



2023-2024
Course Handbook

Revised 11/30/22

OROVILLE UNION HIGH SCHOOL DISTRICT GRADUATION REQUIREMENTS

TOTAL CREDITS REQUIRED FOR GRADUATION: 220

Specific Course Requirements Include:

English	40 Credits (8 Semesters)	Physical Education	20 Credits (4 Semesters)
Life Science...	10 Credits (2 Semesters)	Geography	5 Credits (1 Semester)
Physical Science	10 Credits (2 Semesters)	Health/Driver Education	5 Credits (1 Semester)
Mathematics	20 Credits (4 Semesters)	World History	10 Credits (2 Semesters)
Visual & Performing Arts/ Foreign Language	10 Credits (2 Semesters)	U.S. History	10 Credits (2 Semesters)
Career Technical Education	10 Credits (2 Semesters)	Government	5 Credits (1 Semester)
		Economics	5 Credits (1 Semester)

MATHEMATICS: Must pass Math I or both Math 1A and Math 1B in order to meet the state's Algebra requirement.

SCIENCE: Must earn a passing grade in two semesters of a Physical Science and a Life Science.

VISUAL/PERFORMING ARTS: Must earn a passing grade in two semesters of Foreign Language, Art, Drama, Music or other approved VAPA course.

CAREER TECHNICAL EDUCATION: Must earn a passing grade in two semesters of CTE Classes (Home Economics, Video Production, Engineering or Automotive Technology classes). These courses may be taken any of the four years of high school. Class fees will not be charged unless the student wishes to purchase the finished project.

PHYSICAL EDUCATION: All students are required to complete four semesters of Physical Education.

RECOMMENDED CLASSES BY GRADE LEVEL

9th GRADE

Geography/Health/Dr. Ed.
English 9
PE
Science
Math

10th GRADE

English 10
World History
PE
Science
Math

11th GRADE

English 11
U.S. History
Science
Math

12th GRADE

English 12
Government/Economics
Science
Math

COLLEGE ADMISSION REQUIREMENTS

Students should contact their counselor at the earliest possible time to discuss admissions requirements for post-secondary educational options.

COMMUNITY COLLEGES

Graduation from high school, a minimum age of 18, or passing the CHSPE examination is the only requirement for admission. There are no subject or grade point average requirements. At the Community Colleges, one can earn a degree (A.A.) or (A.S.), undertake a transfer program, get vocational training in a Certificate Program, or improve basic academic skills. Community colleges across the State of California offer 100s of degree, transfer or certificate programs for students. With an Associate's Degree, individuals are able to work in a variety of high paying careers. SAT or ACT scores are not required for entrance, however, students must complete an entrance exam before being allowed to schedule classes.

CSU SYSTEM

In California, the California State University system consists of 23 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many CSU schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Specific careers require a Bachelor's Degree, however, many careers do not. Entrance into the CSU system directly after completing high school includes several requirements. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. Students must submit scores from either the SAT or ACT in order to be admitted into the CSU system.

UC SYSTEM

In California, the University of California system consists of 10 schools in various locations in the state. These universities all offer four-year degrees in a variety of areas, called a Bachelor's Degree. Many UC schools offer advanced degrees beyond that of a Bachelor's Degree, as well. Entrance into the UC system directly after completing high school includes several requirements and can be very competitive. Students who complete high school within the top 10% of their class are guaranteed admission into a school within the UC system, but not necessarily the school of their choice. Students must complete the following A-G Courses listed below. All A-G Courses must be passed with a grade of "C" or better in order to count toward completion of that subject area requirement. Students must submit scores from either the SAT or ACT in order to be admitted into the UC system.

A-G SUBJECT REQUIREMENTS for CSU or UC SYSTEMS

All applicants will be required to complete the same pattern of high school courses with C or better to be eligible for both CSU and UC systems. These courses are listed below:

- A - History/Social Science – 2 Years
- B - English 4 years
- C - Mathematics – 3 Years (Math I, Math II and Math III)
- D - Lab Science – 2 Years (College level biology course and one additional advanced lab science course)
- E - Foreign Language – 2 Years (Must be the same language for both years)
- F - Visual/Performing Arts – 1 Year
- G - College-Prep Elective – 1 Year

PRIVATE/INDEPENDENT/TECHNICAL SCHOOLS

Independent schools and colleges are privately funded and available across the State of California and United States. They determine their own entrance requirements. Students interested in attending a private, independent or technical institution should contact that institution for entrance requirements well in advance of registering for high school classes. For help with this process, please see your assigned high school counselor.

DIVISION I AND DIVISION II NCAA REQUIREMENTS

To view the latest NCAA Eligibility Requirements on required courses, test scores and GPA's, please visit the NCAA website:

http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf

Name _____

Date _____

COURSE PLANNING GUIDE

9th Grade	10th Grade
1. English 9 or Pre-AP English 1	1. English 10 or Pre-AP English 2
2. Geography and Health/Driver Education	2. World History or AP European History
3. Math I or Integrated Math I with Computer and Robotics or Math I Honors	3. Math II or Math II Honors
4. Physical Education	4. Physical Education
5. Biology of the Living Earth or Pre-AP Biology	5. Chemistry in the Earth System or Physics of the Universe
6. Elective _____	6. Elective _____
Credits Earned _____ Credits Possible 60	Credits Earned _____ Credits Possible 120
11th Grade	12th Grade
1. English 11 or AP Language	1. English 12, AP Literature or Literature or Controversy (Public Speaking)
2. US History	2. Economics/Government
3.	3.
4.	4.
5.	5.
6.	6.
Credits Earned _____ Credits Possible 180	Credits Earned _____ Credits Possible 240

Non-Discrimination in District Programs and Activities

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Title IX Coordinator/Equity Officer, Dr. Corey Willenberg, at (530) 538-2300, ext. 1107, or by email at cwillenb@ouhsd.net, or in person at 2211 Washington Avenue, Oroville, CA 95966.

La mesa directiva del distrito escolar se ha comprometido a proporcionar oportunidades iguales para todos los individuos en el sistema de educación. Es norma del distrito que en las programas, actividades y prácticas se prohíbe la discriminación ilícita, incluso la discriminación hacia un individuo o grupo para las características actuales o percibidas de raza, color, herencia, nacionalidad, estado de inmigración, edad, etnicidad, religión, estado parental o de embarazo, estado civil, información médica, discapacidad mental o física, sexo, orientación sexual, género, identidad de género, expresión de género, información genética o cualquier otro estado protegido por ley o asociado con persona o grupo con uno o más de estas características actuales o percibidas. Para preguntas o quejas, comuníquese con nuestro Coordinador / Oficial de Equidad, Dr. Corey Willenberg, por teléfono a (530) 538 – 2300 ext. 1107, por correo electrónico a cwillenb@ouhsd.net, o en persona a 2211 Washington Avenue, Oroville, CA 95966.

Txoj kev tswj ntawm cheebtsam nov tau cog lus yuav muab kev ncaj ncees sib luag rau tag nrho txhua tus tibneeg nyob rau hauv kev kawm ntawv. Cheeb tsam tsev kawm ntawv cov kev pab cuam, kev ua ub no, thiab cov kev coj yuav tsis pub muaj saib tsis tau ib tus twg, xws li tsi pub kev saib tsis tau ib tug neeg los yog pab pawg neeg raws li lawv haiv neeg keebkwm, xim nqaij daim tawv, caj ces, haiv neeg, tuaj teb chaws twg tuaj, ntaub ntawv nyob txawv tebchaws, pab pawg neeg, hnuv nyoog, kev ntseeg, kev muaj txij nkawm, cev xeeb mivnyuam, los yog niam txiv raws li txoj cai, lub cev los si lub hlwb tsis tsuas zoo, txawm tias yog poj niam thiab txiv neej; kev nkag siab ntawm ib los yog ntau tshaj ntawm xws yam ntxwv; los yog muaj kev koom nrog ib tus neeg los yog pab pawg neeg nrog rau ib los yog ntau tshaj ntawm cov yam ntxwv ntawd. Yog muaj kev nug/txiv txaus siab, hu rau Title IX Tug Coj/Tug Saib Kev Ncaj Ncees, Dr. Corey Willenberg, ntawm (530) 538-2300, ext. 1107, los email rau cwillenb@ouhsd.net, los mus ntsib nws ntawm 2211 Washington Avenue, Oroville, CA 95966.

ENGLISH

40 Credits Required

All Classes are Year-Long Unless Otherwise Noted

ENGLISH 9 (105A)

Grade: 9

The English Language Arts Grade 9 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 9/10 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade level informational and literary sources and utilize technology to research, publish, upload and share work with their fellow-students and teachers. Building upon previously acquired skills, students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

PRE-AP ENGLISH 1 (143A)

Grade: 9

Prerequisite: CAASPP score of Meets or Exceeds Requirement

Pre-Advanced Placement English 1 is a course designed to train students to read critically and analyze a wide range of literature across genres, themes, and contexts. Through close critical analysis students learn to read a work while focusing on structure, style, and themes, and investigate and understand how a writer uses the tools of figurative language, literary devices, rhetoric and other elements of language to create meaning. Students are also expected to develop their writing skills in a variety of assignments as they prepare for writing at the college level. Expository, analytical, argumentative and research writing are the main focus of the writing element of the course, but many other types of writing are addressed as well. **Note: A-G credit pending**

ELA FOUNDATIONS 9-10 (193S)

Grades: 9-10

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course closely follows the course outlines for the mainstream English 9 and 10 programs.

ENGLISH 10 (115A)

Grade: 10

The English Language Arts Grade 10 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 9/10 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 9, students will read and write using a variety of grade level informational and literary sources and will utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues,

topics and reasoning skills. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

PRE-AP ENGLISH 2 (144A)

Grade: 10

Prerequisite: Grade of "B" or Higher in Pre-AP English 1, Application and/or Teacher Approval

Pre-Advanced Placement English 2 is a course designed to train students to read critically and analyze a wide range of literature across genres, themes, and contexts. Through close critical analysis students learn to read a work while focusing on structure, style, and themes, and investigate and understand how a writer uses the tools of figurative language, literary devices, rhetoric and other elements of language to create meaning. Students are also expected to develop their writing skills in a variety of assignments as they prepare for writing at the college level. Expository, analytical, argumentative and research writing are the main focus of the writing element of the course, but many other types of writing are addressed as well. **Note: A-G credit is pending.**

ENGLISH 11 (125A)

Grade: 11

The English Language Arts Grade 11 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 11/12 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 10, students will read and write using a variety of grade level informational and literary sources, including seminal United States historical documents and a concentrated focus on American literature. Students will continue to utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills. All Grade 11 students will participate in the Smarter Balanced Assessment. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

AP ENGLISH LANGUAGE/COMPOSITION (145A)

Grade: 11

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. A portion of the class is dedicated to terms and strategies to help students pass the Advanced Placement examination. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

ELA FOUNDATIONS 11-12 (194S)

Grades: 11-12

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This is a survey

course that focuses on American and British literature. There will be a concentrated examination of each author's style, form, and philosophy, place in history, and perceptions of human values and struggles. Through these great writers and thinkers, students will gain a greater understanding of the human condition. Students will demonstrate an understanding of each author's themes and writing style.

ENGLISH 12 (135A)

Grade: 12

The English Language Arts Grade 12 curriculum provides students with the requisite skills necessary to meet the California Common Core State Standards Grades 11/12 and the College and Career Readiness Standards. Students will demonstrate independence as deliberate and recreational readers, knowledgeable and proficient writers and effective communicators. Building upon the standards addressed in Grade 11, students will read and write using a variety of grade level informational and literary sources. Students will continue to utilize technology to research, publish, upload and share work with their fellow students and teachers. Students will refine their literacy skills, use a variety of vocabulary strategies to enhance reading comprehension and demonstrate understanding of text, and will develop the habits of mind to reflect, respond, and communicate about a variety of issues, topics and reasoning skills. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

AP ENGLISH LITERATURE/COMPOSITION (150A)

Grade: 12

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. A portion of the class is devoted to terms and strategies to pass the College Board AP English Literature Exam. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

LITERATURE OF CONTROVERSY (PUBLIC SPEAKING) (161A)

Grade: 12

Prerequisite: Application and/or Teacher Approval

In this project-based course, students demonstrate knowledge of the CCSS for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language. Oral communication and presentation skills are emphasized, as is analysis of college-level texts. Students create persuasive and informative writings and speeches, both formal and informal, for presentation. Those who complete the course with a "B" average between semesters and pass credit by examination qualify for Butte College 2+2 credit for CMST 2 (Public Speaking), which may be transferable to California junior colleges and California State Universities (CSUs). **Note: This course meets the CSU/UC "A-G" Subject requirement and this course qualifies for dual enrollment credit at Butte College**

ELA TRANSITIONS (123E)

Grades: 9-12

This course is designed to be taught in conjunction with ELD Beginning Reading to further the growth of students entering school with fluency in English at an "Emerging" level. Students will earn English credits toward graduation for completing this course. This course may only be taken once for English credit. Any subsequent classes will earn elective credit.

ELD BEGINNING READING (925E)

Grades: 9-12

This course is designed to be taught in conjunction with ELA Transitions to further the growth of students entering school with fluency in English at an "Emerging" level. Students will earn elective credits toward graduation and receive additional instruction in their development of English fluency through this course.

ADVANCED GRAMMAR (926E)

Grades: 9-12

This course is designed to further the growth of students entering school with fluency in English at an "Expanding" level. Students will earn elective credit and receive additional required instruction in their development of English fluency through Advanced Grammar.

ACCELERATED ELD 1 (922D)

Grade: 9-12

This course is designed to further the growth of students entering school with fluency in English as a "Bridging" level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 1. This course utilizes informational and literary texts that are relevant to students' lives; these texts gradually increase in text complexity, spanning from 830L to 1270L.

ACCELERATED ELD 2 (922E)

Grade: 9-12

This course is designed to further the growth of students entering school with fluency in English as a "Bridging" level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 2. This course utilizes informational and literary texts that are relevant to students' lives; these texts gradually increase in text complexity, spanning from 900L to 1450L.

MATHEMATICS

20 Credits Required

Must Meet the State's Algebra I/Math I requirement.

All Classes are Year-Long Unless Otherwise Noted

MATH I

Grades: 9-12

Prerequisites: Passing 8th Grade Math Class, Teacher Recommendation

This is the first of three courses in the Integrated Math pathway. This course explores functions, exponents, slope & rate of change, writing and graphing linear equations, dimensional analysis, transformations, multiplying polynomials, solving complex equations that include fractions and exponents, modeling two-variable data, exponential growth and decay, solving systems of equations with

substitution and elimination, congruence and coordinate geometry, inequalities, data representations, and constructions. Student-owned scientific calculators (or graphing calculators) are strongly encouraged for this course. **Completion of this course satisfies the Algebra I graduation requirement and UC/CSU requirements.**

Integrated Math 1 with Computing & Robotics (212A)

Grades: 9

The course guides students through topics in Integrated Mathematics 1 in Common Core State Standards for Mathematics while simultaneously teaching students programming and computational thinking. Students use programming in C/C++ interpreter Ch to reinforce and extend their knowledge of mathematical concepts by analyzing real life situations, identifying given information, formulating steps that a computer program could calculate to find a solution, analyzing the results for accuracy, and revising/modifying the programming solutions as necessary. Topics covered include solving one-variable equations with multiple steps, solving and plotting absolute value equations and inequalities, linear equations, systems of linear equations and inequalities, exponential functions, statistical data analysis and visualization, arithmetic and geometric sequences, and geometric transformations, including translations, rotations, and reflections, and geometric construction. Robotics activities allow students to reenact physically derived mathematical problems through robotics technologies to visualize situations, associate linear and exponential graphs with physical phenomenon, predict and identify key features of the graphs with robotic systems, and solve robotics problems through mathematical modeling and programming.

Note: Note: A-G credit is pending

MATH 1A FOUNDATIONS 9-10 (210A)

Grades: 9-10

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course helps students to develop the foundational mathematical skills to be Independent individuals. Topics include: basic math, money counting use and management, time reading and management, measurement, and real life applications.

MATH IB (207A)

Grades: 10-12

Prerequisites: Math 1A with a D- or Better

This course will cover the second half of the Math I curriculum. Students must pass both Math 1A and 1B year-long courses to meet the State's math graduation requirement.

MATH 1B FOUNDATIONS 11-12 (211A)

Grades: 11-12

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course will build upon and reinforces concepts learned in Math I Foundations and is designed to increase students' knowledge of mathematical skills necessary for independent living. Students will utilize fundamental skills of multiplication, addition, division, and subtraction to solve real-life situations. Students will gain knowledge and understanding of concepts including: measuring, telling time, understanding needs vs wants, budgeting, cost comparison, understanding cash vs credit, balancing monthly expenditures, percent increases

and decreases, money management & responsibility, and housing options (renting, leasing, buying).

MATH I HONORS (204H)

GRADES: 9-12

Prerequisites: For freshmen, Grade of C or better in 8th Grade Math. The 8th grade math teacher's recommendation will also be considered.

This is an accelerated course with a heavier workload than a typical Math 1 course. Students will be asked to complete the math 1 course early so that they can move on to the math 2 course before the end of the year. Students will focus on the six areas in math 1 and the following: attributes and properties of polygons, angles, graphs, similarity and right triangle trigonometry, modeling probability situations such as tree diagrams and area models, use of inverse trigonometric functions, special right triangle properties, rewriting a quadratic with methods such as factoring, and completing the square to interpret roots and x-intercepts. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

MATH II (205A)

Grades: 10-12

Prerequisite: Must have Passed Math I

This is the second year in the integrated pathway. Students focus on the following areas: attributes and properties of polygons, angles, graphs, similarity and right triangle trigonometry, special right triangle properties, rewriting a quadratic with methods such as factoring, and completing the square to interpret roots and x-intercepts, properties of polygons and circles, solving inequalities, transformations of functions, surface area and volume of solids, probability and counting principles. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

MATH II HONORS (205H)

Grades: 10-12

Prerequisites: Must have Passed Math I and Teacher Recommendation

This is an accelerated course with a heavier workload than a typical Math 2 course. Students are asked to complete the Math 2 course early so that they can move on to the Math 3 course before the end of the school year. Students focus on the same concepts as Math 2, as well as the following areas: Domain and range, Law of Sines, Law of Cosines, transformations of non-functions, piecewise defined functions, rational expressions, systems of equations, inverses and logarithms. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

PERSONAL FINANCE (214A)

Grades: 10-12

Prerequisite: Math II with a "C" or Better

This course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets, simulate use of checking and savings accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

STATISTICS (243A)

Grades: 11-12

Prerequisite: Must have Passed Math II

This course introduces students to the same major concepts and themes as the AP Statistics course, but with less breadth of coverage. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the following broad conceptual themes: exploring patterns and departures from patterns in data, sampling and experimental design, using probability to explore random phenomena, statistical inference. Much of the content studied is in the context of applications in the social and behavioral sciences, business and medicine. Students will develop college and career readiness skills such as collaborating, conducting research and making presentations as they demonstrate their mathematical content knowledge. **Note: This course meets the CSU/UC "A-G" Subject requirement**

MATH III (206A)

Grades: 11-12

Prerequisites: Must have Passed Math II

This course is the capstone course of the Integrated Math pathway. This course covers solving equations, investigations of functions, linear and quadratic math models, transformations of graphs, complex numbers, completing the square, solving one-variable and two-variable inequalities, and geometric modeling. Additional topics are inverses, exponential and logarithmic functions, series, operations of rational expressions, three-variable systems, Trigonometry with triangles and the unit circle. Probability and statistics includes permutations, combinations, sampling variability, and various data distributions. Student-owned graphing calculators are strongly encouraged for this course. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

MATH III HONORS (206H)

Grades: 11-12

Prerequisites: Must have Passed Math II Honors and Teacher Recommendation

This is an accelerated course with a heavier workload than the typical Math 3 course designed to prepare students for AP Calculus. Students are asked to have begun concepts of Math 3 prior to entering and will focus on the concepts described in Math 3. Students will also learn the following concepts: graphing square root, cube root, trigonometric functions with period, midline and amplitude, domain of trigonometric functions using the unit circle, ellipses, hyperbolas, and modeling with geometry. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

AP CALCULUS (245A)

Grades: 11-12

Prerequisite: Grade of "C-" or Better in Math III Honors and Teacher Approval

The advanced placement (AP) calculus course is taught with the same level of depth and rigor as are entry-level college and university calculus courses. It will prepare students for success on the College Board Advanced Placement Calculus AB Examination. The course presents elements of analytic geometry, methods, and application of differentiation and integration. Calculators are required with log and trig functions; no instruction is given with log and trig functions. In the spring, students are encouraged to take the College Board Advanced Placement Mathematics Examination, Calculus AB, which, if passed with a score of 3 or higher

(according to a college or university policy), allows them to receive college credit in mathematics. The test is not a requirement of the course. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

SCIENCE

20 Credits Required

All Classes are Year-Long Unless Otherwise Noted

BIOLOGY FOUNDATIONS (394S)

Grades: 9-12

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course is designed to cover essential life science standards and basic concepts required to navigate the real world. Students will be provided with direct instruction, hands-on learning activities and maximum academic support for content. Embedded in this class are social skills instruction and opportunities to practice related real life skills.

BIOLOGY OF THE LIVING EARTH (300A)

Grades: 9

In this course, students explore biological concepts through an earth science lens. This is an inquiry based lab NGSS course that incorporates the performance expectations of 'Biology' and 'Earth and Space science' to deepen student understanding of life on Earth and the interactions between biotic and abiotic systems. Students connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments explore ecosystems, photosynthesis, respiration, evolution, genetics, cell structure and growth, and climate change. This course is designed to be the first course in a 3+ course Science sequence. **Note: Note: This course meets the CSU/UC "A-G" Subject requirement**

PRE-AP BIOLOGY (331A)

Grades: 9

Prerequisite: SBAC/CAASPP score of Meets or Exceeds Requirement and/or Application, and or/ Teacher Approval

The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. Having this ability is one of the hallmarks of scientific literacy and is critical for numerous college and career endeavors in science and the social sciences. In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college. The Pre-AP Biology Course Framework highlights how to guide students to connect core ideas within and across the units of the course, promoting the development of a coherent understanding of biological systems. The components of this course have been crafted to prepare not only the next generation of biologists but also a broader base of biology-informed citizens who are well equipped to respond to the array of science-related issues that impact our lives at the personal, local, and global levels. **Note: Note: A-G credit is pending**

AP BIOLOGY (330A)

Grades: 10-12

Prerequisite: Grade of "B" or better in Biology or teacher approval. Students taking Chemistry concurrently or have had Chemistry will be given preference in case of "over enrollment".

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. AP Biology is an in-depth survey of molecular, cellular, organismal, and population biology. Students who pass the AP Biology exam receive eight units of credit at most colleges, including the University of California. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

ANATOMY AND PHYSIOLOGY (386A)

Grades: 10-12

Prerequisite: Grade of "C" or better in Biology or teacher approval. Students taking Chemistry concurrently or have had Chemistry will be given preference in case of "over enrollment".

This course will provide students with a foundation of knowledge regarding the structures and functions of the systems of the human body. Emphasis will be placed on laboratory and clinical case studies to illustrate anatomical and physiological concepts. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

CHEMISTRY IN THE EARTH SYSTEM (301A)

Grades: 10-12

Prerequisite: Biology of the Living Earth

In this course, students will explore chemistry and earth science concepts from a phenomenon-based approach. This is a NGSS course that will incorporate inquiry-based labs and the performance expectations of 'Chemistry' and 'Earth and Space Science' to deepen student understanding of the role of chemical properties and processes in driving the Earth system. Students will connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments will explore combustion, heat and energy transfer, atomic structure and interactions, chemical reactions, the chemistry of climate change, and ocean acidification. **Note: Note: This course meets the CSU/UC "A-G" Subject requirement**

AP CHEMISTRY (305A)

Grades: 11-12

Prerequisite: Biology of the Living Earth, Chemistry in the Earth System or Teacher Recommendation

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

PHYSICS OF THE UNIVERSE (304A)

Grades: 10-12

Prerequisite: Biology of the Living Earth

In this course, students will explore physics within earth and space science concepts from a phenomenon-based approach. This is a NGSS course that will incorporate inquiry-based labs and the performance expectations of 'Physics' and 'Earth and Space Science' to deepen student understanding of the role of physics in driving the dynamics of earth's and beyond. The course will cover core concepts

relating to force and motion, impulse and momentum, energy, magnetism, electricity, gravitational forces, formation of stars and the universe, as well as waves and the processes that change the Earth. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

SOCIAL SCIENCE

35 Credits Required

All Classes are Year-Long Unless Otherwise Noted

GEOGRAPHY (401A)

Grade: 9

Students in grade nine must realize one of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in 20th Century Geography and Technology is designed to provide an understanding of the distribution and characteristics of the world's major cultures and of the dynamic of human migration and cultural diffusion. Emphasis will be placed on the cultures of the world and a technology based student presentation. Ninth grade geography is a foundation course to World History, United States, History, Government and Economics. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career. **This course meets the CSU/UC "A-G" Subject" requirement.**

GEOGRAPHY FOUNDATIONS (401S)

Grade: 9

This course provides standards, curriculum and practice appropriate for students with significant cognitive disabilities. Students in grade nine must realize one of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in 20th Century Geography and Technology is designed to provide an understanding of the distribution and characteristics of the world's major cultures and of the dynamic of human migration and cultural diffusion. Emphasis will be placed on the cultures of the world and a technology based student presentation. Ninth grade geography is a foundation course to World History, United States, History, Government and Economics. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career.

HEALTH/DRIVER EDUCATION (701A)

Grade: 9

Health is a semester course taken in Grade 9, in which a student must earn a passing grade in order to meet graduation requirements. Information will be presented pertinent to the concerns of teens in the area of physical development, nutrition, fitness, drugs and substance abuse, and driver's education. The course concludes with information on human reproduction, family living, dating, values and the sexually transmitted diseases. The second quarter of this course deals with the classroom instruction related to obtaining a DMV driving permit. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career.

HEALTH/DRIVER EDUCATION FOUNDATIONS (701S)

Grade: 9

This course provides standards, curriculum and practice appropriate for students with significant cognitive disabilities. Health is a semester course taken in Grade 9, in which a student must earn a passing grade in order to meet graduation requirements. Information will be presented pertinent to the concerns of teens in the area of physical development, nutrition, fitness, drugs and substance abuse, and driver's education. The course concludes with information on human reproduction, family living, dating, values and the sexually transmitted diseases. The second quarter of this course deals with the classroom instruction related to obtaining a DMV driving permit. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career.

WORLD HISTORY - THE MODERN WORLD (415A)

Grade: 10

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

WORLD HISTORY FOUNDATIONS (494S)

Grade: 10

This course provides standards, curriculum and practice appropriate for students with significant cognitive disabilities. This course is designed to build knowledge of our past by studying the history of mankind. We build understanding of current political, historical and news topics of today by watching and discussing daily news. We build civic responsibility by managing the school flag duties. We build social skills and teamwork by exploring values and playing games. We build independent living skills by doing cooking and campus projects.

AP EUROPEAN HISTORY (431A)

Grade: 10

This rigorous course covers European History from the period of the Renaissance to the present and contains analysis of primary source documents and discussion. This is a standard first-year college course. Critical thinking and writing skills are emphasized. The student will be expected to do daily reading outside of class. Students will be expected to take the College Board AP European History Exam in May. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

UNITED STATES HISTORY: CONTINUITY AND CHANGE IN THE 20TH CENTURY (425A)

Grade: 11

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment

on United States' democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

UNITED STATES HISTORY FOUNDATIONS (499S)

Grade: 11

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore historical topics, citizenship, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

AP UNITED STATES HISTORY (430A)

GRADE: 11

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course meets and exceeds the California standards in that there is intensive study on the pre-Civil War era of American history. This course will begin with the discovery of the New World. Students should learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and presented in historical scholarship. An Advanced Placement United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students taking the Advanced Placement course are expected but not required to take the Advanced Placement test. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

GOVERNMENT - PRINCIPLES OF AMERICAN DEMOCRACY (435A)

Grade: 12 (One Semester Course)

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationships among federal, state, and local governments, with particular attention paid to important historical documents such as The Federalist Papers. These standards represent the culmination of civic literacy as

students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

GOVERNMENT FOUNDATIONS (497S)

Grade: 12 (One Semester Course)

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore the role and structure of US government, citizenship, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

AP GOVERNMENT AND POLITICS (437A)

Grade: 12 (One Semester Course)

Prerequisite: Teacher Approval

AP U.S. Government and Politics studies the structure and operations of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they will learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They will also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business and history. Students are encouraged but not required to take the AP Exam. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

PRINCIPLES OF ECONOMICS (440A)

Grade: 12 (One Semester Course)

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics system measurement, and methods. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

ECONOMICS FOUNDATIONS (498S)

Grade: 12 (One Semester Course)

This class is designed for Certificate of Completion students with significant disabilities who require extensive modifications to curriculum. Students explore the functions of economics in daily life, the mechanisms of capitalism, and essential standards through a combination of textbook reading, project based learning, digital media, and guided note taking/discussion.

PHYSICAL EDUCATION

20 Credits Required

All Classes are Year-Long Unless Otherwise Noted

PE 9 FRESHMEN CORE (505A)

Grades: 9

This course is required of all freshmen. The foundational program stresses development of skills in a wide variety of activities. Instruction will include areas of individual/dual sports, team sports, mechanics of body movement, and

development of overall fitness. Throughout the year students will continuously work on the required California Fitness standards that they will be tested on in the spring.

PE 10-12 (510A)

Grades: 10-12

This second year course fulfills the district's graduation requirement for Physical Education. Students will continue to build upon and refine their skills, learn additional game strategies and discover areas of recreational activities to promote a healthy lifestyle.

PE 10-12 ADVANCED (501A)

Grades: 10-12

Prerequisite: Grade of "B" or better in prior PE class

This second year course fulfills the district's graduation requirement for Physical Education. Students will continue to build upon their skills in a competitive environment focusing on individual/dual and team sports. This advanced course will focus on high tempo workouts and competitive game play.

WEIGHTS AND CONDITIONING (551A)

Grades: 10-12

Prerequisite: Grade of "B" or better in prior PE class

This advanced course will focus on both strength and conditioning training. Students will develop muscular strength, cardiovascular endurance, flexibility, core strength, functional movement patterns, and intense interval training.

FIRMING AND TONING (552A)

Grades: 10-12

Prerequisite: Grade of "B" or better in prior PE class

This advanced course is designed for students to learn about their personal fitness and overall well-being. Students will learn to push physical limits, raise cardiovascular capacity, and improve flexibility. Students will be exposed to a variety of movement activities in order to accomplish these goals.

CROSSFIT (553A)

Grade: 10-12

Prerequisite: Grade of "B" or better in prior PE class and/or teacher recommendation

CrossFit is a core strength and conditioning program, which is not a specialized fitness program but a deliberate attempt to optimize physical competence in each of ten recognized fitness domains: cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy. The CrossFit program focuses on maximizing neuroendocrine response, developing power, cross-training with multiple training modalities, constant training and practice with functional movements, and the development of successful diet strategies.

INDEPENDENT STUDY PE (500A)

Grades: 9-12

Prerequisite: Grade of "B" or better in prior PE class for students in grades 10-12. Students participating in two or more sports or the LP/O Band will be given enrollment priority

This is an additional class to a student's full, six period schedule and is structured for students to focus on health related and skill related fitness. Students will be required to document a minimum of 200 minutes of physical activity instruction every school week, which includes meeting with a PE teacher for 20 minutes per week. Freshmen will be required to take the Physical Fitness Test in the spring. See

your counselor for more information. **Note: A student taking this class cannot be on a reduced schedule or be a teacher's aide in the same school year. Students who did not graduate from 8th grade are ineligible to take this class.**

ELECTIVE COURSES
60 Credits Required
All Classes are Year-Long Unless Otherwise Noted

CAREER TECHNOLOGY EDUCATION
10 Credits Required

FAMILY AND CONSUMER SCIENCE
(HOME ECONOMICS)

Family and Consumer Science programs prepare students for living and earning a living. Leadership, teamwork, personal responsibility, problem solving, and management are skills highly valued by employers. Today, these skills are developed in Home Economics Careers and Technology programs along with the basic academic skills of reading, writing, math, science and critical thinking that are necessary to achieve personal and career goals. Family and Consumer Science Education teaches students to develop self-esteem, apply decision making skills, practice communication skills essential for effective relationships with peers and family, acquire leadership and citizenship skills, and develop an awareness of career options. Students also learn personal management, leadership and interpersonal skills that are essential for productive employees. Family and Consumer Science Education teaches students vital interpersonal skills and helps them develop job search and acquisition skills, recognize the value of good work habits and positive attitudes, practice effective working relationships, and acquire job retention skills including responsibility, dependability, and time management. All students enrolled in Family and Consumer Science Programs are encouraged to take advantage of their membership in FCCLA. FCCLA is a national career technical student organization for young men and women in grades 6-12. FCCLA assists students in developing occupational, citizenship and leadership skills needed for home, community and work life. FCCLA activities offer a wide range of opportunities for community service, career exploration, leadership development and personal growth.

Career Path Opportunities

Course Sequence for Food Service & Hospitality

Concentrator	Capstone
Culinary Arts	Baking and Pastry Arts

Course Sequence for Education

Concentrator	Capstone
Human Development	Careers with Kids

INTRO TO CULINARY ARTS (836A)

Grades: 9-12

This hands-on course is designed to help students expand their basic food preparation skills and knowledge through topics of study including: safety & sanitation, nutrition & wellness, cooking methods of all food groups, the study of various cultures & cuisines and an investigative career unit. Successful completion of this course will earn students a Food Handlers certification. Students are highly encouraged to participate in Family, Career and Community Leaders of America (FCCLA), which provides students with co-curricular opportunities to demonstrate skill mastery through competitions and catering events. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

BAKING AND PASTRY ARTS (838A)

Grades: 10-12 (10th by Teacher Approval)

Prerequisite: Grade of "C" or better in Culinary I

This course is designed to educate students in the art of Baking and Pastry Arts. Students will learn the basics of mixing, shaping and baking for several baked goods including quick breads, cakes, pastry doughs, mousses, sauces, glazes, cookies, candies and confections. Plated desserts, international baked foods, chocolate work and decorated cakes are highlighted. In addition, students will be introduced to decorating techniques. Students will learn in a well-equipped, modern kitchen and also prepare food for school functions, FCCLA, and community service events. This course includes classroom instruction and practical lab work in a commercial kitchen. **Note: This course may be repeated with instructor permission. Students are required to participate in community classroom (internship) placements. This course meets the CSU/UC "A-G" Subject" requirement.**

HUMAN DEVELOPMENT (826A)

Grades: 10-12

This course is a study of the physical, perceptual, cognitive, personality, and language developmental stages of children from conception through adolescence, including the principle theories of development and their application. The need for an understanding of how children develop and what influences their development is an important component of contributing to the demands of our complex society. Students will learn about children's physical, mental, emotional, and social growth and development and how to provide their care and guidance. Instruction includes prenatal developments, research theories in human growth and development from prenatal stages of development to puberty and beyond, inherited characteristics; health and safety; guidance and discipline; cultural diversity; child abuse and neglect; and children with special needs.

CAREERS WITH KIDS (827A)

Grades: 11-12 (starting 2024-25 school year)

Prerequisite: Human Development

This course is designed to provide students with knowledge of career opportunities in the field of teaching and other school-site educational professions. Career preparation standards, which include basic academics, safety, communication, interpersonal, and problems solving skills are integrated throughout the course. Active class participation is enhanced by fieldwork at school sites under the teacher's guidance. All students get to observe and /or participate in a variety of settings and classrooms at the primary, elementary, middle/junior high, and secondary levels. The course

prepares students for entry into college or university teacher training programs.

INDUSTRIAL TECHNOLOGY

The Industrial Technology Departments provide students with an integrated selection of academic and technological courses that keep pace with our ever-changing world. The Industrial Technology programs are designed to provide students with skills, knowledge, and attitudes necessary to help them gain employment in the career of their choice.

Career Path Opportunities

Course Sequence for Automotive Transportation Industry

Introductory	Concentrator	Capstone
Auto Tech I	Auto Tech II	Auto Tech III

Course Sequence for Design, Visual and Media Arts

Concentrator	Capstone
Video Production I	Video Production II/III

Course Sequence for Engineering and Design

Introductory	Concentrator	Capstone
Engineering I	Engineering II	Engineering III

AUTO TECHNOLOGY I (880A)

Grades: 9-12

This course introduces the fundamentals of automotive and power mechanics. It covers minor repairs and adjustment of the powertrain, chassis, and accessories. Training in troubleshooting procedures and tune-up are included in the shop work. Classroom materials parallel the practical work. Emphasis is placed on orderly procedure, cleanup, safe work habits, and career opportunities. **Note: This course is articulated for college credits at Butte College.**

AUTO TECHNOLOGY II (899A)

Grades: 10-1

Prerequisite: Grade of C” or better in Auto Technology I or Teacher Permission.

This course explores the theory and function of the various automotive components and systems. Troubleshooting procedures are also explored. Classroom materials include theory and design, job opportunities in related fields, and technical data interpretation. Emphasis is placed on orderly procedure, cleanup, and safe work habits. This course will also explore the application of aftermarket automotive components. Modifications of interior, exterior, drive train and other components will be addressed through student and shop projects that incorporate fabrication. Additionally Auto II is part of the Honda PACT program that offers students a variety of training for Honda and Acura certification programs. Auto 2 will focus on Honda express service certification.

AUTO TECHNOLOGY III (811A)

Grades: 11-12

Prerequisite: Grade of “C” or better in Auto Technology II or Permission of Instructor

This course will prepare students seeking an industry certification in Automotive Maintenance and Light Repair. This is a task-based format that prepares students for an entry level career in the automotive industry through an accumulation of hours of industry specific repair and maintenance competencies. Students in this course will work with local automotive businesses for internships during the second semester. Automotive electrical systems, engine repair, brakes, suspension, tire and wheel service, general automotive maintenance as well as shop procedure are the core of instruction. Note: This course is articulated to Butte College’s Automotive Dept. for 3 units upon completion of course. Various industry certifications can be obtained with completion of this course. Additionally Auto III continues as part of the Honda PACT program which offers students a variety of training for Honda and Acura certification programs. Students can also begin a path to Butte College’s PACT program allowing High School students to complete modules in any of the 10 areas that Honda offers for factory Technician training. This can give you an accelerated route to becoming a Honda certified Automobile Technician. **Note: At OHS, this course is articulated to Butte College’s Automotive Dept. for 3 units.**

Video Production I (866A)

Grades: 9-12

This introductory class is designed to provide students with basic skills in several areas of media production including: Video Production, Audio Production, Photography, and design. Students will experience full video production, conceptualization, creating storyboards, producing full scripts, filming and editing. Students will also research technical schools, college and university options in the field of video production. Course units include music videos, commercials, silent films, and short movies. Students will gain an appreciation and understanding for the various types of Media Arts that are available in upper level courses at OHS and colleges and universities throughout the country. **Note: A-G credit is pending.**

VIDEO PRODUCTION II/III (867A)

Grades: 10-12

Prerequisite: Video Production I with a “C” or Better

This course is for students who have successfully completed Video Production I. This advanced course provides students with entry-level career skills in audio and video production. Video Production 2 and 3 students train with professional hardware, software, and audio and video equipment. Students shoot videos in-studio and on location for various projects under the “Tiger Pride Productions (TBD)” name and get hands-on experience running a small business. Work-based learning includes industry tours and guest speakers. **Note: A-G credit is pending.**

ENGINEERING I (873A)

Grades: 9-12

This is a one year course where students are introduced to engineering graphics and learn about three-dimensional modeling and creation of orthographic, sectional, auxiliary, pictorial, and assembly views for mechanical design drawings. Units of work include: The graphic language, freehand sketching, lettering, use of equipment, single plane drawing, orthographic projections, pictorial presentations,

sectional views, auxiliary views, basic mathematics, and Computer Aided Drafting (CAD), CAD instruction includes the Cartesian coordinate system through two dimensional problems and 3D modeling using AutoCad software. Note: **Completion of this class makes it possible to get Butte college 2+2 credit for Drafting 12 provided that the student receives a "B" or better both semesters and Butte College tests are successfully passed. This course meets the CSU/UC "A-G" Subject" requirement.**

ENGINEERING II (874A)

Grades: 10-12

Prerequisite: Grade of "C" or Better in Engineering I or Teacher Permission

This is an Intermediate course in Engineering. Basic skills are covered in this class. Units of work include: This is a computer-based engineering graphics course that introduces students to graphical design and problem solving using freehand sketching and a solid modeling application. Topics include sketching and modeling using extrudes, sweeps, and lofts. Additional topics include assembly's development and detail drawing output. Note: **Completion of this class makes it possible to get Butte College 2+2 credit for Drafting 2 provided that the student receives a "B" or better both semesters and Butte College tests are successfully passed**

ENGINEERING III (871A)

Grades: 11-12

Prerequisite: Grade of "C" or better in Engineering II or Teacher Permission

In this computer-based engineering graphics course students who have already completed the learning objectives in Engineering II will be introduced to the use of a solid modeling application for simulation of parts and assemblies using Finite Element Analysis (FEA) methodology. Students will model parts and assemblies and will test them using simulation and engineering analysis. Topics include static, frequency, thermal, vibration and drop test analysis methods. The use of simulation to generate engineering reports will be introduced and reports will be generated.

VISUAL AND PERFORMING ARTS/ WORLD LANGUAGES

10 Credits Required

**All Classes are Year-Long Unless Otherwise Noted
Class fees will not be charged unless the student wishes to
purchase finished products.**

ART I (605A)

Grades: 9-12

Art I is designed to provide a foundation for advanced visual arts courses. This course emphasizes understanding the elements of art and principles of design as a basis for composition and expression. Students will explore a variety of artists, art processes and materials such as drawing, painting, printmaking, and two and three-dimensional design. Student artwork will reflect aesthetics and cultural/historical contexts. Willingness to get involved in the creative process is a more important requirement than the student's talent or previous experience. This course will culminate with a portfolio demonstrating student growth in artistic expression. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

ART II (610A)

Grades: 10-12

Prerequisite: Grade of "B-" or better in Art I and Teacher Approval

Building upon the skills learned in Art I, students will use the tools, techniques, materials and technology that art makers of the past and present have used to create their own individual art works. Selected historical or cultural contexts will be applied with attention to analysis, interpretation, and judgment of student works and appreciation of art work, and contexts which influenced art making from other cultures and times. This course will culminate with a portfolio demonstrating student depth and breadth. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

ART III (611A)

Grades: 10-12

Prerequisite: Grade of "B-" or better in Art II and Teacher Approval

This advanced course provides the serious visual arts student with an opportunity to expand upon his/her interest in a particular idea expressed in visual form(s). In addition to improving the necessary skills and perceptual knowledge for students to understand artistic perception, creative expression, historical and cultural contexts, aesthetic valuing, and the connections, relationships, and applications of the visual arts, the instruction will direct the student to focus on the process of investigation, growth, and discovery. Students will learn by using the same tools, techniques, materials, and technology art makers of the past and present have used to create their own individual art works. Selected historical or cultural contexts and content will focus on contemporary arts. Attention will also be given to analysis, interpretation, and judgment of student works and appreciation of art work, and contexts which influenced art making from the past to the present. Students will compile enough work to demonstrate their abilities through the use of a portfolio which can be used for college entrance or employment in a visual art field. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

AP DRAWING (609A)

Grades: 11-12

Prerequisite: Grade of "B+" or better in Art I and II; or Art II and Teacher Approval Based on Portfolio Review

This course is designed for the college bound student who is interested in developing a comprehensive visual arts portfolio, consisting of 20 college-level images and written statements demonstrating skills in following skill categories: Inquiry and Investigation; Making through Practice, Experimentation, and Investigation; Communication and Reflection. An AP Drawing Portfolio Exam should focus on mark-making, line quality, and surface manipulation. Students passing the Advanced Placement test are eligible to receive college credits. This course culminates with a portfolio and public art exhibition of student work. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

CERAMICS I (630A)

Grades: 9-12

Prerequisite: Art I is Highly Recommended

This is a studio art course emphasizing design of 3-dimensional objects, primarily in the medium of clay. Students learn to apply the elements and principles of art as a basis for design and artistic expression. Drawing and journal assignments assist students in project planning and reflection. Works of art in clay are created, utilizing a range of

hand-building and surface decoration techniques. Students will become acquainted with historical and contemporary ceramic arts as they develop their own art and expand their aesthetic awareness. The studio art course develops skills in ceramic and art-related technology, as well as creative problem-solving, teamwork and time management. The course culminates with a portfolio and public art exhibition of student work. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

CERAMICS II (635A)

Grades: 10-12

Prerequisite: Grade of "B-" or better in Ceramics I and Teacher Approval

This is an advanced studio art course emphasizing design of 3-dimensional objects. The course builds on the foundation established in Ceramics/Sculpture I. New techniques and media are introduced, including wheel thrown pottery. Students will develop and apply an advanced understanding of the elements and principles of design, and advanced skill with ceramic media. Students will also develop their ability to interpret and aesthetically value art works through reading, written work and class discussions. Students are encouraged to work independently and pursue their own personal style and produce thoughtful, well-crafted sculptural, functional and expressive art works. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

DIGITAL PHOTOGRAPHY I (657A)

Grades: 9-12

Digital photography is a one-year course that explores the concepts in historical photography developments, proper composition strategies, current career opportunities, how photographs communicate, influence and change society and cultures, how cameras capture digital images and manipulations of images using computer software. Students will develop the technical aspects of using digital cameras, computer software, studio portrait lighting, outdoor portrait lighting techniques and as well as the use of color scheme strategies developed by artists throughout history. **Note: This course meets the CSU/UC "A-G" Subject" requirement. OHS students qualify for dual enrollment credit at Butte College.**

DIGITAL PHOTOGRAPHY II (658A)

Grades: 11-12

Prerequisite: Digital Photography I

This course provides an opportunity to build and refine a high-quality, advanced portfolio in the student's area of photographic interest. The emphasis in both course one and two is the application of digital media in photography. Students continue to experiment with manual settings and digital manipulation using Adobe Photoshop and Creative Suite applications. Student projects emphasize the elements of art and principles of design while creating original, creative, and communicative photographic works. Skill-building in composition, lighting, and portraiture through the use of the camera's eye will continue. Students will research and apply historical and cultural contributions of photographic masters, past and present in their own work. Career opportunities and preparation in the field of photography will also be included as part of the curriculum. This course culminates with a portfolio and public art exhibition of student work.

YEARBOOK DESIGN AND PUBLICATION I (607A)

Grades: 11-12

Prerequisite: 2.5 GPA, Teacher recommendation and/or Application/Interview

The creation of the school annual, a documentary of each year of the high school experience, involves the recording of events, individuals, and ideas in a variety of formats. Inherent to this process is an understanding of the elements and principles of art, photography, graphic design, text, business, and organization. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

YEARBOOK DESIGN AND PUBLICATION II (613A)

Grades: 11-12 OHS

Prerequisite: 2.5 GPA, Teacher recommendation and/or Application/Interview

This course builds on the skills learned in Yearbook Design and Publication I. Students will have the opportunity to work in a leadership role as one of the yearbook editors responsible for the overall content of the yearbook as well as managing and motivating Yearbook I staff members.

Note: A-G approval is pending.

MUSIC APPRECIATION (682A)

Grades: 9-12

This course explores a wide variety of musical styles, forms, composers, instruments, and performers. Students will acquire the vocabulary, concepts, theory, and history necessary to critique music in an intelligent manner. Students will develop skills in analyzing, listening, performing, and creating music in order to gain an understanding of, and respect for, the role and importance of music in their lives.

BAND (685A)

Grades: 9-12

Students in this course perform music appropriate for high school musicians. In addition to the technical and musical skills needed for performing, students learn theory, ear training and history appropriate to this level. Students will understand the foundation and skills necessary to progress to collegiate level Band. Students will also perform as part of the larger LP/O Alliance Marching Band. Performances and extra-curricular practices are scheduled throughout the year as required by the Band Director. The course may be repeated for additional credit. Band Camp is a 60 hour sequence of instruction before the start of school, in which students can earn 2.5 elective credits. Conditions for earning the credits are established by the Band Director. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

DRAMA I (651A)

Grades: 9-12

This class provides students with experience in basic drama techniques through games, improvisation, pantomime, lip sync, vocal exercises, storytelling, self-directed scenes, and formal acting in scenes from classical and contemporary literature and plays. From these dramatic exercises and written examinations, students will gain an appreciation for the theater, its history and influence in their lives. They will gain knowledge about the power and influence of the media so they can think for themselves and make constructive criticisms and judgments about the films, programs and plays to which they listen and view. This class may not be repeated. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

DRAMA II (652A)

Grades: 10-12

This is an advanced level performing arts course on the fundamentals of acting. This course is the second year in a two course sequence of performing arts classes. Students will improve the necessary skills and perceptual knowledge to understand artistic perception, creative expression, historical and cultural context, as well as the connections, relations and applications of the performing arts. Students will learn by using the same resources as actors of the past and present to craft their individual performances. Projects will include written scripts that include character and plot development, creative story line techniques, storyboarding, schedule management, make-up, costuming, set design, directing, production and self-evaluation. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

WORLD LANGUAGES

All Classes are Year-Long Unless Otherwise Noted

SPANISH I (655A)

Grades: 9-12

This course is designed primarily for the non-native speaker of Spanish. It is designed to facilitate the acquisition of the target language by using the most current teaching techniques. The pace of the class and manner of instruction of the material is designed exclusively for the needs of the non-native speaker. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but not be limited to the following topics of study: Salutations; Friends; Family; School; Home; Leisure Activities; Clothing; Stores; Animals; Time; Weather; Celebrations; Restaurant; Food; and Geography. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

SPANISH II (660A)

Grades: 10-12

Prerequisite: Grade of "C" or better in Spanish I

This course is designed primarily for the non-native speaker of Spanish. It is designed to facilitate the acquisition of the target language by using the most current teaching techniques. The pace of the class and manner of instruction of the material is designed exclusively for the needs of the non-native speaker. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but is not be limited to: reinforcement and expansion upon the content and skills acquired in level one; advanced study of linguistic structures to enhance communication; exploration of the literature of the target language; and further study of the target cultures. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

SPANISH III (661A)

Grades: 11-12

Prerequisite: Grade of "C" or better in Spanish II

This course is designed primarily for the non-native or native speaker of Spanish. Teachers will use a variety of techniques to further develop the students' abilities in and knowledge of the target language. The course will emphasize receptive and productive language skills using reading, writing, listening and speaking activities. The course will include, but is not be limited to: reinforcement and expansion upon the content and skills acquired in levels one and two; advanced study of linguistic structures to enhance communication; further

exploration of the literature of the target language; and increased study of the target cultures. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

AP SPANISH LANGUAGE (664A)

Grades: 11-12

Prerequisite: Grade of "C" of better in Spanish III

This course is designed to further develop student's communicative abilities in Spanish. The course will emphasize the use of Spanish for active communication including listening, reading, speaking, and writing activities in preparation for the AP Spanish Language exam. Teachers will use a variety of techniques to further develop the students' abilities in the knowledge of the target language. The primary course emphases will include, but not be limited to: 1) Reinforcement of students' comprehension of formal and informal spoken Spanish; 2) Acquisition of vocabulary and linguistic structures to facilitate the easy, accurate reading of newspaper and magazine articles as well as modern literature; 3) Composition of expository passages; 4) Oral expression of ideas; and, 5) increased study of the target culture. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

AP SPANISH LITERATURE (656A)

Grade: 12

Prerequisite: Grade of "C" or better in AP Spanish Language or teacher recommendation

The AP Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Latin American or Peninsular Literature course, covering selected works from the literatures of Spain and Spanish America. Students will read and analyze literature orally and in writing. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

NON-DEPARTMENTAL ELECTIVES

All Classes Earn Elective Credit

All Classes are Year-Long Unless Otherwise Noted

ECOLOGY (912A)

Grades: 11-12

Prerequisite: Biology of the Living Earth and Chemistry of Earth Systems

This course is designed to expose students to the complexity of interactions in the natural world through laboratory study, biological fieldwork and sampling. Students will be prepared for post-secondary study in science by providing them with a more in-depth exploration of specific topics from biology as well as earth and physical science as applied to ecology. Curriculum consists of the following units: Introduction to Ecology, Soil Biology, Agriculture and Ecology, Plant Biology, Field Biology, Community Ecology, and Animal Ecology.

PSYCHOLOGY (941A)

Grades: 10-12

The course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods,

including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

AP PSYCHOLOGY (940A)

Grades: 11-12 (starting 2024-25 school year)

The course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

ASB LEADERSHIP I (901A)

Grades: 10-12

Prerequisite: 2.5 GPA

This course will provide students opportunities to develop their personal goals, advance communication and teamwork skills, and to build their personal leadership style. Emphasis will be placed upon completing assigned tasks, learning to function both as a team leader and committee member, and developing and using time management and organizational skills.

ASB LEADERSHIP II (908A)

Grades: 11-12

Prerequisite: ASB Leadership I and 2.5 GPA

This course builds on the skills learned in ASB Leadership I. Students in this course may take on additional leadership roles.

CAFETERIA AIDE (976A)

Grades: 9-12 (One Semester Course)

(Students earn 2.5 credits for work during break or lunch or 5 credits if they work during a regular scheduled class period). Prior approval by the Cafeteria Manager.

Provides experience in the care, preparation and handling of food as well as orderliness and cleanup procedures. Good attendance and the ability to make change are necessary for this class.

INDEPENDENT LIVING SKILLS I (904A)

Grade: 9-12

This course is designed to prepare students on an Individualized Education Plan (IEP) for life after high school with an emphasis placed on long-term health, social and emotional well-being, as well as financial education in order to achieve their long-term life goals. Students will clarify their own values about their school, community, and the world as a whole, while also learning to value the qualities of teamwork in order to achieve a common goal. This course will provide students the opportunity to apply their knowledge from the classroom to real life scenarios in the community, such as grocery shopping, using a washing machine and dryer, cooking, and shopping in retail centers. Students will develop a post-secondary plan, which will include a potential career, how they intend to be successful in acquiring employment, weekly, monthly and yearly budgeting, as well as affording leisure activities.

INDEPENDENT LIVING SKILLS II (916A)

Grade: 12

Prerequisite: Independent Living Skills I

This course builds on the key concepts learned in Independent Living Skills I and uses that knowledge in the school and community settings. Students will engage in community based instruction and will use their work and social skills to engage in a student-run coffee business. Throughout the year, students will complete projects that outline their educational, career and independent living skills, and complete a transitional binder that includes a resume, cover letter, letters of recommendation, completed work samples, and school achievements. This course ensures that students have the knowledge of adult services organizations that are available upon their graduation and helps students contact those service providers before they graduate.

LIBRARY AIDE (975A)

Grades: 11-12

Prerequisite: Recommendation of Librarian

This course is a 2.5 credit class open to all grade levels. Students receive "P" or "F" grades. Students are required to help other students to use the library research resources and to help maintain the library collection. Students will be taught to use a variety of resources including computerized data bases, video recording, the copy machines, and a variety of computer programs. Students are expected to demonstrate their ability to use library resources by completing a variety of projects.

OFFICE AIDE (977A)

Grades: 11-12

Prerequisite: Students must have good attendance, a courteous attitude and prior approval to work in the in the various offices. Students working under the direct supervision of an office secretary, applying advanced clerical skills, receptionist, and use of office equipment. Provides experience in filing, typing, use of phones and copy machine. Work varies according to which office the student is assigned, (Counseling, Attendance, Student Store, Principal's Office, ASB/Athletics). All offices use students as "runners" to deliver call slips, messages, homework requests, etc. to classrooms.

TEACHER AIDE (950A)

Grades: 11-12 (One Semester Course)

Prerequisite: See individual teachers for approval.

Provides students with varied work-related activities.

TUTORIAL SUPPORT (930A)

Grades: 9-12

This class is modified for students with significantly below academic skill levels and learning differences based on their Individualized Educational Plan (IEP). This course is recommended through the IEP team and addresses academic support to the general education program. Students work on task completion, organization and transitional living skills necessary for meeting individual student needs as identified in their Individual Education Plan.

NOTES:

