

# Christopher High School



**Home of the Cougars!**

## **Course Registration Book**

850 Day Road Gilroy, CA 95020

[www.chs.gilroyunified.org](http://www.chs.gilroyunified.org)

# 2023-2024

*“Expecting All Students to  
Use Their Hearts and Minds Well”*

# Table of Contents

---

[COURSE SELECTION GUIDE OVERVIEW](#)

[HONORS AND ADVANCED PLACEMENT COURSES](#)

[SPECIALIZED PROGRAMS](#)

[PROJECT LEAD THE WAY COMPUTER SCIENCE ACADEMY](#)

[SEAL OF BILITERACY](#)

[PRE-COLLEGE PROGRAMS](#)

[GUSD GRADUATION AND UC/CSU REQUIREMENTS](#)

[SUGGESTED COURSE PATHWAYS](#)

[ELIGIBILITY REQUIREMENTS for COLLEGE ATHLETICS](#)

[CAREER AND COLLEGE TIMELINES](#)

[TESTS AND EXAMS](#)

[GUIDANCE INFORMATION](#)

[ELIGIBILITY- ATHLETIC AND EXTRA-CURRICULAR](#)

[COURSE DESCRIPTIONS](#)

[English Department](#)

[Visual and Performing Arts](#)

[Spanish Department](#)

[Mathematics Department](#)

[Physical Education](#)

[Science Department](#)

[Social Science Department](#)

[Career Technical Education](#)

[High Step Program](#)

[Non-Departmental Electives](#)

**Important Reminder**  
**NO CLASS CHANGES AFTER February 17th 2023.**  
**All changes must be submitted to your AC via your Academic Plan on AERIES**

## COURSE SELECTION GUIDE OVERVIEW

- Graduation requirements
- Credits needed to be earned by successfully completing the course
- If the course is approved by UC/CSU as A-G “college preparatory” which is required for eligibility for college admission
- Any prerequisites that may be recommended for the course

### Selecting a Course of Study

This guide provides basic information about the course of study offered at Christopher High School. Please review carefully as you examine your choices and consider the following:

- **Read the information yourself** and make your decision based on what is right for **you** and what you want to accomplish and be ready for upon graduation. Do not make decisions based on biases and remember that the courses your friends are taking may not be the right ones for you to take. Choose or consider the COURSE and not the TEACHER you think may teach it.
- **Use the graduation requirements** to check off what you have completed and to see what you still need to complete. Be prepared when you meet with your academic coordinator and your family so that you understand what you need and can explain what you want to accomplish for graduation and beyond.
- **Consider college entrance requirements** in making your choices.
- **Involve your parents** in your decision making.
- **Make thoughtful choices**, remember, your future is yours and you will be graduating soon with a plan, make that plan be the one you want!
- **Meet with your Academic Coordinator-** every student will have a scheduled one-on-one meeting each school year to review his/her high school transcript, grade point average, credits, community service hours and to get current information on graduation and A-G standing as well as college and career information.
- **CaliforniaColleges.edu-**Become familiar with and utilize your California Colleges account! Every student has their own account at GUSD. Students can:
  - Check academic progress towards college admissions
  - Discover your best learning style
  - Find out what careers would be a good fit for you
  - Explore college majors that can lead to a career you would like
  - Explore and research colleges and universities across the nation
  - Create your High School Resume for scholarships and college admissions
  - Launch your CSU, Community College and Financial Aid Applications

## HONORS AND ADVANCED PLACEMENT COURSES

**Honors courses** tend to offer the same material in greater depth and with faster pace; they emphasize critical and independent thinking to produce creative applications of ideas. Honors courses also offer students a more rigorous course of study and prepare students for Advanced Placement (AP) classes for college. Students in Honors classes should expect that the demands would be higher than that of a regular class. Students wishing to take an honors level class will need to complete the **Honors/AP Course Agreement** form prior to being enrolled in the requested class. Both a parent/guardian signature and a student signature is required.

**Advanced Placement (AP) courses** are classes that are equivalent to first year college courses. The academic rigor of these classes prepares students for college level studies. Students demonstrate mastery of the curriculum by taking AP Exams in May administered by the College Board. AP courses and exams are recognized by most of the nation's colleges and universities, including the California State University (CSU) and University of California (UC) systems. Students wishing to enroll in AP courses must first submit an **AP/Honors Course Agreement form and attend an informational meeting for the AP course they wish to take**. Both parent/guardian and student must sign the form. AP teachers are specifically trained to deliver instruction beyond the standard curriculum. They receive regular professional development to stay up to date in their respective subject matters and offer many years of experience in AP course instruction.

### **Benefits of Taking Honors and Advanced Placement Courses:**

- Increased academic rigor.
- In Advanced Placement Courses, an extra point awards a student's Grade Point Average (GPA) when receiving a "C" or better in the course. For example, an "A" in an AP course is 5 points versus 4 for an "A" in a regular class. This is how many students are able to earn a higher than 4.0 GPA.
- Prepares students for college.
- Improves student's admissions eligibility.
- AP students have the opportunity to earn college credit by passing AP Exams to get a head start for college.
- Note- If a student does not take the AP test in May they will not receive the grade point bump.

## **SPECIALIZED PROGRAMS**

### **PROJECT LEAD THE WAY COMPUTER SCIENCE ACADEMY**

The Computer Science Academy provides students access to computer science learning experiences that prepare them with in-demand knowledge and skills they need to thrive in a rapidly evolving world. At a time when computer science affects how we work and live, the Project Lead the Way Computer Science Academy empowers students at Christopher High School to become creators, instead of merely consumers, of the technology around them. The program's interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking - not just how to code - and become better thinkers and communicators. Students are equipped with in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

The Computer Science Academy is a rigorous program in high demand and students must submit an application to be considered. Students must have a 2.50 or better GPA and successfully promote from middle school. Students who choose to enter the Project Lead the Way Computer Science Academy are expected to make the commitment to completing all courses in the pathway of college prep courses in sequence (see below). Freshmen will be provided the opportunity to take the first course in the four course sequence of the academy and complete the Computer Science Pathway to be an academy graduate.

The Computer Science Academy consists of the following sequence of Computer Science Courses (pathway), all of which are required. For course descriptions, please refer to [this page](#) of course registration book.

- 9th Grade: Computer Science Essentials
- 10th Grade: AP Computer Science Principles
- 11th Grade: AP Computer Science A
- 12th Grade: Cybersecurity

## SEAL OF BILITERACY

This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English and is awarded by the State Superintendent of Public Instruction in accordance with specified criteria set forth. Insignias to be affixed to diplomas or transcripts. Participation is voluntary.

Students must meet the following requirements in order to be awarded the State Seal of Biliteracy upon graduation. (EC 51460, 51461)

- Complete high school graduation requirements, with an overall grade point average (GPA) of 2.0 or above in all English Language Arts courses.
- Pass the California Standards Test (SBAC) in English Language Arts administered in grade 11 at the proficient level or above.
- Demonstrate proficiency in one or more languages other than English (includes American Sign Language) through **one** of the following methods:
  1. Pass a foreign language Advanced Placement examination with a score of 3 **or** higher or an International Baccalaureate examination with a score of 4 or higher
  2. Complete a four year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study **or**
  3. Pass the SAT II foreign language examination with a score of 600 or higher. **or**
  4. Pass an approved language exam from an authorizing educational or governmental agency.

## PRE-COLLEGE PROGRAMS

### **California Scholarship Federation (CSF)**

The California Scholarship Federation is Christopher High School's scholastic honor society. The main purpose of CSF is to recognize students for their achievement. CSF also stresses the responsibility of using their talents by serving others-thus the motto "Scholarship for Service." Students are encouraged to complete at least 15 hours of community service each semester. Applications for CSF are accepted during the first 3 weeks of each semester. To qualify for CSF membership the student must earn a minimum of 10 points from last semester's grades. CSF Applications will be available from CSF adviser during the first 3 weeks of the semester. Student must qualify with 10 CSF points as described on the application. Students that qualify within their last six semesters in high school may be eligible for Honors or Highest Honors graduation. They will be in the first group of graduates and have special cords or stoles to signify this honor.

## GUSD GRADUATION AND UC/CSU REQUIREMENTS

**GUSD requires that students do the following to earn a diploma:**

1. **Complete and earn 220 semester credits in the specific subject area requirements.**

- Each semester course is worth 5 credits.
- Students are enrolled in 30 credits of courses each semester in the regular school day.

2. **Complete 80 hours of community service**

- GUSD requirement is a service that is performed for the benefit of the public or its institutions and nonprofit organizations. The Community Service Requirement BP6746.1 (a) was revised and adopted August 12, 2010. In addition, beginning with the class of 2024 students will be required to complete **20 hours by May 1 of each school year** in order to be eligible for school-sponsored activities (ie Prom, Winter Ball, Athletic team participation, etc ). *Students must turn in any hours completed within 30 days of completion in order to receive credit for those hours.* Students must have a minimum of ten hours in at least two of the following categories:

1. Senior Citizens
2. Young Children
3. Disabled Citizens
4. School Related
5. The Environment
6. The Homeless
7. Literacy
8. Animal Care
9. Promoting Health and Fitness
10. Promoting the Arts and Culture

**A thru G subject area requirements are high school courses required by the University of California and California State Universities to be minimally eligible for admission and are:**

- A. **History/Social Science**- (2 years required) Including one year of U. S. History or ½ year of U.S. history and ½ year of civics or American Government, and one year of world history, cultures, and geography.
- B. **English**-(4 years required)  
College preparatory English that includes frequent and regular writing as well as reading of classic and modern literature.
- C. **Mathematics**- (3 years required, 4 years recommended)  
College preparatory mathematics including Math I. Math II and Math III, Trig/PreCalculus etc.
- D. **Laboratory Science**-(2 years required, 3 years recommended)  
Must include at least two of these three disciplines: biology, chemistry, and physics.
- E. **Language Other Than English**-(2 years required, 3 recommended)  
Must be two years of the same language
- F. **Visual and Performing Arts**-(1 year required) Course must be from one of the following areas: dance, drama/theater, music and/or visual arts. Both semesters must come from the same discipline.
- G. **Electives**-(1 year required)  
In addition to the courses above, one year from the following areas: advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and a language other than English (a third year in the same language used for the “E” requirement or two years of another language)

## GUSD GRADUATION- CSU/UC REQUIREMENTS

Subject Area	CSU/UC A-G Subject Area	GUSD Course Requirements	CSU/UC Course Requirements	CSU/UC Course Recommendations
Social Studies	A	<b>30 credits (3 yrs)</b> World History (10) US History (10) Government (5) Economics (5)	World, US/Gov	World, US/ Gov
English	B	<b>40 credits (4 yrs)</b> English I (10) English II (10) English III (10) English IV (10)	4 yrs	4 yrs
Math	C	<b>30 credits (3 yrs)</b> Math I (10) Math II (10) Math III (10)	3 yrs- thru Math III	3 yrs- thru Math III
Science	D	<b>30 credits (3 yrs)</b> <u>Life Science-</u> Biology (10) <u>Physical Science-</u> Chemistry and Physics (20)	2 yrs (3 recommended)	2 yrs (3 recommended)
World Language	E	<b>20 credits (2 yrs)</b> of same language	2 yrs (3 recommended)	2 yrs (3 recommended)
Visual & Perf. Arts	F	<b>10 credits (1 yr)</b>	1 yr	1 yr
College & Career	F or G (not all courses)	<b>5 credits (1 sem)</b> Career Technical Education Courses	0	0
Electives	G (not all courses)	<b>35 credits</b> all other courses	1 yr	1yr
Physical Education	**Must Pass the Fitness-Gram	<b>20 credits</b> Course 1 Course 2	0	0
<b>Total Credits</b>		<b>220 Credits</b>	<b>2.5 Min GPA</b> Complete all courses with C's or higher	<b>3.0 Min GPA</b> Complete all courses with C's or higher



## SUGGESTED COURSE PATHWAYS

	Year 1	Year 2	Year 3	Year 4
Career/Community College Prep	English I/Eng I Hrs Math I/Math I+ Biology/Bio Hrs 9th gr World Language I/ VAPA/ CTE or other elective	English II/Eng II Hrs World History/Hrs Math II/Math II+ Physics/Chemistry 10th gr PE World Language I or II	English III/AP Lang US History/APUSH Math III/Math III+ Physics/Chemistry World Language II or III VAPA,/CTE, or other elective	English IV Government/Econ VAPA, CTE, or CORE Elective VAPA, CTE, or CORE Elective VAPA, CTE, Elective VAPA, CTE, Elective
University of California and California State University	English I/Eng I Hrs Math I/Math I+ Biology/Bio Hrs 9th gr PE World Language VAPA, CTE, Elective	English II/Eng II Hrs World History/Hrs Math II/Math II+ Chemistry/Hrs Chem 10th PE World Language <b>**0 Period PE to add an elective</b>	English III/AP Lang. US History/APUSH Math III/Math III+ Physics/AP Physics VAPA, CTE, Elective World Language III	English IV/AP Lit Government/Econ./ AP Gov/AP Econ Stats/Trig/Pre Calc/ AP Calc/ AP Stats Science Elective or VAPA, CTE, Elective
Project Lead the Way (PLTW) Computer Science Academy (CSA)	English I/ Eng I Hrs Math I/Math I+ Biology/ Hrs Bio 9th gr PE VAPA Elective <b>CS Essentials</b>	<b>**0 Period 10th gr PE</b> English II/Eng II Hrs World History/Hrs Math II/Math II+ Chemistry/ Physics World Language I <b>AP Computer Science Principles</b>	English III/AP Lang. US History/APUSH Math III/Math III+ Chemistry/Physics World Language II <b>AP Computer Science A</b>	English IV/AP Lit Government/Econ./ AP Gov/AP Econ Upper Level Math Upper Level Science or other elective <b>Cybersecurity</b>
Visual Performing Art (VAPA) Pathway or Career Tech Education (CTE) Pathway	English I/ Eng I Hrs Math I/Math I+ Biology/ Hrs Bio 9th gr PE <b>VAPA-Level I or CTE Level I</b> World Lang I or Other elective	<b>**0 Period 10th gr PE</b> English II/Eng II Hrs World History/Hrs Math II/Math II+ Chemistry/ Physics World Language I or II <b>VAPA Level II or CTE Level II</b>	English III/AP Lang. US History/APUSH Math III/Math III+ Chemistry/Physics World Language II or III <b>VAPA Level III or CTE Level III</b>	English IV/AP Lit Government/Econ./ AP Gov/AP Econ Upper Level Math <b>VAPA Level IV or CTE Level IV</b> Other Elective (World Lang III, Science, VAPA, CTE)

## ELIGIBILITY REQUIREMENTS for COLLEGE ATHLETICS

### NCAA (National Collegiate Athletic Association)

Students who want to pursue athletics at any postsecondary institution must complete specific requirements including high school graduation, a “core” GPA, successful completion of approved courses, and all other college minimum admissions requirements.

Any student wanting to compete at a college/university in Division I or Division II must complete these requirements with a grade of “C” or better. It is the responsibility of the student to file for athletic certification, usually by the beginning of his or her senior year. Any questions should be directed to the NCAA at (800) 638-3731 or you can get information on the internet at <http://www.ncaa.org>. You can register for the NCAA clearinghouse at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net)

**NAIA** The National Association of Intercollegiate Athletics offers the student athlete the opportunity to compete at his/her high level. The NAIA is proud to be home to nearly 300 member institutions, each dedicated to displaying character and respect in both athletics and academics. NAIA colleges and universities can be found throughout the United States and Canada.

**NAIA Eligibility Regulations:** visit [www.naia.org](http://www.naia.org)

## CAREER AND COLLEGE TIMELINES

### Timeline for College Bound Juniors

<b>July/August</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Take challenging courses; note progress towards graduation and college</li><li><input type="checkbox"/> Visit college campuses. Be sure to call ahead for tour and open house schedules</li><li><input type="checkbox"/> Apply for a social security card for work or for college</li><li><input type="checkbox"/> Update your CaliforniaColleges.edu account</li></ul>
<b>September</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Sign up for the PSAT/NMSQT, which is given in October</li><li><input type="checkbox"/> Visit the College Board website: <a href="http://www.collegeboard.com">www.collegeboard.com</a></li><li><input type="checkbox"/> Review your transcript and make sure you are on track for A-G</li><li><input type="checkbox"/> Get more involved with your extracurricular activities</li></ul>
<b>October</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Take the PSAT/NMSQT to enter the National Merit Scholarship Corporation program recognition and scholarships. Be sure to check ‘yes’ for Student Search Service to hear from colleges and scholarships</li><li><input type="checkbox"/> Make a list of college characteristics that are important to you</li><li><input type="checkbox"/> Go to college fairs in your area</li></ul>
<b>November</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Gear up for mid-year finals</li><li><input type="checkbox"/> Learn more about financial aid</li><li><input type="checkbox"/> Talk to your parents about financing college and use the Expected Family Contribution (EFC) Calculator to estimate how much your family will be expected to pay</li><li><input type="checkbox"/> To attend an Armed Forces Academy, contact your local Congressman</li></ul>
<b>December</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Use your break time to visit more colleges!</li></ul>

<b>January</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Start a file of your college brochures and information</li> <li><input type="checkbox"/> Consider AP classes for senior year. You can get college credit or advanced placement for qualifying grades on AP exams at most colleges</li> <li><input type="checkbox"/> Consider college characteristics and use the College Board website or <a href="http://www.CaliforniaColleges.edu">www.CaliforniaColleges.edu</a> to find colleges that match your needs.</li> <li><input type="checkbox"/> Meet with your AC to choose senior year classes and talk about post-secondary plans.</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan to visit colleges in spring while they are in session. Schedule an interview with the admissions office when you visit</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Look for a great summer opportunity—job, internship, or volunteer position</li> <li><input type="checkbox"/> Start preparing for the AP exams in May</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Go to college fairs in your area</li> <li><input type="checkbox"/> If applicable, prepare writing samples, portfolios, audition tapes, and other material for the fall college application season</li> <li><input type="checkbox"/> Update your resume for college and scholarships on your <a href="http://CaliforniaColleges.edu">CaliforniaColleges.edu</a> account</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contact your Congressional Representative to apply for a military academy</li> <li><input type="checkbox"/> If you want to play college athletics, you must be certified by the N.C.A.A.</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finalize your summer plans. Try to find a job or activity that relates to your career interests</li> <li><input type="checkbox"/> Work on completing your community service hours.</li> <li><input type="checkbox"/> Explore college majors that you might want to try. Be sure the colleges you are considering offer the majors in which you are interested</li> </ul>
<b>July/August</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Request applications, brochures, and financial aid information from the colleges you are interested in</li> <li><input type="checkbox"/> Visit college campuses. Call ahead for tour and open house schedules</li> <li><input type="checkbox"/> Try to narrow your list to 5 to 8 colleges by the end of the summer, but apply to <u>several!</u></li> </ul>

### Timeline for College Bound Seniors

<b>September</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take challenging courses; note progress toward graduation and college</li> <li><input type="checkbox"/> Finalize list of colleges. Review each college’s requirements for admission</li> <li><input type="checkbox"/> Check online for any college applications you will need</li> <li><input type="checkbox"/> Organize files, photocopy applications and begin to fill out rough drafts</li> <li><input type="checkbox"/> Remind your parents to gather financial records</li> <li><input type="checkbox"/> Check with the College and Career Center for college representative visits and sign up.</li> <li><input type="checkbox"/> Plan visits and interviews to colleges while they are in session (send thank you notes)</li> <li><input type="checkbox"/> Attend college weekends</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collect Financial Aid information and apply for FAFSA or CA DREAM ACT Application (beginning October 1<sup>st</sup>) on-line at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> or <a href="http://dream.csac.ca.gov">http://dream.csac.ca.gov</a></li> <li><input type="checkbox"/> Attend Cash for College Workshops with your parents</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> FAFSA may be sent anytime after October 1 and before March 2</li> <li><input type="checkbox"/> Attend college programs and local high school college nights</li> <li><input type="checkbox"/> Work on rough draft essays and applications</li> <li><input type="checkbox"/> Send in “early decision” or “early action” applications</li> <li><input type="checkbox"/> Check the CHS Website (Student Life-Scholarship Info) or the “Senior Board” in the College and Career Center to get info on scholarships</li> <li><input type="checkbox"/> Create your account on GogingMerry.com for Scholarships</li> <li><input type="checkbox"/> If any of your private colleges need a letter of recommendation or counselor report, be sure to contact your AC and abide by the deadlines</li> <li><input type="checkbox"/> Make sure you will meet all of the requirements for admission</li> <li><input type="checkbox"/> Athletes should register with the NCAA Clearinghouse</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit UC and CSU applications as early in the month as possible</li> <li><input type="checkbox"/> Finish all rough draft applications and essays. Have someone proofread</li> <li><input type="checkbox"/> Private Colleges: give all recommendations and evaluation forms to teachers and counselor to fill out. Check due-dates!</li> <li><input type="checkbox"/> Observe deadlines—send transcripts and test scores if requested</li> <li><input type="checkbox"/> Keep your grades up. Colleges do look at semester and year-end grades</li> <li><input type="checkbox"/> Check the CHS Website (Student Life-Scholarship Info) or the “Senior Board” in the College and Career Center to get info on scholarships</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send in private college applications</li> <li><input type="checkbox"/> Plan holiday visits to colleges</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If colleges need semester transcripts sent, be sure to send them</li> <li><input type="checkbox"/> Check with teachers, AC ‘s and colleges that all forms have been sent and received</li> <li><input type="checkbox"/> Stay in contact with your representative at your first choice colleges. Ask if you can send any additional academic or talent information or letters</li> <li><input type="checkbox"/> Keep sending in your applications. It is not too late to apply to many colleges</li> <li><input type="checkbox"/> Request a housing application form CSU</li> <li><input type="checkbox"/> Continue scholarship search</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check that colleges have received financial information, test scores and all other forms.</li> <li><input type="checkbox"/> Check to see when you can apply for housing</li> <li><input type="checkbox"/> Inform your counselor when you hear from a college</li> <li><input type="checkbox"/> Send thank you notes to teacher, counselors and anyone who helped you through the process</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> FAFSA and Cal Grant forms due no later than March 2</li> <li><input type="checkbox"/> GUSD Common Scholarship Application Due via GoingMerry.com</li> <li><input type="checkbox"/> Submit tax forms to the Financial Aid Office of colleges who request them</li> <li><input type="checkbox"/> Watch for the Student Aid Report (SAR) to arrive, giving the amount of student aid for which you are eligible. Make sure your colleges receive it. Keep the original</li> <li><input type="checkbox"/> Continue scholarship search</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All colleges should have responded</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Decide where you wish to go and attend information meetings you are invited to</li> <li><input type="checkbox"/> Write to the college you accept and to those you do not. Inform teachers and counselor of your decision</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete your Intent to Enroll to college by May 1<sup>st</sup></li> <li><input type="checkbox"/> Sign and return financial award letter if you received one, to accept</li> <li><input type="checkbox"/> Fill out loan applications</li> <li><input type="checkbox"/> UC—Analytical Writing Placement Exam</li> <li><input type="checkbox"/> CSU—placement exams</li> <li><input type="checkbox"/> AP exams</li> <li><input type="checkbox"/> Fill out dorm forms, if available</li> <li><input type="checkbox"/> Start looking for a summer job, you may need the money!</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Send thank you letters for any scholarships you have received</li> <li><input type="checkbox"/> Turn in your final transcript request to the registrar</li> </ul>

### Career and College Information Websites

<p>The University of California  <a href="http://www.universityofcalifornia.edu/admissions">www.universityofcalifornia.edu/admissions</a></p> <p>The California State University System  <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a></p> <p>California Private/Independent Colleges  <a href="http://www.aiccu.edu">www.aiccu.edu</a></p> <p>The Common App  <a href="http://www.commonapp.org/explore-colleges">http://www.commonapp.org/explore-colleges</a></p> <p>California Community Colleges  <a href="http://www.cccco.edu">www.cccco.edu</a></p> <p>Explore colleges, careers, self assessments  <a href="http://www.californiacolleges.edu">www.californiacolleges.edu</a></p> <p>Student transfer information for California Colleges  <a href="http://www.assist.org">www.assist.org</a></p> <p>SAT Registration  <a href="http://www.collegeboard.com">www.collegeboard.com</a></p> <p>ACT Registration  <a href="http://www.act.org">www.act.org</a></p>	<p>SAT/ACT Prep  <a href="http://www.collegereadiness.collegeboard.org/sat">http://www.collegereadiness.collegeboard.org/sat</a></p> <p><a href="http://www.collegeboard.com/student/testing/psat/psatextra.html">http://www.collegeboard.com/student/testing/psat/psatextra.html</a>          (free if you have taken the PSAT)</p> <p>Financial Aid  <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a> (Federal Aid Process)  <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> (File the FAFSA)  <a href="http://www.collegeboard.com">www.collegeboard.com</a> (EFC calculator and CSS Profile)  <a href="http://www.csac.ca.gov">www.csac.ca.gov</a> (California Student Aid)</p> <p>College Majors, Careers, Self-Assessments of Career Interests and Personality Preferences (What can I do with a Major in...?)  <a href="http://www.cacareerzone.org">www.cacareerzone.org</a>  <a href="http://bigfuture.collegeboard.org">bigfuture.collegeboard.org</a>  <a href="http://Whodouwant2b.com">Whodouwant2b.com</a>  <a href="http://www.mymajors.com">www.mymajors.com</a></p> <p>Scholarship database  <a href="http://www.fastweb.com">www.fastweb.com</a></p> <p>National College Athletics Association  <a href="http://www.ncaa.org">www.ncaa.org</a></p>
--	---

## TESTS AND EXAMS

### **Physical Fitness Testing-FITNESSGRAM**

The Physical Fitness Test (PFT) is a comprehensive, health-related physical fitness battery of tests for students in California. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

Students in grades five, seven, and nine take the fitness test. The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The six parts are: Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Trunk Extensor Strength and Flexibility, Body Composition, and Flexibility. Students must pass at least five tests to be exempt from taking PE during the junior and senior years.

### **AP (Advanced Placement)**

Advanced Placement Courses are designed to offer students more academic challenges than standard high school courses. AP courses are designed to prepare students for the rigors of college. Advanced Placement courses also prepare students to succeed on the national AP exams given in May. AP exams align with the rigor of these courses and mirror college exit exams in format. “AP” designates courses with national standards and a national exam. An additional point is given for grades of a C or better and the student takes the AP exam for the course(s) in which they are enrolled.

### **ELPAC (English Language Proficiency Assessments for California)**

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. It will be comprised of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student’s progress in learning English and to identify the student’s level of ELP. The purpose of the ELPAC test is to 1) identify new students who are ELL; 2) monitor the student’s progress in learning English; and/or 3) help decide when the student can be reclassified as Fluent English Proficient.

**On January 1, 2014, California *Education Code* Section 60640 established the CAASPP System of assessments. The CAASPP system includes the following required assessments:**

### **SBAC (Smarter Balanced Summative Assessment)**

SBAC results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as, classroom assignments and grades, classroom tests, report cards, and teacher feedback.

### **CAST (California Science Test)**

The CAST is aligned with the CA NGSS (California Next Generation Science Standards). The CAST will also test the student’s ability to think critically and solve problems like scientists and engineers. This assessment uses questions that bring together science content and practices. It also focuses on questions that cover more than one scientific area at a time, such as life science, earth and space science, and physical science.

### **CAA (California Alternate Assessments)**

The CAAs for English Language Arts (ELA) and mathematics are given in grade eleven. The CAA for science is given one time in high school. Only eligible students may participate in the administration of the CAAs.

### **College Entrance Exams**

**PSAT/NMSQT: Juniors will have the opportunity to take the PSAT at CHS free of charge. We encourage Juniors to take the PSAT in order to compete in the National Merit Scholarship search.**

The Preliminary SAT/National Merit Scholarship Qualifying Test is a standardized test that provides first-hand practice for the SAT Reasoning Test™. It also gives students a chance to enter the National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT/NMSQT measures: critical reading skills, math problem-solving skills, and writing skills. The PSAT is only administered one time per year in October.

### **SAT and ACT Exams:**

The California State University (CSU) no longer uses ACT or SAT examinations in determining admission eligibility for all CSU campuses. If accepted to a CSU campus, ACT or SAT test scores can be used as one of the measures to place students in the proper mathematics and written communication courses. The University of California (UC) will not consider SAT or ACT test scores when making admissions decisions or awarding scholarships. If you choose to submit test scores as part of your application, they may be used as an alternative method of fulfilling minimum requirements for eligibility or for course placement after you enroll. Check the individual institution websites for other private universities or out of state colleges or universities.

### **Other Programs**

#### **High Step Program**

Gavilan College, in conjunction with Christopher High School offers courses accepted at any university each fall and spring semester at Christopher High School. All concurrent documents are required. Benefits: Courses conveniently offered at CHS, free Gavilan college enrollment, courses earn college credit, and GPA is weighted. See your Academic Coordinator about applying.



## GUIDANCE INFORMATION

### Course and Teacher Change Request Policies

We do our best to place students in the courses that they initially request at their scheduling appointment. However, CHS may make changes to a student's schedule based on previous grades, courses needed to graduate, and course availability. ***No elective courses chosen are ever guaranteed.***

***PLEASE NOTE:*** *If a student misses their registration appointment- their classes will be chosen for them by the AC. Administration creates the school's master schedule and makes staffing decisions based on the information given at these meetings. Students should be making informed choices and discussing these decisions with their parents prior to meeting with their AC.*

**Once a student has met with their academic coordinator to choose classes-Students will have until February 17th 2023 to submit changes via their Academic Plan via their student AERIES portal for AC review.**

**AFTER THIS DEADLINE:** A course change will only be considered in the following situations:

1. To meet graduation requirements
2. Scheduling error
3. Students wishing to move from college prep into AP/Honors courses. (Must be requested within the first two weeks of the school year, pending space in other classrooms and impact on overall schedule and must provide Honors/AP Course Agreement.)

\*\* Note that there will be no moves out of AP/Honors classes into college prep classes after the Feb 17th 2023 deadline.

### Teacher Change Requests:

**As a rule, we do not consider or allow teacher change requests. Please also note that a sibling's experience with a teacher does not qualify a student for a teacher change.**

If a student has an issue with a teacher the student should always **meet and address the issue with the teacher first- prior to any other action.** If, after the student has brought up the issue with the teacher and feels the issue has not been resolved- the following steps must be taken:

1. Parent schedules a meeting with the teacher and student to address concerns and come up with interventions or steps to resolve the issue.
2. If, after time has been given to allow interventions to work, and concerns continue, parents can schedule a conference with the teacher, student and AC to facilitate an action plan.
3. If, after allowing time to implement the action plan, concerns continue to exist, parents may request a meeting with the principal and the teacher to address concerns and consider the request for a change of teacher. Please note that a change in teacher may require a change in the student's class schedule and may result in several period/teacher changes.
4. The principal will review the request and make the final decision



## Grading Policy

Grades for Achievement shall be reported for each marking period as follows:

Grade:	Description	Grade Points
A (90 – 100%)	Outstanding Achievement	4.0
B (80 – 89%)	Above Average Achievement	3.0
C (70 – 79%)	Average Achievement	2.0
D (60 - 69%)	Below Average Achievement	1.0
F (0 – 59%)	Little or No Achievement	0
I	Incomplete	0
NM	No Mark	0

(Advanced Placement course grades will earn an additional grade point for A, B or C grades if the student takes the AP exam)

**\*If a class is dropped, due to special circumstances, after the third week of the semester; this will result in a “W” grade for the course being dropped and an “F” in the course added. No credit will be earned for either course.**

### Classroom Citizenship Grades

Students will receive a citizenship grade every quarter from each of their classroom teachers. The grade of “Outstanding,” “Satisfactory,” or “Needs Improvement” will be based on the “Citizenship Guidelines” (see below). The citizenship grade for each class will be shown on the student’s report card, but not on the transcript or permanent records.

### Classroom Citizenship Guidelines

1. Teachers will discuss and give copies of their classroom rules and regulations to students at the start of the school term. Copies should be on file with the Administration.
2. Teachers are required to issue a preliminary citizenship progress report before giving a “Needs Improvement” citizenship grade, unless abhorrent behavior occurs so close to the end of the quarter that it is not practical to do so.
3. Any combination of five tardies and/or invalid absences in a quarter will result in a “Needs Improvement” citizenship grade for the quarter.

A student who receives two or more “Needs Improvement” citizenship grades in one quarter will lose eligibility for activity privileges (see below) for the following quarter. A student who receives 2 or more “Needs Improvement” grades in the fourth quarter will lose privileges for the first quarter of the following school year.

## **ELIGIBILITY- ATHLETIC AND EXTRA-CURRICULAR**

1. All freshmen entering in the fall are automatically eligible for the first grading period of the year.
2. To be eligible, students must maintain a non-weighted G.P.A. of 2.0 on a 4 point scale, with no grade of "F", "No Mark", "Incomplete", or "N" Citizenship grade during a grading period. Students must also be on track to completing their community service hours. (20 per school year)
3. No more than 5 credits per class will be counted.
4. Students new to G.U.S.D. will be held to state eligibility standards, excluding probationary provisions, until the first grading period.
5. Eligibility will be determined quarterly.
6. Summer school grades will be counted in computing students 4th Quarter G.P.A.
7. Students accumulating 3 or more days of suspension will be immediately ineligible for the next six weeks and may not practice with the team or attend any games, matches, tournaments until they regain eligibility.
8. Students must have all fines and obligations cleared in the bookroom.

### **Ineligibility/Loss of Privileges**

A student's loss of privilege begins on the date the ineligibility list is distributed (or the date of the third day of suspension) and includes restriction from participation in extracurricular activities, including but not limited to, the following:

1. After-school recreational or interscholastic athletic teams (including participation and practice).
2. School Clubs.
3. Student Government.
4. Public performances of music, dance, drama and speech, FFA, Mock Trial etc.
5. Field trips that remove a student from regularly scheduled classes, except where the field trip is determined to be an integral part of the curriculum.
6. Cheerleading, song leading, spirit leading (including participation and practice).
7. School dances.
10. Other extra-curricular activities as determined by the school.

\*\*\*\*Graduating seniors who receive two or more "Needs Improvement" citizenship grades for the third grading period will not be permitted to participate in the senior trip/12th grade activities and graduation promotion activities. Special consideration may be given to seniors who receive two or more "Needs Improvement" grades during the third grading period but who do not receive any "Needs Improvement" grades during the fourth grading period. Fourth grading period citizenship grades may be determined by teacher progress reports. Students given this special consideration may be allowed to participate in graduation/ promotion activities only.

**Effects of Suspension** Any student who accumulates a total of three days suspension (either on or off campus), will be immediately ineligible to participate in athletics (including practice) or other school activities for the next six weeks. Any subsequent accumulation of three suspension days will have the same consequences.

### **Absences**

All absences from school must be cleared upon a student's return to school. Absences can be cleared by calling the attendance office or turning in a note to the attendance office.

Absences not cleared within 5 days will be recorded as unexcused and may result in a truancy letter.

Consequences may include parent notification and Saturday school. When a student has had verified absences due to illness equal to ten percent of the total school days for the current school year, each additional absence must be verified by a physician, school nurse, or other school personnel.

- **Habitual Truants may be referred to the District School Attendance Review Board (SARB) which may refer them to the Santa Clara County District Attorney**
- **The Board of Trustees authorizes teachers to fail a student for missing more than 1/2 the classes within a quarter.**

## COURSE DESCRIPTIONS

### General Information

Courses listed in this catalogue represent approved, active courses for Christopher High School to fulfill GUSD graduation requirements. Due to factors such as student enrollment, student interest, etc., some courses offered may not be on the 2019-2020 master schedule of courses following the registration process.

Units/credit earned in all courses will be applied toward the fulfillment of GUSD graduation requirements.

Only courses designated “A-G” meet UC entrance requirements and the GUSD graduation requirements necessary to earn a diploma.

**Courses which are weighted\*** (A=5pt, B=4pt, C=3pt) shall meet one or more of the following criteria:

- Advanced Placement Courses in college preparatory subjects, which are designed to prepare students for an Advanced Placement examination of the College Board.
- Advanced Placement courses in high school history, English, advanced mathematics, laboratory science, and foreign language.
- Courses must have distinctive features in terms of extended content and additional workload that set them apart from other high school courses in the same subject.
- Courses must have a comprehensive written final examination.

\*Students will earn an additional grade point for A, B or C grades only if the student takes the AP exam

**All of the information in the course description entry is important. Be sure that you read it all and understand what you are taking to make sure it is the right class for you (grade level, requirements it fulfills, prerequisites, your personal goals for graduation and beyond).**

## English Department

### **ELD I 9 - 12 Grade**

*not college prep*

**10 Elective Credits**

*Prerequisite: Teacher Recommendation*

This two period block course is intended for the student who has already achieved some oral and written proficiency in English. The course provides activities in listening, speaking, reading, writing, and communication. Students develop skills in vocabulary, spelling and grammatical structures through reading and writing. These objectives will be met through class work, group collaboration, skits, realistic dialogues, and engaging projects.

### **ELD II ( Advanced ESL ) 9 - 12 Grade**

**“B” UC/CSU A-G Requirement**

**10 Elective Credits**

*Prerequisite- Teacher Recommendation*

This two period block course emphasizes and develops reading comprehension, vocabulary and writing. Writing to different genres including expository, persuasive, biographical narratives and business letters will be emphasized. This course will develop language proficiency. Generally students will move into the Read 180 program after the completion of Level B. However if they score out of the Read 180 program guidelines they will move directly into a mainstream English class.

### **English I 9th Grade**

**“B” UC/CSU A-G Requirement**

**10 Credits**

English I is a course required of all ninth graders. It includes study of a variety of literary works, composition techniques, and essential speaking and listening skills that prepare students to meet the Common Core Standards. Student homework will include vocabulary and grammar practice, writing and revision, reading self-selected novels, reading selections with comprehension questions, quarterly book projects etc. Students will develop research skills and practice MLA format. Throughout the year, emphasis will be placed on writing as a process of drafting and revising, and reading as a means to develop vocabulary, comprehension and an appreciation for literature, both fiction and non-fiction. In addition to the textbook readings, four major works will be studied.

### **English I Honors 9<sup>th</sup> grade**

**“B” UC/CSU A-G Requirement**

**10 credits**

*Prerequisite-Recommended 3.5 GPA in English classes, and a genuine interest in reading and Writing, and a CCSS lexile score of 1050.*

#### ***AP/Honors Agreement required.***

English I Honors is designed to give students a strong foundation and background in literary analysis. Since this is an Honors class, coursework will be more rigorous, fast-paced, and demanding than the traditional English I course. Students will be required to develop and revise several written assignments, have a working knowledge of the English language, use advanced vocabulary, read additional texts, participate in project-based learning, and actively engage as an integral part of their academic learning community in order to meet Common Core Standards and to prepare for other advanced courses in English. In addition to the textbook readings, six to eight major works will be studied throughout the year.

**English II  
10th Grade**

**“B” UC/CSU A-G Requirement  
10 credits**

**Prerequisite-** *None*

English II is a course required of all tenth graders. It includes study of a variety of literary works, composition techniques, and essential speaking and listening skills that prepare students to meet the Common Core Standards. Student homework will include vocabulary and grammar practice, writing and revision, reading self-selected novels, reading selections with comprehension questions, quarterly book projects etc. Students will develop research skills and practice MLA format. Throughout the year, emphasis will be placed on writing as a process of drafting and revising, and reading as a means to develop vocabulary, comprehension and an appreciation for literature, both fiction and non-fiction. In addition to the textbook readings, several major works will be studied.

**English II Honors  
10th Grade**

**“B” UC/CSU A-G Requirement  
10 credits**

**Recommended-** *3.5 GPA in current English class, a genuine interest in reading and writing, and a CCSS lexile score of 1080 minimum.*

***AP/Honors Agreement required.***

English II Honors is designed to give students a strong foundation and background in literary analysis. Since this is an Honors class, coursework will be more rigorous, fast-paced, and demanding than the traditional English II course. Students will be required to develop and revise several written assignments, have a working knowledge of the English language, use advanced vocabulary, read additional texts, participate in project-based learning, and actively engage as an integral part of their academic learning community in order to meet Common Core Standards and to prepare for AP Language & Composition and/or AP Literature and Composition. In addition to the textbook readings, several major works will be studied throughout the year.

**English III (American Literature)  
11th grade**

**“B” UC/CSU A-G Requirement  
10 credits**

**Prerequisite-** *None*

This course consists of a survey of American literature and preparation for college admission, emphasizing skills and strategies for independent reading of, analyzing, and writing about works of American literature, with a focus on how that literature reflects social, political, and moral issues in the United States. Students will read literature through historical lenses, analyzing the philosophical, ethical, social, and religious influences that combined to shape the literature of various eras. English III/American Literature engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students will be given instruction in the art of rhetoric and research skills using MLA format. Daily requirements include but are not limited to the following: in class work, homework, independent and group reading, writing, grammar and vocabulary development, oral participation, and regular assessment of student learning to meet the Common Core State Standards. Skill development will also focus on preparation for student success on the CAASPP state testing in the spring. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. The goal of instruction is to support students to communicate effectively in various forms, for genuine purposes, and to authentic audiences

**English IV (British Literature)  
12th Grade**

**“B” UC/CSU A-G Requirement  
10 credits  
Prerequisite- None**

English IV is an introduction to British and World Literature that provides a broad array of literary genres and authors. Students should expect daily requirements in homework, class participation, reading, composition, research, and test prep. The course consists of acquiring skills in literary analysis and preparation for college admission, trade school and the workplace; writing skills will focus on personal narratives, research, and argument. This course also prepares students to successfully meet the Common Core Standards for college and career readiness.

**AP English Language/ Comp  
11th or 12th Grade**

**“B” UC/CSU A-G Requirement  
10 credits  
Prerequisite-recommended 3.5 GPA overall in English courses & lexile reading score of 1185 minimum.**

***AP/Honors Agreement required. Students are expected to take AP Exam in May***

This is a rigorous course that engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The course teaches students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, to annotate with purpose and to cite sources using MLA format. Emphasis is placed on American Literature; however, students will also read essays, articles and other non-fiction readings. Students will read and respond to novels, short stories and poems throughout the entire year. The students will debate controversial subjects in an atmosphere that is respectful and discussions will be conducted in a spirit of honest inquiry. This course is intended to prepare students for the AP exam in the spring and for future college-level work. This course also prepares students for the SAT and to successfully meet the Common Core Standards.

**AP Eng. Literature/Composition  
11th or 12th Grade**

**“B” UC/CSU A-G Requirement  
10 Credits  
Prerequisite-Recommend completion with an overall English GPA of a 3.5 or higher (A's and B's) & a lexile reading score of 1185 minimum.**

***AP/Honors Agreement required. Students are expected to take AP Exam in May***

This is a course that engages students in the careful reading and critical analysis of recognized works of literary merit. Through close reading of selected prose, drama, and poetry, students will deepen their understanding of the ways writers use language and literary devices. Throughout the course students will be engaged in activities that will develop their stylistic maturity in writing for the course and for university level work, such as research papers using MLA format. The course will include an intensive study of representative fiction from various genres and periods, concentrating on the 16<sup>th</sup>-20<sup>th</sup> centuries, as well as formal, informal, and creative writing assignments to strengthen students' ability to analyze and write effectively. Students are also expected to develop their skills in speaking and listening through various group discussions, effective note-taking, and professional presentations to meet the Common Core State Standards. This course is intended to prepare students for the AP exam in the spring and for future college-level work

## Visual and Performing Arts

Courses may be repeated for additional credits

### **Symphonic Band (Beginning Band)** **All Grade Levels**

**“F” UC/CSU A-G Requirement**  
**10 credits**

*Prerequisite - By Instructor Approval. Concurrent enrollment in 7th Period Marching Band/Sectionals Required.*

The JV Beginning Band is designed for students who either do not have any previous experience in band, or are rejoining after many years, and would like to learn a new skill! The band will perform in 3-4 concerts throughout the year, as well as other selected events. Although beginning band students do not participate in the marching band, they do participate in selected 7th-period sectionals and rehearsals. Come join the band! Band does not conflict with athletics.

### **Symphonic Band (Advanced Wind Ensemble)** **All Grade Levels**

**“F” UC/CSU A-G Requirement**  
**10 credits**

*Prerequisite- By Instructor Approval. Concurrent enrollment in 7th Period Marching Band*

The Varsity Wind Ensemble is the premiere instrumental performance ensemble at Christopher High School. This competitive academic ensemble performs new and standard works within the Wind Band repertoire, with a strong emphasis on ensemble fundamentals, chamber music, music theory, and preparation for a college scholarship and admission auditions. The ensemble travels and performs at numerous concerts, festivals, contests, and community events throughout the year. Students are placed in instrument-specific woodwind, brass, and percussion classes, with combined rehearsals taking place during select 7th-period slots. All members of the Wind Ensemble participate in marching band in the fall, sectionals, and private lessons. Band does not conflict with athletics.

### **Marching Band (Color Guard)** **All Grade Levels**

**Not A-G approved**  
**5 credits**

*Prerequisite- None. Class meets after school. Concurrent enrollment in Symphonic Band or Academic Dance Course Highly Recommended.*

Colorguard is a visual section of the marching band that focuses on various styles of dance including hip-hop, ballet, jazz, modern, and interpretive, as well as work with silks, sabers, spinning rifles, and various other equipment. The Christopher Marching Band is a highly competitive ensemble that prepares a field show for local, regional, and national competitions. The marching band serves as representative for our community and performs at home football games, local parades, national parades, community events, and school events. At the conclusion of marching season (November), the guard will begin a competitive winter season, college audition preparation, and fundamentals for the remainder of the year. Band does not conflict with athletics.

### **Marching Band** **All Grade Levels**

**Not A-G Approved**  
**5 credits**

*Prerequisite – Concurrent enrollment in JV or Varsity Band Required. Class meets after school.*

All students in the band program enroll in 7th and participate in the marching band. The Christopher Marching Band is a highly competitive ensemble that prepares a field show for local, regional, and national competitions.



The marching band serves as representative for our community and performs at home football games, local parades, national parades, community events, and school events. At the conclusion of marching season (November), the 7th period becomes a time slot for concert band sectionals and rehearsals. Band does not conflict with athletics.

**Jazz Band**

**All Grade Levels**

*(not college prep*

**5 credits**

**Prerequisite-***none*

Jazz Band meets 7th period second semester only. The major emphasis of this course is to provide an intensive examination of the content, and analysis of music, through demonstration and performance. Emphasis is placed on rehearsing and performing quality jazz literature as well as development of the fundamentals of style, rhythm, and basic jazz nomenclature. This additional ensemble is by director approval, and is made up of students already enrolled in the band program.

**Concert Choir – Cantante**

**All Grade Levels**

**“F” UC/CSU A-G Requirement**

**10 credits**

**Prerequisite-***None*

Cantate is an entry-level choir open to all students wishing to learn the fundamentals of good singing technique and basic musicianship. The choir will provide the student the opportunity to develop their singing voices through improvement in tone quality, diction, intonation and balancing with other voices. The students will also practice proper singing technique learning correct breath support, good vocal technique and stage presence. The course will provide the student a broad exposure to many styles of music from the Renaissance to vocal jazz. The choir will perform in four major concerts during the school year. They will participate in Choral Festivals at some time during the school year. Cantante and Treble Choir will combine as the Concert Choir.

**Concert Choir – Treble Choir**

**All Grade Levels**

**“F” UC/CSU A-G Requirement**

**10 credits**

**Prerequisite-***None*

Treble Choir is an entry-level choir open to all students wishing to learn the fundamentals of good singing technique and basic musicianship. The choir will provide the student the opportunity to develop their singing voices through improvement in tone quality, diction, intonation and balancing with other voices. The students will also practice proper singing technique learning correct breath support, good vocal technique and stage presence. The course will provide the student a broad exposure to many styles of music from the Renaissance to vocal jazz. The choir will perform in four major concerts during the school year. They will participate in Choral Festivals at some time during the school year. Cantate and Treble Choir will combine as the Concert Choir.

**Advanced Treble Choir--Bella Voce**

**All Grade Levels**

**“F” or “G” UC/CSU A-G Requirement**

**10 credits**

**Prerequisite-***Audition and Instructor invite*

This college prep course will provide the student with singing experience, and the opportunity to study and perform various styles of choral music for soprano and alto voice ranges. Course includes practical singing technique, music performance practices and music reading skills. Students will develop aesthetic perception, creative expression, and aesthetic valuing. They will study the historical and cultural context of music and learn to connect and apply learned music skills toward a career. Public performances are required.

**Chamber Choir**  
**All Grade Levels**

**“F” or “G” UC/CSU A-G Requirement**  
**10 credits**

**Prerequisite-***Audition and Instructor invite*

This group is an advanced ensemble of dedicated and committed students. Members are expected to understand and master music theory, sight-reading, and sing complex music in a variety of genres and performance styles. Course includes practical singing technique, music performance practices and music reading skills. Students will develop aesthetic perception, creative expression, and aesthetic valuing. They will study the historical and cultural context of music and learn to connect and apply learned music skills toward a career. This group performs extensively throughout the year.

**Beginning Drama (Drama 1)**  
**All Grade Levels**

**“F” UC/CSU A-G Req. and CTE grad req.**  
**10 credits**

**Prerequisite-** None

This course provides an introduction to theatre studies. All beginning theatre skills are taught through a series of fun games and activities that encourage teamwork and foster social skills. Students study the techniques of acting with a focus on the creation of characters, voice and movement, storytelling, script writing, and improvisation. Beginning drama develops language skills and aesthetic valuing through analyzing scenes and characters, listening critically, speaking effectively, and writing critiques. Students are expected to participate actively in each class session. Performance in front of the class is generally done in a group or with a partner.

**Intermediate Drama (Drama II)**  
**All Grade Levels**

**“F”or “G” UC/CSU A-G Req. and CTE grad req.**  
**10 credits**

**Prerequisites-** *Completion of Drama I or by invitation*

Drama II students will study acting in greater detail with a focus on voice and diction, characterization, scene work, and monologues. Students will be introduced to Shakespeare and learn how to annotate a play script. Student actors will be expected to participate actively in each class session and will perform in front of the class on a regular basis. Intermediate students will be cast in a play to be performed for English classes and the community. This course develops language skills and aesthetic valuing through reading and interpreting dramatic literature, analyzing scenes and characters, writing critiques. Students in this class are challenged to hone their skills and perform with an additional measure of polish and professionalism.

**Advanced Drama (Drama 3-4)**  
**All Grade Levels**

**“F”or “G” UC/CSU A-G Req.; CTE grad req.**  
**10 credits**

**Prerequisites-** *Completion of Drama II or Instructor invitation*

Advanced Drama offers students opportunities to initiate and direct their own projects. Students will be challenged to push themselves creatively and work collaboratively to construct short performance pieces. The class will produce a play to be performed for English classes and the community. Students in advanced drama will learn how to produce a play and run a theatre company by functioning as the leadership and staff for the Christopher High drama club. Success in this course requires a strong work ethic, initiative, and ability to work

both independently and in groups. Advanced drama develops language skills and aesthetic valuing through exposure to a variety of theatrical styles and genres, reading and interpreting dramatic literature, and writing dialog and critiques.

**Stagecraft**  
**All Grade Levels**

**CTE. grad req.**  
**10 credits**  
**Prerequisites-None**

This class is designed to teach the art of theatrical design and production to students who are interested in set construction and decoration, lighting, sound, props, costumes, company or stage management, and arts administration. The purpose of this course is to arm students with the practical skills they need to implement design in a theatrical or cinematic context and also provide them with the context for developing a design aesthetic that will allow them to create and implement cogent, artistically sound, meaningful work and enable them to be successful in career and college. Students will build sets to plan specs for use in production. Through this process they will be required to use all necessary and applicable tools, determine placement, erect and secure structures, and finish with embellishments as needed.

**Digital Photography**  
**All Grade Levels**

**“F”or “G” UC/CSU A-G Requirement or CTE**  
**10 Credits**  
**Prerequisites- None**

Students will complete a series of strictly controlled experiments in capturing and editing Digital photographs. Students are assigned a group of experiments with emphasis on basic composition, image exposure, and camera operations. Students will learn photo composition, portraiture, lighting, and other subjects pertaining to photography. Students will learn Photoshop and Lightroom techniques in the computer lab as well as in the classroom and produce many innovative and experimental projects and create a photography portfolio.

**Adv. Photography**  
**10-12th grade**

**“F”or “G” UC/CSU A-G Requirement or CTE**  
**10 credits**  
**Prerequisite- completion of Photo I**

Photo/Technique: Students have a series of strictly controlled experiments in development and exposure of studio and outdoor Photography. Photo Experiments: Students are assigned a group of experiments with emphasis on alternative photographic process methods of capturing images to be enhanced and combined. Students will learn photo composition, portraiture, photojournalism, and other subjects pertaining to the field of professional photography. Students will learn Photoshop and Lightroom techniques in the computer lab as well as in the classroom and produce many innovative and experimental projects and create a photography portfolio.

**Ceramics I**  
**All Grade Levels**

**“F”or “G” UC/CSU A-G Requirement**  
**10 Credits**  
**Prerequisite- None**

Ceramics I is an introductory class exploring the world of clay. We make lots of fun projects and learn how to manipulate clay into functional pieces of art. Emphasis will be placed on the design elements; line, shape, texture, form, and color. Focus will be on the hand building techniques; pinch, coil and slabs. Functional as well as sculptural applications will be explored. Introduction to traditional and historical ceramic arts will be incorporated into the lab experiences. Students will be introduced to the craft of wheel thrown pottery second semester. Various glaze and decoration techniques for finishing work will be introduced in the beginning class. This class is repeatable for credit.

**Advanced Ceramics  
Grades 10-12**

**“F”or “G” UC/CSU A-G Requirement  
10 credits**

**Prerequisites-** *completion of Ceramics I*

Advanced Ceramics is a course that will prepare students to explore the world of 3-D art and ceramics. Students will have the option of working in various mediums and incorporating those into clay projects. Advanced clay topics such as under glaze, throwing, and sculptural projects will be explored. Students will spend the first semester working on reinforcing skills from Ceramics 1, and second semester we will focus on the wheel and a concentration/portfolio body of work. Students are encouraged to work in whatever method they prefer and are given individual attention and guidance through teacher feedback and class critiques. This class is repeatable for credit.

**Drawing and Painting  
All Grade Levels**

**“F”or “G” UC/CSU A-G Requirement  
10 credits**

**Prerequisites-** *None*

Drawing and Painting is designed for students in their first year of Drawing and Painting. Drawing skills will be emphasized from both direct observation and photographs of the figure, still-life, landscape, and architectural forms. Students will incorporate an understanding of design principles, color theory, critical thinking, and problem solving in their artworks. These concepts will be introduced and illustrated throughout the course through the exposure of artists, artistic styles, and art movements throughout history and across cultures. A variety of drawing and painting techniques and media will be explored: pencil, ink, charcoal, pastel, acrylic, collage, linocut printmaking, watercolor, and mixed media.

**Advanced Drawing and Painting  
10-12th grades**

**“F”or “G” UC/CSU A-G Requirement  
10 credits**

**Prerequisites-** *Completion of D and P I*

Students will expand skills acquired in Drawing and Painting with strong emphasis on observational skills. Students will explore new mediums and techniques while focusing on compositional elements of design and strengthening problem solving skills. Opportunities will be given to students for more in-depth experimentation of specific mediums and subject matter. Students will develop and evolve their personal style throughout the course. Contemporary trends in Art will be integrated within the course to enrich student knowledge and awareness. Students will complete sketchbook assignments throughout the semester. This class is HIGHLY recommended for students who are planning to attend college to major or minor in art. Portfolio development will be emphasized. Students will create a digital portfolio of the work that is created throughout each semester.

**Sculpture and Design  
All Grade Levels**

**“F”or “G” UC/CSU A-G Requirement  
10 credits**

**Prerequisites-** *None*

Sculpture and Design is an introductory class to the world of space and form. We make lots of fun projects and learn how to manipulate various media into functional and non-functional aesthetic pieces of art. Emphasis will be placed on the design elements; line, shape, texture, form, space and color. Focus will be on construction techniques using found objects and unusual media. Functional as well as sculptural applications will be explored. Introduction to traditional and historical sculptural arts will be incorporated into the lab experiences. This course will also help prepare students for AP Studio Art 3-D.

**Sculpture and Design II**  
**10-12th grade**

**“F” or “G” UC/CSU A-G Requirement**  
**10 credits**

**Prerequisites-** *completion of S and D I*

This art course is designed to do advanced work in sculpture and 3D design in a variety of materials. It can be taken in sequence after taking sculpture and design I or a ceramics class. Projects in additive and subtractive sculpture, construction, assemblage, molding and casting will be studied. The following materials will be discussed and used in class: Paper, Paper Mache Sculpture, Mosaic, Assemblage art, recycled materials, Cardboard Construction & Deconstruction, Clay, Plaster. This course will also help prepare students for AP Studio Art 3-D.

**AP Studio Art 2D**  
**11-12th Grade**

**“F” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Prerequisite:** *At least one prior 2-D art class with a grade of B or better and/or teacher approval. (Drawing & Painting, Advanced Drawing & Painting, Photography, or Digital Design).*

***Honor/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May***

This course is a chance for the visually gifted to excel and receive recognition on a national scale. It allows students to compare their work with other high school students throughout the nation, and helps them prepare an excellent portfolio for study at the college level. All students enrolling in the course are expected to submit a portfolio for the AP Art Studio Examination. Failure to submit a portfolio will result in failure of the class. AP studio art is a rigorous, college level class that has a summer assignment and outside work. Students are expected to have good organizational and time management skills.

***Students may earn college credit in this class, and may submit in photography, painting, or 2-D Design***

**AP Studio Art 3D (“F” or “G”)**  
**11-12th Grade**

**“F” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Prerequisite:** *At least one year of ceramics or sculpture and design with a grade of B or better, or teacher approval.*

***Honor/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.***

This course is a chance for the visually gifted to excel and receive recognition on a national scale. It allows students to compare their work with other high school students throughout the nation, and helps them prepare an excellent portfolio for study at the college level. All students enrolled in the course are expected to submit a portfolio for the AP Art Studio 3-D Examination. Failure to submit a portfolio will result in failure of the class. AP Studio Art 3-D is a rigorous, college level class that has a summer assignment and outside work. Students are expected to have good organizational and time management skills. ***Students may earn college credit in this class, and will submit in ceramics, and/or mixed media 3-D design***

## Spanish Department

### Spanish For Heritage Speakers I Any Grade

**“E” UC/CSU A-G Requirement**  
**10 Credits**

**Prerequisite-** *none Designed for students who have grown up hearing and speaking Spanish.*

The Spanish for Heritage Speakers Course is designed for students who have a basic knowledge of Spanish through exposure in their homes. Students in this class will increase their vocabulary and improve their reading and writing skills in Spanish. Students will learn the standard international lexicon, improving their ability to speak both formally and informally. Students will learn about the countries where Spanish is spoken, their histories and cultures. Students will read and analyze short stories and poetry from the literature of the Spanish speaking world. This course is appropriate for students who have not studied Spanish formally. A student in this course has grown up hearing Spanish and knows how to respond most of the time in conversations in Spanish.

### Spanish for Heritage Speakers II Any Grade

**“E” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Prerequisite-** *Completion of Spanish for Spanish Speakers I or placed by teacher recommendation*

This course is designed for students whose native and primary language is Spanish. This class requires that students use their knowledge of Spanish grammatical structures to communicate orally and in writing. Emphasis is on paragraph, essay writing, and analysis of literature. Complex grammar concepts, spelling and accent rules, and vocabulary skills will also be emphasized. Latin American and Spanish cultural topics are studied and discussed. Some emphasis will be given to preparation for taking the Advanced Placement Test in Spanish.

### Spanish I Any Grade

**“E” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendations-** *Not designed for students who speak and understand Spanish.*

This course introduces students to the Spanish language. Students will be exposed to basic grammatical structures and vocabulary through comprehensible input and storytelling. Fluency will be developed through question and answering, storytelling, reading, group interaction, and movie talks. Students will learn basic information pertaining to common traditions and customs of Spanish speaking people. Students will complete a variety of projects reflecting vocabulary, grammar and culture throughout each semester. This class is appropriate for the student who has had little to no contact with Spanish in their home environments.

### Spanish II Any Grade

**“E” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendation-** *completion of Spanish I Not recommended for native speakers.*

Students will review structures and vocabulary from Spanish I and will continue to develop their fluency through question and answering, discussions, storytelling, reading, reading authentic texts, and group interactions. Students will be expected to do Sustained Silent Reading on a regular basis. Students will continue



to explore traditions and customs of Spanish speaking people. Most of the class will be conducted in Spanish and students are expected to use Spanish with the teacher and their classmates.

**Spanish III  
Any Grade**

**“E” or “G” UC/CSU A-G Requirement  
10 Credits**

**Recommendation-** *Completion of Spanish II, Spanish for Heritage Speakers I, or Spanish for Heritage Speakers II. Not recommended for native speakers.*

Students will continue to build upon their ability to read, write, speak and understand Spanish. This class will be taught almost entirely in Spanish and students will be required to use Spanish for communication in the classroom. Students will enhance their knowledge of the language and culture by reading Spanish language newspapers, magazines and literature. Students will be expected to participate in Sustained Silent Reading on a regular basis. Fluency will continue to be developed through question and answer, storytelling, group interaction and oral presentations. Students will continue to study the culture of Spanish speaking people.

**AP Spanish Language (IV)  
Any Grade**

**“E” or “G” UC/CSU A-G Requirement  
10 Credits**

**Recommendation-** *Completion of Spanish III, or Spanish for Heritage Speakers I and II with a “C-” or higher, or teacher recommendation.*

***Honor/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.***

The AP Spanish Language course is intended to be the equivalent of a third year college Spanish language class. This class requires the student to use their knowledge of Spanish in oral class work, reading, and writing. Current events, readings in Spanish and Spanish American literature and culture will provide the basis for discussion. The class is conducted entirely in Spanish and its goal is to have all students take and pass the AP Spanish Language Exam in the spring.

**AP Spanish Literature (V)  
Any Grade**

**“E” or “G” UC/CSU A-G Requirement  
10 Credits**

**Recommendation-** *Students should have taken Spanish I-IV, or Spanish for Heritage Speakers I and II, Spanish IV or teacher recommendation.*

***Honor/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.***

The Spanish V AP Literature course is intended to be the equivalent of a third year college introduction to Hispanic Literature. It covers selected authors from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. In this course students develop a strong command of the Spanish language integrating language skills and synthesizing written and aural material. The class is conducted completely in Spanish and includes frequent writing assignments, review of grammatical concepts and analytical strategies.

## Mathematics Department

### Math I Grade 9

“C” UC/CSU A-G Requirement  
10 Credits

*Prerequisites:* none

This is the first course in a three year integrated math sequence that covers the topics of Algebra 1, Geometry and Algebra 2. The focus of the course is on extending understanding of numerical manipulation to algebraic manipulation; understanding of function; introduction to exponential functions; deepen and extend understanding of linear relationships; apply linear models to data that exhibit a linear trend; introduction to exponential functions; interpreting Categorical and Quantitative Data; establish criteria for congruence based on rigid motions; and apply the Pythagorean Theorem to the coordinate plane.

### Math I+ Grade 9

“C” UC/CSU A-G Requirement  
10 Credits

**Recommendation:** *Student Choice (Incoming 9th graders may be placed based on multiple measures given in 8th grade.)*

**Honors/AP Agreement Required.** This is the first course in a three year integrated math sequence that covers the topics of Algebra 1, Geometry, Algebra 2, Trigonometry, Precalculus and stem standards. Students will be prepared to take AP Calculus at the end of the series. The focus of the course is on extending understanding of numerical manipulation to algebraic manipulation; understanding of function; introduction to exponential functions; deepen and extend understanding of linear relationships; applying linear models to data that exhibit a linear trend; introduction to exponential functions; interpreting Categorical and Quantitative Data; establishing criteria for congruence based on rigid motions; applying the Pythagorean Theorem to the coordinate plane and comparing key characteristics of quadratic functions with those of linear and exponential functions.

### Math II Grade 10

“C” UC/CSU A-G Requirement  
10 Credits

*Prerequisites:* passing grade in Math I

This is the second course in a three year integrated math sequence that covers the topics of Algebra 1, Geometry and Algebra 2. The focus of the course is on extending the laws of exponents to rational exponents; comparing key characteristics of quadratic functions with those of linear and exponential functions; creating and solving equations and inequalities involving linear, exponential, and quadratic expressions; extending work with probability; and establishing criteria for similarity of triangles based on dilations and proportional reasoning.

### Math II+ Grade 10

“C” UC/CSU A-G Requirement  
10 Credits

**Recommendation:** “C” or better in Math I+

**Honors/AP Agreement Required.** This is the second course in a three year integrated math sequence that covers the topics of Algebra 1, Geometry, Algebra 2, Trigonometry, Precalculus and stem standards. Students will be prepared to take AP Calculus at the end of the series. The focus of the course is on extending the laws of exponents to rational exponents; comparing key characteristics of quadratic functions with those of linear and exponential functions; creating and solving equations and inequalities involving linear, exponential, and



quadratic expressions; extending work with probability; and establishing criteria for similarity of triangles based on dilations and proportional reasoning. In addition to these topics, students are introduced to complex numbers and the Fundamental Theorem of Algebra. Conic equations will be studied from the perspective of algebra and geometry.

**Math III  
Grade 11**

**“C” UC/CSU A-G Requirement  
10 Credits**

**Prerequisites:** *passing grade in Math II*

This is the third course in a three year integrated math sequence that covers the topics of Algebra 1, Geometry and Algebra 2. It is in the Mathematics III course that students integrate and apply the mathematics they have learned from their earlier courses. The focus of the course will be four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, logarithmic, exponential and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

**Math III+  
Grade 11**

**“C” UC/CSU A-G Requirement  
10 Credits**

**Recommendation:** *“C” or better in Math II+*

**Honors/AP Agreement Required.** This is the third course in a three year integrated math sequence that covers the topics of Algebra 1, Geometry and Algebra 2. It is in the Mathematics III+ course that students integrate and apply the mathematics they have learned from their earlier courses. The focus of the course will be four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems. The practical aspects of trigonometry include the complete solution to triangles, vector and force problems. The relationship of infinite series and circular functions are examined. Pre-Calculus, covered during the fourth quarter, involves an introduction to advanced topics in polynomial equations, analytical geometry, and intro to Calculus applying the first derivative to maximum and minimum problems. Upon completion of the Math + series students should be able to enroll in AP Calculus AB.

**AP Precalculus  
Grade 11**

**“C” UC/CSU A-G Requirement  
10 Credits**

**Recommendation:** *“C” or better in Math II+*

**Honors/AP Agreement Required.** *Students enrolled in this class are expected to take the AP exam in May.*

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. AP Precalculus's year-long course is divided into four units, covering Polynomial and Rational Functions; Exponential and Logarithmic Functions; Trigonometric and Polar Functions; and Functions Involving Parameters, Vectors, and Matrices. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with varying degrees of accuracy for a given context or data set. Additionally, students also learn that every model is

subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general.

**Statistics  
Grade 12**

**“C” or “G” UC/CSU A-G Requirement  
10 Credits**

**Recommendation:** *“C” or better in Math III*

This course is an introductory, non-calculus based course in statistics. This course covers the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include data exploration, planning a study, anticipating patterns and statistical inference. Students will be able to: compare, summarize and explore univariate and bivariate data; plan and conduct studies using a variety of data collection methods including surveys and experiments; use probability to anticipate patterns in data; and use statistical inference, including confidence intervals and significance tests to confirm models.

**AP Calculus  
Grade 12**

**“C” or “G” UC/CSU A-G Requirement  
10 Credits**

**Prerequisites:** none

***Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.***

This course parallels approximately 2/3 of the first year college Calculus class. There is extensive work with derivatives and integrals of polynomial, trigonometric, and exponential functions, application to physics, math, and business.

**AP Statistics  
Grade 12**

**“C” or “G” UC/CSU A-G Requirement  
10 Credits**

**Prerequisites:** none

***Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.***

This is an introductory college-level statistics course. Many college majors require statistics including majors in social sciences, physical sciences, and engineering. Students will study descriptive and inferential statistics. Students will become aware of how statistics are used in everyday life.

## Physical Education

**Course 1**  
**Grade 9**

*(not college prep)*  
**10 credits**

This course is a requirement for all students in grade 9. As of July 2007, students must pass the physical performance test administered in grade 9 in order to receive the two year exemption in grades 11 and 12. (*Education Code* Section 51241). Physical Education classes are co educational programs. Students will participate in Individual/Dual sports (ex. Tennis, Golf, Badminton), Swimming, Dance and Fitness for Life (book unit).

**Course 1-ZERO period**  
**Grade 9**

*(not college prep)*  
**10 credits**

This course is a requirement for all students in grade 9. As of July 2007, students must pass the physical performance test administered in grade 9 in order to receive the two year exemption in grades 11 and 12. (*Education Code* Section 51241). Physical Education classes are co educational programs. Students will participate in Individual/Dual sports (ex. Tennis, Golf, Badminton), Swimming, Dance and Fitness for Life (book unit).

**Course 2**  
**Grade 10**

*(not college prep)*  
**10 Credits**

**Prerequisite:** *Passing Grade in Course 1*

A second year is required between grades 10-12. As of July 2007, all students must pass the California Physical Fitness exam administered in grade 9 in order to receive the two year exemption in grades 11 and 12. (*Education Code* Section 51241) Physical Education classes are co educational programs. Students will participate in different team sports and cobatitives. Some examples are Self-Defense, Volleyball, Hockey, Soccer, and Ultimate Frisbee.

**Course 2 -ZERO Period**  
**Grade 10**

*(not college prep)*  
**10 Credits**

**Prerequisite:** *Passing Grade in Course 1*

A second year is required between grades 10-12. As of July 2007, all students must pass the California Physical Fitness exam administered in grade 9 in order to receive the two year exemption in grades 11 and 12. (*Education Code* Section 51241) Physical Education classes are co educational programs. Students will participate in different team sports and cobatitives. Some examples are Self-Defense, Volleyball, Hockey, Soccer, and Ultimate Frisbee.

## Science Department

### **Biology Grade 9**

**“D” or “G” UC/CSU A-G Requirement  
10 Credits**

**Prerequisite-***none - All 9th graders will take Biology.*

Biology is a laboratory class that will introduce the student to the basic concepts of modern biology: cells, cell reproduction, genetics, evolution, ecology, microbiology, physiology, and the biochemistry of the cell. Biology is a "hands-on" class where concepts are learned through well-planned laboratory activities. Students are expected to learn the proper use and care of laboratory equipment with an emphasis on safety. The use of technology is embedded in the curriculum.

### **Biology Honors Grade 9**

**“D” or “G” UC/CSU A-G Requirement  
10 Credits**

**Recommendation:** *grade of “B+” or better in last science class.*

#### ***Honors/AP agreement required.***

Honors Biology is intended to be a preparatory course for AP Biology. Honors Biology is a laboratory class that will introduce the student to the basic concepts of modern biology: cells, cell reproduction, cell biochemistry, genetics, evolution, ecology, microbiology, physiology and biotechnology. Honors Biology is a “hands-on” class where concepts are learned through well-planned laboratory activities. Students are expected to learn the proper use and care of laboratory equipment with an emphasis on safety. The use of technology is embedded in the curriculum. Honors Biology will cover the same topics as taught in a regular College Prep Biology class but in greater depth and breadth. Students will be assessed throughout the year in traditional and non-traditional methods. This course will require additional reading of the text and supplemental materials, using writing as a main source of communication, as well as additional mathematical applications to biological concepts. Formal lab write-ups will be taught and utilized.

### **Chemistry Grade 10**

**“D” or “G” UC/CSU A-G Requirement  
10 Credits**

**Prerequisites – none**

Chemistry includes the study of the chemical and physical changes in nature along with the accompanying changes in energy. The curriculum of this course is based on the Next Generation Science Standards, and includes chemical concepts such as chemical bonds, chemical reactions and equations, the periodic table, the structure of the atom, the study of matter, and the chemical and physical properties and environmental toxins. The laboratory is used throughout the course to enhance the main topics as well as to examine a variety of investigative methods of science.

**Honors Chemistry**  
**Grade 10**

**“D” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendation-** *Successful completion of both semesters of Biology, Math I with a B or better, and concurrent enrollment in Math II or higher or teacher recommendation.*

**Honors/AP Agreement Required.** Honors Chemistry is recommended for students interested in Science majors or plan to attend the UC system or equivalent. The difference between Chemistry and Honors Chemistry is the class moves at a faster pace, greater depth and breadth of the course curriculum, sophisticated use of math in understanding of concepts, and lab activities are more challenging, technical, and qualitative.

**Physics**  
**Grade 11**

**“D” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Prerequisites:** *none*

From the unimaginably small to the infinitely large, physics explains the rules and laws that govern how our universe works. Drive a car, throw a ball, turn on the lights, look in the mirror, answer your phone-these are just a few ways that you encounter physics in your everyday life. As the year progresses you will learn to look at the world very differently as you gain insight into how physics is relevant to your day-to-day experiences. Physics is the most fundamental science, which means that the laws of physics form the foundation from which the principles and concepts of all other sciences are built. In this hands-on laboratory science course you will learn to understand motion and forces, work and energy, electricity and magnetism, sound and light, and more. You will apply what you have learned to succeed in cooperative team projects.

**AP Physics**  
**Grade 11 or 12**

**“D” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendation:** *Prior coursework in physics is not required but would be an advantage. Students must have completed Math I and be currently enrolled in Math II or a higher math course. This course includes basic use of trigonometric functions.*

**Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.** AP Physics 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. Twenty-five percent of instructional time will be devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Students will make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting. Taking this course will especially benefit anyone who intends to major in science, math, engineering, computer science, medicine, etc.

**AP Biology**  
**Grade 12**

**“D” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendation** - *A grade of “B” or better in both semesters of Biology and Chemistry*

***Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.***

The Advanced Placement Biology Course is subdivided into Four Big Ideas: Evolution driving life, Energy in living systems, Information essential to life processes, and Systems Interactions. The goal of AP Biology is to help students develop a conceptual framework for modern biology and help students gain an appreciation for science as a process. It uses a lab-oriented “hands-on” approach to teach and reinforce biological concepts. The AP course is designed to be the equivalent of a **college** introductory biology course usually taken by science majors during their first year.

**AP Environmental Science**  
**Grade 12**

**“D” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendation-** *A grade of “C” or better in both semesters of Biology or teacher recommendation.*

***Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.***

The goal of A.P. Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. It uses a lab-oriented "hands-on" approach to teach and reinforce these environmental concepts and principles. Technology is embedded throughout the curriculum. Field studies and other outdoor activities are utilized to reinforce concepts learned in the class.

**Anatomy and Physiology**  
**Grade 12**

**“D” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendation:** *A grade of “C” or better in both semesters of Biology or higher.*

Anatomy and Physiology is a rigorous elective laboratory science course which emphasizes and explores in depth the structure and function of the human body. The study and dissection of a large mammal as well as other individual organs is used to enhance the knowledge of the human body through comparative studies and is required. Three integrating themes: Interrelationships of Body Organ Systems, Homeostasis and Complementarity of Structure and Function organize, unify and set the tone for this class. The various levels of organization in the human body will be emphasized: cells, tissues, organs, systems, and their physiology. This course employs a systematic study of the human body. This course is an extremely rigorous class in which memorization of structures and anatomical terms are extremely important. An extensive dissection project occurs in the second semester.

**Marine Science**  
**Grade 11-12**

**“D” or “G” UC/CSU A-G Requirement**  
**10 Credits**

**Recommendation:** *grade of “C” or better in both semesters of Biology.*

This course fulfills the Life Science or Physical Science requirement. The class will introduce students to the physical and biological "world" of the oceans. It is an ecologically-based course that emphasizes the relationship between the living and nonliving world. It is important to learn that in the oceans, just as on land, scientific principles govern organisms and their interaction with the environment. The course will begin with scientific methods, the chemistry of water, introduce basic oceanography, review ecological principles, and then embark on an in-depth study of the diverse marine communities that can be found throughout the world. It will conclude with an in depth study of the human impact on the ocean.

## Social Science Department

### World History Grade 10

**“A” or “G” UC/CSU A-G Requirement**  
**10 Credits**  
**Prerequisite- None**

The course standards are set forth by the California Department of Education. World History focuses on the major turning points that shaped the modern world from the late eighteenth century through the present. The course will trace the rise of democratic ideas, modernization of industry, imperialism, World War I, the rise of totalitarian rule, World War II and the Cold War. Students develop an understanding of current world issues and relate them to historical, geographical, political, economic and cultural contexts.

### AP World History Grade 10

**“A” or “G” UC/CSU A-G Requirement**  
**10 Credits**  
**Prerequisite- None**

***Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.*** AP World History is designed to be the equivalent of a two- semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 1700 to the present. Students are expected to take the AP exam.

### U.S. History Grade 11

**“A” or “G” UC/CSU A-G Requirement**  
**10 credits**  
**Prerequisite- None**

The course standards are set forth by the California Department of Education. This course covers the foundations and history of the United States from 1600 to the present, with special emphasis placed on the impact of those events and personalities which formed today's society. Topics of study include Colonialism, Reconstruction, Industrial Revolution and Immigration, World War I, the Roaring 20's and the Great Depression, World War II, the Cold War and Modern day events.

### AP U.S. History Grade 11

**“A” or “G” UC/CSU A-G Requirement**  
**10 Credits**  
**Recommendation – Grade of “C+” or higher in AP World History.**

***Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.*** Advanced Placement U.S. History is a two semester course designed to study a range of topic and issues in the political, social, and cultural history of the United States from the Colonial Era to the late 20<sup>th</sup> Century, as well as, to teach students to think like historians. Students will use a number of methodologies to explore the past, including lectures, seminar/discussions, numerous readings, analyzing contemporary source materials (diaries, letters, political cartoons, newspapers, government documents, maps, etc.), writing short, well-focused essays, and putting together a couple of longer projects. A.P. U.S. will prepare students to take the national Advanced Placement Examination in United States History at the end of the first full week of May. Students enrolled in this class are expected to take the AP exam in May Students who pass this exam with a credible score may earn credit and/or advanced standing in United States History at their colleges. This course as well as the syllabus of the course has been approved by the College Board AP Audit.



**U.S. Government and Economics  
Grade 12**

**“A” or “G” UC/CSU A-G Requirement  
10 Credits**

**Prerequisite-** *none*

U.S. Government and Economics are one-semester courses. Students will take one of the courses in the fall semester and the other course in the spring semester. The Government portion of the course is designed to introduce American and California government with an emphasis on the social, economic, and psychological factors that affect political behavior. Topics also explored are foundations of the American system of government as well as the institutions of the American government. The Economics portion of the course will provide students with an overview of general economic theories and principles, comparative economic systems with a special emphasis on the American Free Enterprise system. Topics also explored are macroeconomics which includes measuring the economy’s performance as well as international economics. The course standards are set by the California Department of Education.

**AP U.S. Government and AP Macroeconomics  
Grade 12**

**“A” or “G” UC/CSU A-G Requirement  
10 Credits**

**Recommendation:** - *Senior standing and recommended C+ or higher in AP U.S. History and Math 1. AP U.S. History is not required, but strongly recommended.*

***Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.*** The first semester of the course is Advanced Placement Government. The course is an in-depth study of the United States Government. The course covers foundations of government in the United States, political participation, the role of politics in the United States, Institutions and civil rights and liberties. The second semester of the course is A.P. Macroeconomics. The Advanced Placement course in Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economies. A.P. Government and A.P. Macroeconomics will prepare students to take the national Advanced Placement Examination in Government and Macroeconomics in May (two tests). Students who pass these exams with a credible score may earn credit and/or advanced standing in Economics and Political Science at their colleges.

## Career Technical Education

### Woodworking I Grades 9-12

*(not college prep)*

**10 Credits**

**Prerequisites:** *None*

This introductory woodworking course acquaints the student with essential principles of woodworking. Topics include shop safety, shop math, wood technology, care and use of hand tools, portable power tools and basic machinery. Students will learn measurements and how to read a tape measure. Emphasis is placed on proper technique, safety and shop practice. Students are required to complete a series of projects designed to develop primary woodworking skills and the projects become the property of the student upon completion. Woodworking I is a two semester class.

### Woodworking II Grades 10-12

*(not college prep)*

**10 Credits**

**Recommendation-** *“C” or better in Woodworking I*

The Woodworking II course builds on the skills developed in Woodworking I. Topics include shop safety, project design and planning, care and use of hand tools, portable power tools and basic machinery. Students will read and write about their projects. Students are required to complete a series of projects designed to develop their Woodworking II skills. The student will be assigned projects to complete in conjunction with the instructor that may include: wood turning, intermediate to advanced wood building projects design and planning. Students will learn how to read designs and plans which they will use to build their projects. Woodworking II is a two semester class.

### Yearbook Grades 10-12

**“G” UC/CSU A-G Requirement**

**10 Credits**

**Prerequisite-** *application and interview required*

Students will create a complete, representative historical record of the year, including specific activities, events, issues and people. A yearbook staff member must be willing to devote countless hours, energy and dedication to the publication process.

### Digital Design and Animation Grades 9-12

**“F” or “G” UC/CSU A-G or CTE Requirement**

**10 Credits**

**Prerequisite:** *none*

A hands-on visual art and design course using contemporary tools. Students will utilize four different software programs to explore the disciplines of two dimensional Graphic Design, basic animation, effects, and basic film production, editing, and scoring. Knowledge of computers or programming is not required. (Students may earn Voc Ed. or Fine Arts credit).

### Adv. Digital Design and Animation Grades 10-12

**“F” or G” UC/CSU A-G or CTE Requirement**

**10 Credits**

**Recommendation-** *Successful completion of Digital Design and Animation, for grades 9-12*

This course will allow students to further their studies in the Digital Design and Animation career field. Students will select and concentrate on one of three major fields of study: 2D art, 3D construction/animation, and or Film. (Students may earn Voc Ed. or Fine Arts credit).

**Computer Science Essentials  
Grades 9-12**

**"G" UC/CSU A-G Requirement  
10 Credits  
Prerequisite- none**

With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin the Project Lead The Way Computer Science 9-12 experience. Computer Science Essentials will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. In Computer Science Essentials, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They'll apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond. **Required for 9th graders who are enrolled in the Computer Science Academy.**

**AP Computer Science Principles  
Grades 10-12**

**"G" UC/CSU A-G Requirement  
10 Credits  
Prerequisite- none  
Recommended for 11th and 12th graders new to  
Computer Science**

**Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.** Create and program apps for your phone or tablet using App Inventor (Android and iOS). No experience needed! AP Computer Science Principles is an intermediate course in computer science that allows you to create apps throughout the year, both individually and with teams. Creativity, Abstraction, Data & Information, Algorithms, Programming, The Internet, and Global Impact: these are the seven Big Ideas for computer science you will learn in AP CS Principles. For the AP Exam you will submit an interactive app and a research paper instead of completing a traditional Free Response Question. **Required for 10th graders who are enrolled in the Computer Science Academy.**

**AP Computer Science A  
Grade 11**

**"G" UC/CSU A-G Requirement  
10 Credits  
Recommendation: completion of AP Computer  
Science Principles**

**Honors/AP Agreement Required. Students enrolled in this class are expected to take the AP exam in May.** The AP Computer Science A course is an advanced course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. Students will develop programs utilizing the Java programming language. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. **Required for 11th graders who are enrolled in the Computer Science Academy.**

**Cybersecurity  
Grade 12**

**“ D “ UC/CSU A-G Requirement  
10 Credits  
Prerequisite- *none***

This course introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. In Cybersecurity, students solve problems by understanding and closing the vulnerabilities in computational resources. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. ***Required for 12th graders who are enrolled in the Computer Science Academy.***

**Sports Medicine I  
Grades 11-12**

**“G” UC/CSU A-G Requirement  
10 Credits  
Recommendation: *Junior or Senior in standing.  
Passing both semesters of Biology with a “C” or better.***

This program is designed to educate students in the field of Sports Medicine and other Allied Health professions. The field of Sports Medicine will be explored, including care and prevention of injuries, protective taping and wrapping techniques, stretching methods, overall wellness, and basic anatomy and physiology terms. These concepts will be used on a daily basis. Students will be required to perform additional hours outside the classroom to further enhance their learning, and give the instructor another method of evaluating student progress. Training room coverage and coverage of athletic events satisfy this requirement. Sports Medicine I will not only provide students with the theoretical basis of what a certified athletic trainer does as part of the sports medicine team, but it will supply students with valuable information related to the prevention and management of athletic injuries and illnesses.

**Sports Medicine II  
Grade 12**

**College Prep “G”  
10 credits  
Recommendation: *A grade of “C” or better in both semesters of Sports Medicine I.***

This course will enable students to apply their previous knowledge of Sports Medicine as they evaluate, treat, and perform proper preventative measures in caring for injuries sustained in athletics. This course will also give students a broader scope of employment possibilities in relation to Sports Medicine. We will cover advanced concepts that further develop their understanding of Anatomy and injury recognition and care. The student will also gain advanced knowledge and skills in which they can use as they perform their athletic coverage. Advanced Students are required to perform additional hours outside the classroom, both in the Training room as well as being assigned specific athletic events to cover as a student athletic trainer to further enhance their learning, and give their instructor another method of evaluating student progress.

## **High Step Program**

*(College Credit and High School Credit)*

***Prerequisite-2.00+ overall GPA***

Gavilan College in conjunction with Christopher High School offers one college course after school per semester on the CHS campus. These courses are transferable to UC/CSU and will be weighted as an Advanced Placement class for GPA purposes. High Step is an excellent method for raising your GPA and attaining extra high school credit at the same time! Students must take the Gavilan Assessment Test.

***Psychology 2 (Psych 2) High School and College Credit***

*class meets once a week as a "7<sup>th</sup>" period class. Also counts as a Career Tech Ed class.* A systematic study of the child from prenatal life through the preschool years. The course integrates the basic concepts of physical, cognitive and psychosocial development of each major stage of life during this period. The course is also listed as Child Development 2 (CD2).

***Psychology 3 (Psych 3) College Credit and High School Credit Class meets once a week as a "7<sup>th</sup>" period class. Also counts as a Career Tech Ed class.*** Continuation of the study of child development and emphasis on children from age six years of age through adolescence. Includes developmental theories and topics relevant to these ages. The course is also listed as Child Development 3 (CD3).

## Non-Departmental Electives

### Speech and Debate Grades 9-12

**“G” UC/CSU A-G Requirement**  
**10 Credits**

*Prerequisites:* none

Becoming an effective public speaker is an important skill that will help students throughout life. In this year long course, students will learn how to create, deliver, and evaluate different types of speeches. Demonstration speeches, Informative speaking, Oratorical Interpretation, Policy Debate, Student Congress, Original Prose and Poetry, and impromptu speaking are just some of the activities students will participate in throughout this course. Students will also have the opportunity to become involved in extracurricular speech competitions if they choose.

### Ethnic Studies 9th Grade

**“G” UC/CSU A-G Requirement**  
**10 Credits**

*Prerequisites:* none

Ethnic Studies is an interdisciplinary course for incoming 9th graders. The course is a college preparatory course and “G” elective. Students will receive 10 elective credits for completion of the one year course. Students will develop skills to critically examine local, national and global histories through the lens of race, gender and class. By studying the histories of race, ethnicity, class and culture, students will gain respect and empathy for individuals and a greater sense of community. Ethnic Studies will provide students opportunities to broaden their perspectives concerning lifestyles and cultural patterns of ethnic groups within the United States. The course is designed to build a strong foundation for students in all their courses throughout their high school career. [Ethnic Studies Pamphlet](#)

### Leadership Grades All Grade Levels

**“G” UC/CSU A-G Requirement**  
**10 Credits**

Leadership students will participate in the organization, implementation, and support of a variety of school activities and service projects. They will host Homecoming events, movie nights, dances and other events that will require them to spend time outside of the class period, during afternoons and evenings. Students will be introduced to the California Association of Director of Activities (CADA) standards for leadership through participation, apprenticeships, and direct instruction methods. Students must remain academically eligible with at least a 2.0, no F's and no N's in Citizenship. They must also be on track with their community service hours, submitted 5 hours per quarter.

### ASB/Student Government Grades 9-12

*(not college prep)*

**10 Credits**

**Prerequisites-** *Application and Interview by Panel.*  
*Must be an elected Class Officer or an appointed Commissioner*

All elected Class and ASB Officers, and appointed commissioners, must be enrolled in this class. Students will be directly responsible for the planning and implementation of school activities and service projects both at school and in the community. A variety of leadership skills and activities, following standards set forth by

CADA and the California Association of Student Councils (CASC), will be developed through hands-on experience and direct instruction. In order to receive credit for this course, students will be required to participate in leadership sponsored activities, (i.e. dances, Homecoming night rally and parade, and leadership camp) which are outside of the instructional day.

**Link Crew (11<sup>th</sup> and 12<sup>th</sup> grade)  
Grades 11-12**

**“G” UC/CSU A-G Requirement  
10 Credits**

*Prerequisites-Application and Interview by Senior Link Leader Panel. All Link Leaders must participate in this class.*

Juniors and Seniors are taught team building activities, cooperative skill development, public speaking, discussion skills and peer counseling techniques to prepare them to mentor the 9th grade students. Each Link Leader works with 10-15 freshmen that they will mentor over the course of the year. Link Leaders are responsible for running freshmen orientation before the school year starts and will need to be available for 10+ hours of training prior to school starting in August. Other activities include, academic counseling of at risk freshmen, freshmen classroom academic follow up lessons, freshman tailgate and a Cocoa and Cram study event.