A commitment to excellence, our staff and students work together to continue a tradition of high achievement and academic excellence. A recent graduate eloquently stated, “Analy High School is so much more than a building with people. It’s a family with a sense of history, a true community accepting of individual differences where you are expected to do your best, supported when you fail, and encouraged to pursue your goal wherever it may take you.”
Mission Statement
Our mission is to promote academic and personal success, responsible citizenship, and lifelong learning in a cooperative environment.

Analy High School est. 1908

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January 2017

Dear Future Analy Graduate:

Welcome to Analy High School, home of the Tigers and over one hundred years of academic service to our community. My goal for you is to graduate high school as a productive member of our society. Analy High School is regarded as one of the top public high schools in California and in the nation. Your high school years will be defined by your connection to Analy in academics, activities, and athletics.

Our seven period day allows students to excel in academics as well as select electives of interest to create a well rounded student. We are proud of excellence in the Advance Placement program and our students’ success on their end of course examinations. We also showcase our myriad of electives ranging from Project Make, Band, Agriculture, Choir, Arts & Ceramics, Video, and other courses that strongly support student interests. In sports, we offer many fall, winter, and spring teams that annually compete for Sonoma County League and North Coast Section titles.

The support of your family in working with teachers and counselors is crucial to your success. We encourage you to make a four year plan with your counselor to map out your goals for higher education beyond Analy. Tiger Overtime is a fantastic way to work after school in the library to get extra assistance from teachers to keep pace with your coursework and our morning tutorial time provides you with the opportunity to meet with your teachers and obtain academic support. We also are able to make available to you a College and Career Resource Center and introduce our online portfolio/platform program called Naviance to help you with search in selecting colleges and careers. We realize that high school is a stressful time for students and we also offer support from outreach therapists when things seem difficult.

Our expectations for you are high and we know you will rise to achieve them. As a Tiger graduate, you will join incredible alumnus who still honor and support our school.

On behalf of our faculty and staff, we welcome you to your high school. We are confident that you will enjoy all that Analy offers.

Go Tigers!

Raúl Guerrero
Student Services

Counseling Department

School Counselor
https://sites.google.com/a/wscuhsd.k12.ca.us/analy-counseling/
Counseling Office 707-824-2316
The Guidance Counseling Department at Analy High School provides students, parents, and guardians with a broad-based, comprehensive program. Counselors are available to speak with students regarding academic, college, or personal issues in order to keep each student on a successful path to graduation. Students are assigned to a counselor by the first letter of their last name. Counselors are available for student “drop in” before school, Tutorial, break, call slip request, and as well as scheduled student and/or parent meetings. Counseling Kiosk available for students in office for future appointment requests.

Outreach Therapists
Free and confidential counseling services provided by the School’s Outreach Therapists. A Therapist is available on the Analy campus every day of the week. Students should see their School Guidance Counselor or Administrator for a referral. In addition Sonoma County Department of Health Crisis Assessment, Prevention, and Education (C.A.P.E.) program. West County Community Services offers an onsite Project Success Drug and Alcohol Educator who provides informational and interactional programs designed to prevent alcohol-drug-tobacco use and abuse.

Resources

Analy Website
http://www.analyhighschool.org/
Analy High School offers a comprehensive website with detailed information to help navigate the many resources Analy offers such as, communication (bulletin and Analy news), academics (counseling, College and Career Resource Center, Curriculum Planning Guide), school activities, athletics and staff directory.

Student and Parent Portal
http://portal.wscuhsd.k12.ca.us/parentportal/
Aeries Portal enables student and parent to view student information from our school database. Through the school secure computer servers, you will be able to view your student’s classes, grades, and assignments for the teachers and classes participating in this system.

Library Media Center
http://www.lookitupanaly.blogspot.com/
The Analy Library resources include a circulating collection of over 12,000 books, DVDs, CDs, and Playaways, that support the learning experiences of all Analy student. In addition, AHS subscribes to an online database which provides electronic reference books, journal & newspaper articles, images, maps and transcripts. Wireless internet access is available throughout the Library.

Tiger Overtime
Tiger Overtime is an after school tutorial in the Analy Library. Students can come Monday & Tuesdays from 3-4pm and Thursdays from 2:30-4pm. There are always two teachers

College and Career Resource Center
http://analycollegeandcareer.weebly.com/
The College & Career Center is a resource center available to all students. Located in room 103, the center provides a wealth of information, tools and materials that enable students to explore available options and make informed choices regarding their college and career pathways. The center also provides students with assistance researching employment options, creating resumes and developing interviewing skills. For help on getting started on a college, career or scholarship search you can drop by, email, or make an appointment.
Resources

Naviance

Naviance is a college and career readiness platform that helps connect academic achievement to post-secondary goals. Our comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results. See link under Analy Counseling Website (Family Connection Tab) or at: https://connection.naviance.com/family-connection/auth/login?hsid=analyhi

Resource Specialist Program

The Resource Specialist Program (RSP) courses are designed for students with specific Individual Education Plans (IEP). Taken in general education or self-contained classrooms, these courses are for students who need explicit intervention to support the development of subject matter content as described in their IEP. RSP courses are indicated in prerequisite

Special Day Class

The Special Day Class (SDC) program courses are designed for students with specific IEP. Taken in self-contained classrooms, these courses are for students who need intensive intervention to support the development of subject matter content as described in their IEP.

Transcripts

Transcript request may be obtained by using a transcript request form from the office. You can also call the Registrar’s Office at 824-2305 or email nsiebert.ahs@wscuhsd.k12.ca.us

Transcript fee $2.00

Work Permit

Permits are issued to minors for the ages of 12-17 years. Grades need to be maintained with a 2.0 GPA or higher and adequate attendance is required. To obtain a work permit contact the AHS Counseling Secretary. During the summer when AHS office is closed the West Sonoma County District Office will issue work permits.

Textbooks

Students are responsible for all textbooks issued to them by Analy High School. Textbooks must be returned in good condition, when the course is completed, class is dropped, or the student leaves AHS. Students will be charged replacement cost for all lost or damaged books.

Student Debts

Students who owe money to the school will not be allowed to participate in extracurricular activities until all outstanding debts have been paid in full or until an acceptable arrangement has been made with the school administration.

Demographics

“Analy High School serves 1200 students. Two thirds of our enrollment are students from local families however Analy High School also welcomes other students throughout Sonoma County through our inter district transfer program. Rich in tradition, many of our students are children and grandchildren of Analy alumni.”
Class Change, Grading and Course Credit Policies

Class Change Policy

Changing Classes
Students may initiate a request for a change from one course to another through the first three weeks of the semester. Such request may be either approved or denied by school officials as individual circumstances warrant.

Exception
When a student changes to a similar course within the same department, at or after the quarter, school personnel have the option to give the student both a grade and credit in the second course only for the entire semester (e.g. changing from Math 1 to Math 2). In such cases, the teacher of the second course has the option to consider the grade given in the first course to date in calculating the semester grade.

Dropping Classes
If a class is dropped after the fourth week of the semester, the student must obtain prior approval from the Principal or designee for withdrawing because of illness, not having completed course preparation, or other compelling educational reason in order to receive a notation on the transcript of “Withdraw Pass-WP.” WP shall not be counted in computing a student's Grade Point Average. Without such approval of the Principal or designee, the notation on the transcript shall indicate “Withdraw Fail-WF.” WF shall be counted as a class in computing a student's Grade Point Average.

Repeating Classes
Students may repeat a class to raise a grade. This may be desirable to meet a college entrance requirement or prerequisite for a higher level class. Both grades will be recorded on the transcript. However, credits are only granted for the repeated course.

College-Preparatory Classes
College-preparatory courses are designed for academically proficient students who are preparing to enter community and technical colleges, and state and private universities directly from high school. These college-recognized courses are usually entitled “academic” in this curriculum guide and are indicated by the code “uc” under course title subject area.

Grading Policy

Grades will be based on performance in classroom activities, testing, and homework.

Progress reports notices are mailed home mid quarter to students that are currently maintaining less than a “C” average in class.

Quarter grades will be mailed home in the middle of each semester. These grades are not considered permanent grades, they do not carry any credit and colleges will not see these grades.

Semester grades 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 (transcript).
Class Change, Grading and Course Credit Policies (Cont’d)

Credits

Earning of Credits Semester grades of A, B, C, or D earn five credits. Grades of F do not award credit. It is recommended that a failing grade in any subject required for graduation is made up outside of the regular school day/year, if possible, as it is difficult for students to repeat failed courses during the school day while completing the balance of their other graduation requirements. All students will earn five (5) credits in each class, each semester, with a passing grade and course participation.

Loss of credit will occur due to excessive unexcused absences. Lost credits should be made up as soon as possible by repeating the course, appealing if absences were due to medical or other extenuating circumstances, attending summer school, or Credit Make-Up Independent Study Program.

GPA

The GPA computation is based on a grading system of A, B, C, D, and F with point values of 4, 3, 2, 1, and 0. Advanced Placement and Honor Courses are weighted and assigned point values of 5, 4, 3, and 1. AP Credit is indicated by a “+” before the course title on the transcript.

Credit for off Campus Courses

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 without prior approval may not receive credit.

AP and Honors

Advanced Placement

Advanced Placement courses are rigorous college level courses and if passed, are accepted as college units by most colleges. Placement in these courses is based on GPA in previous courses, teacher recommendation and entry test. Many of these require summer work. AHS requires students enrolled in these courses to take the course designated College Board AP exam in May of that school year. Passage of the College Board AP test with a score of 3 or above allows a one point grade bump in the AHS course at the end of the academic year.

Honors Courses

Honors courses prepare students for continuing education. With additional requirements, they prepare students for rigorous AP courses. Students enrolled in these classes do receive a grade bump. *Students who sign up for AP, Honors or accelerated classes will not be permitted to change to regular classes. Transfers may possibly be granted in extenuating circumstances which are not in the student’s control and prohibit the student from taking the course. Extenuating circumstances are reviewed and determined by the Principal and teacher of the course after an appeals process.

Athletics

PE Waiver

Students may waive up to two semesters of the physical education requirements by successful participation in interscholastic sports at the junior varsity or varsity level. Successful participation in two seasons of interscholastic sport shall result in waiving one semester of the physical education graduation requirement. Successful participation in a third season of interscholastic sport shall result in waiving a second semester of physical education graduation requirement. Participation in sports freshman year cannot be used as part of the waiver process.

Athletes

Students that want to participate in athletics at AHS, must complete required Athletic Participation Form online. Minimum GPA/Credits are required for participation. See online registration information for details. The registration link is available at the Analy Athletics website at www.ahsathletics.org. Once your online registration process is completed, please bring your Pre-participation Physical Evaluation Form (Sports Physical Form) to the Athletic Director or Health Tech at designated times along with your $100 donation check.

NCAA

Student athletes considering participation in NCAA college level sports need to register with the NCAA Clearinghouse to establish eligibility. We highly encourage students to start this process as early as the sophomore year.
High School and College Entrance Testing

High School Testing

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes new tests for English language arts/literacy and mathematics. These new, online assessments have replaced former tests in these subject areas to provide better information and help students learn. The California State University (CSU) will, and the California Community Colleges (CCC) may use CAASPP results to determine your readiness to take college level courses before you enroll in college. CAASPP Early Assessment Program (EAP) results are for placement purposes only.

Advanced Placement Testing

The Advanced Placement Program (AP) allows students to take college level courses while still in high school, which helps prepare students for college level expectations. There are several advantages to taking AP classes. By taking an AP class in high school, students get to explore a particular subject in depth. When considering the admission of undergraduates, colleges look favorably on students who have completed college level classes. Some students take several advanced placement classes and accrue a semester or more of college credits if they take and pass AP exams at the required level. AP exams are administered at Analy High School in May. The exams demonstrate readiness for rigorous academic study in college.

College Entrance Exams

In order to apply for most colleges/universities students are required to take an entrance exam. Each student should check with the college/university that she/he anticipates attending to find out which exam or exams are accepted as part of the admissions process. The following tests are the most widely used by post-secondary institutions for acceptance and scholarships.

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is tightly aligned with the redesigned SAT; these exams provide educators and students with the chance to check in on student progress. This exam will support all students with a clear focus on the skills and knowledge that matter most for college and career success. It is recommended that students take a preliminary college test in October of both sophomore and junior year.

Scholastic Assessment Test (SAT)

The SAT is taken during the junior and/or senior year and is newly designed starting March 2016. It is a globally available test accepted by colleges and universities throughout the United States and in numerous international locations. It is offered at least seven times a year in the United States and up to six times a year internationally.

SAT Subject Tests

SAT Subject Test should be taken at the conclusion of the junior year, the beginning of the senior year or when completing a specific subject. They are one-hour content-based tests that give students an opportunity to highlight their academic background and interests in specific subject areas, including math, science, history, literature and languages. Please visit collegereadiness.collegeboard.org

American College Testing (ACT)

All college and universities in the United States accept either the SAT or ACT for admission purposes. The ACT is divided into four required sections: English, mathematics, reading comprehension, and science. The optional Writing Test measures skills in high school English classes and entry-level college composition courses. This test is offered six times a year.

Placement Test at Santa Rosa Junior College

Students are encouraged to take placement test for the California Community Colleges. These tests determine the level of English, math and chemistry for student enrollment.
University of California
A–G Course List

UC/CSU a–g requirements:

History/social science (“a”)
Two years,
including one year of world history, cultures and historical
geography and one year of U.S. history, or one-half of
American government or civics.

English (“b”)
Four years,
of college-preparatory English that integrates reading of
classic and modern literature, frequent and regular writing, and
practice listening and speaking.

Mathematics (“c”)
Three years,
of college-preparatory mathematics that include or integrate
the topics covered in elementary and advanced algebra and
two- and three- dimensional geometry.

Laboratory science (“d”)
Two years,
of laboratory science providing fundamental knowledge in at
least two of the three disciplines of biology, chemistry, and
physics.

Language other than English (“e”)
Two years,
of the same language other than English or equivalent to the
second level of high school instruction.

Visual and performing arts (“f”)
One year,
chosen from dance, music, theater or the visual arts.

College-preparatory elective (“g”)
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.

Understanding a–g Courses

Courses from California high schools and online schools used
to satisfy the “a–g” subject requirements must be approved by
the UC and appear on the institution’s “a–g” course list. These
courses are academically challenging, involving substantial
reading, writing, problems and laboratory work (as
appropriate), and show serious attention to analytical thinking,
factual content, and developing students’ oral and listening
skills.
## Analy High School and Minimum College Eligibility Requirements

<table>
<thead>
<tr>
<th>Analy Graduation Requirements</th>
<th>California State University (CSU)</th>
<th>University of California (UC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Science:</strong> Social Studies Survey</td>
<td><strong>A. Social Science:</strong> World History U.S History (may use 1 semester of U.S History and 1 of American Government)</td>
<td><strong>A. Social Science:</strong> World History U.S History (may use 1 semester of U.S History and 1 of American Government)</td>
</tr>
<tr>
<td></td>
<td>Survey</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>World History</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>US History</td>
<td>10 credits</td>
</tr>
<tr>
<td></td>
<td>American Gov</td>
<td>5 credits</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>5 credits</td>
</tr>
<tr>
<td><strong>English:</strong></td>
<td><strong>B. English:</strong> (college prep- 1 year of ELD okay)</td>
<td><strong>B. English:</strong> (college prep- 1 year of ELD okay)</td>
</tr>
<tr>
<td></td>
<td>40 credits</td>
<td>4 years</td>
</tr>
<tr>
<td><strong>Mathematics:</strong></td>
<td><strong>C. Mathematics:</strong> Math 1, 2 and 3</td>
<td><strong>C. Mathematics:</strong> Math 1, 2 and 3</td>
</tr>
<tr>
<td></td>
<td>20 credits</td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
<td><strong>D. Laboratory Science:</strong> Physical Science Biological Science</td>
<td><strong>D. Laboratory Science:</strong> Physical Science Biological Science</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10 credits</td>
<td>2 years</td>
</tr>
<tr>
<td>Biology</td>
<td>10 credits</td>
<td>(3 yrs recommended 2 of the following: Biology, Chemistry or Physics.)</td>
</tr>
<tr>
<td><strong>E. Language other than English:</strong> (same language)</td>
<td><strong>E. Language other than English:</strong> (same language, 3yrs recommended)</td>
<td><strong>E. Language other than English:</strong> (same language, 3yrs recommended)</td>
</tr>
<tr>
<td></td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Fine Arts:</strong></td>
<td><strong>F. Visual and Performing Arts:</strong> (From single discipline)</td>
<td><strong>F. Visual and Performing Arts:</strong> (From single discipline)</td>
</tr>
<tr>
<td></td>
<td>10 credits</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Electives:</strong></td>
<td><strong>G. Elective:</strong> (College Prep)</td>
<td><strong>G. Elective:</strong> (College Prep)</td>
</tr>
<tr>
<td></td>
<td>70 credits</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Practical Art:</strong></td>
<td><strong>Required Test:</strong> SAT Reasoning or ACT</td>
<td><strong>Required Test:</strong> SAT Reasoning or ACT</td>
</tr>
<tr>
<td></td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Physical ED:</strong></td>
<td>20 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>230 credits</td>
<td></td>
</tr>
</tbody>
</table>

CSU Admission Eligibility Requirements at [www.csumentor.edu](http://www.csumentor.edu)

UC Admission Eligibility Requirements at [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

List of Analy’s courses that are UC/CSU eligible, go to: [https://hs-articulation.ucop.edu/agcourselist#/list/details/2366/](https://hs-articulation.ucop.edu/agcourselist#/list/details/2366/)

**NCAA Division I Guidelines:** 16 core academic courses (10 core courses must be completed by end of junior year), 2.3 minimum GPA in core courses, earn SAT/ACT score that matches core-course GPA on a Division I sliding scale. See high school counselor for details and for Division II guidelines.
## 4 Year Plan Worksheet for Analy Students 2017–2018
### Option A: UC/CSU Requirements

**Student Name**

**Option A: Plan to Satisfy UC/CSU A-G Requirements for Admission**

<table>
<thead>
<tr>
<th>A-G Eligibility Requirements</th>
<th>9th Grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initials</td>
<td>Initials</td>
<td>Initials</td>
<td>Initials</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>A. Social Science</td>
<td>Social Studies Survey</td>
<td>World History</td>
<td>US History U.S. History AP</td>
<td>Gov/Econ Gov/Econ AP</td>
</tr>
<tr>
<td>B. English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>C. Mathematics</td>
<td>Math 1</td>
<td>Math 2</td>
<td>Math 3</td>
<td>Trig/Pre-Calc</td>
</tr>
<tr>
<td></td>
<td>Math 2 A</td>
<td>Math 3A</td>
<td>Trig. Honors</td>
<td>Intro to Calc/Stats AP Calculus</td>
</tr>
<tr>
<td>D. Lab Science</td>
<td>Int Phys Science (CSU only), Bio (CSU/UC) Biology &amp; Sustainable Ag</td>
<td>Int Phys Science Biology Chem Honors Chemistry &amp; Agriscience</td>
<td>Biology Biology Adv Biology AP Chemistry Chemistry Honors Env. Science AP Physics Physics AP 1</td>
<td>Adv Biology Biology AP Chemistry Chemistry Honors Physics Physics AP 1 or 2 Env. Science AP</td>
</tr>
<tr>
<td>E. Language Other than English</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td>Spanish 3</td>
<td>Spanish 4 Honors</td>
</tr>
<tr>
<td></td>
<td>French 1</td>
<td>French 2</td>
<td>French 3</td>
<td>French 4 Honors</td>
</tr>
<tr>
<td>F. Visual and Performing Arts</td>
<td>Visual &amp; Performing Art</td>
<td>Practical Art</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>G. Elective (college prep)</td>
<td>PE</td>
<td>PE or Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Key:**
- Required for CSU/UC eligibility, Recommended for UC eligibility
- *All required classes must be passed with C or better.
- CSU minimums: 2 years same language; Int. Phys Science + Biology; Math 1, 2 and 3
- UC minimums: 2 years same language; Biology + Chemistry or Physics; Math 1, 2 and 3
- IEP and JC classes not listed; see counselor if applicable
4 Year Plan Worksheet for Analy Students 2017–2018
Option B: High School Graduation Requirement Only

Student Name: ________________________________

Option B: High School Graduation Requirements Only (230 credits)

<table>
<thead>
<tr>
<th>Subject Area &amp; Credits Required</th>
<th>9th Grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Initials</td>
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<tr>
<td></td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
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</tr>
<tr>
<td>Social Sciences 40</td>
<td>Social Studies Survey</td>
<td>World History</td>
<td>US History</td>
<td>Gov/Econ</td>
</tr>
<tr>
<td>English 40</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Mathematics 20</td>
<td>Math 1</td>
<td>Math 2</td>
<td>Optional Math Elective</td>
<td>Optional Math Elective</td>
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<tr>
<td>Science 20</td>
<td>Intro Phys Science (PACE) Biology &amp; Sustainable Ag.</td>
<td>Intro Phys Science Biology Chemistry &amp; Agriscience</td>
<td>Biology Advanced Ag Elective</td>
<td>Option Science Elective</td>
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<tr>
<td>PE 20</td>
<td>PE-Core</td>
<td>PE or Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Fine Art 10 Practical Art 10</td>
<td>Fine Art</td>
<td>Practical Art</td>
<td>Elective Free Period</td>
<td>Elective Free Period</td>
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<td>Electives 70</td>
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Please note:

*1 year long course = 10 credits
*2 years of Math required
*1 year of Life Science +1 year of Physical Science required; 3 years of Ag = both years + a Practical Art.
*Free periods are available to students on track to graduate.
*IEP and JC classes not listed; see counselor if applicable
English

Graduation Requirements: 40 credits

450149 English 9
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: None
Subject Area: HS– English/UC. b

In this college preparatory class, students may read To Kill a Mockingbird, The Tragedy of Romeo and Juliet, Night, excerpts from Homer’s Odyssey, The Fellowship of the Ring, and Of Mice and Men, as well as poetry, short stories and essays. Writing and essay assignments include the autobiographical, evaluative, argumentative, and/or literary analysis essays. Autobiographical essays focus on sensory details to enrich the narrative, and the argumentative, evaluative, 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. Students will also conduct an I-Search or other thorough research project. The ninth grade year includes an introduction to research and Modern Language Association (MLA) documentation as well as attention to oral presentations. Ninth graders compile a writing portfolio which will accompany them on their four-year journey through Analy English classes.

450150 English 9 Support
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: recommendation from 8th grade English teacher
Subject Area: HS– English/UC. b

Students recognized as needing support in Language Arts are recommended by their 8th grade English teachers for English 9 Support. A college preparatory class, English 9S follows the standard English 9 curriculum for reading and writing but does so with less breadth and more depth. Both literature and writing assignments are broken down into smaller increments, allowing for greater accessibility and student success. Teacher-guided reading and annotation are features of the class as are note-taking and study skills.

450142 Movement in Education Towards Achievement (META)
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: Be or have been a 2nd language learner
Subject Area: HS– Elective

META is a class for English learners and former English language learners who are committed to working hard for success in school. The tutorial class will provide support for mainstream academic classes and further develop study skills and English language skills. The class will include study skills lessons as well as time to do homework with help from students teaching assistants, bilingual aide, and the teacher.

450141 ELD Grammar
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: CELDT Level or exchange students
Subject Area: HS– Elective

This course is for students who continue to take the CELDT English test because of languages other than English spoken at home. This course is also available to foreign exchange students who need language development. In this class, students work on English grammar, reading and short essay writing. Work is designed to specifically address each student at their own level of English. This class is similar to a workshop, and homework is rarely assigned.

450152 English 10
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: None
Subject Area: HS– English/UC. b

Tenth grade English builds from the previous year in reading and writing. The literature assignments promote the development of reading comprehension and skill. English 10 students continue to focus on analysis, stylistic expression, and citation of supporting details in their writing practice. Core literary selections include: Fahrenheit 451, Into the Wild, Ellen Foster, The Bluest Eye, 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 9th 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 and formal, are extended from the ninth grade level.

450151 English 10 Accelerated
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: 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.
Subject Area: HS– English/UC. b

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 (Cont’d)

Graduation Requirements: 40 credits

450091 English 11
Grade □9 □10 ■11 □12 ………………….10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS – English/UC. b

English 11 is a rigorous college prep English class designed to build on the literary study and analysis from 10th grade level. There is an increased focus on rhetorical analysis through the study of texts, speeches, and contemporary argument in addition to American literature, which may include The Crucible, The Great Gatsby, The Things They Carried, The Road, 1984, a Shakespearean play (Hamlet, Julius Caesar), and shorter works. Students will practice writing both literary and research essays as well as persuasive speeches, informative presentations, and on-demand writing.

450090 English 11 Honors
Grade □9 □10 ■11 □12 ………………….10 credits
Length □Semester ■Year
Prerequisite: B or better in current English course; a teacher assessment form from the current English teacher; a letter of interest from the student.
Subject Area: HS – English/UC. b

English 11H is a rigorous course designed for high ability, high achieving juniors intending to take AP English Lit. The class revolves around detailed discussions of works mostly from the American literary canon. Readings are organized into thematic units related to a variety of issues, such as “Fear of the Unknown,” “War,” “Greed,” “Consequences,” “Survival,” etc. Students may read such famous works as Call of the Wild and The Grapes of Wrath, some famous American poets (Walt Whitman, William Carlos Williams, Emily Dickinson), and such modern masterpieces as The Things They Carried, Beloved, The Life of Pi, 1984, The Road, Animal Dreams, and Tortilla Curtain, as well as a Shakespeare play such as Hamlet. In addition, students read a variety of nonfiction.

450134 English 12 Expository Reading and Writing
Grade □9 □10 □11 □12 ………………….10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS – English/UC. b

Expository Reading, Writing and Composition (ERWC) prepares students to meet the reading and writing demands of college. Students read a variety of expository, analytical and argumentative texts, and study the link between authors’ arguments, their audience and their purpose. In addition to writing a variety of expository essays, students continue to develop research and documentation skills through several synthesis essays. In addition to several short pieces of non-fiction, students read works of fiction from the following: Beowulf, Grendel, In Cold Blood, Frankenstein, Heart of Darkness, One Flew Over the Cuckoo’s Nest, Catcher in the Rye, and a play by Shakespeare (Macbeth or Taming of the Shrew). Grammar, mechanics and style will be emphasized in the context of paper revision.

450137 AP English Lit 12
Grade □9 □10 □11 □12 ………………….10 credits
Length □Semester ■Year
Prerequisite: 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 possibly satisfactory performance on a written exam.
Subject Area: HS – English/UC. b

The AP English Language and Composition course targets evidence-based analytic and argumentative writing and the rhetorical analysis of fiction and nonfiction texts such as articles, essays, speeches, and contemporary media. Students learn the basics of argument analysis and construction while researching contemporary issues and current events in preparation for classroom debates and symposiums. In addition, students are coached extensively on how to be successful in on-demand writing situations such as SAT and AP exams. Non-fiction readings are complemented by the study of two or more works of fiction. Students are required to take the AP Language and Composition test in May. If passed, the test provides students with college credit in English at the discretion of the evaluating college or university. This course may be taken one time in lieu of English 11 or English 12.

450138 AP English Language and Composition
Grade □9 □10 □11 □12 ………………….10 credits
Length □Semester ■Year
Prerequisite: 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 exam.
Subject Area: HS – English/UC. b

The AP English Language and Composition course targets evidence-based analytic and argumentative writing and the rhetorical analysis of fiction and nonfiction texts such as articles, essays, speeches, and contemporary media. Students learn the basics of argument analysis and construction while researching contemporary issues and current events in preparation for classroom debates and symposiums. In addition, students are coached extensively on how to be successful in on-demand writing situations such as SAT and AP exams. Non-fiction readings are complemented by the study of two or more works of fiction. Students are required to take the AP Language and Composition test in May. If passed, the test provides students with college credit in English at the discretion of the evaluating college or university. This course may be taken one time in lieu of English 11 or English 12.
Social Science
Graduation Requirements: 40 credits

450170 United States History
Grade □9 □10 ■11 □12 .................. 10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– U.S. History/UC. a
The focus of this U.S. history course is America in the twentieth century. Starting with a review of our nation’s beginnings and the spread of industrialism during the nineteenth century, students will study America’s Rise as a World Power, the Progressive Era/World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War and the Civil Rights movement. 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.

450185 Social Studies Survey
Grade □9 □10 □11 □12 .................. 10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Social Studies and Health/UC. a
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.

450180 World History
Grade □9 □10 □11 □12 .................. 10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– World History/UC. a
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.

450182 Advanced Placement World History
Grade □9 □10 □11 □12 .................. 10 credits
Length □Semester ■Year
Prerequisite: Teacher recommendation and test scores.
Subject Area: HS– World History/UC. a
AP World History is a yearlong class, meant to be the equivalent of a freshman-level college course. APWH covers the history of the world from approximately 600 CE to the present, with early emphasis on the foundations of world history. The class is also designed to give equal coverage to all regions of the world. Coursework is based on college-level texts, primary source documents and outside readings. Special emphasis is given to historical writing through essay and document-based questions.

450195 Advanced Placement U.S History
Grade □9 □10 □11 □12 .................. 10 credits
Length □Semester ■Year
Prerequisite: Successful results of writing test, previous history grades, and post-test on summer reading, and by teacher recommendation.
Subject Area: HS– U.S. History/UC. a
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.

450194 Economics
Grade □9 □10 □11 □12 .................. 5 credits
Length ■Semester □Year
Prerequisite: None
Subject Area: HS– Economics/UC. g
This course explores the basic tenets of our economic system, such as free enterprise, the market system, and supply and demand. In addition, we will look at alternative economic systems operating in other nations. Current events will consistently integrate into the course, allowing students to see the relevance of their studies in the context of the world in which they live.
Social Science (Cont’d)
Graduation Requirements: 40 credits

450175 Advanced Placement American Government
Grade □9 □10 □11 ■12 ……………….. 5 credits
Length ■Semester □Year
Prerequisite: Successful results of writing test, previous history grades, post-test on summer reading, and by teacher recommendation.
Subject Area: HS– American Government /UC. a

Advanced Placement United States Government and Politics is designed to give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S.Government and Politics and the analysis of specific examples. The course also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S government and politics. Throughout the semester-long course of study, students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes.

450169 Ethnic Studies
Grade □9 □10 □11 ■12 ……………….. 10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Elective/UC. g

In Ethnic Studies, student will learn about the many ethnic groups that exist in the United States, with a specific focus on the experiences of people of color. This class will also explore issues of power and privilege as they relate to race, class, gender, and religion. It is a class for all students who are working to prepare themselves for a diverse global economy and diverse schools, workplaces, and communities.

450176 Advanced Placement Microeconomics
Grade □9 □10 □11 ■12 ……………….. 5 credits
Length ■Semester □Year
Prerequisite: Successful results of writing test, previous history grades, post-test on summer reading, and by teacher recommendation.
Subject Area: HS– Economics/UC. g

This AP Microeconomics course is designed to give students a thorough understanding of the principles of economics that apply to the function of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

450199 American Government
Grade □9 □10 □11 ■12 ……………….. 5 credits
Length ■Semester □Year
Prerequisite: None
Subject Area: HS– American Government /UC. a

This American civics course emphasizes informed citizenship and respect for others. It looks at our foundations of government and the modern role of the executive, judicial, and legislative branches. Current events are discussed in relation to their effects on our nation and on the individual. Modern legal and moral dilemmas are explored. Students will understand the importance of voting in both a local and national context and will be encouraged to register when they reach age 18.
Mathematics

Graduation Requirements: 20 credits

450228 Math Support
Grade ■9 ■10 ■11 ■12 .....................10 credits
Length □Semester ■Year
Prerequisite: 8th grade teachers may recommend that a student takes this course, but any Math 1 student may enroll.
Subject Area: HS– Elective
This yearlong course is for students who lack basic foundational skills and concepts for success in Math 1. The course will focus on developing student mastery of arithmetic and pre-algebra standards, supplementing and supporting the core curriculum while teaching study skills. This class is in addition to a student’s Math 1 course and is elective credit.

450226 Math 1
Grade ■9 ■10 ■11 ■12 .....................10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Mathematics/UC. c
Math 1 is the first year course for our college prep sequence. The intent of the course is to develop skill and understanding of the language of algebra, functions, number operations, linear and exponential sequences, solving and graphing equations and inequalities involving real-world concepts, ratios, the pythagorean theorem, intro to parallel and perpendicular lines, parallel lines cut by a transversal, and similar triangles. Simple exponential functions, rigid transformations in the plane, elementary data analysis, and problem solving. Through the study of algebra, geometry and statistics, students develop an understanding of the symbolic language of mathematics and the sciences. Math 1 has many concrete examples and helps students develop the skills and concepts to help solve a wide variety of real world problems.

450229 Math 2
Grade ■9 ■10 ■11 ■12 .....................10 credits
Length □Semester ■Year
Prerequisite: Passing grades and with a C or better in both semesters of Math 1.
Subject Area: HS– Mathematics/UC. c
Math 2 is the second year course for our college prep sequence. It continues the exploration of algebra concepts including rational exponents, absolute value, graphing and solving quadratic equations, square roots, the quadratic formula, and completing the square. Further, students explore Geometry concepts including logic and proof, right triangle trigonometry, circles, area, volume, and probability, quadratic functions, factoring, polynomial expressions and exponents.

450232 Math 2A
Grade ■9 ■10 ■11 ■12 .....................10 credits
Length □Semester ■Year
Prerequisite: Students coming to this course from 8th grade must place into Math 2 based on District guidelines. They should have the recommendation of the 8th grade teacher for this course, and may be required to take an independent diagnostic examination.
Subject Area: HS– Mathematics/UC. c
The Math 2A course is set up to meet the needs of students (grades 9-10) with demonstrated talent in mathematics coming out of Math 1 (with teacher recommendation), and of ninth graders who do exceedingly well in Math 1. Math 2A is an accelerated course with more difficult problems than regular Math 2. It is faster paced and incorporates supplemental topics with an emphasis on logic and proof. There is not an additional grade point awarded in this class and students should be aware that this is a very rigorous and challenging course.

450233 Math 3
Grade ■9 ■10 ■11 ■12 .....................10 credits
Length □Semester ■Year
Prerequisite: Passing grades and with a C or better in both semesters of Math 2.
Subject Area: HS– Mathematics or Elective/UC. c
Math 3 is the third year course for our college prep sequence. Students explore polynomial functions, transformations, polynomial arithmetic, the binomial theorem, solving polynomial functions, rational functions, logarithms, trigonometry including the law of Sines and law of Cosines, graphing, radians, and proving identities.

450234 Math 3A
Grade ■9 ■10 ■11 ■12 .....................10 credits
Length □Semester ■Year
Prerequisite: Math 2 with an A or Math 2A with a B or better, Math 1 with an A and application process.
Subject Area: HS– Mathematics or Elective/UC. c
The Math 3A course is set up to meet the needs of students grades (9-11) with demonstrated talent in mathematics coming out of Math 2 (with teacher recommendation.) Math 3A is an accelerated course with more difficult problems than Math 3. There is not an additional grade point awarded in this class and students should be aware that this is a very rigorous and challenging course.
Mathematics (Cont’d)
Graduation Requirements: 20 credits

450221 Trigonometry/Pre-Calculus
Grade □9 □10 ■11 ■12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Math 3 with a C or better in both semesters.
Subject Area: HS– Mathematics or Elective/UC. c
This is the fourth year of the college prep sequence (or the third year of the accelerated program). This is a comprehensive pre-calculus course, with a semester of trigonometry and a semester of other Advanced Math (or Math Analysis) topics. Topics covered include trigonometric functions, circular functions, trig identities and equations, oblique triangles, graphing sinusoids, vectors, polar coordinates, complex numbers, functions and inverse functions, conic sections, exponents and logs, determinants, series and sequences.

450220 Trigonometry/Pre-Calculus Honors
Grade □9 □10 ■11 ■12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Math 3 with an A or Math 3A with B or better, and application process.
Subject Area: HS– Mathematics or Elective/UC. c
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.

450211 Introduction to Calculus and Statistics
Grade □9 □10 ■11 ■12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Trig or Trig H with a C or better.
Subject Area: HS– Mathematics or Elective/UC. c
This course is an introduction to college Statistics and Calculus. It includes review from Trigonometry and Algebra 2. First semester topics will include limits of sequences and series, exponential and logarithmic functions, derivatives and integrals of polynomial functions. The second semester will focus on Statistics, with emphasis on experimental design, sampling methods, probability, and normal distributions.

450224 Finance
Grade □9 □10 ■11 ■12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Completion of both Math1 and Math2.
Subject Area: HS– Elective
This year long course is designed to provide students with real world knowledge of many concepts found in the business and finance communities. Topics to be covered will include, but are not limited to, basic personal finance, interest rates surrounding both investments and loans, time value of money, taxes, renting vs. owning a home, costs of college, and starting a small business. Algebra concepts such as properties of real numbers, solving first degree equations, graphing linear equations, solving systems of equations, exponents and exponential equations, positive and negative numbers, inequalities, formulas, fractions, probability, and statistics will also be utilized.

450219 Advanced Placement Calculus AB
Grade □9 □10 ■11 ■12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Completion of Trig with an A or Trig H with a B or better and application process.
Subject Area: HS– Mathematics or Elective/UC. c
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, differentiation, max-min problems, related rates, integration, Riemann sums, solids of revolution, and applications.
Science
Graduation Requirements: 20 credits

450409 Pace
(Integrated Physical Science)
Grade □9 ■10 □11 □12  …………………10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Physical Science/UC. d

P.A.C.E. (Physics, Astronomy, Chemistry & Earth) is the first course in the Science Department’s college preparatory curricular pathway, and is a prerequisite for all the remaining college preparatory courses in science. It is designed to give students a solid foundation in high school level physical science that is required for more advanced courses. Topics include: stellar and planetary astronomy, the universe; properties of rocks, plate tectonics, earthquakes, volcanoes and their impact on California geology; climate and atmosphere; the physical and chemical properties of matter, chemical reactions and bonding; and various topics in physics (e.g. waves, electricity, light and color). Laboratory investigations are an integral part of the course, and require some mathematical and writing skills in the examination of concepts and lab experiments.

450419 Biology
Grade □9 ■10 □11 □12  …………………10 credits
Length □Semester ■Year
Prerequisite: PACE for grades 10-11. For 9th grade students, completion of placement process which includes 8th grade science grade, science teacher recommendation, math placement and placement test scores. Limited seats available for 9th grade students.
Subject Area: HS– Life Science/UC. d

This is the second year of the science core curriculum. The first semester focuses on biochemistry, cellular biology, photosynthesis, respiration and microbiology. The second semester topics include protein synthesis, genetics ecology and human biology. In order to complete the two-year science graduation requirement, students successfully completing P.A.C.E. will need to complete Biology.

450405 Advanced Biology
Grade □9 ■10 □11 □12  …………………10 credits
Length □Semester ■Year
Prerequisite: PACE, Biology, and Chemistry with a C or better or by teacher recommendation
Subject Area: HS– Life Science or Elective/UC. d

This course will explore the following topics introduced in Lab Biology and P.A.C.E in much greater detail: biochemistry, biotechnology, metabolism, anatomy, and physiology. Emphasis is placed upon understanding the form and function in biological systems. Class activities may include lectures (often from guest speakers), class work including field trips, and discussion.

450404 Advanced Placement Biology
Grade □9 □10 □11 □12  …………………10 credits
Length □Semester ■Year
Prerequisite: Completion of PACE, Biology, and Chemistry with a B or better, or by teacher recommendation.
Subject Area: HS– Life Science or Elective/UC. d

The AP Biology course is designed to meet two primary goals, first to provide students with the equivalent breadth and rigor of a college introductory Biology course taken by Science majors, and second to prepare students for the successful completion of the AP Biology examination. This will demand a tremendous commitment of time and sustained focus by the student to recognize the unifying themes that integrates the major topics of Biology; to engage in the process of scientific inquiry; to apply biological knowledge and critical thinking to the solving of environmental and societal problems. The six major topics of Biology will be addressed in the following percentages of the entire curriculum. 1. Molecules and cells 25%. 2. Heredity and evolution 25%. 3. Organisms and populations 50%. A variety of instructional strategies including lectures, student presentations, class discussions, laboratory investigations and outside readings will be utilized to prepare students for these goals. Course is offered if there is sufficient enrollment.

450416 Chemistry
Grade □9 ■10 □11 □12  …………………10 credits
Length □Semester ■Year
Prerequisite: Math 1, PACE and Biology with a B or better recommended
Subject Area: HS– Physical Science or Elective/UC. d

This is a college prep course in chemistry using a thematic format. Students will learn the principles of chemistry integrated with other areas of science and technology. By exploring themes such as water use, chemical resources, and petroleum, students will learn the fundamental concepts of chemistry as well as basic laboratory procedures. Those students who anticipate a career in science or a science-related field should consider taking Honors Chemistry.

450415 Honors Chemistry
Grade □9 ■10 □11 □12  …………………10 credits
Length □Semester ■Year
Prerequisite: Math 1, PACE and Biology with a B or better, and placement process: current science teacher recommendation, GPA, math grades and a placement exam.
Subject Area: HS– Physical Science or Elective/UC. d

This course is an excellent preparation for college chemistry. The course emphasizes inorganic chemistry and stresses the fundamental concepts of chemistry such as atomic and molecular structure, thermodynamics of reaction rate and equilibrium, and reaction types such as acid/base and oxidation/reduction. These topics will be studied in more depth, involve more computation, and more advanced lab procedures than regular chemistry. Sophomores can be concurrently enrolled in Biology and Honors Chemistry.
Science (Cont’d)
Graduation Requirements: 20 credits

450681 Biology & Sustainable Agriculture
Grade  ■ 9 □ 10 □ 11 □ 12 ................................... 10 credits
Length □ Semester □ Year
Prerequisite: Prerequisite: PACE for grade 10. Students coming to this course from 8th grade; Personal Statement of Agriculture Experience (i.e., 4-H, Grange, Girl/Boy Scouts etc. or, why are you interested in Sustainability within Agriculture), Science Placement Test Competency (placement criteria will be different from Biology please contact hmickelson.ahs@wscuhsd.k12.ca.us with questions).
Subject Area: HS- Life Science or Elective/UC.
This one year course, organized into four major units, integrates biological science practices and knowledge into the practice of sustainable agriculture. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit, specific life science principles integrate with agricultural principles, as students gain knowledge of how the two disciplines inform each other, culminating in the development of a sustainable farm model and portfolio of supporting student research. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

450683 Advanced Agriculture Science
Grade □ 9 □ 10 □ 11 □ 12 ............................ 10 credits
Length □ Semester □ Year
Prerequisite: Completion of Agriculture Science 2 with a C or better, or by teacher recommendation.
Subject Area: HS—Physical Science, Practical Art or Elective
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 Animal Science, Veterinary Science, Floral Design, Range Management, Natural Resources Management, Soil Science, Horticulture, Leadership, Cooperative Marketing, Livestock Nutrition, Ranch/Farm Management, and Ag Marketing. Presents further opportunities to compete in events and has the opportunities to compete in events and has the opportunity to travel nationally. Participation in FFA is an integral part of this course. May be repeated for credit.

450684 Chemistry & Agriscience
Grade □ 9 □ 10 □ 11 □ 12 ............................ 10 credits
Length □ Semester □ Year
Prerequisite: Biology or Biology & Sustainable Agriculture, Algebra 1 or Integrated Math 1
Subject Area: HS—Lab Science or Elective/UC
This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program is an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.
Science (Cont’d)
Graduation Requirements: 20 credits

450421 Physics
Grade □9 □10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: Successful completion of PACE, Biology, Math 2 and concurrent enrollment in Math 3 or higher level math. Or by teacher permission.
Subject Area: HS – Physical Science or Elective/UC. d
This course explores the major topics in physics from an experimental point of view. The students perform laboratory experiments using computers and scientific probes in order to construct scientific models, which describe, explain, and predict physical phenomena. Topics include mechanics (motion, forces, momentum, and energy), waves, sound, light, electricity and magnetism and modern physics. Class activities include labs (with an emphasis on computer use), computer simulations, student presentations, class discussions, demonstrations and lectures.

450422 AP Physics 1
Grade □9 □10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: Math 2, and concurrent enrollment in Math 3 or an equivalent course.
Subject Area: HS – Physical Science or Elective/UC. d
AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry based learning, students will develop scientific critical thinking and reasoning skills. This course is intended to be a yearlong course with time to foster deep conceptual understanding through student-centered, inquiry-based instruction. Students will have time to master foundational physics principles while engaging in science practices to earn credit or placement. The students are expected to take the AP exam, which is administered in the spring.

450423 AP Physics 2
Grade □9 □10 □11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: AP Physics 1 or comparable introductory course and concurrent enrollment in Trig/Pre-Calculus or an equivalent course
Subject Area: HS – Physical Science or Elective/UC. d
AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course is intended to be a yearlong course with time to foster deep conceptual understanding through student-centered, inquiry-based instruction. Students will have time to master foundational physics principles while engaging in science practices to earn credit or placement. The students are expected to take the AP exam, which is administered in the spring.

450403 Advanced Placement Environmental Science
Grade □9 □10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: Completion of Biology, Chemistry, and Math 1 with a B or better, and student transcript.
Subject Area: HS – Life Science or Elective/UC. d
The AP Environmental Science course is designed to be the equivalent of a one-semester introductory college course in environmental science. The goal of the course is to provide students with the scientific principles and methodologies to understand the interrelationships of humans and the natural world. Through hands-on laboratory and field investigations, students will identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Topics covered include: ecosystem ecology, human population, soil and agriculture, renewable and nonrenewable resource management, urbanization, air and water pollution, climate change, and waste management. This course will culminate in taking the AP Exam in order to measure student success and determine whether college credit will be awarded.
Applied Arts & Technology

Graduation Requirements: 10 credits

450681 Biology & Sustainable Agriculture
Grade □9 □10 □11 □12 ………………..10 credits
Length □Semester □Year
Prerequisite: Prerequisite: PACE for grade 10. Students coming to this course from 8th grade; Personal Statement of Agriculture Experience (i.e., 4-H, Grange, Girl/Boy Scouts etc. or, why are you interested in Sustainability within Agriculture), Science Placement Test Competency (placement criteria will be different from Biology please contact hmickelson.ahs@wcsuhsd.k12.ca.us with questions).
Subject Area: HS- Life Science or Elective/UC.

This one year course, organized into four major units, integrates biological science practices and knowledge into the practice of sustainable agriculture. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit, specific life science principles integrate with agricultural principles, as students gain knowledge of how the two disciplines inform each other, culminating in the development of a sustainable farm model and portfolio of supporting student research. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

450684 Chemistry & Agriscience
Grade □9 □10 □11 □12 ………………..10 credits
Length □Semester □Year
Prerequisite: Biology or Biology & Sustainable Agriculture, Algebra1 or Integrated Math 1
Subject Area: HS- Practical Art or Elective/UC.

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program is an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned through the course. Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

450683 Advanced Agriculture Science
Grade □9 □10 □11 □12 ………………..10 credits
Length □Semester □Year
Prerequisite: Completion of Agriculture Science 2 with a C or better, or by teacher recommendation.
Subject Area: HS- Physical Science, Practical Art or Elective

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 Animal Science, Veterinary Science, Floral Design, Range Management, Natural Resources Management, Soil Science, Horticulture, Leadership, Cooperative Marketing, Livestock Nutrition, Ranch/Farm Management, and Ag Marketing. Presents further opportunities to compete in events and has the opportunities to compete in events and has the opportunity to travel nationally. Participation in FFA is an integral part of this course. May be repeated for credit.

450523 Computer Programming
Grade □9 □10 □11 □12 ………………..10 credits
Length □Semester □Year
Prerequisite: B or better in current Math class
Subject Area: HS- Practical Art or Elective

Computer Programming is a fun and interesting class that introduces you to key concepts using Python, Scratch, JavaScript, Arduinos, and the Internet. You will have chances to make cool art projects, create games, write programs to do your math homework, and even make your own web page. Computer Programming is for any student who wants to explore what all this technology stuff is about. No prior programming experience is required.

450525 AP Computer Science
Grade □9 □10 □11 □12 ………………..10 credits
Length □Semester □Year
Prerequisite: B or better in your most recent math class: Math 2, Algebra 2 or higher
Subject Area: HS- Mathematics-Computer Science/UC-g

AP Computer Science is equivalent to a 1st semester college course in Java, an industry standard programming language. The class covers basic principles of computer science, then dives into the world of Object Oriented Programming using Java. While it assumes that you enter with no prior programming experience, the course requires focus, attention, and independent effort and is quite challenging. The core of the class is an online course with video lessons, assignments, and assessments, supplemented by in-person support, help, and classroom activities.
Applied Arts & Technology (Cont’d)

Graduation Requirements: 10 credits

450650 Video 1/Digital Film
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester □Year
Prerequisite: None
Subject Area: HS- Practical Art, Fine Art or Elective/UC. f

In this hands-on video class you will learn how to design, create and make movies & films. You will use HD cameras and professional editing software to create your projects. You will also learn how to “pre-visualize” your films using a variety of pre-production planning techniques. Most of the work is done in small groups and during class times. Over the yearlong class you will create a variety of projects including commercials, montages, fiction, documentary, music videos and more. You will also learn how to troubleshoot technical problems, gain communication skills and how to shift a target audience to your point of view.

450651 Video Communications 2
(Video 2/TV Show)
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester □Year
Prerequisite: Video 1/Digital Film with a grade of B+ or better and teacher recommendation.
Subject Area: HS– Practical Art, Fine Art or Elective

Students in this class design and create our Analy weekly TV magazine show “It’s Friday” using our TV studio that will live stream the show throughout our campus. Using advanced cameras, audio and video switching gear in our TV studio, you will learn to direct, produce and host a live show, as well as operate cameras, mix audio elements and manage playback video features. Students will work in teams to create their TV show and may also work solo to create elements for the show. This class may also direct and edit video projects for our school, teachers and other clients. Guest speakers may include video professionals. This class also co-hosts and creates the Analy Annual Video Film Festival. Video 2 & 3 may be taken out of number order and both classes can also be taken at the same time.

450652 Video 3/Project
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester □Year
Prerequisite: Video 1/ Digital Film with a grade of B+ or better and teacher recommendation.
Subject Area: HS– Practical Art, Fine Art or Elective

Students in this class will focus on using advanced techniques in video shooting, audio creation and editing. You will learn the skills needed to create your own independent projects as well as projects for outside clients - which have included local bands, businesses, non profits, other schools and more. You also create all the videos for the Analy rallies, our other school events and you can also video football games, edit and provide playback at home games. Student also enters video contests, creates videos for special events including the Grad Night video about your senior year. Guest speakers may include video professionals. This class also co-host and creates the Analy Annual Film Festival. Video 2 & 3 may be taken out of number order and both classes can also be taken at the same time.

450628 Digital Photo
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester □Year
Prerequisite: Art Studio 1 or Graphic Art Fundamentals
Subject Area: HS– Fine Art, Practical Art or Elective/UC. F

This course will help students become well rounded in the fundamentals of digital photography. Students will learn how to use digital cameras, elements of composition, how to take great pictures, editing, and artistic photo applications. This course will discuss the uses and impact photography has in our society, careers, and daily lives. Student will also learn how to use photography to create artwork and meaningful works of self-expression using computer programs such as Adobe Photoshop CS6, as well as other hands on artistic mediums. Research presentations on photographers and photo careers, as well as written critiques are required to meet California State standards.
Applied Arts & Technology (Cont’d)

Graduation Requirements: 10 credits

**450615 Foods 1**
Grade □9 ■10 ■11 ■12 …………………..10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Practical Art or Elective

This class deals with basic nutrition and cooking skills. Meal planning, consumer information and limited human anatomy. The course begins with units in kitchen safety and specific food preparation labs, such as yeast breads, desserts, soups, and healthy breakfasts that teach elementary culinary skills. The second semester continues with more advanced food preparation skills, food preservation, and finishes with research into foreign food customs and outdoor food preparation and safety.

**450617 Baking and Pastry**
Grade □9 ■10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: Foods I with a B- or better or teacher approval.
Subject Area: HS– Practical Art or Elective

Information on creating spectacular breads and desserts. Covering the full range of the baking and pastry arts thru teacher demonstrations and practice labs. Instructions on the techniques for everything from yeast breads, pastry dough’s, quick breads, breakfast pastries, and savory items to cookies, pies, cakes, frozen desserts, custards, soufflés, and chocolates. In addition, information on sustainability and seasonality along with material on plated desserts, special-occasion cakes, wedding cakes, décor techniques, savory and breakfast pastries, and volume production.

**450616 Advanced Foods**
Grade □9 ■10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: Foods I with a B or better
Subject Area: HS– Practical Art or Elective

This course is designed to give the student advanced food preparation skills that focus on current culinary industry standards. 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.

**450675 Floral Design**
Grade □9 ■10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Practical Art or Elective/UC.

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of research reports and reflective papers. Students are also introduced to the elements and principles of design such as line, shape/form, color, texture, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art will serve as a foundation for more complex works such as multipart floral designs and creative expression through wedding consultations. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.
Applied Arts & Technology (Cont’d)

Graduation Requirements: 10 credits

450931 Project Make
Grade □ 9 ■10 ■11 ■12 ……………..10 credits
Length □Semester □Year
Prerequisite: None
Subject Area: HS– Practical Art or Elective

Project Make introduces students to important creative tools of the 21st century digital manufacturing including laser and vinyl cutters, 3D printers, and CNC mills. Students learn to use 2D and 3D design software to create designs and then learn to bring their creations into physical form. Students find solutions to real-world problems and communicate their ideas, processes and learning with one another through various media. Students have opportunities to pursue their own creative interests after mastering basic tools and software.

450932 Project Make 2
Grade □ 9 ■10 ■11 ■12 ……………..10 credits
Length □Semester □Year
Prerequisite: B or better in Project Make
Subject Area: HS– Practical Art or Elective

Project Make 2 builds on the skills learned in the first year with an increased emphasis on individual projects. Students must be self-motivated and independent, and students will help first year Make students during class one hour per week.

450600 Wood 1
Grade □ 9 ■10 ■11 ■12 ……………..10 credits
Length □Semester □Year
Prerequisite: None
Subject Area: HS– Practical Art or Elective

This course of study provides students with an introduction to all phases of woodworking. Students will develop safe woodworking skills and habits while constructing various projects. Specific projects are assigned to build skills. After completing assigned projects, students will be offered the opportunity to construct projects of their choice. Approval of project selection to be based upon skill level demonstrated, completion of required projects, and materials available. Course may be repeated for credit with teacher approval.

450602 Wood 2
Grade □ 9 ■10 ■11 ■12 ……………..10 credits
Length □Semester □Year
Prerequisite: Wood 1 or teacher approval.
Subject Area: HS– Practical Art or Elective

Advanced techniques in woodworking are emphasized in this class. Students will develop safe woodworking skills and habits while constructing various projects. Projects will be both assigned as well as student selected based on skill level demonstrated and materials available. Course may be repeated for credit with teacher approval.

450603 Wood 3
Grade □ 9 ■10 ■11 ■12 ……………..10 credits
Length □Semester □Year
Prerequisite: Wood II or teacher approval.
Subject Area: HS– Practical Art or Elective

Emphasis of this class will be on industry career skills, work habits and techniques. Students will use safe woodworking habits learned in previous woodshop classes while constructing various advanced projects. Projects will be both assigned as well as student selected based on skill level demonstrated and materials available. Course may be repeated for credit with teacher approval.

450205 Work-based Learning
Grade □ 9 ■10 ■11 ■12 ……………..10 credits
Length □Semester □Year
Prerequisite: None
Subject Area: HS– Practical Art or Elective

This program is for students who want to experience authentic work-based learning. The course will require independent study modules and job related activities, journaling of work site experiences, and ongoing conferences involving the student, job site representatives, as well as the Work-based learning teacher. Students will actively engage in class assignments and activities. Students will also communicate their project processes to classmates and other audiences, as appropriate. Upon completion of class, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Fine Art
Graduation Requirements: 10 credits

450630 Art Studio 1
Grade □9 □10 □11 □12 ……………..10 credits
Length □Semester □Year
Prerequisite: None
Subject Area: HS– Fine Art or Elective/UC. f
This course introduces basic artistic skills and techniques through an ever-changing variety of creative projects. Students will experience different mediums, artistic techniques, learn about artists and art history, artistic styles & aesthetics. In addition, students will be introduced to the “Elements and Principals of Art and Design” as they relate to their own work and as we observe work by artists around the world and throughout history. This course will include and meet all components and standards of the State and National Standards for the Visual Arts.

450632 Advanced Art
Grade □9 □10 □11 □12 ……………..10 credits
Length □Semester □Year
Prerequisite: Art Studio I with a B or better, or by teacher recommendation.
Subject Area: HS– Fine Art or Elective/UC. f
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 I. This course is designed to fill the University of California and other colleges’ prerequisite fine art requirement. 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. Students will keep sketchbooks to facilitate personal and academic goals. It will contain evaluations of works of art, explorations, experiments, notes, drawing practice, ideas for student initiated projects, research projects to support learning, and will keep sketchbooks.

450633 AP Studio Art
Grade □9 □10 □11 □12 ……………..10 credits
Length □Semester □Year
Prerequisite: Acceptance into the AP class is based on a portfolio of 5 works done in the last year, an artist’s statement and the completion of Advanced Art with at least a B.
Subject Area: HS– Fine Art or Elective/UC. f
The AP class will be a small group within the Advanced Art class. Students develop mastery in concept, composition and execution of drawing, painting and 2-D design. The first semester students do similar class assignments alongside the Advanced students. In addition they will have 4-5 hours of homework per week, and monthly group critiques. Second semester, students work on a concentration, with a chosen theme. Students will develop a Portfolio, a cohesive body of work focusing on quality, concentration and a range of ability and versatility with technique and problem solving. All students who are enrolled in this course are expected to submit a portfolio of 24 works at the end of the year for review and possible college credit.

450634 Honors Art
Grade □9 □10 □11 □12 ……………..10 credits
Length □Semester □Year
Prerequisite: portfolio review of 5 art pieces and completion of Advanced Art with at least a B.
Subject Area: HS– Fine Art or Elective/UC. f
The Honors class will be a class within the Advanced Art class. Students develop mastery in concept, composition and execution of drawing, painting, 2-D design and mixed media. The first semester students do similar class assignments alongside the Advanced students. In addition they will have 4-5 hours of homework per week, and monthly group critiques. Second semester, students work on a concentration, with a chosen theme. Students will develop a portfolio, a cohesive body of work with a range of technique and problem solving. Students will be expected to spend 3-5 hours a week on artwork outside of class. Students will photograph and use Photoshop to create a digital portfolio of 20 art pieces.
**Fine Art (Cont’d)**

Graduation Requirements: 10 credits

**450636 Beginning Ceramics/Sculpture**

Grade □ 9 ■ 10 ■ 11 ■ 12 ..................10 credits

Length □ Semester ■ Year

Prerequisite: None

Subject Area: HS– Fine Art, Practical Art or Elective/UC.

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.

**450635 Advanced Art/Ceramics**

Grade □ 9 ■ 10 ■ 11 ■ 12 ..................10 credits

Length □ Semester ■ Year

Prerequisite: Art Studio I or Beginning Ceramics with a B or better.

Subject Area: HS– Fine Art, Practical Art or Elective/UC.

This course offers students the opportunity to focus creative expression through ceramics and other 3-D media including paper, wire and wood, found, and natural objects. Hand-building and wheel throwing curriculums will be pursued simultaneously. Classic pottery forms will be studied and thrown. Students will explore complex and multifaceted surface treatments and glazing techniques. Art history and theories will be addressed through projects. Visiting artists will provide instruction and lead Raku firing days. Students will be required to keep a notebook of glazing ideas, project sketches and vocabulary. Students will become familiar with the elements and principles of design, use color theory, write an artist’s statement, and build a comprehensive website portfolio.

**450553 Graphic Art**

Grade □ 9 ■ 10 ■ 11 ■ 12 ..................10 credits

Length □ Semester ■ Year

Prerequisite: None

Subject Area: HS– Practical Art, Fine Art or Elective/UC.

Graphics is a course for students who are interested in art, language, business, and careers using 2-D design concepts. This course will teach students about the Graphic Arts, its history and relationships to modern society. This course is designed to give students career and job skills, as well as build artistic skills and creativity. Students will be hand drawing and designing as well as using professional computer graphic programs such as Adobe CS6 Photoshop and others. Students will be creating original artwork as well as designing a variety of business and advertising applications. Assignments will include logos, t-shirt designs, business cards, advertising posters, brochures, package design, self-portrait, and others.
Fine Art (Cont’d)

Graduation Requirements: 10 credits

450714 A Cappella Choir
Grade ■9 ■10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: Tenor/Bass voice type. No audition required.
Subject Area: HS– Fine Art or Elective/UC. f
This tenor/bass choir is designed for students interested in vocal music and performance activities. The course includes instruction in sight reading, singing technique, beat boxing, listening skills, various musical styles, and performance skills.

450709 Treble Choir
Grade ■9 ■10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: Soprano/Alto voice type. No audition required.
Subject Area: HS– Fine Art or Elective/UC. f
This soprano/alto choir is designed for students interested in vocal music and performance activities. The course includes instruction in sight reading, singing technique, listening skills, various musical styles, body movement, and performance skills.

450715 Honor Choir
Grade ■9 ■10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: Audition
Subject Area: HS– Fine Art or Elective/UC. f
This mixed choir is a select, auditioned ensemble specializing in various styles of music. The Honor Choir is designed for the advanced choral student requiring a high level of commitment, responsibility, and musicianship. This choir performs on numerous occasions including concerts, festivals, community events, and tours.

450700 AP Music Theory
Grade ■9 10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: B or better in instrumental or vocal music at Analy or equivalent experience in private music lessons or with community ensemble. See course instructor for questions.
Subject Area: HS– Fine Art or Elective/UC. f
AP Music Theory is a college level music theory and ear-training class focused on concepts of harmony. Aural skills include interval identification, melody transcription, and four-part voicing dictation. Students will learn to write and analyze harmonies in four-parts, as well as develop understanding of key relationships and chord structure. The ability to read music well is not required, but very highly recommended. Achievement on the AP Music Theory exam determines whether or not the student will receive college credit for taking this course.
Fine Art (Cont’d)
Graduation Requirements: 10 credits

450662 Drama Production
Grade □9 ■10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: Acting, or if 9th grade, private audition and interview; commitment to fully participate in two theatre productions.
Subject Area: HS– Fine Art, Practical Art or Elective/UC. f
The primary emphasis is performance, both on and off stage. Students in this class will be involved in the after school productions either as actors, stage crew, production (set, costume, makeup design, advertising, ushering, etc) crew, pit orchestra, or technical crew. Because this is a performance-oriented class, student evaluation relies heavily on class and rehearsal attendance, and the degree of willingness to fully participate in the entire process of putting together a production. This class requires rigorous self-discipline and self-motivation, considerable line 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. Students also will be involved in possible Murder Mystery Dinner Theatre, "Broadway Showcase", or other fundraising efforts to support the participation/attendance at the annual Lenaea Theatre Festival in Sacramento in early February and the Oregon Shakespeare Festival in early June. Both students and parents must be aware that the time demands involved in dramatic productions are large and very rewarding.

450661 Acting
Grade ■9 ■10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Fine Art or Elective/UC. f
Acting is a general theatre course designed to expand students’ knowledge of theatre history, techniques of acting, mime, dialects, monologue delivery, auditioning, improvisation, and scene study. This is a performance-oriented class that requires line memorization and two written play reviews each semester. Students are expected to see live theatre during each semester as well as fulfilling community service hours and a performance report. Several field trips to the local theatres and schools are provided for this reason.

450706 Instrumental Music
Grade ■9 ■10 ■11 ■12 ………………..10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Fine Art or Elective/UC. f
Learn to play piano, guitar, saxophone, cello, or any instrument of your choosing. No experience is necessary. Woodwind, brass, and string instruments are provided free of charge. A fun, independently driven, elective class.
Fine Art (Cont’d)

Graduation Requirements: 10 credits

450707 Orchestra
Grade ■9 ■10 ■11 ■12 ……………..10 credits
Length □Semester ■Year
Prerequisite: Ability to play an instrument and teacher recommendation.
Subject Area: HS – Fine Art or Elective/UC. f

The Orchestra functions as a performing ensemble in which participants 1) develop skills in ensemble and individual performing 2) develop musical understanding, performance practice, communication and rehearsal process, and 3) develop knowledge, understanding and skills in the following five areas: a) historical and cultural context of music as viewed from the vantage point of the role and diversity of music; b) the applications, connections and relationships between various artistic disciplines; c) aesthetic valuing through assessment and analysis of works of music of various cultures; d) artistic perception through sight-reading, formal analysis and familiarity with compositional devices and techniques; and e) creative expression via performance of instrumental repertoire at grades 4 and 5 on a scale of 6. This ensemble attends at least one festival and has the option to participate in several public performances.

450705 Intermediate Band
Grade ■9 ■10 ■11 ■12 ……………..10 credits
Length □Semester ■Year
Prerequisite: Ability to play a band instrument at the high school level, and by teacher recommendation.
Subject Area: HS – Fine Art or Elective

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.

450701 Advanced Band
Grade ■9 ■10 ■11 ■12 ……………..10 credits
Length □Semester ■Year
Prerequisite: Ability to play a band instrument at the high school level, and by teacher recommendation.
Subject Area: HS – Fine Art or Elective/UC. f

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.

450704 Honor Band
Grade ■9 ■10 ■11 ■12 ……………..10 credits
Length □Semester ■Year
Prerequisite: By teacher recommendation.
Subject Area: HS – Fine Art or Elective/UC. f

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.

450703 Jazz Ensemble
Grade ■9 ■10 ■11 ■12 ……………..10 credits
Length □Semester ■Year
Prerequisite: Be enrolled in one of the concert band or orchestra classes and by teacher recommendation.
Subject Area: HS – Fine Art or Elective/UC. f

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 frequently. Students will learn a variety of music styles including swing, rock, fusion, Latin, and funk in preparation for performances.
World Language

Graduation Requirements: None

450470 French 1
Grade 9 10 11 12 ....................10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Elective/UC. e

Beginning speaking, listening, writing and reading skills are presented. Students practice greetings, commands, questions, and simple conversations. We explore French culture, customs, cinema, and cuisine. Some original writing is done.

450475 French 2
Grade 9 10 11 12 ....................10 credits
Length □Semester ■Year
Prerequisite: French 1 with a C or better.
Subject Area: HS– Elective/UC. e

All first-year material is reviewed. Students progress to more advanced conversational skills. There is extensive oral practice and students become more versatile with writing and listening skills. Students learn through songs, and stories, with a strong emphasis on speaking conversational French.

450480 French 3
Grade 9 10 11 12 ....................10 credits
Length □Semester ■Year
Prerequisite: French 2 with a C or better.
Subject Area: HS– Elective/UC. e

This class is conducted almost entirely in French. Students practice extemporaneous speaking in the context of real situations and read authentic French literature, as well as practice writing skills. All grammar from the first two years is reviewed, and the remaining basic grammar is presented as well as the history, art, culture, and cinema of Europe and France.

450481 French 4 Honors
Grade 9 10 11 12 ....................10 credits
Length □Semester ■Year
Prerequisite: French 3 with a B or better or by teacher recommendation.
Subject Area: HS– Elective/UC. e

French 4 Honors is a rigorous course taught mostly in French. Students at this level will be responsible for having mastered the basic knowledge taught in French 1-3. Students will practice speaking in authentic situations and writing in ways that synthesize their knowledge of grammar. The history of France and French culture, of French literature and ideas will be surveyed. Students will read novels, poems and stories and write literary essays.

450450 Spanish 1
Grade 9 10 11 12 ....................10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Elective/UC. e

Spanish 1 is a challenging first-year college preparatory class designed and based on the recognized national Standards for Foreign Language Learning in the 21st Century, as presented in the Descubre textbook series. This course will introduce the student to the skills that will enable them to communicate in Spanish and to acquire knowledge of other cultures and the ability to function in these cultures. Students will work to attain communicative competency and proficiency appropriate for this level in each of the four language skills: listening, speaking, reading and writing. The class assignments, homework, activities and projects are designed to address communication in these four areas and will be presented in a variety of methods. These instructional methods are presented in ways that encourage group interaction and participation, technology, creative problem solving and individual reflection and critical thinking.

450455 Spanish 2
Grade 9 10 11 12 ....................10 credits
Length □Semester ■Year
Prerequisite: Spanish 1 with a C or better.
Subject Area: HS– Elective/UC. e

Spanish 2 is a challenging second-year college preparatory class designed and based on the recognized national Standards for Foreign Language Learning in the 21st Century, as presented in the Descubre textbook series. This course will fine tune and expand upon the skills acquired in Spanish 1. As their knowledge of the language grows, students will continue to communicate in Spanish and to acquire deeper knowledge of the Spanish-speaking world and increase their ability to function in a variety of authentic situations and learn from new cultural perspectives. Students will expand on communicative competency and proficiency in each of the four language skills: listening, speaking, reading and writing. The class assignments, homework, activities and projects are designed to address communication in these four areas and will be presented in a variety of methods. These instructional methods are presented in ways that encourage group interaction and participation, technology, creative problem solving and individual reflection and critical thinking.
World Language (Cont’d)
Graduation Requirements: None

450460 Spanish 3
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester □Year
Prerequisite: Spanish 2 with a C or better.
Subject Area: HS– Elective/UC. e

Spanish 3 is a challenging third-year college preparatory class designed and based on the recognized national Standards for Foreign Language Learning in the 21st Century, as presented in the Descubre textbook series. This upper level course, taught almost entirely in Spanish, will continue to build upon the foundation attained from successfully completing Spanish 1 and 2 while students continue to communicate in Spanish and acquire a deeper knowledge of the Spanish-speaking world through literature and cultural readings, web-based research projects, and authentic text and media. Students will expand on communicative competency and proficiency in each of the four language skills: listening, speaking, reading and writing. The class assignments, homework, activities and projects are designed to address communication in these four areas and will be presented in a variety of methods. These instructional methods are presented in ways that encourage group interaction and participation, technology, creative problem solving and individual reflection and critical thinking.

450464 Spanish 4 Honors
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester □Year
Prerequisite: Spanish 3 with a B or better, or by teacher recommendation.
Subject Area: HS– Elective/UC. e

This college preparatory honors level course refines the reading, writing, listening and speaking skills learned in previous levels. Through the study of such areas as literature, geography, current events and culture of Spanish-speaking people, students will hone their linguistic skills, pronunciation, and fluency. The course is designed to offer more demanding oral and written proficiency for the student who is adequately prepared and who desires to achieve a higher level of competency in the language. A more extensive development of skills is emphasized and an expanded variety of materials, resources and instructional strategies are utilized such as thematic units, stories, newspaper and magazine articles, art, on-line information, podcasts, music, etc.
Physical Education
Graduation Requirements: 20 credits

450262 Physical Education CORE
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester ■Year
Prerequisite: None
Subject Area: HS– Physical Education
PE 9 provides the foundation for high school physical education 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. 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 CORE.

450288 Physical Education
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester ■Year
Prerequisite: PE CORE
Subject Area: HS– Physical Education or Elective
Advanced PE will provide a continuation of the foundation for high school instruction (PE 9) with the emphasis more on team and individual sports and strategy. Students develop advanced proficient movement skills geared towards

450286 Weight Training
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester ■Year
Prerequisite: Passing PE CORE with a B or better
Subject Area: HS– Physical Education or Elective
Weight Training 1 will introduce students to proper training techniques and proper spotting methods for free weights and dumbbells. The course will be offered so the student can develop an appreciation of the components of physical fitness, muscle strength, endurance and flexibility. Students will participate in creating their own program for their individual needs.

450289 Alternative Fitness
Grade □9 □10 □11 □12 ..................10 credits
Length □Semester ■Year
Prerequisite: Passing PE CORE with a B or better
Subject Area: HS– Physical Education or Elective
Alternative Fitness is a course that will emphasize Total Wellness, which will include analyzing individual needs in the areas of strength, endurance, cardiovascular fitness, flexibility, agility, and body composition. Activities included: yoga, muscle fitness, and core strengthening.
Special Education Classes

450848 *English 9
Grade □9 □10 □11 □12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Individual Education Plan
Subject Area: HS– English

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.

450849 *English 10
Grade □9 □10 □11 □12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Individual Education Plan
Subject Area: HS– English

Literature may include The Secret Life of Bees, 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 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 five paragraph essay. Essays will continue expository writing and literary analysis involving core literature.

450853 *English 11
Grade □9 □10 □11 □12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Individual Education Plan
Subject Area: HS– English

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.

450857 *English 12
Grade □9 □10 □11 □12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Individual Education Plan
Subject Area: HS– English

Instruction will emphasize critical reading and thinking skills as well as the development of analytical writing abilities. Literature will include novels from the mainstream literature list. Poetry and short stories will be incorporated throughout the school year. Reading assignments using the current events, internet, and high interest books will be incorporated 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 5 paragraph essay. Essays will include expository writing and literary analysis involving core literature. Students will explore various postgraduate opportunities. There will be a fourth quarter senior career project.

450800 **General Math
Grade □9 □10 □11 □12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Individual Education Plan
Subject Area: HS– Elective

Students needing to build basic skills in math are given individualized instruction in computation and building mathematical concepts. Emphasis is placed on problem solving and application of math skills. In addition, practical consumer skills are taught.

450868 *Math 1
Grade □9 □10 □11 □12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Individual Education Plan
Subject Area: HS– Mathematics

The RSP Math 1 course is a one year course paralleling mainstream Math 1. It is the first of two courses needed for the two year math graduation requirements. The pace is slower and individualized per student and taught with a more advanced Algebra skill and basic Geometry skills are taught. Basic Algebra skills are taught. Emphasis is on California Standards. Students transition to Math 2.

450869 *Math 2
Grade □9 □10 □11 □12 ..........................10 credits
Length □Semester ■Year
Prerequisite: Individual Education Plan and have C or better in Math 1.
Subject Area: HS– Mathematics

RSP students transition to Math 2 from Math 1. Math 2 parallels the mainstream Math 2 curriculum. The pace is slower like with Math 1, and individualized per student’s needs and IEP. More advanced Algebra skills and Geometry skills are taught. This fulfills the two year Math graduation requirement.
Special Education Classes (Cont’d)

450790 **Transition Studies  
Grade ■9 ■10 ■11 ■12  …………………..10 credits  
Length □Semester ■Year  
Prerequisite: Individual Education Plan  
Subject Area: HS– Elective  
This is a school-based class in which community resources job skills, social etiquette norms and health/safety skills are taught. Students usually take this class throughout their high school career. Curriculum emphasis varies from year to year.

450795 **Off-Campus Work Experience  
Grade ■9 ■10 ■11 ■12  …………………..10 credits  
Length □Semester ■Year  
Prerequisite: Individual Education Plan  
Subject Area: HS– Elective  
These classes are taught in the community at various work sites. Small groups of students are accompanied and supervised by SDC personnel where they practice social and vocational skills. This program is affiliated with the Workability Program.

450827 *Workability  
Grade ■9 ■10 ■11 ■12  …………………..10 credits  
Length □Semester ■Year  
Prerequisite: Individual Education Plan  
Subject Area: HS– Elective  
Workability is a state and federally funded work experience program for students with special needs. Services include counseling, on-the-job training, vocational testing, placement, weekly classes, credit awards, and/or career preparation exercises. Credits are only given if the student is employed 10 hours per week for a minimum of 12 weeks per semester.

450803 *Functional Community Skills  
Grade ■9 ■10 ■11 ■12  …………………..10 credits  
Length □Semester ■Year  
Prerequisite: Individual Education Plan  
Subject Area: HS– Elective  
The curriculum for this class follows the state standards, but modified to meet the reading and writing needs of students with significant disabilities. Students are working on written expression, everyday math and money use, and knowledge of everyday reading material such as newspapers, magazines, as well as environmental print, such as street and pedestrian safety signs. The classroom uses technology extensively to help students learn to read and find information at their reading level. Students also begin to gain work experience by participating in off-campus work sites. This is in preparation for their future so that they may prepare for work late in life. Students at this age often use their academic skills to practice becoming a worker.

450798 **Read/Language Arts  
Grade ■9 ■10 ■11 ■12  …………………..10 credits  
Length □Semester ■Year  
Prerequisite: Individual Education Plan  
Subject Area: HS– English (for 9th grade students only) or Elective  
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.

450796 **Social Studies  
Grade ■9 ■10 ■11 ■12  …………………..10 credits  
Length □Semester ■Year  
Prerequisite: Individual Education Plan  
Subject Area: HS– Elective  
The SDC Social Studies class offers a three-fold approach to learning about our world. First, students learn factual information about geography, history, and science. Second, students explore conceptual understanding of social studies fundamentals. Finally, students apply and reinforce Language Arts skills through topic-based reading and writing activities. Computer skills and social skills are incorporated into content based learning activities. Emphasis on World Geography and Cultures, World History, United States History, and Government will vary from year to year.

450835 Directed Studies  
Grade ■9 ■10 ■11 ■12  …………………..10 credits  
Length □Semester ■Year  
Prerequisite: Individual Education Plan  
Subject Area: HS– Elective  
RSP Directed Studies course is a tutorial study period for students in the Resource Specialist Program and on Individual Educational Plans. Directed Study 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.
Non-Departmental

450936 Office Aide
Grade □9 □10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: By administrator and office approval. Students are limited to either one TA or one Tutor position.
Subject Area: HS– Elective
The position of student office aide/assistant is a voluntary class with elective credit and letter grade. Students who choose to enroll in this position must show excellent attendance, punctuality, good work habits, maintain confidentiality and good behavior. Students deliver “call slips”, “permits to leave”, attendance roll sheets, assist with mailings, filing, directing new students/parents and other business office duties under the direction of the office staff. Office and attendance aides may not have any discipline issues on record. Letter grade given for course.

450940 Special Education Tutor
Grade ■9 ■10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: Recommendation by special day teacher.
Subject Area: HS– Elective
Peer tutors work one-on-one or with small groups assisting students with severe learning and physical disabilities and other special needs in their classroom work. Tutors work with the Special Education teachers to facilitate student success in our various classes including special day class, math, reading, social studies and life skills. Students who enjoy helping others, are considering the teaching profession, or working in the field of social service will gain valuable and rewarding experience in this class.

450938 Tutor
Grade □9 □10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: By teacher and administrator approval, grade B+ or better in specific subject. Students are limited to either one TA or one Tutor position.
Subject Area: HS– Elective
Being a student tutor offers the opportunity to work directly with students that need additional support in specific subject areas. Tutors are generally placed in Math, English, Modern Language and Science classes, although other subject areas may also be appropriate, depending upon the tutor’s area of expertise. Letter Grade given for this course.

450956 Student Technology Assistant
Grade □9 □10 ■11 ■12 ..................10 credits
Length □Semester ■Year
Prerequisite: GPA at least 2.0 and permission of instructor.
Subject Area: HS– Practical Art or Elective
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.
Non-Departmental (Cont’d)

450625 Yearbook
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: Students must interview with teacher before being admitted to the class.
Subject Area: HS– Fine Art, Practical Art or Elective
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, interview peers, and learn desktop publishing techniques using word processing and graphics programs.

450930 Student Leadership
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: Open to elected or appointed ASB officers, Class Officers and commissioners, or by application with teacher recommendation and interview.
Subject Area: HS– Elective or Practical Art
The leadership class should be taken by all student body officers, class officers, and rally commissioners. The class will explore leadership techniques, responsibility of leaders, and group dynamics. Much time will be spent organizing activities for the school and setting goals for the student body. The course offers instruction in leadership theory, speech, and analysis of small and large group behavior.

450201 AVID 9
(Advancement Via Individual Determination)
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: An application and selection process is required for enrollment.
Subject Area: HS– Elective/UC. g
The AVID course is designed to offer students the opportunity to develop their study skills, enhance their organizational techniques, and refine their academic preparation for college. The focus of skill building will be in the areas of expository writing, note-taking, oral communication, and collaborative inquiry. This class is designed for capable and determined students.

450202 AVID 10
(Advancement Via Individual Determination)
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: An application and selection process is required for enrollment, recommended that student was enrolled in Avid 9 the previous year.
Subject Area: HS– Elective/UC. g
Through the AVID 10 course students will be continuing to develop their study skills, enhance their organizational techniques, and refining their academic preparation for college. The focus of skill building will be in the areas of expository writing, note-taking, oral communication, and collaborative inquiry. This class is designed for capable and determined students.

450203 AVID 11
(Advancement Via Individual Determination)
Grade □9 □10 □11 □12 .....................10 credits
Length □Semester □Year
Prerequisite: An application and selection process is required for enrollment, recommended that student was enrolled in Avid 10 the previous year.
Subject Area: HS– Elective/UC. g
Through the AVID 11 course students will be continuing to develop their study skills, enhance their organizational techniques, and refining their academic preparation for college with a focus on personal statement writing and SAT/ACT preparation.
Analy offers a seven period, block schedule. This schedule allows us to provide “tutorial” twice a week for students that might need a little extra help. As a result of the seven period schedule, we are able to offer a wide variety of electives. Analy provides a diverse range of courses and electives tailored to each student, including a full range of AP and Honors classes.