a description of the main activities and content of the course and sometimes an indication of expectations of performance for those who enroll in the course.

**Changing Classes**--Students may change courses for credit up to the 3rd week of class. Any changes made after the 3rd week require teacher, parent and counselor approval.

**Dropping Classes**--Dropping a course after the 3rd week of a semester requires parent, teacher and counselor approval. Classes dropped after the 12<sup>th</sup> week will be recorded on the student's transcript.

**Repeating Classes**--Students may repeat a class to raise a grade. This may be desirable to meet a college entrance requirement or pre-requisite for a higher level class. Both grades will be recorded on the transcript.

**Key to Reading Department Credit Assignments—**

Course fulfills:

Eng.	English requirement
FA	Fine Arts requirement
PA	Practical Arts requirement
EL	Elective
Math	Math requirement
PE	Physical Education requirement
PS	Physical Science requirement
LS	Life Science requirement
US	U.S. History requirement
AmG	American Government requirement
EC	Economics requirement
WH	World History
SS	Social Studies Survey/Health

+ Indicates college prep, satisfies UC "a-g" requirement (see page 20).

\* Requirement "f" is visual performing arts (not required to be college prep)

**AP/H** Carry an extra grade point for an 'A', 'B' or 'C'

**• CLASSES LISTED IN THIS GUIDE MAY NOT BE OFFERED IN A GIVEN YEAR, OR MAY BE CANCELED, DUE TO ENROLLMENT CONSIDERATIONS.**

### ••• when making course selections

When reading this *Curriculum Planning Guide*, give it thoughtful consideration. Students should consult with their parents and counselor to select a schedule that challenges them but is realistic in terms of student talents. A schedule should reflect post high school plans and should help prepare each student to live successfully. Remember that choices today impact your future tomorrow.

- Courses that students list on the Course Selection Sheet are their “reservations” for the fall. Teachers are assigned on the basis of selections, and books and supplies are ordered for students. Therefore all courses should be selected carefully.
- Students who sign up for AP, honors and accelerated classes will not be allowed to change to regular classes at the beginning or early in the year. Transfers may possibly be granted only after the student makes a sustained effort and only with teacher, counselor and parent permission.
- Alternative classes should be listed on the selection sheet in case of scheduling conflicts. If no alternate is selected, a course may be assigned.
- Program changes are not encouraged and may not always be able to be accommodated. Students must initiate all requests for change with their counselor and follow the approved petition process during the first three weeks of the semester.
- Because it is important to learn to work with a variety of personalities, students may not select their own teachers. The counselors are available to help work toward resolution if classroom conflicts should arise.
- When in high school, education must be the students' number one priority. If planning to hold a job, the school program will not be adjusted to accommodate work hours.

**Graduation Requirements**

<b><u>Subject</u></b>	<b><u>Credits</u></b>	<b><u>Years</u></b>
English	40	4
Mathematics	20	2
<i>Algebra I (10)</i>		
Science	20	2
<i>Physical Science (10)</i>		
<i>Life Science (10)</i>		
Social Studies	40	4
<i>Social Studies Survey (5)</i>		
<i>Health (5)</i>		
<i>World History (10)</i>		
<i>U.S. History (10)</i>		
<i>American Government (5)</i>		
<i>U.S. Economics (5)</i>		
Physical Education	20	2
Fine Arts	10	1
Practical Arts	10	1
Electives	<u>70</u>	
<b>TOTAL</b>	<b>230</b>	

••• programming guidelines

Freshmen

Welcome to Analy High School. This year is the beginning of a great adventure and learning experience that will influence your entire life. The focus of ninth grade is on the development of adult problem solving skills.

Skills and experiences emphasized during the freshman year:

- Building strong study skills/habits
- Organizing materials and time
- Understanding one’s own learning styles
- Learning responsible and resourceful behavior
- Learning to get involved in high school life
- Gaining a sense of community
- Tolerating others, including people of different cultures and groups
- Managing conflicts effectively
- Gaining the knowledge to access and evaluate information

All freshman students are encouraged to take seven courses, including required courses in English, math, social studies survey (geography/current issues/health), and physical education. The remainder of the courses will be selected as electives from the science, applied academics and technology, world language, or fine arts departments. The emphasis will be placed on using analysis in all subjects, working with a group without direct supervision, and recording important information.

Activities, which will help students to be successful this year, include joining a club, trying out for at least one athletic team or a drama production, being a class representative to the Student Senate, and trying one new activity.

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My plans for this year include:

••• programming guidelines

**Sophomores**

Welcome to the sophomore year. You have completed one year of high school and you should begin looking toward the future. As a sophomore, you will view yourself as a member of our community and develop skills that will help you understand the world community and your part in it.

**Skills and experiences emphasized during the sophomore year:**

- Using research skills in a variety of media
- Making oral presentations
- Developing a greater understanding of world issues
- Setting long-term goals and developing steps to meet each goal
- Developing leadership responsibility
- Exploring career interests

The required curriculum will provide experiences that teach and reinforce the skills identified above. All sophomores are required to take at least six courses each semester, including the following required courses: English, world history, and appropriate electives.

Students will take the CAHSEE during the spring semester. Students who don't pass the CAHSEE initially will have multiple opportunities to review, prepare and retest to meet this state requirement.

Activities which will help sophomores develop needed skills include assuming a leadership role in any club or class event, participating in Interact, joining any club with a specific focus or a field of study such as performing, doing volunteer work, entering a speech contest, and/or participating in a student exchange program.

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**My plans for this year include:**

••• programming guidelines

**Juniors**

Now you are an upper classman. As you enter the second half of your high school experience, you have completed many graduation requirements. You should use this year to clarify your choices for the future.

**Skills and experiences emphasized during the junior year:**

- Showing respect and tolerance for people of different genders, ethnicity, race, and value systems
- Narrowing fields of interest and selecting an area of study to pursue
- Assessing progress toward meeting high school graduation and post high school options which may include college entrance
- Exploring college opportunities and visiting college campuses

All juniors are encouraged to take at least six classes each semester including the required English and U.S. History courses. This is the year that is recommended to take the PSAT, which is administered during the month of October.

Activities which will help juniors develop necessary skills include taking an ROP course, volunteering in the community, participating in a student exchange program, traveling, obtaining paid work experience, helping to plan the junior/senior prom, or taking part in any club or new activity.

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**My plans for this year include:**

••• programming guidelines

**Seniors**

Congratulations! You're now a senior. During your last year in high school you should continue to challenge yourself academically and make important decisions regarding your future. Courses taken this year should reflect your plan for the future.

**Skills and experiences emphasized during the senior year:**

- Completing all graduation and CAHSEE requirements
- Demonstrating self-reliance
- Appraising skills, interests, and goals realistically
- Attaining the highest standards for future goals
- Using resources, both human and material, in decision-making
- Focusing on a career area

All seniors must take at least five classes, including American Government and Economics (one semester each), English, and any uncompleted graduation requirements.

Activities which will help seniors reach the levels of independence necessary for future success include leadership in any club or class event, participation in group planning for a major production such as drama, senior activities, volunteering in the community, obtaining paid work experience, or enrolling in a college course.

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**My plans for this year include:**

## ADVANCED PROGRAMS

Students at Analy High School have the option of taking Honors and Advanced Placement courses as part of their program of study. Programs should be built based on individual student strengths. In order to get the maximum benefit from Honors and Advanced Placement classes, students must: (1) have the desire to take such classes on their own, and (2) understand and be willing to meet the requirements such classes demand without becoming overwhelmed or feeling undue stress or pressure.

The University of California and the California State University system encourage students to take demanding advanced academic courses in all fields.

**Honors Program**—Honors level courses have distinctive features in terms of extended content and additional workload which set them apart from regular high school courses in the same subject.

**Advanced Course Work**—The Advanced Placement (AP) Program is a system for receiving credit by examination for college-level studies pursued in secondary schools. These courses often take more time, provide greater opportunity for individual progress and accomplishment, and go into greater depth than non-AP classes. The underlying premise of the Advanced Placement Program is that college-level courses can be successfully taught to high school students by high school teachers and on high school campuses. Some AP teachers may require their students to take the AP test as part of the course requirements. The AP course should culminate in the exam so that student's can measure their degree of success as compared to other high school students similarly enrolled around the country. The AP tests are given at Analy High School during the month of May with a fee for each exam. Costs vary annually.

The following courses are available for students interested in pursuing an Honors/Advanced Placement/Advanced Program of study at Analy High School. Most of these courses have pre-requisites and require an application for admission. Courses marked with an asterisk (\*) meet university system guidelines for Honors/AP course work, and receive weighted grading.

<b>Area</b>	<b>Courses</b>	<b>Area</b>	<b>Courses</b>
<i>English</i>	English 11 Honors* AP English 12* English 10 A AP Language/Composition* (Rhetoric)	<i>Science</i>	Advanced Biology Honors Chemistry* AP Physics* AP Biology*
<i>Fine Arts</i>	Honor Choir Honor Band Advanced Art Advanced Acting	<i>Math</i>	Geometry A Algebra 2A Honors Trig/Pre-Cal* AP Calculus* AP Statistics*
<i>World Language</i>	French 4 Honors* Spanish 4 Honors*	<i>Social Studies</i>	AP World History* AP U.S. History* AP American Government*

**\*Grading:** The university system will count the grades taken in Honors and Advanced Placement courses in the student's last three years of high school on a scale of A=5, B=4, C=3. Public colleges in California limit these extra points to eight semesters of work.

## POST SECONDARY EDUCATIONAL OPTIONS

### Entrance Requirements for California Colleges

Success in high school is the best predictor for success in college. Students may ensure their success by obtaining a solid educational background. It is recommended that students inquire about Honors and Advanced Placement sections in the courses they plan to take and that they include as many courses in English, Mathematics, Science, Social Studies, and World Language as possible. Students should be aware of and take the courses listed below and on pages 16 and 17 in considering attendance at a four-year college. Taking the PSAT and attending college information meetings in the junior year is strongly encouraged.

The State of California maintains three different college systems. Each of these systems has its own entrance requirements. For private or out-of-state colleges, students should consult the catalog section in the Career Center. **In the spring of the junior year**, students should consult counselors regarding admissions procedures. Specific entrance requirements for public colleges follow:

### Community Colleges

There are one hundred and ten community colleges in California. Students may enroll in community colleges, such as Santa Rosa Junior College, if they are at least eighteen years old, or are younger than eighteen and have earned a high school diploma, or have passed the California High School Proficiency Test. These colleges offer three basic programs:

1. **The Transfer Program** is intended for students who want to complete the first two years of college before transferring to a four-year college. Students with this intention need to be sure that the courses they elect in high school will be credited at the four-year college they have selected. These students should be sure to select and meet entrance requirements for a four-year college **before** entering the community college.
2. **The Associate of Arts Degree Program** is intended for those who want to end their higher education after the first two years of college. When students start classes at community colleges, they should familiarize themselves with requirements so the classes they take will lead towards the AA Degree. These courses will require a college prep background in high school.
3. **The Certificate Program** is planned for those who wish specific training in a career field. Students may consult the Career Center for locations of programs at community colleges and private institutions.

**California State University (CSU) System  
University of California (UC) System**

These are the requirements for the four-year public university systems throughout California. Students seeking public higher education in California will have the same preparatory course requirements for admission to both the California State University and the University of California.

The subject requirement profile requires:

English	4 units
Mathematics (algebra, geometry, and algebra 2)	3 units
World History, U.S. History, and American Government	2 units
Science with laboratory	2 units
World Language	2 units
Visual and performing arts (art, theater, music, etc.)	1 unit
Electives (English, advanced math, social science, history, laboratory science, world language, and visual and performing arts)	1 unit
TOTAL	15 units

## **California State University (CSU) System**

There are twenty-three campuses in this system ranging from Humboldt near the Oregon border to San Diego on the Mexican border. The State University System has entrance requirements designed to admit the top 33% of the graduates of California high schools. Eligibility for entrance depends upon the GPA combined with a score from either the SAT I or the ACT admission tests. The rule of thumb is that the higher the GPA, the lower the test score required, and conversely, the lower the GPA, the higher the test-score required. October 1--November 30 of the senior year is the application-filing period for the following fall. Beside the subject unit requirement, the CSU's have an examination requirement. All students must submit scores from either SAT I or ACT.

**Grade Requirement**—All courses taken to meet the requirements must be completed with a grade of 'C' or better. Details on calculating the GPA including the use of Honors or Advanced Placement course grades are available from counselors.

## **University of California (UC)**

Currently, there are ten campuses in this system: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, San Francisco, Santa Barbara, and Santa Cruz. To be eligible for admission students must satisfy all requirements listed below. The UC System admits approximately the top one eighth or 12% of all high school graduates. November 1-30 of the senior year is the application-filing period for the following fall.

**Grade Requirement**—All courses taken to meet the subject requirements must be completed with a grade of 'C' or better. Details on calculating grade point averages, including the use of Honors or Advanced Placement course grades, are available from counselors. A combination of GPA and SAT or ACT test scores is the primary basis for admission to the University of California systems. However, the personal statement and extra curricular activities are important components of the application.

**Test Requirement**—All students must take the SAT I Reasoning or ACT plus writing college entrance test prior to being admitted. In addition, all students must take two SAT II exams in subject areas of their choice. Testing must be completed by December of the senior year for fall applications.

**Subject Requirement**—See previous page. The subject pattern is the same for both the CSU and UC system.

Selectivity—Because several UC campuses have more applicants than they can accommodate, they emphasize the breadth (range of course work taken) and depth (number of years taken, Honors and AP courses) when making admission decisions.

## \*\* Eligibility Index for Admission

The eligibility index is the sum of the GPA + SAT I + SAT II. The GPA continues to be critically important in admission to the UC.

### University of California and California State University

Subject Requirements:

- a. *History—2 years (one year must be Wld. Hist.)*  
World History, AP World History  
United States History, AP U.S. History  
American Government, AP Government
- b. *English—4 years*  
English 9-12  
English 10 (A)  
English 11 (H)  
AP English 12  
Rhetoric  
Humanities through Literature  
AP Language/Composition
- c. *Mathematics —3 years req., 4-recom.*  
Algebra 1  
Geometry, Geometry A  
Algebra 2, Algebra 2A  
Trig/Pre-Calculus, Trig/Pre-Calculus (H)  
AP Calculus  
Statistics (AP Option available)
- d. *Lab-Science—2years req, 3 recom.*  
Biology  
Chemistry, Chemistry (H)  
Physics, AP Physics  
Advanced Biology  
AP Biology
- e. *World Language—2 years required, 3 recommended*  
French 1-3  
Spanish 1-3  
French 4 (H)  
Spanish 4 (H)
- f. *Visual and Performing Art--1 year required*  
Intermediate/Advanced Acting, Advanced Band, Honor Band, Beginning Ceramics/Sculpture, Art Studio, Drama Production, Treble Choir, Concert Choir, Honor Choir, Graphic Art Fundamental, Oral Interpretation, Photography/Print Making, Humanities through the Fine Arts
- g. *Elective Courses--1 year required*  
History—All courses listed under "a", Economics, and Social Studies Survey  
English—All courses listed under "b"  
Advanced Mathematics—All courses beyond Advanced Algebra listed under "c"  
Laboratory Science—All courses listed under "d" and Integrated Physical Science (P.A.C.E)  
World Language—All courses listed under "e"  
Visual and Performing Arts—Advanced Band, Advanced Art, Honor Choir, Intermediate/Advanced Acting, Advanced Ceramics/Sculpture

*Note: Only the above underlined courses will be assigned extra honors credit.*

## **Independent Colleges**

There are hundreds of independent colleges and universities around the country with a wide range of characteristics that make them attractive to students. In searching for the right one, students first decided what they are looking for and then begin checking the individual campuses. There are 66 private colleges with 125 possible majors available in California.

## **Career Technical Schools**

Students whose interests and talents center around school workshops, labs, and work experience may profit most by short-term, highly specialized training. Such training is available through the Regional Occupational Program (ROP) and community colleges. Students should talk with their counselors and teacher in their areas of interest to investigate programs available to them.

# APPLIED ACADEMICS AND TECHNOLOGY

- 1 year requirement for graduation

## Agricultural Science

Introduction to Agricultural Science I

Agricultural Science II

## Home Economics

Clothing I

Clothing Lab

Foods I

## Technology

Computer Skills

## Applied Academics

CADD I (Architectural, Mechanical and  
Computer Aided Drafting & Design)

CADD II

CADD III

WOOD I

WOOD II

WOOD III

## R. O. P. COURSES

ROP Advanced Agricultural Science III/IV

ROP Advanced Foods

ROP Building Trades/Construction I

ROP Building Trades/Construction II

ROP Video Communications I

ROP Advanced Video Communications II-TV Show

ROP III-Event and Feature Film Making

ROP Graphic Art Fundamentals

ROP Auto Technology I

ROP Auto Technology II

ROP Auto Technology III

ROP Health and Safety

ROP First Responder

Off Campus ROP Courses (see pg.31)

## **APPLIED ACADEMICS AND TECHNOLOGY DEPARTMENT / ROP**

This department offers courses designed to introduce students to "hands on" life-long skills as well as conceptual and critical thinking skills so necessary in today's rapidly changing world. Opportunities are offered for the development of future employment skills in a number of related fields ranging from computer-aided drafting to vocational agriculture, creative woodworking to construction technology. Business and industry have provided our program with jobs at entry-level while work experience in many fields has allowed students on-the-job training.

Whereas the department offerings are not limited solely to preparing for a career, all of the courses offer skills and knowledge that will be immediately useful. Practical applications offering "how to" knowledge for fixing things, reading a blue print, or changing a tire provide knowledge every person needs.

Several points should be emphasized about the course offerings of the Applied Academics and Technology Department. The department welcomes and encourages girls, as well as boys, in all programs; it also utilizes "hands on" techniques and responsibilities for all our students. One year is required for graduation; however, students are encouraged to enroll in courses in this department to explore possible career areas.

### **Introduction to Agriculture Science I      Grade 9-10      (LS)**

**Pre-requisites:** None.

This course covers agriculture from the local level to the National level and may include an introduction of anything from plant science, animal science and soil science. It explores the vast number of career opportunities in the field of agriculture from being a lawyer to a farmer. Leadership skills, record keeping and parliamentary procedures are an integral part of the instruction along with the student's participation in the FFA program. The FFA program gives many of the students the opportunity to travel throughout the state to participate in Public Speaking Events and Career Development Events.

### **Agriculture Science II      Grade 10-12      (PA)**

**Pre-requisites:** Completion of Introduction to Agriculture Science 1 with a "C" or better, or by teacher recommendation.

An advanced and more in-depth study of what is covered in Introduction to Agricultural Science 1. May also cover Natural Resource Management, Biotechnology, Integrated Pest Management, Crop Science, and Food Science, and Technology. Students will continue to develop leadership skills, record keeping skills and paramilitary procedure. These are an integral part of instruction along with the student's participation in the FFA program. Students







## **ROP (REGIONAL OCCUPATIONAL PROGRAM)**

Any student enrolled in the eleventh or twelfth grade, and adults, may enroll in these courses. Noted classes are offered to sophomores if they turn 16 during the 10<sup>th</sup> grade. Credit earned toward graduation may be applied to the practical art requirement. There may be some charges for projects that are constructed and taken home. ROP Building Trades/Construction, ROP Video Communications, and ROP Auto are taught on the Analy High School campus; other courses listed are taught at other sites in Sonoma County.

For more information contact either the Analy counseling office, Sonoma County Office of Education, or ROP Registrar at 524-2720.

### **ROP Advanced Agriculture Science III/IV**                      Grade 10-12                      (PS/PA)

**Pre-requisites:** Completion of Agriculture Science 2 with a 'C' or better, or by teacher recommendation.

May be repeated for credit. Emphasis is placed on opportunities in the agriculture field. There are several different areas of study that are covered in this course that are not limited to Equine (horse) Science, Veterinary Science, Floral Design, Range Management, Natural Resources Management, Soil Science, Horticulture, Leadership, Cooperative Marketing, Livestock Nutrition and Ranch/Farm Management. Presents further opportunities to compete in events and has the opportunity to travel nationally. Participation in FFA is an integral part of this course.

### **ROP Advanced Foods**                      Grade 10-12                      (PA)

**Pre-requisites:** Foods 1 with a grade of 'B' or better.

This course is designed to give the student advanced food preparation skills. Areas of study include experimental foods, European techniques, foreign foods, meal management, catering and knife skills. Quantity food preparation and safety & sanitation are also covered in this course.

*Donation Request: \$70.00/year to cover course materials.*



studio producing our TV show that is shown across campus. Students will be working in teams and on solo projects and expected to be self-directed. This advanced class may also direct and edit video projects for the school and teachers as well as other clients. Guest speakers may also include video professionals. This class co-host and creates the Annual Digital Video Festival.

### **ROP Event and Feature Film Making III**

Grade 12

(PA/FA)

**Pre-requisites:** Successful completion of ROP Video I with a grade of 'B' or better and may require teacher recommendation. Both ROP II and III may be taken together.

This class will focus on advanced techniques in video shooting, audio and editing. This class will work with outside clients shooting video events in the community, for our school and other clients. In the past we have videotaped music festivals and created tapes to be shown at events and on websites, as well as personal filmmaking projects. **Some of the work for outside clients may be paid work.** This class functions as an internship class for hands on video production. In addition to outside projects, this class will also focus on personal feature film making projects, creating projects, for entry into festivals and other venues. This class also creates the Grad Night video for the graduation party. Guest speakers may also include video professionals. This class also co-hosts and creates the Annual Digital Video Festival.

### **ROP Graphic Art Fundamentals**

Grade 9-12

(FA/PA)

**Pre-requisites:** None.

Graphic art fundamentals represent a new phase for our art production course which was set up to model a commercial art advertising agency. It differs from other art courses offered at Analy. It is about applied art, or creative activity that is put to commercial and public use rather than personal creative expression. Students will receive basic training in graphic art jobs with our school, clubs, and the local business community. Here they will experience the professional discipline of the artist client relationship and the design process from thumbnail sketch, the formal critique to the importance of meeting production deadlines.

The course is taught using Adobe Photoshop software, and our intent is to expose students to aesthetic, practical, and technological skills that will encourage entry into post-secondary programs such as SRJC Applied Arts Program.

All students are welcome to sign up for this course regardless of prior experience in the arts; however, students must understand upon entry that their participation, punctuality, attendance, and readiness to learn is crucial to the interdependent success of all students in the class.

*Donation Request: \$45.00 to cover course materials.*



**ROP First Responder**      Grade 10-12

(PA)

**Pre-requisites:** Intro to Public Safety

This course is designed for those who are interested in being prepared to be first responders to medical emergencies. Students will learn how to handle medical emergencies in the first minutes, before Paramedics and EMT's arrive. First aid and CPR with AED certificates will be earned. This course is taught using lecture and hands-on skills testing.

**Off Campus ROP Courses**      Grade 11-12

(PA)

Retail Co-Op / Retail Merchandising

# ENGLISH

## +English 9

ESL Grammar/ESL Reading

## +English 10

+English 10A (Pre-Req.)

ESL Grammar/ESL Reading

## +English 11

Junior English

+English 11 Honors (Pre-Req.)

+Rhetoric AP (optional)

+Humanities through Literature

ESL Grammar/ESL Reading

## +English 12

Senior English

+English 12 AP (Pre-Req.)

+Rhetoric AP (optional)

+ Humanities through Literature

ESL Grammar/ESL Reading

**+ College Prep**

**\* Rhetoric may be taken in lieu of English 10, 11 or 12**

**\* Humanities through Literature may be taken in lieu of English 11 or 12. It must be taken concurrently with Humanities through Fine Arts.**

## ENGLISH DEPARTMENT

The Analy High School English Department reaches a wide variety of student abilities and interests through a combination of varied methodologies, a wide range of course offerings, core titles, and resources. In addition, the department offers standardized formal writing units on composition and research, which are introduced at the freshman level and reinforced and enhanced throughout following years of instruction. The department strives for consistency and maintains high expectations. All courses in English teach and develop the skills outlined in the California State Standards and provide students with the opportunity to learn those standards as they are assessed on the California High School Exit Exam. Students are required to take four years of English courses for graduation.

### +English 9

Grade 9

(Eng.)

**Pre-requisites:** None. All freshman students will enroll in English 9

In this college preparatory class, literature assignments include: To Kill a Mockingbird, The Tragedy of Romeo and Juliet, Night, excerpts from Homer's Odyssey, The Fellowship of the Ring, as well as poetry, short stories and essays. Developmental writing and essay assignments include the autobiographical, observational and literary analysis essays. Autobiographical essays focus on sensory details to enrich the narrative, and the observational and literary essays focus on effective thesis sentences in the introduction paragraph, cohesive body paragraphs with supporting details, cited quotations followed by commentary that reveals and extends conclusions. The ninth grade year includes an introduction to research and Modern Language Association (MLA) documentation as well as attention to oral presentations.

Ninth graders are encouraged to purchase the Handbook of Written English, an extensive resource developed by Analy English teachers that lists grade-level requirements in literature and essay types. The handbook provides valuable instruction with examples of all required essay types, and specific sections devoted to writing skills.

### ESL Grammar/English as a Second Language

(Eng.)

Grade 9-12 1-4 Years (as needed)

*PLEASE NOTE THAT GRAMMAR COUNTS AS ENGLISH CREDITS*

ESL classes are for students tested as Limited English Proficient. This class is for a mix of EL students, from those at a beginning or advanced beginning level of English language proficiency to students on an intermediate level. The class emphasizes listening, speaking, and grammar. Students in ESL will also be enrolled in ELD Reading when appropriate. This course counts as a required English course toward graduation.

**ESL Reading** (Eng.)  
**English Language Development (ELD) Reading**

Grade 9-12 1-4 Years (as Needed)  
*PLEASE NOTE THAT READING COUNTS AS ELECTIVE CREDIT*

The ELD Reading is for English Learners. Reading and speaking are built around discussion of book and short story selections. This course counts as elective credit. It is to be taken concurrently with ESL Grammar.

**Study Skills for English Language Learners** (Eng.)

**Pre-requisites:** Courses designed for non-native English speakers.

Open to all EL students from beginning to fully advanced, including RFEP. Students receive academic tutoring and support, including assistance with school assignments. Students also get help with study skills, such as organization and note taking. The goal of this class is to help EL students improve their scores in their academic classes.

**+English 10** Grade 10 (Eng.)

**Pre-requisites:** None

Tenth grade English builds from the previous year in reading and writing. The literature assignments promote the development of reading comprehension and speed. Essay assignments also set higher personal goals in analysis and personal expression with citation of supporting details. Core literary selections include; Black Boy and Lord of the Flies; a Shakespearean play, (Julius Caesar or A Midsummer's Night Dream); and various short stories, essays and poems from the anthology. A research project is required using Modern Language Association (MLA) format and documentation as shown in the Handbook of Written English. Review of the 9<sup>th</sup> grade essays precedes introduction of the sophomore core essays: speculation of causes and/or effects, the reflective or evaluative essay, and the persuasive essay. Oral presentations, informal or formal, are extended from the ninth grade level. Instruction also includes focus on 10<sup>th</sup> grade standards for the High School Exit Exam.

**+English 10 A** Grade 10 (Eng.)

**Pre-requisites:** A minimum requirement of 'B' or better in current English course; a teacher assessment form from current English teacher; a student self-assessment form; a letter of interest in taking the course; and satisfactory performance on a written examination.

English 10A is a rigorous course designed for high ability, high achieving sophomore students intending to enter honors/AP level English courses. Literary

analysis and development of the essay will be emphasized while students read the core and supplementary texts as well as complete an extensive research project. Activities will include lecture, class discussion and student presentations. A summer reading and writing assignment is required.

**+English 11**                      Grade 11    (Eng.)

**Pre-requisites:** None

American Literature and composition are the major foci of this course. The study of literature will complement the U.S. History course. Students will read two plays, The Crucible, and Hamlet, and two novels, The Great Gatsby, and The Things They Carried. Students will also read excerpts from The Grapes of Wrath. Students will continue to develop their skills in literary analysis, composition and style.

**+English 11 Honors**                      Grade 11    (Eng.)

**Pre-requisites:** A minimum requirement of 'B' or better in current English course; a teacher assessment form from current English teacher; a student self-assessment form; a letter of interest in taking the course; satisfactory performance on a written examination; successful completion of summer reading and essay assignments.

This is an advanced course in literature and composition, with a focus on building the skills of critical analysis. Selections include The Crucible, The Girl with a Pearl Earring, Life of Pi, Beloved, Tortilla Curtain, The Things They Carried, a play by Shakespeare, and other selections from the extended reading list. Short fiction, poetry and non-fiction selections come from the anthology and various other printed sources. Students work to develop and maintain a personal style as they review and practice more traditional forms of academic writing. Though the focus is on analytical and critical writing, students will also write in a full range of expository modes. A summer reading and writing assignment is required. Students are encouraged to take the A.P. Language and Composition exam in Spring. If passed, the test may provide college credit in English, at the discretion of the evaluating college or university.

**Junior English**                      Grade 11    (Eng.)

**Pre-requisites:** None or teacher recommendation

This non-college preparatory course will emphasize English skills improvement and career applications for students who do not intend to enter the University of California or a selective four-year college upon graduation. Students will study high interest core and extended American literature as well as explore various writing strategies and essays in preparation for exit exams and future

employment or job training. Though recommended for students who would benefit from review of basic skills, students who successfully complete this class are encouraged to enroll in the English course of their choice during their senior year.

**+Humanities through Literature**      Grades 11-12      (Eng.)

**Pre-requisites:** A minimum requirement of ‘B’ or better in current English course or a recommendation of current English.

This course requires concurrent enrollment in “Humanities through Fine Arts”.

The Humanities, as a discipline, provides students with an opportunity to experience, study and express the relationship between the Arts, History, and Science. This course, “Humanities through Literature,” in conjunction with “Humanities through Fine Arts,” will explore the nature of the humanities, specifically dealing with human culture and reflections on the complex expressions of what it means to “be human.” Study will focus on the literature of a specific time period, historical influences, and artistic, philosophical, and spiritual expressions. Special attention will be paid to the relationships between the various expressions of human understanding. This course may be repeated for credit with a change in era of study.

**Senior English**      Grade 12      (Eng.)

**Pre-requisites:** Junior English or teacher recommendation, or make-up English 11 in summer school.

This non-college preparatory course is designed for students who plan to enter a community college, a technical training institution, or the work force and wish to strengthen their English skills. Instruction will emphasize critical reading and thinking skills as well as the development of analytical writing abilities. Students will receive strong support in fulfilling English graduation requirements and in exploring various post graduate opportunities. There is a fourth quarter mandatory senior career project.

**+English 12**      Grade 12      (Eng.)

**Pre-requisites:** Completion of English 11 grade level standards (a ‘C’ or better in English 11 or teacher recommendation or successful completion of Make-up English 11 in summer school with a grade of ‘C’).

The final year of college preparatory English focuses on the development of the English language through a study of literature and its historical and social implications.



events in preparation for classroom debates and symposiums, students will employ formal outlining and documentation skills. This course requires a substantial amount of research, writing, analytical reading, and critical thinking.

**+AP Language and Composition**

Grade 10-12

(Eng.)

The AP Language and Composition course is built into the structure of the Rhetoric class. Students contract for AP Language and Composition during the fifth week of school after completing a rigorous analytical paper as a measure of their ability and endurance for advanced work. Students contracting for AP Language and Composition will be expected to complete additional assignments in Rhetoric and be held to a higher level of assessment on all projects.

In the spring, when the focus in Rhetoric shifts to essay writing and rhetorical modes, students in AP Language and Composition will be assigned additional timed writes and be required to read and analyze more essays. In addition, four AP test preparation sessions (90 minutes each) will be required after school in April. Students in AP Language and Composition are required to take the AP Language and Composition exam in May. If passed, the test provides students with college credit in English at the discrepancy of the evaluating college or university.

# FINE ARTS

## Art

Art Studio 1  
+ Advanced Art  
Beginning Ceramics/Sculpture  
+Advanced Art/Ceramics  
Photo/Printmaking  
+Humanities through the Fine Arts

## Choral Music

Concert Choir  
Treble Choir  
+Honor Choir

## Theatre Arts/Performance

Acting  
Production Class  
+Oral Interpretation  
Dance

## Instrumental Music

Intermediate Band  
+Advanced Band  
+Honor Band  
Orchestra  
Jazz Ensemble

## FINE ARTS DEPARTMENT

To ensure that all students develop an appreciation and understanding of Fine Arts, one year of Fine Arts education is required for graduation and required for UC/CSU admission. However, many students are involved with the different offerings of the department for all four years of high school. Our goals are to incorporate technology within the department, and to improve articulation with the schools feeding into Analy High. These goals will allow the Fine Arts Department to realize its full potential as a powerful educational influence on the lives of the students enrolled in its courses.

### ART

**Art Studio 1**      Grade 9-12      (FA)

**Pre-requisites:** None.

This course introduces basic drawing, painting, design, printmaking, and ceramics techniques through an ever-changing variety of creative projects. Students will be challenged to think visually and creatively, using assignments structured around the "ELEMENTS OF ART." The class allows students from a wide range of art backgrounds to experience success and satisfaction. Students will undertake writing and research projects to support learning, and will keep sketch books.

*Donation Request: \$45.00 to cover course materials.*

**+Advanced Art**      Grade 10-12      (FA)

**Pre-requisites:** Completion of Art Studio 1 with 'B' or better, or by teacher recommendation.

**Courses may be repeated for credit.**

#### ***Second year Advanced Art:***

The course is structured around the PRINCIPLES OF DESIGN. Students will explore various media and techniques, building on knowledge acquired in art 1. This course is designed to fill the University of California and other colleges' pre-requisite fine art requirement.

#### ***Third year Advanced Art:***

In the third year of art, students will explore and develop their own personal creative style in the completion of assignments with specific learning objectives. Through research and experimentation, students will be exposed to the great masters and local working artists for inspiration. Activities will include studio visits and research projects.

**Fourth year Advanced Art:**

Students will be required to further explore their own aesthetic sense by creating a body of work. 2<sup>nd</sup> semester seniors work by contract. This portfolio may be used for admission evaluation by college or art school.

For all courses, students will keep sketchbooks to facilitate personal and academic goals. It will contain evaluations of works of art, explorations, experiments, notes, drawing practice, and ideas for student initiated projects.

*Donation Request: \$45.00 to cover course materials.*

**Beginning Ceramics/Sculpture**      Grade 9-12      (FA/PA)

**Pre-requisites:** None

This course offers students the opportunity to focus and explore creative expression through 3-dimensional design in ceramics and other sculptural projects. All projects will be based on the principles of art and design, and students will be required to keep a daily record in their sketchbook of thumbnail 3-D designs, glaze recipes, and material notes. Students will experience projects including hand building in clay, wheel-thrown pottery, wire, plaster, paper-mache, wood, and more. Visiting artists and gallery field trips will add to the student's appreciation of ceramics and sculpture as an exciting field and career for exploration.

*Donation Request: \$35.00 to cover course materials.*

**+Advanced Ceramics**      Grade 10-12      (FA/PA)

**Pre-requisites:** Completion of Art Studio 1 with 'B' or better.

This course offers students the opportunity to focus their creative expression through ceramics. Hand building methods as well as wheel techniques will be covered. Students will explore more complex glazing and surface treatments. Other ceramists' work will be studied through studio visits and research.

*Donation Request: \$45.00 to cover course materials.*

**Photo/Printmaking**      Grade 10-12      (FA/PA)

**Pre-requisites:** Instructor's permission

This course offers students the opportunity to focus and explore 2-dimensional design through black and white photography, lino-cut printmaking, mono-print, silk-screen, and computer technology. Students will be required to keep a sketchbook to record "thumbnails" for their project, darkroom data, field and exposure data, class notes, and gallery notes. Class lectures and demonstrations will include the history of the print and the process of making an excellent print

using the theory and design principles of art. Digital photography will be offered during the 3<sup>rd</sup> and 4<sup>th</sup> quarter.

*Donation Request: \$75.00 to cover course materials. The use of a 35mm camera with manual options.*

**+Humanities through the Fine Arts**      Grades 11-12      (FA)

**Pre-requisites:** A minimum requirement of 'B' or better in Art Studio 1 and by teacher recommendation.

This course requires concurrent enrollment in "Humanities through Literature".

The Humanities, as a discipline, provides, students with an opportunity to experience, study and express the relationship between the Arts, History, Science and Literature. Humanities through the Fine Arts will introduce lessons that are structured around the "Elements of Art" and "Principles of Art" in context with a specific material and techniques, a specific style and era of art. The artists and their masterpieces of the specific era will be studied with slide, CD presentations and museum visits. Hands on activities will include drawing, painting, sculpture, printmaking, calligraphy, and theater set design. Humanities through Fine Arts, in conjunction Humanities through Literature, will also deal with humanistic concerns: the fact that the art of being human involves more than meeting one's ability to survive. Students will learn that the new humanist has the ability to create, to understand, communicate, and make a difference in one's society. Students will build a creative portfolio accompanied with written critiques, which will demonstrate their understanding and response to the specific period of history.

*Donation Request: \$50.00 to cover course materials.*

### **CHORAL MUSIC**

**Concert Choir**      Grade 9-12      (FA)

**Pre-requisites:** By teacher recommendation

Students who want to learn to sing or improve singing skills and learn to read music will learn the basics of proper vocal production and study music fundamentals through participation in a vocal ensemble. A variety of musical styles will be explored and performed at fall, winter, spring and festival concerts. This course is an excellent preparation for enrollment in honor choir.



memorization, research and study of the play or musical, written analysis of the character, set design, building, and striking. The student must be willing to “jump” into many different kinds of exercises, and to participate as a member of an ensemble dedicated to the pursuit of excellence in the dramatic arts while bringing the production to fruition. Students in this class will participate in the Fall Play and the Spring Musical. The class supports the two main productions at Analy High School and from which the cast will be chosen through an audition process. All students in the class will be involved in the production in some capacity. Both students and parents must be aware that the time demands involved in dramatic productions are large and very rewarding.

*Donation Request: \$65.00 for each production.*

**+Oral Interpretation**      Grade 9-12      (FA)

**Pre-requisites:** None

A performance-based course, Oral Interpretation is designed to develop the public speaking skills of students interested in debate, oration, dramatic and humorous interpretation, and spontaneous speaking.

Research, writing, and memorization will be expected throughout the year, and students will be expected to participate in daily exercises and presentations.

In addition, students will be expected to complete one community service project per semester, to attend competitive speaking events (3 per semester), and be given ample opportunities to attend local and Bay Area speaking contests, as well as national invitational debate tournaments.

*Materials fee: Students will be asked to pay tournament registration costs in the amount of \$20.00 per tournament.*

**Dance**      Grade 10-12      (EL) (PE)

**Pre-requisites:** None

This yearlong course will concentrate on Tap Dance, its history, various styles, as well as other styles of dance which will be woven into the instruction. It is a physical class requiring proper dance shoes and attire. All are welcome!

*Donation Request: \$30.00 to cover course materials. Student will need to provide their own dance shoes.*

## **INSTRUMENTAL MUSIC**

**Intermediate Band**      Grade 9-12      (FA)

**Pre-requisites:** Ability to play a band instrument at the high school level, and by teacher recommendation.

This band performs with the other Analy bands as a marching band. It performs separately at concerts and festivals. The class is structured to offer training in musical elements such as rhythm, pitch, tone and ensemble technique (i.e. blend, balance, and precision) for the purpose of preparation for public performance. Participation in co-curricular performances is required.

*Donation Request: \$95.00 to cover course materials. (Additional amount may be required)*

**+Advanced Band**      Grade 9-12      (FA)

**Pre-requisites:** Ability to play a band instrument at the advanced high school level, and by teacher recommendation.

This band attends at least one concert band festival and several public performances each year. Students experience a variety of musical styles. Attention is given to developing instrumental technique, tone production, sight and rhythm reading, and musical interpretation. Participation in co-curricular performances is required.

*Donation Request: \$95.00 to cover course materials. (Additional amount may be required)*

**+Honor Band**      Grade 10-12      (FA)

**Pre-requisites:** By teacher recommendation.

Students are selected for their ability and desire to work on the highly advanced music that they will perform. This band attends at least one concert band festival and several public performances. Students experience a variety of musical styles in advanced high school and college-level literature. Attention is given to developing instrumental technique, tone production, sight and rhythm reading, and musical interpretation. Participation in co-curricular performances is required.

*Uniform fee \$20.00*

*Donation Request: \$95.00 to cover course materials. (Additional fee may be required)*

**Orchestra**     Grade 9-12

(FA)

**Pre-requisites:** Ability to play an instrument and teacher recommendation.

Enables students with sufficient instrumental proficiency to enrich their musical experience through the study of musical literature. The class is a standard orchestra which functions as a performing ensemble in which participants experience: 1) skill development in ensemble and individual performing; 2) conceptual development in areas of musical understanding, performance practice, communication, and rehearsal process; and 3) preparation for public performance. In addition, students will develop their skills in the following areas: blending/balancing, rhythmic and ensemble precision, technical facility, listening/adjusting while playing, ensemble and individual tuning, responding to gesture, reflective and critical thinking relating to joint problem-solving.

*Donation Request: \$95.00 to cover course materials. Students are to provide their own instrument.*

**Jazz Ensemble**     Grade 9-12

(FA)

**Pre-requisites:** The student must be enrolled in one of the concert band or orchestra classes and by teacher recommendation.

Several public performances and jazz festivals are attended by the ensemble each year. Improvisation is an integral part of the learning experience and is practiced on a daily basis. Students will learn a variety of music styles including swing, rock, fusion, Latin, and funk in preparation for performances.

*Materials fee: Extra fee required for festival trips. Uniform fee \$15-20.*

# WORLD LANGUAGE

## French

+ French 1

+ French 2

+ French 3

+French 4 Honors

## Spanish

+ Spanish 1

+ Spanish 2

+ Spanish 3

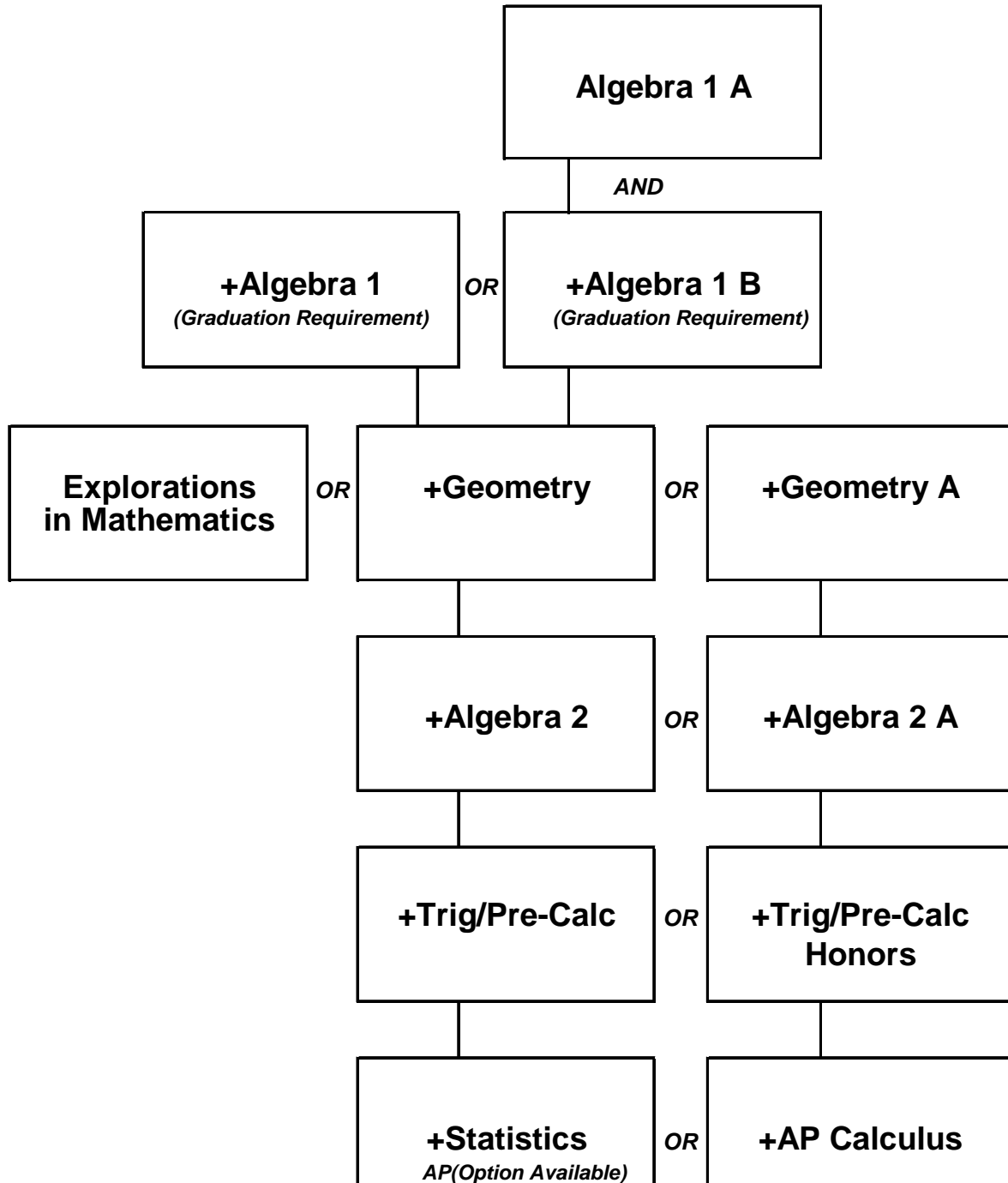
+Spanish 4 Honors





# MATHEMATICS

*Successful completion of two unique courses required for graduation*



**+College Prep**



**+Algebra 1 B**      Grade 10-12      (Math)

**Pre-requisites:** This is year two of the *two-year* Algebra 1 requirement for graduation.

This yearlong course is an extension of the topics covered in Algebra 1A. Because some of the California State standards are reviewed, the course has time to emphasize conceptual understanding through activities and projects. Also presented are fundamental topics like fractions, percents and negative numbers. This course satisfies the UC requirement of Algebra 1, while Algebra 1 A does not.

**+Geometry**      Grade 9-12      (Math)

**Pre-requisites:** Completion of Algebra 1 with 'C' or better or by placement resulting from eighth grade achievement based on District guidelines developed in 1999-2000.

This course is designed to be the second year of the college prep sequence. The emphasis in this course are the nature of proof and logical thought, the study of spatial relations which exist in the physical world, and the application of the principles of plane geometry. Topics covered include parallel lines, congruent triangles, similar polygons, right triangles, circles, areas and volumes; and there is some exposure to coordinate transformational geometry.

Note: Students currently enrolled in middle school may be unable to take this course (even if qualified) due to scheduling problems.

**+Geometry A**      Grade 9-10      (Math)

**Pre-requisites:** Students coming to this course from eighth grade must place into Geometry based on District guidelines developed in 1999-2000. They should have the recommendation of the eighth grade teacher for this course, and may be required to take an independent diagnostic examination. Students coming from 9<sup>th</sup> grade will be placed by the Analy High School Math Department using a rubric that includes standardized test scores, past performance in mathematics, and teacher recommendation.

The Geometry A course is set up to meet the needs of students (grades 9-10) with demonstrated talent in mathematics coming out of Algebra 1 (with teacher recommendation), and of ninth graders who do exceedingly well in Algebra 1. Geometry A is an accelerated course with more difficult problems than geometry. It is faster paced and incorporates supplemental topics. There is not an additional grade point awarded in this class, and students should be warned that this is a very rigorous and challenging course.



**+Trigonometry/Pre-Calculus Honors**      Grade 11-12      (Math)

**Pre-requisites:** Students will be placed by the Analy High School Math Department using a rubric that includes standardized test scores, past performance in Mathematics, and teacher recommendation. Students may be required to take an independent diagnostic examination

This is the third year of the accelerated program. This honors course is more rigorous than Trigonometry/Pre-Calculus, covers concepts in more depth, offers more challenging problems, is faster paced, and presents additional Advanced Math topics in order to better prepare the student for calculus. This course carries an extra grade point.

**+ Statistics**      Grade 12 (AP Option Available)      (Math)

**Pre-requisites:** This is a class for seniors only. Students need to have completed Trig or Trig H with a 'C' or better. For AP option see teacher.

Topics covered will include, but not be limited to data, sampling, descriptive statistics, measures of central tendency, probability, binomial distribution, normal distribution, testing hypotheses, and correlation and regression. Every effort will be made to make this course modern and relevant to real life and to incorporate the use of technology. This course relies heavily upon word problems and their application.

**+AP Calculus**      Grade 12      (Math)

**Pre-requisites:** Students need to have completed Trig with 'A' or Trig H with a 'B' or better. In addition, students may be required to take an independent diagnostic examination.

This course is a college-level class covering most of the first two semesters of college calculus (Calculus AB). Achievement on the AP exam determines whether or not the student may gain college credit for calculus. This is the fourth year in the accelerated program, or the "fifth" year of college prep high school mathematics. Some of the topics covered are functions, limits, continuity, inverse forms, differentiation, max-min problems, related rates, integration, Riemann sums, solids of revolution, applications.

# PHYSICAL EDUCATION

- *2-year requirement for graduation*

***Core P.E.***

***P.E.***

***Dance***

## PHYSICAL EDUCATION DEPARTMENT

The high school course descriptions present the essence of the high school physical education experience. The physical education department will present content that enables students to gain the knowledge, skills, and confidence one needs to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the necessary knowledge in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity.

**Core P.E.** (Course 1)      Grade 9      (PE)

**Pre-requisites:** None.

Course 1 provides the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. Emphasis is placed on the state mandated Fitnessgram Test.

*P.E. uniform approximate cost: \$25.00-\$40.00*

**P.E.** (Course 2)      Grade 10-12      (PE)

**Pre-requisites:** Core P.E.

Course 2 will provide a continuation of the foundation for high school instruction with the emphasis more on team sports and strategy. Students develop advanced proficient movement skills geared towards independent learning and lifetime fitness goals. NO TIMED MILES.

*P.E. uniform approximate cost: \$25.00-\$40.00 (Students may use their uniform purchased in ninth grade, if available)*

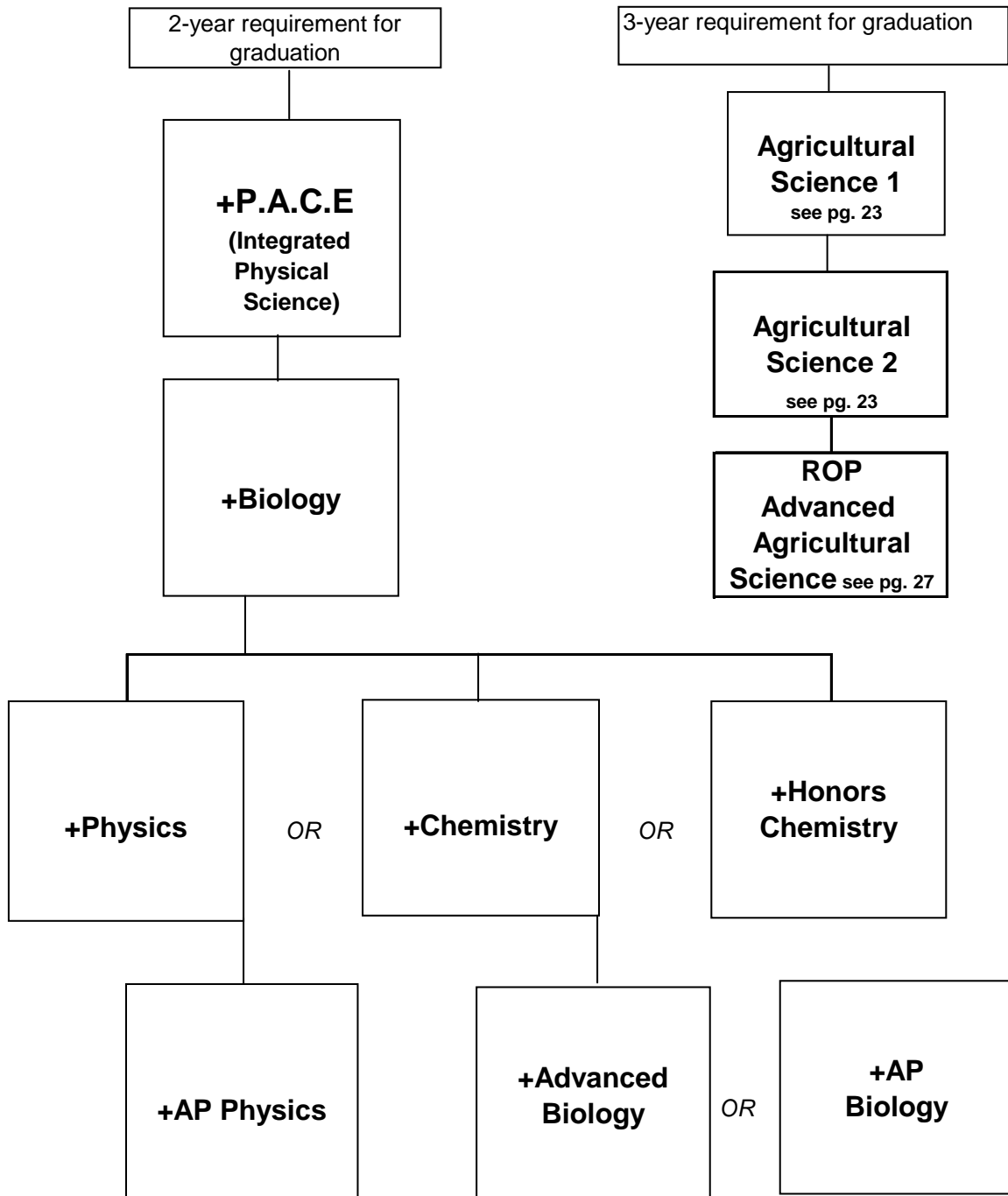
**Dance**      Grade 10-12      (EL) (PE)

**Pre-requisites:** None

This yearlong course will concentrate on Tap Dance, its history, various styles, as well as other styles of dance which will be woven into the instruction. It is a physical class requiring proper dance shoes and attire. All are welcome!

*Donation Request: \$30.00 to cover course materials. Student will need to provide their own dance shoes.*

# SCIENCE



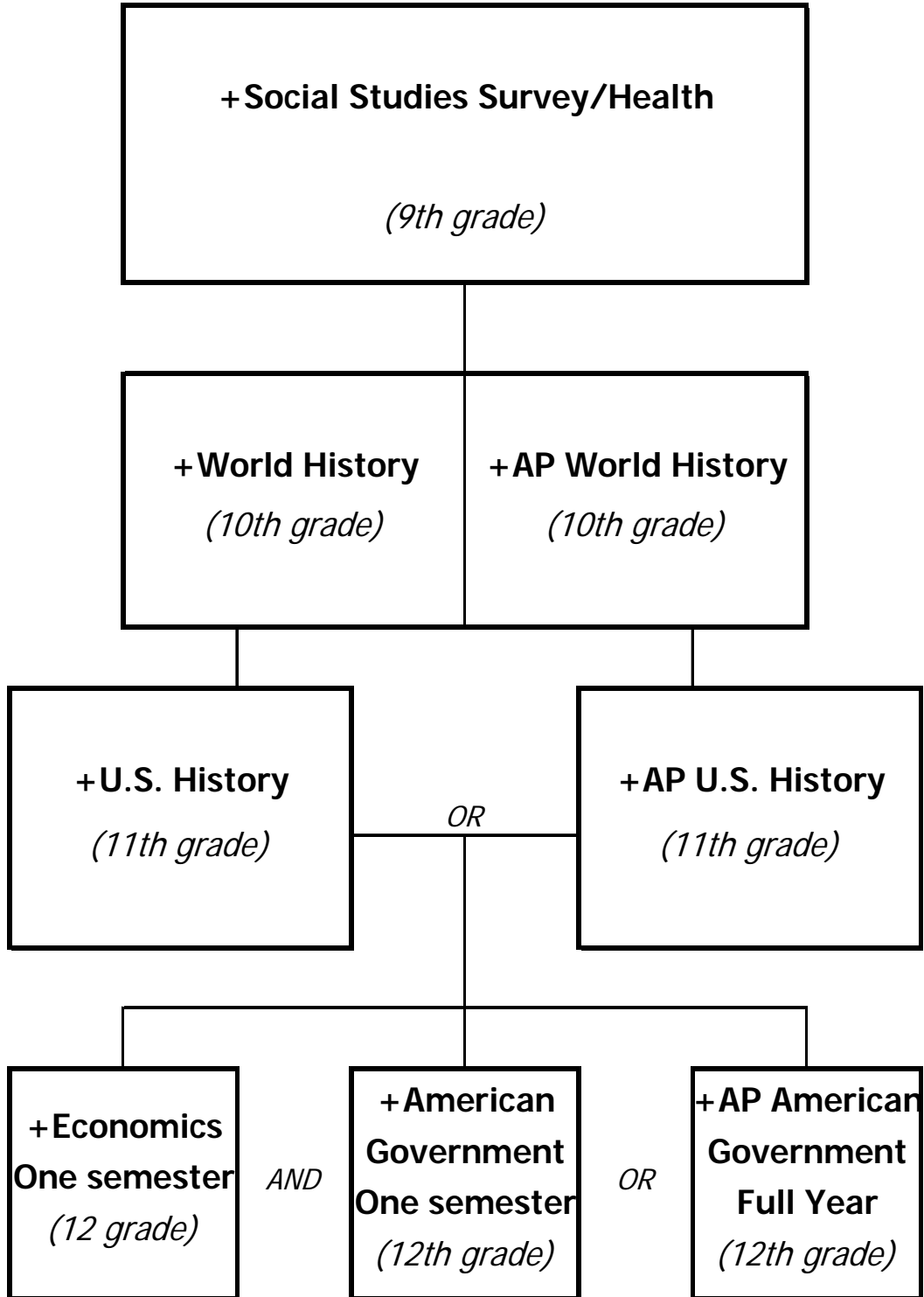






# SOCIAL SCIENCES

4-YEAR REQUIREMENT FOR GRADUATION



## **SOCIAL SCIENCE DEPARTMENT**

The Analy Social Science Department is committed to broad-based curricula using primary and secondary sources to examine the world. The Social Science Department will provide students with the background necessary to understand the continuity and change in our world with the use of guest speakers, individual and group study, audio-visual technology, projects, and simulations.

The social sciences help us to understand ourselves, our nation, and the planet. The social sciences allow us opportunities to focus on analysis and research. Students will examine a variety of resources and perspectives to discover fact and opinion. We study the social sciences to appreciate the interdependence of humanity and the natural world, to continue the traditions of success, and to create positive progress for life on the planet.

**+ Social Studies Survey /Health**      Grade 9      (SS/Health)

**Pre-requisites:** None

This one-year course introduces the student to the social sciences of geography, economics, anthropology, government, and history. Special emphasis will be given to world cultures and current events. Freshman students will also participate in health curriculum designed to help students make positive living choices. HIV/AIDS, human sexuality and substance abuse are among the health issues explored in Social Studies 9.

**+World History**      Grade 10      (WH)

**Pre-requisites:** None

The world history course focuses on a study of civilizations throughout the world with specific emphasis on cultural development, historical interaction, geographical influences, and current issues. By examining these topics, students can appreciate the individuality of each culture, the existence of global interdependency today, and the need for world cooperation.

**+AP World History**      Grade 10      (WH)

**Pre-requisites:** Teacher recommendation and test scores

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence.

**+U.S. History**      Grade 11      (US)

**Pre-requisites:** None.

The focus in this U.S. History course has been moved to the 20th century. Students will study the Progressive Era/World War I, the 20s, the Great Depression, World War II the Korean War, the Civil Rights movement and the Vietnam War. Students will study the history of our nation in preparation for understanding the world around them. They will receive a background in our cultural values, the political structure we created, the conflicts we have experienced, and the great number of cultures, which influence our "American character." Students will understand the issues we will face in the future: the environment, nuclear power, moral dilemmas, ethnic diversity, and international relations. They will grasp the importance of their role in facing these and other issues.

**+AP U.S. History**      Grade 11      (US)

**Pre-requisites:** Successful results of writing test, previous history grades, and post-test on summer reading, and by teacher recommendation.

This course is designed for the highly motivated student who desires a college-level course in high school. This detailed study of our nation's history requires extensive reading, writing, and studying. Students are expected to take a college Advanced Placement exam which, if passed, excuses them from certain undergraduate college history courses. Summer reading will be assigned.



# **SPECIAL EDUCATION**

➤ **Individualized Educational Planning Team Meetings**

➤ **Resource Specialist Program (RSP)**

**RSP English (9, 10, 11)**

**RSP Algebra IA**

**RSP Algebra IB**

**RSP Integrated Science**

**RSP SS Survey/Health**

**RSP US History**

**RSP Study Skills**

➤ **Special Day Class (SDC)**

➤ **Language Arts - Transition**

➤ **WorkAbility**

## **SPECIAL EDUCATION DEPARTMENT**

The Special Education Program is designed to serve students identified with specific learning disabilities, emotional disabilities, and/or development or physical disabilities. It serves individuals with exceptional needs as identified by federal and state guidelines. The primary goal of the program is to fully mainstream students at the earliest possible level and support them academically in all educational aspects. Success academically and growth emotionally are two important components of the program. The ultimate goal for resource students is to make successful transitions to post-secondary opportunities. **The pre-requisite for all courses in this department is placement through the IEP process.**

### **Individualized Educational Planning Team Meetings**

Each student with exceptional needs must have an Individual Education Plan (IEP) developed by an Individualized Educational Planning Team composed of the student, teachers, counselors, parents, school psychologist, administrators, and other specialists as appropriate. The team meets at least once a year to review the pupil's progress toward the goals of the IEP and the appropriateness of the placement. Recommendations are given for the development of a class schedule guided by the student's needs and strengths.

### **Resource Specialist Program**

The Resource Program provides instruction and services to support and meet the educational needs of students with identified learning disabilities. Individualized services provided are as follows:

1. Information and assistance to students and parents.
2. Consultation, collaboration, coordination, tutoring, and liaison with regular education teachers and counselors
3. Emphasis on academic achievement, career and vocational development, study skills, and preparation for adult living.

Instructional settings will be tailored to meet these needs within the "least restrictive program". The goal of the program is success across the curriculum. Within the resource classes the students' curriculum is paced to accommodate individual needs. The courses in the Resources Program are designed to parallel the mainstream curriculum. However, resource classes are slower paced with individualized attention. High school graduation, through completion of all required classes and CAHSEE, is the primary focus, with emphasis on post-secondary transition.

**RSP English 9**

Grade 9

(Eng.)

**Pre-requisites:** Individual Education Plan

Literature will include To Kill a Mockingbird, Shakespeare's Romeo and Juliet or A Midsummer's Night Dream and when appropriate, novels from the extended mainstream literature list. Poetry and short story selections will be used to incorporate various cultures and eras, as well as universal human issues. Reading assignments using high interest books will be incorporated weekly with the intent to develop reading comprehension skills. All students will participate in the five-sentence paragraph format including correct grammatical structures and mechanics. These paragraphs will prepare the student for autobiographical, observational, and literary essays. CAHSEE preparation materials will be introduced.

**RSP English 10**

Grade 10

(Eng.)

**Pre-requisites:** Individual Educational Plan

Literature will include Black Boy, Lord of the Flies and This Boy's Life. Poetry and short stories will be incorporated throughout the school year. Reading assignments using the local newspaper, internet, and high interest books will be incorporated weekly with the intent to develop reading comprehension skills. The mechanics, grammar, and styles of writing will be refined and continue to be a focus of the eight-sentence paragraph. Essays will continue expository writing and literary analysis involving core literature. CAHSEE preparation will be included in the curriculum.

**RSP English 11**

Grade 11

(Eng.)

**Pre-requisites:** Individual Educational Plan

American Literature is the focus of the student's reading. Novels include The Great Gatsby, The Grapes of Wrath, and The Things They Carried when appropriate. These novels will follow the student's U.S. History course from the 1920s through Vietnam War. Reading assignments using newspapers, internet exploration, and high interest books will be incorporated weekly with the intent to develop reading comprehension skills. In the junior year, the persuasive essay, literature papers, an extended research project and debate will be covered. CAHSEE preparation will be included in the curriculum.

**RSP Algebra IA**      Grade 9-12      (Math)

**Pre-requisites:** Individual Education Plan

The RSP Algebra IA course is a one to two-year course paralleling mainstream Algebra IA. The pace is slower and individualized per student's needs and IEP. Basic Algebra skills are taught. Emphasis is on California Standards and CAHSEE preparation. Students transition to Algebra IB.

**RSP Algebra IB**      Grade 9-12      (Math/Alg I)

**Pre-requisites:** Individual Education Plan, 'C' or better in RSP Algebra 1A

RSP students transition to Algebra 1B from RSP Algebra IA. This fulfills the two year Algebra graduation requirement, and continues preparation for CAHSEE. RSP Algebra IB moves at a pace to accommodate IEP needs.

**RSP Integrated Science**      Grade 9-12      (LS/PS)

RSP Integrated Science focuses on both the physical and life sciences. Included in this course are units on Geology, Weather and Climate, Astronomy, Local Botany, Wildlife Biology, and Physical Science. The course concentrates on experimentation, observation, discussion, and higher level thinking skills. Classes are conducted with emphasis on equal portions of visual, auditory, and kinesthetic activities that provide full access to the subject being taught.

**RSP Social Studies Survey /Health**      Grade 9      (SS/Health)

**Pre-requisites:** Individual Education Plan

RSP Social Studies Survey/Health introduces the student to the social sciences of geography, economics, anthropology, government, and history. Special emphasis will be given to world cultures and current events. Freshman students will also participate in health curriculum designed to help students make positive living choices. HIV/AIDS, human sexuality and substance abuse are among the health issues that will be explored. This course is offered to those students who have a current IEP.

**RSP US History**      Grade 11

(US)

**Pre-requisites:** Individual Education Plan

RSP US History focuses on the 20<sup>th</sup> Century. Students will study the Progressive Era, World War I, the 20's, the Great Depression, World War II, the Korean War, the Civil Rights Movement and the Vietnam War. Students will study the history of our nation in preparation for understanding the world around them.

Mainstream US History tends to be extremely difficult for students with learning difficulties, specifically in the areas of reading and writing. This course is aligned with the mainstream curriculum, but understanding of US History by using a variety of assessments, including quizzes reports, current events, Internet interactive activities and various hands on projects.

**RSP Study Skills**      Grade 9-12

(EL)

**Pre-requisites:** Individual Education Plan

RSP Study Skills course is a tutorial study period for students in the Resource Specialist Program and on Individual Educational Plans. Study skills is an elective course in which students are expected to complete homework assignments, seek tutoring, receive organizational direction for mainstream classes, and maintain an assignment planner for all classes. This is a graded course based on daily productivity.



**Remedial English/Language Arts**

Grade 9-12

(EL)

This class is designed to support students who require tailored reading and writing intervention identified by an Individual Education Plan (IEP), or a combination of formal and informal academic testing in order to become proficient readers. Students are placed in one of three levels of reading (Corrective Reading B1, B2, or C) and one of two levels of writing (Expressive Writing 1 or Expressive Writing 2). Reading and writing programs provide direct instruction in a small group setting. A third component of the program provides a survey of literature and literature response, and includes explicit literacy instruction interacting with authentic text. If dictated in an IEP, this course may be taken multiple times for credit.

**SDC Math**

Grade 9-12

(EL)

Students are given individualized instruction in computation and building mathematical concepts. In addition, practical consumer skills are taught. Problem solving and application of math skills are emphasized.

**SDC Social Studies**

Grade 9-12

(EL)

The SDC Social Studies class offers a three-fold approach to learning about our world. First, students learn factual information about geography, history, and government. Second, students explore conceptual understanding of social studies fundamentals. Finally, students apply and reinforce Language Arts skills through topic-based reading and writing activities. The course uses the Five Themes of Geography (location, place, human-environment interaction, movement, and regions) to frame instructional units. Emphasis on World Geography and Cultures, World History, United States History, and Government will vary from year to year.





**Yearbook**      Grade 9-12

(FA/PA)

**Pre-requisites:** By teacher recommendation.

The yearbook class offers students a hands-on experience in publication production. Students learn about layout design, graphics, copy writing, editing, and photography. Business management will be explored as students learn the mechanics of financing the yearbook through sales and advertising campaigns. They will have extensive opportunities to work on computers and learn desktop publishing techniques using word processing and graphics programs.

**Student Technology Assistant**

Grade 10-12

(PA)

**Pre-requisites:** GPA at least 2.0 and permission of instructor.

This class is intended for a small number of students (approx. 8-12) who will serve as student technology assistants. These students will receive instruction, as needed, in basic computer maintenance and troubleshooting. When time permits, they will further their knowledge by reading, investigating, discussing, and presenting technology topics. These students will then assist the Site Technology Coordinator, Site Technology Specialist and District Technology Specialist in maintaining and repairing computer systems on campus. Their duties will include installing and maintaining software, upgrade and repair of computer workstations, troubleshooting and repair of printers and campus network problems, assisting students in the computer labs and other duties under the direction of the above mentioned individuals.

*revised*  
04/08/2009