

# Course Offerings

## *Student & Parent Manual*

Listed below are the courses that are generally taught each term.  
Please be aware that courses **may be cancelled** due to low enrollments.

[Language Arts 9](#)

[Language Arts 10](#)

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[Common Core Math I 9th Grade](#)

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[World Civilizations 1](#)

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[General Financial Literacy](#)

[Exploring Computer Science](#)

[Participation Skills and Techniques \(9th grade PE\)](#)

[Fitness for Life](#)

[Health 2](#)

[Driver Education](#)

## Language Arts 9

1 credit

Grade Level: 9, 10, 11, 12

This course is designed to develop communication, reading, writing, and media literacy skills that students need for success in secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of formats. An important focus will be on the use of strategies that contribute to effective writing, and communication skills. This course is intended to prepare students for further study in English as well as life applicable skills that students will need and use on a daily basis as they graduate high school and move to the workplace or higher education. The curriculum has been taken from the Utah Common Core Curriculum.

## Language Arts 10

1 Credit

Grade Level: 10, 11, 12

State core skills in reading, writing, listening, viewing, speaking and presenting will be developed as part of a study of world literature. It includes, vocabulary, research, a variety of writing genres, and study and test taking skills. Each term will focus on themes and materials designed to work with cross-curricular studies. World literature will align with world history through topics on Latin and Central America, Asia, Africa, the Middle East and Russia.

## Language Arts 11

1 Credit

Grade Level: 11, 12

This course will continue to further the consolidation of the various skills necessary for success in academic and daily life. Students will be expected to read and focus on the exploration and analysis of character traits and reflect on a variety of American literature. Students will write a variety of essays ranging from compare and contrast to argumentative essays. This course is intended to provide students with a variety of reading and writing experiences. All materials used throughout the course will be created from the Common Core Language Arts Standards.

## Language Arts 12

1 Credit

Grade Level: 12

This course will continue to further the consolidation of the various skills necessary for success in academic and daily life. Students will interact with a variety of texts ranging from primary source documents to contemporary literature. Students will be expected to interact, digitally with other students and the teacher, to learn the value of research, and to practice the importance of writing for various purposes. This course is intended to prepare students for university, college, or vocational training. It will also emphasize the

importance of reading and writing in the workplace. All material used throughout the course will be created from the Common Core Language Arts Standards.

[Language Arts 12 Disclosure](#)

## Common Core Math I 9th Grade (Secondary Math 1)

1 Credit

Grade Level: 9, 10, 11, 12

This class is based on the Common Core State Standards Initiative. It is meant to replace Elementary Algebra but it also covers some Geometry and Intermediate Algebra. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend.

## Common Core Math II 10th Grade (Secondary Math 2)

1 Credit

Grade Level: 10, 11, 12

Focus is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Secondary Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## Common Core Math III 11th Grade (Secondary Math 3)

1 Credit

Grade Level: 11, 12

Students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## Earth Systems

1 Credit

Grade Level: 9

Earth Systems Science provides the concepts and inquiry skills needed to understand how earth came into existence, has changed over time and how it functions today. A main focus will be on system interactions. The concepts of matter cycling and energy flowing are used to help understand how systems on planet Earth are interrelated.

Standards include: scientific evidence that supports theories that explain how the universe and solar system developed; the earth's environment and how it affects living systems and the uniqueness of life on earth. The forces of gravity, density, and convection move earth's plates which impact earth systems; water cycles affect other spheres of the earth systems; earth's atmosphere interacts with and is altered by the geosphere, hydrosphere and biosphere; and that the source and distribution of energy on earth has effects on earth systems. Explanations of volcanoes, earthquakes, weather, astronomy and environmental science are all studied during the year.

## Biology (No Lab)

1 credit

Grade Level: 10

The Biology Core has three major concepts for the focus of instruction: (1) the structures in all living things occur as a result of necessary functions. (2) Interactions of organisms in an environment are determined by the biotic and abiotic components of the environment. (3) Evolution of species occurs over time and is related to the environment in which the species live.

## Chemistry (No Lab)

1 credit

Grade Level: 11

The Chemistry Core Curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop the abilities associated with scientific inquiry.

A conceptual course designed to cover chemistry using inquiry, chemistry is organized around major concepts of matter, structure, energy, and change. The "Benchmarks" in the chemistry Core emphasize the principles and laws that describe the conservation of matter, changes in the structure of matter, and changes in energy. Substances can be described by their chemical structure or properties. Substances can be made of molecules and these molecules are made of atoms. The properties of water are very different from the properties of hydrogen or oxygen of which it is composed. When parts come together, the whole often has properties that are very different from its parts. The formation of compounds results in a great diversity of matter from a limited number of elements. When matter combines, energy is absorbed or released and matter is rearranged to make new substances with new properties.

## Physics (No Lab)

1 credit

Grade Level: 12

The Physics Core Curriculum has two primary goals: (1) students will value and use science as a process of obtaining knowledge based on observable evidence, and (2) students' curiosity will be sustained as they develop and refine the abilities associated with scientific inquiry.

A conceptual course designed to cover physics using inquiry. standards include: measuring, calculating and describing the motion of an object in terms of position, time, velocity and acceleration; relationship between force, mass and acceleration; factors that determine the strength of gravitational and electric forces; transfer and conservation of energy; and properties and application of waves.

## Geography for Life

1 credit

Grade Level: 9, 10, 11, 12

Geography is described as the study of the "why of the where." Geography for Life will explore how to use geography as a tool to better understand the world in which we live. Students will learn to evaluate and question the why and where of spatial perceptions that are read, seen, and heard. The six standards identified below are best understood when using the following geographic themes: location, place, movement, region, and human-environmental interaction.

## US History 2

1 Credit

Grade Level:10, 11, 12

Understanding United States history is essential for the continuation of our democratic society.

This course will help students make connections between their world and the rich heritage of United States history. The course is designed as a survey of American history with an emphasis on post-Reconstruction America (1876-Present), but will include a review of the earlier period.

## US Government & Citizenship

.5 credit

The goal of this course is to foster informed, responsible participation in civic life. Rights and responsibilities of citizens will be integrated into the curriculum as we study the major ideas including protections, privileges, and political structures that affect those of us living in the United States. An emphasis on the Bill of Rights and other amendments as well as an in-depth study of the Constitution and its direct application to our daily lives is the focus of the class.

## World Civilizations 1

.5 Credit

A survey of the birth and diffusion of world civilizations from "pre-history" to the 21st century, with attention to major cultural, social, economic, and political trends within each civilization and specific regions of the world: Asia (Middle East), Africa, East Asia, South Asia, Europe, North America and Latin America. This course is designed as a survey semester course, but recommended for a full year's study. It follows the following standard objectives:

- an understanding of early civilizations and their contributions to the foundations of human culture
- will comprehend the contributions of classical civilizations
- will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery
- will understand the influence of revolution and social change in the transition from early modern to contemporary societies
- will understand the interaction of peoples in the global integration of the 20th/21st centuries.

## World Civilizations 2

.5 Credit

World Civilizations- This is the 2nd half of a full year course.

A survey of the birth and diffusion of world civilizations from "pre-history" to the 21st century, with attention to major cultural, social, economic, and political trends within each civilization and specific regions of the world: Asia (Middle East), Africa, East Asia, South Asia, Europe, North America and Latin America. This course is designed as a survey semester course, but recommended for a full year's study. It follows the following standard objectives:

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## Art Foundations 2

.5 credit

Grade Level: 9, 10, 11, 12

This course is an entry-level course for High School Visual Arts. It contains new or reviewed material and is a continuation of Visual Art Foundations I from Jr. High or Middle School, with a further emphasis on drawing, color and design concepts. It's designed to provide an overview and introduction through studying and using a variety of art tools and materials. An emphasis on studio production is designed to develop higher-level thinking, art-related technology skill, art criticism, art history and aesthetics. The basic goals in the Art Foundations are to creating meaning in works of art and perceiving meanings.

## Art History and Criticism

.5 credit

Grade Level: 9, 10, 11, 12

This is an entry-level course for the High School Visual Arts Core Curriculum. It is designed to provide an overview and appreciation of the Visual Arts. With an overview of studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. Students will assemble and create visual art by manipulating art media and by organizing images with the elements and principles. Students will find meaning by analyzing, criticizing, and evaluating visual art. Students will create meaning in visual art. Students will find meaning in visual art through settings and other modes of learning.

## General Financial Literacy

.5 credit

Grade Level: 11, 12

The General Financial Literacy Core is designed for junior and senior students and represents those standards of learning that are essential and necessary for all students.

The implementation of the ideas, concepts, knowledge, and skills contained in the General Financial Literacy Core will enable students to implement those decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. The General Financial Literacy Core will incorporate concepts and skills from mathematics, language arts, social studies, applied technology, character education, and applied service learning. All students in the state of Utah are required to successfully complete the General Financial Literacy requirement to graduate.

### Intended Learning Outcomes

The Intended Learning Outcomes (ILOs) describe the skills and attitudes students should learn as a result of successful participation in the General Financial Literacy (GFL) course.

By the end of this course students will:

- Be informed and prepared to be prudent managers of financial resources, enabling them to achieve long- and short-term financial goals and security.
- Be engaged in establishing career goals that will provide adequate income and personal fulfillment.
- Demonstrate an understanding of personal financial planning and sound money management skills.
- Actively participate in and understand management of personal savings and investments.
- Accept responsibility for and understand personal and societal consequences of financial decisions

## Exploring Computer Science

.5 credit

Grade Level: 9, 10, 11, 12

There are two primary objectives for this course:

- Teach the USOE curriculum for Computer Technology (word processing, spreadsheets, presentation software, computer ethics, information resources, operating systems, keyboarding, and general computer vocabulary)
- Foster creativity and critical thinking while teaching a variety of “web 2.0” tools.

## Participation Skills and Techniques (9th grade PE)

.5 Credit

Grade Level: 9

Participation Skills and Techniques is designed to develop competency in up to five different activities. Individual, dual, and team sports activities are included with an emphasis on activities offering lifelong participation opportunities. Competency involves the ability to apply the basic skills, strategies, and rules using standardized guidelines. Course activities present an extension of or newer content than that presented in previous classes. Physical fitness and proper nutrition are emphasized as necessary for maintaining good health throughout life. Physical activity is taught as a means of reducing stress.

[UTSC-Healthy Lifestyles Course Requirements](#)

## Fitness for Life

.5 Credit

Grade Level: 10

Fitness for Life is an individualized, concepts- based, one-semester course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate, and redesign personal fitness programs. It is required of all students and there are no substitutions.

[UTSC-Healthy Lifestyles Course Requirements](#)

## Health 2

.5 Credit

Grade Level: 9, 10, 11, 12

Health education provides opportunities for students to develop knowledge, skills, and attitudes necessary for practicing lifelong, health-enhancing behaviors. The Health II curriculum focuses on what students can do for themselves to meet the objectives of the six state core standards and illustrates the impact their attitudes and behaviors have on the world around them. The curriculum builds on the foundation established in Health I with an advanced, age-appropriate focus. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to positive health choices throughout life. In addition, they will explore the impact their personal health has on society as a whole.



## Driver Education

.25 Credit

Grade Level: Varies according to District

Driver Education with Utah Students Connect is the classroom theory part of getting a driver license. It is intended to take 27 hours to complete. Students will earn academic credit (.25), and will be awarded a letter grade which will affect their GPA.

How Online Driver's Education Works:

1. Student must obtain a Learner's Permit before class begins.
2. Student signs up for an online course with Utah Students Connect.
3. Within two weeks after your online course starts, notify the Driver Department Chair at your school and let them know you have started the "USC Online Driver Education Course." You might also want to go visit with this teacher and introduce yourself.
4. Complete all assignments, activities, quizzes, and take the Proctored final with percentages of 70 or better.
5. Notify your online teacher that you have completed all assignments and taken the final through Canvas.
6. After the online instructor verifies your completion of all requirements, they will record your classroom completion date on the state system, and you will receive a letter grade and .25 credits on your school transcript.
7. In Step 2 you would have introduced yourself to the Driver Education Chair at your school. Now it's time to go back to them and ask to start the driving portion of the class.
8. Complete the driving portion of the class.
9. The driving instructor puts the driving portion completion date into the state system.
10. The driving instructor at your school will give you a certificate stating that the classroom and driving portion has been completed.
11. It is in your best interest to call the Driver License Division before you go there to get your license. You will not want to wait in a long line, only to find out your Driving portion and Classroom portion were not recorded (It does happen!). Call 1.801.965.4437 and press "0" to speak to a live person. Ask them to verify that your classroom and driving portion of Driver Education has been recorded.
12. Go to the DLD and get your license!