



Cordova High School

2026-2027

Course Guide

NONDISCRIMINATION AND SEXUAL HARASSMENT

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 race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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COURSE SELECTION PROCESS-PLEASE READ CAREFULLY

1. Course selection forms will be distributed to students in grades 9, 10 and 11 in February. After February 1st, **parents MUST also complete/update online registration through the Powerschool Parent Portal in order for the 2026-27 registration process to be complete.**
2. Although specific due dates will vary by grade level, all course selection forms will be due in the Counseling office by Friday, February 27, 2026, at the latest. Forms must be completed and signed by the parent/guardian.
3. Please choose courses carefully, paying close attention to prerequisites and course descriptions. Courses may be dropped without penalty through the 2nd week of each semester. **Any course dropped after that time will only be dropped from a student's schedule with a failing grade ("withdrawal F") for the semester in which it was dropped unless otherwise decided by the principal or designee because of extenuating circumstances.** It is important to note the semester grades are a part of a student's permanent record. Students must still maintain a 4 period day (consecutive periods) if granted a drop.
4. Any student requesting a drop from a Diploma Programme (DP) course will need to submit their request to their alpha counselor and the DP Coordinator. In some cases, a meeting with the student, parent, DP Coordinator and Principal may be required to review the request. Due to the nature of the DP application and placement process, drop requests may be denied. DP Courses may be dropped without penalty through the 2nd week of the 1st semester for a year-long course. Students who enter a course in the 2nd semester may drop a course through the 2nd week of the 2nd semester.
5. All 9th and 10th grade students will be scheduled into 7 classes each semester. 11th and 12th grade students may be scheduled on a shorter day if they have enough credits (details are on each course selection form).
6. The course selection form is a request for courses. Every effort will be made to place students in their first choice. Classes are not guaranteed. Only valid educational circumstances will allow a change once schedules have been distributed. Students will be scheduled into alternative classes if the first choice is not available.

Folsom Cordova Unified Graduation Requirements

	credits per subject area	grade level	specific courses required
Social Science			
	30 credits	10	World Cultures
		11	U.S. History
		12	Government/Economics
English			
	40 credits	9	English 1
		10	English 2
		11	English 3
		12	English 4
Math			
	30 credits	9	Courses completed in this subject area will depend on math level of student. Although we encourage students to take math all four years, they are only required to take math through 11th grade AND through IM2
		10	
		11	
Science			
	20 credits	9	Biology
		10	Chemistry or Physics
World Language/VAPA/CTE			
	10 credits	9-12	Students may choose any class that falls into the World Language, VAPA or CTE subject area to fulfil this requirement
CTE/3rd Year of Science			
	10 credits	9-12	Students may choose any class that falls into the CTE subject area or take an additional science class above their required 20 science credits to fulfill this requirement
Physical Education			
	20 credits	9	Fitness 1
		10-12	Students may choose any course that falls into the PE subject area to fulfill their second year of PE requirement
Health	5 credits	10	Health/Drivers Education
Elective Credits	55 credits	9-12	Students may choose any course to fulfill their elective requirements

TOTAL MINIMUM CREDITS NEEDED TO GRADUATE = 220 credits

	Folsom Cordova USD graduation requirements by subject area		California State University minimum eligibility a-g requirements	University of California minimum eligibility a-g requirements
Social Science	30 credits World Cultures or AP World History U.S. History Government/Economics	a	20 credits World Cultures or AP World History U.S. History	20 credits World Cultures or AP World History U.S. History
English	40 credits English 1 English 2 English 3 English 4	b	40 credits English 1 English 2 English 3 English 4	40 credits English 1 English 2 English 3 English 4
Math	30 credits Integrated Math 1 Integrated Math 2 Third year of Math (Must enroll in math in the 11 grade)	c	30 credits Integrated Math 1 (Mathematics 1) Integrated Math 2 (Mathematics 2) Mathematics 3 or other advanced mathematics	30 credits/40 credits recommended Integrated Math 1 (Mathematics 1) Integrated Math 2 (Mathematics 2) Mathematics 3 or other advanced mathematics
Science	20 credits Life Science Physical Science	d	20 credits 2 Years lab science in two of three: Biological, Physical and interdisciplinary	20 credits/30 credits recommended 2 Years (three years recommended) of lab science in two of these four: biology, chemistry, physics and interdisciplinary. Must choose from "d" subject area
World Language/VAPA	10 credits Fine Art or World Language or CTE	e	20 credits Language other than English (must be the same language)	20 credits/30 credits recommended Language other than English (must be the same language)
CTE	10 credits: CTE or 3rd year of science	f	10 credits Visual and Performing Art	10 credits Visual and Performing Art
Elective Credits	55 elective credits	g	None 10 credits Additional college preparatory electives	None 10 credits Additional college preparatory electives
Physical Education	20 credits		None	None
Health	5 credits		None	None

ALL COURSES MUST BE COMPLETED WITH A C-OR HIGHER

COLLEGE ENTRANCE REQUIREMENTS

California Community Colleges

(Two-Year Associate Degrees, Vocational/Certificate Programs, Transfer Opportunities) www.cccco.edu
Admission requirements: 1. Earn a high school diploma, or 2. Be eighteen years of age, or 3. Pass the California High School Proficiency Examination. Placement tests are required in Math and English.

California State University System (Undergraduate and Graduate Degree Programs)

<https://www2.calstate.edu/apply> Admission requirements: 1. Complete the 15 unit “a-g” subject requirements with ‘C’ grade or higher. 2. Attain a minimum 2.0 grade point average in the approved “a-g” subjects. 3. Meet the eligibility index, which includes the SAT Reasoning or ACT plus Writing exam scores.

University of California System (Undergraduate and Graduate Degree Programs)

www.universityofcalifornia.edu Admission requirements: 1. Complete the 15 unit “a-g” subject requirements with ‘C’ grade or higher. 2. Attain a minimum 3.0 grade point average.

Approved UC “a-g” High School Course List <https://admissions.ucop.edu/doorways/list/>

Courses taught at FCUSD comprehensive high schools that fulfill the UC/CSU requirements can be found online by entering the high school name at the above website.

Private Colleges and Universities

www.aiccu.edu www.californiacolleges.edu

Students meeting the U.C. admission requirements generally will meet the admission requirements of many California and out-of-state private colleges and universities. Refer to the specific institution's website and/or catalog for further details.

EXAMINATIONS

PSAT/NMSQT (PRELIMINARY SAT / NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST) Students are provided the opportunity to take the PSAT test annually, and all juniors are encouraged to do so. The PSAT is administered only once a year on a date in October that is predetermined by the College Board. Cordova High School offers the PSAT each year. This test prepares students for the SAT Reasoning Test and is also used to qualify junior students for the National Merit Scholarship. Students will register for this test on campus through the Student Accounts office. You may find more information at www.collegeboard.com.

COLLEGE ENTRANCE EXAMS

ACT and SAT Reasoning. Some colleges require scores from either the SAT or ACT for admission. These exams are offered on Saturdays throughout the school year at various high schools in the Sacramento area (from September to June). Check with specific colleges for the entrance exams they prefer or require. Beginning in 2012, the two Subject Tests will no longer be required for eligibility. However, some majors at some campuses may require a specific Subject Test. Students are encouraged to take these exams in the spring of junior year and/or early in the fall of senior year. Check with specific colleges for test date deadlines. Students must register for these exams directly with the test providers through mail-in registration materials in the counseling office or by registering online at the following websites: SAT: www.collegeboard.com ACT: www.act.org

MIDTERM GRADUATION REQUIREMENTS

Students who will have earned at least 185 credits by the start of their senior year may graduate after the first semester of the senior year if a Midterm Graduation Application has been submitted and approved through their counselor during the spring registration process of the junior year. Students may need to

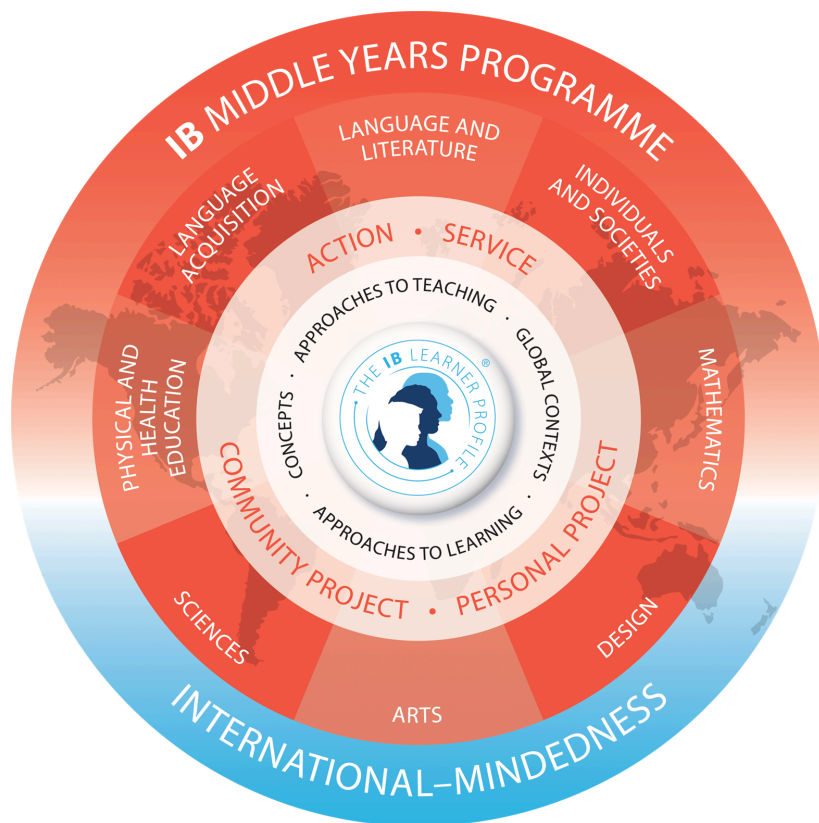
complete, at their own expense, second semester courses that are required for graduation (such as English 4B) via enrollment in an online, distance learning, or college class. Once a student has completed graduation requirements, they no longer a student of Cordova High School and may not re-enroll as a high school student. Please be aware that students who take a college course after graduating midterm (but prior to enrolling in a four-year college) may be reclassified as a “transfer student” by the four-year college. This could negatively affect a student’s enrollment status at the four-year college. Students should check with the four-year college prior to enrolling in any community college course after graduating from high school. Cordova High School midterm graduates may attend Senior Ball, Senior Breakfast, Sober Grad Night, and the CHS graduation ceremony with prior approval from administration

The IB Middle Years Programme (MYP) Grades 6-10

The MYP is an educational framework that requires students to study in eight subject groups—language A (the student's best language, first language or mother-tongue), language B (an additional language), humanities, sciences, mathematics, arts, physical education, and technology—in each of the five years the programme lasts. The MYP can be offered in any language and can be combined with a national curriculum.

The model embodies three fundamental concepts: communication (valuing language acquisition in at least two languages), holistic learning (finding the connections across and within the subjects and grade levels), and intercultural awareness (a growing understanding of a student's own culture coupled with an understanding and appreciation of other cultures).

For more detailed information, please consult the relevant pages of the IB website: www.ibo.org



International Baccalaureate Diploma Programme

www.ibo.org

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program has gained recognition and respect from the world's leading universities.

Sophomores can apply for the Diploma Programme in December of their 10th grade year.

Diploma Programme (DP) Drop Requests

Any student requesting a drop from a Diploma Programme (DP) course will need to submit their request to their alpha counselor and the DP Coordinator. In some cases, a meeting with the student, parent, DP Coordinator and Principal may be required to review the request. Due to the nature of the DP application and placement process, drop requests may be denied. Courses may be dropped without penalty through the 2nd week of the 1st semester for a year-long course. Students who enter a course in the 2nd semester may drop a course through the 2nd week of the 2nd semester.

The Diploma Programme core

The Extended Essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

Theory of Knowledge develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, Action, Service (CAS) involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.





IB Programmes




- Intense honors route with 6 DP courses
- University bound




- Medical/ Patient Care pathway with 2 DP courses and 2 CP courses
- Professional skills

Sophomores can apply for the Diploma Programme or IB Career Programme in December or January of 10th grade.



Cordova High School

College and Career Pathways



<p style="text-align: center;">JROTC, 9-12</p> <ul style="list-style-type: none"> • AFJROTC 100 • AFJROTC 200 • AFJROTC 300 • AFJROTC 400 	<p style="text-align: center;">CTE - Agriculture, 9-12</p> <ul style="list-style-type: none"> • Agriscience • Ornamental Horticulture • Forestry and Natural Resources 	<p style="text-align: center;">CTE- Business Technology, 9-12</p> <ul style="list-style-type: none"> • Business Marketing Concepts • E Business • Business Professionals and Finance • Business Communications Technology 	<p style="text-align: center;">CTE - Engineering, 9-12</p> <ul style="list-style-type: none"> • Intro to Innovation and Product Design • Product Innovation and Design • Advanced Product and Innovation Design • Electronics and Robotics
<p style="text-align: center;">CTE - Construction, 9-12</p> <ul style="list-style-type: none"> • BITA 1 Residential Commercial Construction 1 • BITA 2 Study of Modern Craftsmanship • Construction Management 	<p style="text-align: center;">CTE - Culinary, 10-12</p> <ul style="list-style-type: none"> • Foods and Nutrition • Culinary Arts • Catering Production 	<p style="text-align: center;">CTE - Media Production, 10-12</p> <ul style="list-style-type: none"> • Video Production 1 • Video Production 2 	<p style="text-align: center;">International Honors/IB Diploma Programme, 9-12</p> <ul style="list-style-type: none"> • Honors English • Honors Social Science • Honors Science • Theory of Knowledge • DP courses
<p style="text-align: center;">CTE - Patient Care, IB Career Programme, 11-12</p> <ul style="list-style-type: none"> • Patient Care 1 • Patient Care 2 • Personal and Professional Skills 1 • Personal and Professional Skills 2 	<p style="text-align: center;">Visual and Performing Arts, 9-12</p> <ul style="list-style-type: none"> • Digital Art (CTE) • Drama • Drawing and Painting • 3-D Design • Ceramics • Choir • Orchestra • Band • Guitar 	<p>The IB Middle Years Programme is a school-wide programme for grades 9-10. This holistic and inquiry-based program fits into the schedule for students allowing them to take a foreign language and participate in a pathway.</p> <p>CTE courses include opportunities for Career Technical Student Organizations (CTSO).</p> <p>All courses are FCUSD approved and may be subject to prerequisites. For more information, click here.</p>	

For more information on Cordova High School's Academics and CTE Pathways visit chs.fcusd.org/academics/special-programs-and-academics

WHAT INFORMATION IS INCLUDED IN THE COURSE DESCRIPTION?

COURSE REQUIREMENTS KEY

Use this key for the following pages to interpret how the courses fulfill graduation and college entrance requirements.

CHS Graduation Requirements

A = Integrated Math 1 or 3
EC = Economics
EL = Elective
E = English
G = Integrated Math 2
GVT = Government
H = Health
LS = Life Science
M = Mathematics
PA = Performing Art
PE = Physical Education
PS = Physical Science
S3 = Third year Science
SS = Social Science
T = CTE (Career Technical Education)
US = U.S. History
VA = Visual Arts
WC = World Cultures

UC/CSU Requirements

WL = World Language

a = History/ Social Science
b = English
c = Mathematics
d = Laboratory Science
e = Language other than English
f = Visual & Performing Arts
g = College-Preparatory Elective

P = College Preparatory Course
W* = Weighted Grade

NCAA = NCAA Eligible Course

Diploma Program Course Descriptions

HL and SL courses are open to all students who meet the prerequisites.

Sciences

BIOLOGY HL

Term: 2 year course, taken in JR and SR year

Meets requirements: LS, P, d,W*, S3, NCAA

Prerequisite(s): IM 1 and Biology or Honors Biology, Highly Recommended: Chemistry/Honors Chemistry

Corequisite(s): Recommended concurrent enrollment with IM 3 or an IB math course

Course description: As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today. Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

CHEMISTRY SL

Term: 1 year course, taken in JR or SR year

Meets requirements: LS, P, d, S3, W*, NCAA

Prerequisite: IM2, Chemistry or Honors Chemistry

Corequisite(s): Recommended concurrent enrollment with IM 3 or an IB math course

Course description: As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behavior to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

Term: 1 year course, taken in JR or SR year

Meets requirements: PS, S3, P, d, NCAA, W*

Prerequisite(s): Successful completion of Biology of the Living Earth and Chemistry of the Earth System or Physics in the Universe. Completion of or concurrent enrollment in Integrated Math 3.

Course description: Environmental systems and societies (ESS) is a dynamic interdisciplinary subject that takes 21st-century challenges and socio-environmental real-world issues and looks at them through the lens of human societies and the interrelationships of the natural world: biosphere, atmosphere, hydrosphere and lithosphere. Students explore how these relationships change over time and space, consider the potential adaptations and mitigations that human societies and the natural world may currently be undergoing, and how these could impact the future and our place in it.

Individuals and Societies

GLOBAL POLITICS HL

Term: 2 year course, taken JR and SR year

Meets requirements: SS, P, g, W*, NCAA

* Both years of this course will earn a student a "weighted" grade. Meets the g (elective) requirement

Prerequisite: "A" or "B" in previous Social Studies course and teacher approval on selection form.

Course description: The IB Diploma Programme global politics pilot course explores fundamental political concepts such as power, liberty and equality, in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

HISTORY OF THE AMERICAS HL

Term: 2 year course, taken JR and SR year

Meets requirements: SS, P, a, W*, NCAA

Prerequisite(s): B or higher in previous social science course

(This course will satisfy the FCUSD graduation requirements for US History, Economics and Government)

*Both of the years of this course will earn students a "weighted" grade.

Course description: This two year IB History course covers the major historical events in the Americas (year 11) and the major global historical events in the 20th Century (year 12) and involves a thorough examination of our modern world with an emphasis on the interaction of people and events, the formation of students' own opinions of events, and analysis of the progression of history over time. The primary aim and focus of the course is to guide students towards independent historical analysis. Skills emphasized include: primary and secondary source analysis, formation and completion of independent research, understanding of historical cause and effect, ability to articulate knowledge and opinions orally and in writing, synthesis of information and the ability to use that information to analyze new information. The junior year will focus on the history of Canada, the United States, and Latin America from Independence to the advent of modern day democracies. The senior year will focus on topical units such as the rise of authoritarian states, the causes, practices and effects of 20th century wars, and the struggle for rights and freedoms in the mid-20th century

IB PSYCHOLOGY SL.

Term: 1 year course, taken JR or SR year

Meets requirements: SS, P, g, W*

Prerequisite(s): none

*This course will earn students a "weighted" grade.

Course description: Psychology is the rigorous and systematic study of mental processes and behavior. Psychology studies human beings and as such it is paramount that the ethical implications in any line of investigation, and at 1 all points in the course, are fully explored and understood to ensure that ethical guidelines are followed at all times. The IB Psychology SL class will examine the different perspectives within the psychological world, specifically the biological, socio-cultural and cognitive perspectives. Finally, students will be involved in the process of implementing their own psychological experiment. This course prepares students to sit for the Standard Level exam in May. As a part of the core syllabus, DP psychology promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations.

Language and Literature

LANGUAGE AND LITERATURE HL/SL

Term: 2 year course, taken JR and SR year

Meets requirements: E, P, b, W*, NCAA

Prerequisite(s): C or better in English 2

(This course will satisfy the FCUSD graduation requirement for 20 credits of English)

*Both years of this course will earn students a "weighted" grade.

Course description: The language and literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption. The course is organized into four parts, each focused on the study of either literary or non-literary texts. Together, the four parts of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy.

Mathematics

MATH ANALYSIS AND INTERPRETATIONS HL Year 1

Term: 1 year Grades 11

Meets requirements: M, P, c, NCAA

Prerequisite(s): Integrated Math 3 with A's or B's in both semesters

Course description: This course is for students who need a sound mathematical background as they prepare for future studies in subjects such as chemistry, biology, mathematics, statistics, engineering, and other math and science based degrees. The course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, and insists on mathematical rigor. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The required Explorations Research Paper offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these

activities and to explore different ways of approaching a problem. The explorations paper also allows students to work without the time constraints of a written examination, and to develop the skills they need for communicating mathematical ideas.

MATH ANALYSIS AND APPROACHES HL Year 2

Term: 1 year Grades 12

Meets requirements: M, P, c, NCAA

Prerequisite(s): Math Analysis and Approaches HL year 1 with C's in both semesters

Course description: This course is for students who need a sound mathematical background as they prepare for future studies in subjects such as chemistry, biology, mathematics, statistics, engineering, and other math and science based degrees. The course focuses on expanding important mathematical concepts through the development of mathematical techniques as the 2nd year of the 2-year course sequence. The intention is to further enlighten students to these concepts in a comprehensible and coherent way, and insists on mathematical rigor. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The required Explorations Research Paper offers students a framework for developing independence in their mathematical learning by engaging in mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of approaching a problem. The Explorations Paper also allows students to work without the time constraints of a written examination while developing the skills they need for communicating mathematical ideas.

MATH APPLICATIONS AND APPROACHES HL Year 1

Term: 1 year Grades 11 and 12

Meets requirements: M, P, c, NCAA

Prerequisite(s): Grade of "C" or better Integrated Math 3

Course description: Math Applications and INTERPRETATIONS IB HL 1 is appropriate for students who are interested in developing their mathematics for solving real world practical problems. They will also be interested in using technology when exploring mathematical models. Students who take Math Applications and Approaches IB HL 1 will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, economics, psychology, and design. Students will complete an IA in this course and take the Math Applications and Interpretations SL IB end of the year IB exam.

Language Acquisition

FRENCH SL

Term: 2 year course, taken in JR and SR years

Meets requirements: WL, P, e, NCAA

Prerequisite: "C" or better in French 2, or French 3 (recommended)

*This course will earn students a "weighted" grade.

Course description: French B SL is a two-year IB course, designed to further students' study of the target language and culture and to develop mastery of the target language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing, and to prepare them for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for

moderation by IB. The External assessments are the Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in the target language, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes. Students study material related to five themes as set by the IB Language B subject guide. The five prescribed themes; Identities, Experiences, Human ingenuity, Social organization, and Sharing the planet are addressed equally over the two years of IB Language B SL course. Students will be able to understand and produce a variety of text types in the target language. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of the target language for active communication.

SPANISH SL

Term: 2 year course, taken in JR and SR years

Meets requirements: WL, P, e, NCAA

Prerequisite: "C" or better in Spanish 2, or Spanish 3 (recommended)

*This course will earn students a "weighted" grade.

Course description: Spanish IB SL is a two-year IB course, designed to further students' study of the target language and culture, to develop mastery of the target language, and to enable students to communicate effectively in a range of situations. This course is intended for students who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing and to prepare them for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for moderation by IB. The External assessments are the Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in Spanish, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes. Students study material related to five themes as set by the IB Language B subject guide. The five prescribed themes of Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet are addressed equally over the two years of IB Language B SL course. Students will be able to understand and produce a variety of text types in the target language. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of Spanish for active communication.

SPANISH HL

Term: 2 year course, taken in JR and SR years

Meets requirements: WL, P, e, NCAA

Prerequisite: "C" or better in Spanish 2, or Spanish 3 (recommended)

*This course will earn students a "weighted" grade.

Course Description: Spanish IB HL is a two-year IB Higher Level course, designed to further students' study of the target language and culture, to develop mastery of the target language, and to enable students to communicate effectively in a range of situations. This course is intended for students that demonstrate mastery of communication in all language proficiency skills (listening, speaking, reading, and writing) and students who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing and to prepare them for the Internal and External assessments at

the end of the second year of the course. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests while studying authentic texts that explore the culture(s) of the target language in addition to two literary works. The Internal Assessment is a one-on-one speaking assessment based on the literature of the course content. The assessment is conducted with the teacher and recorded for moderation by IB. The External assessments are the Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening and reading comprehension. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in Spanish, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes. Students study material related to five themes as set by the IB Language B subject guide. The five prescribed themes of Identities, Experiences, Human Ingenuity, Social Organization

Performance and Visual Arts

VISUAL ARTS SL or HL

Term: 2 year course, taken in JR and SR years

Meets requirements: VA, P, f, W*

Prerequisite: 1 year of Drawing and Painting is recommended

*Both years of HL, and the SL course will earn students a "weighted" grade.

Course description: The Diploma Programme visual arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts. The course content for HL and SL may be the same. However, due to the different amount of time available for each, students at HL have the opportunity to develop ideas and skills, and to produce a larger body of work, or work of greater depth. In order to reflect this, the assessment criteria are differentiated according to option and level.

Theory of Knowledge

THEORY OF KNOWLEDGE

Term: 1 year course, taken in JR and SR years

Meets requirements: EL, P, g, W*

Prerequisite: None

*This course will earn students a "weighted" grade.

Course description: The Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. TOK and the Diploma Programme subjects should support each other in the sense that they reference each other and share some common goals. The TOK course examines how we know what we claim to know. In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom.

The course centers on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: "What counts as good evidence for a claim?" "Are some types of knowledge less open to interpretation than others?", or "What

constraints should there be on the pursuit of knowledge?”. The TOK curriculum is made up of three deeply interconnected parts; the core theme: Knowledge and the knower, the five optional themes of which teachers select two for close study: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies, and the five Areas of Knowledge (AOKs): History; the Human Sciences; the Natural Sciences; Mathematics; and the Arts. To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are organized into a framework of four elements: scope, perspectives, methods and tools, and ethics. This "knowledge framework" encourages a deep exploration of each theme and AOK.

Career-related Programme Courses

PERSONAL AND PROFESSIONAL SKILLS YEAR 1

Term: 1 Year

Grades: 11

Meets requirements: EL, P, g

Corequisite(s): Recommended as part of the IB Career Programme

Course description: Personal and Professional Skills (PPS) Year 1 is an International Baccalaureate (IB) course that emphasizes skills for the workplace. It is a core element which all Career Programme (CP) students undertake and to which all schools are required to devote at least 90 hours of class time. PPS, the Career-Related Study course, and the Diploma Programme subjects should support each other in the sense that they reference each other and share common goals. The PPS course examines five central themes: personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. In addition to exploring the five PPS themes outlined by the IB, the PPS course will support students with the additional CP core elements of service learning, language development, and the culminating reflective project.

PATIENT CARE YEAR 1

Term: 1 Year

Grades: 11

Meets requirements: T, EL, P, g

Corequisite(s): Recommended as part of the IB Career Programme

Course description: Patient Care is the first year, in a two-year CTE course sequence for students enrolled in the IB Career Programme (CP). During this course of study, students will receive an introduction to health careers and the healthcare system. This course will provide students with a focus on theory, technical, and employability skills. This interdisciplinary CTE course will allow students to explore concepts within the Career Technical Education standards as well as academic subjects including the sciences, mathematics, English, and social science. Additionally, students will participate in the Career Technical Student Organization, HOSA-Future Health Professionals.

PERSONAL AND PROFESSIONAL SKILLS YEAR 2

Term: 1 Year

Grades: 12

Meets requirements: EL, P, g

Corequisite(s): Recommended as part of the IB Career Programme

Prerequisite(s): Personal and Professional Skills Year 1

Course Description: Personal and Professional Skills (PPS) Year 2 is an International Baccalaureate (IB) course that builds upon PPS Year 1 emphasizing skills for the workplace. The course is part of a core

element which all Career Programme (CP) students undertake and to which all schools are required to devote at least 90 hours of class time. PPS, the Career-Related Study course, and the Diploma Programme subjects should support each other in the sense that they reference each other and share common goals. With deeper emphasis, the PPS course revisits five central themes: personal development, intercultural understanding, effective communication, thinking processes, and applied ethics. In addition to exploring the five PPS themes outlined by IB, the PPS course will support students with the additional CP core elements of service learning and 50 hours of continuous language development, as well as the culminating reflective project which emphasizes an ethical dilemma in the workplace.

PATIENT CARE YEAR 2

Term: 1 Year

Grades: 12

Meets requirements: T, EL, P, g

Corequisite(s): Recommended as part of the IB Career Programme

Prerequisite(s): Completion of Patient Care Year 1 and approval by IB Coordinator

Course Description: Patient Care Year 2 is the CTE capstone course in a two-course sequence for students enrolled in the IB Career Programme (CP). During this course of study, students will continue to explore healthcare careers and the healthcare system. The course will continue to provide students with a program of study focused on theory and technical skills in Allied Health, as well as employability and professional skills. This interdisciplinary CTE course will allow students to explore concepts within the Career Technical Education standards as well as academic subjects including the sciences, mathematics, English, and social science. Additionally, students will participate in the Career Technical Student Organization, HOSA Future Health Professionals to develop leadership, teamwork, motivation, recognition and develop knowledge of careers in the healthcare industry.

CAREER TECHNICAL EDUCATION (CTE)

The California Department of Education defines CTE as follows: "Career technical education engages all students in a dynamic and seamless learning experience resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society." Learn more about CTE at <https://www.cde.ca.gov/ci/ct/> Learn more about college and career opportunities for CA students at <http://www.CaliforniaColleges.edu>

DIGITAL ART 1

Term: 1 Year

Grade 9-12

Meets requirements: CTE/EL/g

Prerequisite: None

Course description: Digital Art 1 is a one-year introduction to the digital media as art-making tools. This course focuses on the creation of art works using a combination of traditional and digital media. Computer technologies such as image editing, graphics and natural media software, graphic tablets, digital cameras, and scanning devices are used as tools for students to acquire and strengthen skills in applying design principles and art elements. Students will explore photography, digital illustration and painting, with an emphasis on effective visual communication of ideas through the use of art elements and principles. Sequential curriculum is designed to acquaint students with industry level programs and challenge students to make aesthetic decisions based on solid design principles. Students will become adept at understanding art from the past as well as other cultures in order to give depth to their own creative

expression. Digital arts skills required by business and industry will be addressed as well as works of contemporary artists who have ventured into the digital realm. Additional topics integrated throughout the course will include career standards such as basic communication and interpersonal skills, problem solving, workplace safety, and technology and employment literacy.

AGRICULTURAL SCIENCES PATHWAY COURSES

AGRISCIENCE 1: The Science of Plants and Animals

Term: 1 Year

Grade 9,10

Meets requirements: LS, P, d, NCAA

Prerequisite: None.

Course description: The Science of Plants and Animals introduces students to the foundational biology and ecology principles through the lens of agricultural science. Utilizing a micro to macro progression, this course explores plant and animal biology, ecology, and genetics, integrating scientific and agricultural perspectives to provide a comprehensive understanding of living systems and their interactions. This course also introduces the National FFA Organization (FFA), providing opportunities for leadership and skill development in agricultural pathways. Satisfying biology credit requirements, Agriscience 1 serves as the entry point into the Agriscience Pathway, equipping students for advanced study in agricultural biology and careers in the field.

AGRISCIENCE 2: The Chemistry of Soil, Plants and Animals

Term: 1 Year

Grades 10-12

Meets requirements: PS, P, d, NCAA

Prerequisite: Agriscience 1- The Science of Plants and Animals (passed with a C- or better)

Course description: This class is a hands-on, laboratory-based course that explores the chemical principles vital to agricultural science. Aligned with chemistry standards, this course examines the chemistry underlying soil properties, plant nutrition, and animal health, integrating agricultural applications with core scientific principles. Students will delve into soil chemistry and fertility, analyze plant and animal nutrient cycles, investigate water quality in agricultural contexts, and explore chemical interactions impacting crop and livestock production.

Through project-based learning and laboratory experiments, students will explore topics such as nutrient management, plant and animal biochemistry, and the environmental impacts of agricultural chemicals. This course enables students to apply chemistry concepts in real-life agricultural scenarios, preparing them for further study and careers in agricultural and environmental sciences. This course also focuses on the National FFA Organization (FFA), providing opportunities for leadership and skill development in agricultural pathways.

AGRISCIENCE 3: Advanced Science of Plants and Animals

Term: 1 Year

Grades: 11,12

Meets requirements: PS, P, T, d, S3

Prerequisites: Completion of Algebra 1 or Integrated Math 1, Passing Grade in Ag Biology and Ag & Soil Chemistry or teacher approval

Course description: Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an Agriscience

experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an Agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

FORESTRY ENVIRONMENT RESOURCE MANAGEMENT 1

Term: 1 Year

Grades 10, 11

Meets requirements: EL, T, P, d

Prerequisites : Agriscience 1 - Science of Plants and Animals

Course description: The Earth's population is growing at an unprecedented rate, driving an ever-increasing demand for resources, which makes responsible resource management more crucial than ever. Among these resources, forests play an irreplaceable role in sustaining both the environment and human life. Forests provide essential ecological services, supporting wildlife habitats, regulating the climate, and offering products like timber, paper, and even food. They also contribute to the aesthetic beauty and recreational value of natural spaces. However, forests cannot protect themselves and depend on human intervention for conservation. Students will explore the complex relationship between forests and the environment, examining how environmental policies, land use decisions, water management, and wildlife conservation intersect to shape current forestry issues. Through this, they will gain a deeper understanding of how informed, science-based management can help address these challenges and ensure the long-term health of our planet's forests. This course also introduces the National FFA Organization (FFA), providing opportunities for leadership and skill development in agricultural pathways. Satisfying biology credit requirements, Agriscience 1 serves as the entry point into the Agriscience Pathway, equipping students for advanced study in agricultural biology and careers in the field.

FORESTRY ENVIRONMENT RESOURCE MANAGEMENT 2

Term: 1 Year

Grades 11, 12

Meets requirements: EL, T, P, d

Prerequisites: Forestry Environment Resource Management 1

Course description: This concentrator-level course expands on foundational forestry and natural resource concepts, guiding students through the applied sciences that govern forest ecosystems and land management. Students investigate the chemistry, ecology, and physical science of forests through hands-on experiments, field data collection, and project-based applications. Key topics include forest ecology, fire behavior, soil and water chemistry, watershed management, climate science, and sustainable forest practices. Students integrate scientific reasoning and technical skills to monitor, analyze, and propose solutions for maintaining healthy forests and mitigating environmental threats. This course meets laboratory science requirements under the California Agriculture & Natural Resources

Pathway and serves as preparation for advanced study or entry into careers in forestry, fire ecology, or environmental management.

THE ART AND HISTORY OF FLORAL DESIGN

Term: 1 Year

Grades 11, 12

Meets requirements: EL, T, P, f

Prerequisite: Academy application and 1 year of an Agriculture course and/or permission of instructor

Course description: The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including tempera, pencil, flowers, tile, and a variety of papers. Students are also introduced to the elements and principles of visual art design such as line, shape/form, color, balance, and emphasis using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will research and study floral trends to understand and develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, including an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Various assignments based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with the development of technical skills in floral art will serve as a foundation for more complex works such as multi-part floral designs and creative expression through wedding consultations.

ADVANCED FLORAL DESIGN

Term: 1 Year

Grade 12

Meets requirements: EL, T

Prerequisite: Completion of Art/History of Floral Design or permission of instructor

Course description: This class involves advanced floral design theory, techniques, and skills of the floral industry, including weddings, sympathy, party, holiday, high style, and advanced floral designs. Techniques include working with the customer, consultations, pricing, and use of technology in the industry. Students will investigate career opportunities and learn job skills pertinent to the Floral Design industry. Construction and servicing of party, weddings, funerals, and holiday floral displays are included. Students will also learn advanced floral evaluation, and production of cut flowers and assorted horticulture plants. In addition, the intra-curricular FFA program supports and enhances the materials covered in the classroom.

AGRICULTURE LEADERSHIP

Term: 1 Year

Grades 11, 12

Meets requirements: T, P, g

Prerequisite: teacher pre-approval and must be enrolled in the Agriculture Academy for at least one year

This course is designed to promote and develop leadership in the agriculture industry. Agriculture Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school's FFA chapter, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently, write – critically, reflectively, persuasively, and speak about the real world issues in agriculture. Topics will include current issues in agriculture legislation, development of personal leadership skills, FFA operations, FFA judging teams, and exploration of past and present needs in the agriculture industry and its leaders. A Supervised

Agricultural Experience (SAE) project is required and will be developed with the aid of the instructor. Students will help plan, organize, and put on events in FFA. Students are required to complete 20 hours per semester of FFA Leadership. FFA and SAE participation will be part of the grade for the course.

BUSINESS TECHNOLOGY ACADEMY COURSES



BUSINESS COMMUNICATIONS TECHNOLOGY

Term: 1 Year

Grade 9, 10

Meets requirements: EL, T, g

Prerequisites: None

Course description: Students in this course will develop an understanding of global business concepts, incorporating problem solving techniques, acquire the ability to communicate in a professional manner using technology, and realize their potential by exploring career opportunities. This course includes Microsoft Office, Google Drive, basic computer robotic programming, and self-assessment programs to help students create a successful future. This course offers a combined technology approach that uses the IB design cycle with knowledge, skills, and techniques of both computer and design. Open to all students in grade 9, but a perfect course for any freshman student interested in computers, owning a future business and/or looking to be involved in a Cordova High Academy.

BUSINESS MARKETING CONCEPTS

Term: 1 Year

Grade 10

Meets requirements: EL, T, P, g

Prerequisites: Business Academy acceptance; preferred completion of Business Communications Technology

Course description: Students in this course will develop an understanding of and ability to perform basic global marketing functions common to a variety of businesses. The curriculum delivered will provide foundational knowledge and skills within marketing, incorporate problem solving techniques, explore creativity, the ability to communicate in a professional manner, value technology as a powerful tool, and realize their potential within a future career. This course covers real-world business concepts at a local community level, as well as, national and global level. Adobe Photoshop basics will also be covered as a design tool for marketing and advertising.



E-BUSINESS

Term: 1 Year

Grade 11

Meets requirements: EL, T, g

Prerequisite: Business Academy acceptance; preferred completion of Business Communications Technology & Business Marketing Concepts

Course description: The course will focus on marketing and sales techniques using electronic media, E-Commerce, and the Internet. Students will learn the purpose, process and components of effective online marketing, social media marketing, promotion, and sales as it relates to small businesses and corporations. This will include independent, partnerships and group collaboration, utilizing and expanding each student's abilities, knowledge of business concepts, and technological skills. The classroom will incorporate web design, multiple software programs and applications, plus business marketing, sales, and service concepts. Students will experience hands-on, project-based curriculum to create web based business tools, including but not limited to web sites, video production, robotics and multiple social media

platforms. Students within the Academy and currently enrolled in E-Commerce will be eligible for local job shadow, internship and paid job opportunities.

BUSINESS PROFESSIONALS & FINANCE

Term: 1 Year

Grade 12

Meets requirements: EL, T, g

Prerequisite: at least one course completed in the Business Technology Academy

Course Description: This course is a true capstone course where students will practice their acquired business knowledge base and technology skills in real world industry, as well as, explore the unique characteristics of financial services. Discovery of the varied financial entities, their functions and roles within the global business markets and especially in the area of creating your own business (entrepreneurship). Students will conduct research, analyze, plan, produce, and market a product or service as a true business entity. This will be a total collaboration process, utilizing each student's abilities, knowledge of business concepts, and technological skills. The classroom will incorporate computer science, marketing, small business/entrepreneurial management concepts and sales and service practices. The course is also partnered with a local financial institution (bank) and will house an actual bank branch on campus, run by Academy students. Summer internship opportunities and possible paid opportunities will be available.

CULINARY ACADEMY COURSES

FOODS AND NUTRITION

Term: 1 year

Grade 10

Meets requirements: EL, T, P, g

Prerequisites: Academy application required.

Course description: This course is the first in a series of 3 academy courses. Foods and Nutrition will introduce students to basic principles of nutrition and food preparation where basic culinary skills will be taught. Information will be presented on safety and sanitation, equipment selection and usage, food budgeting, efficiency within the kitchen, making healthy food choices, food storage for optimum nutrition meal service, cultural influences on food choices, and preparation and careers in the foodservice industry. This course works closely with a student team of 10th grade World Cultures, English and Science teachers to introduce various cultural cuisines, expository and descriptive writing and nutritional science. Uniform required: Academy T-Shirt and Chef Hat

CULINARY ARTS I

Term: 1 Year

Grade 11

Meets requirements: EL, T, P, g

Prerequisites: Successful completion of 10th grade Foods and Nutrition course and/or permission of instructor. Culinary Academy application required.

Course description: Culinary Arts I (Serve Safe) provides students with the opportunity to earn Serve-Safe Manager Certification while preparing them for food production and preparation skills, customer service and teamwork ethics necessary for employment. Instruction includes ServSafe knowledge of safety and sanitation, planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products. Additional areas of study include nutrition values, use and care of commercial equipment, management of food establishments, cost and profitability analysis and

side work responsibilities. Culinary Arts I, US History, English 3 and Science team teachers coordinate curriculum to introduce various timeline culinary choices and expository and descriptive writings and critical thought. Uniform required: Academy T-Shirt and Chef Hat

CATERING PRODUCTION

Term: 1 Year

Grade 12

Meets requirements: EL, T, P, g

Prerequisites: Foods and Nutrition and Culinary Arts I (Serve Safe) and/or permission of instructor. Academy application required. (Concurrent enrollment in Culinary Arts II)

Course description: Catering Production is a competency based course that will prepare students for entry level positions common to the hospitality catering industry. This course builds on the successful completion of the foundation culinary arts courses Foods & Nutrition, Culinary I, and concurrent enrollment in Culinary II. Catering Production is designed to give students classroom instruction and applied practice in planning, preparing, and serving catered events, effectively managing a food service facility and developing a passion for the hospitality industry. Students will develop skills through the use of real world application of hospitality industry standards. Students are required to actively participate in Cordova's Culinary Academy Café, catering experiences and/or internship opportunities within our community during and after school hours. Uniform required: Academy Shirt and Chef Hat and Black Pants.

CULINARY ARTS II

Term: 1 Year

Grade 12

Meets requirements: EL, T, P, g

Prerequisites: Foods and Nutrition and Culinary Arts I: Serve Safe and/or permission of instructor. Academy application required. (Concurrent enrollment in Catering Production)

Course description: The Culinary Arts II course prepares students for food production, preparation, customer service and teamwork ethics for employment. This program effectively prepares students with the knowledge, skills, attitudes and behaviors needed to successfully enter the job market or transition to postsecondary education programs available at community college, private and/or four-year college or university. Instruction includes planning, selecting, storing, purchasing, preparing, serving, and selling of quality food and food products. Additional areas of study include safety and sanitation, use and care of commercial equipment, menu nutrition values, management of food establishments, cost and profitability analysis, side work and customer orders and handling of cash and credit transactions. Students are required to actively participate in Cordova's Culinary Academy Café, catering experiences and/or internship opportunities within our community during and after school hours. Uniform required: Academy Shirt and Chef Hat and Black Pants.

ENGINEERING ACADEMY COURSES

INTRODUCTION TO PRODUCT INNOVATION AND DESIGN

Term: 1 Year

Grades 9-10

Meets requirements: EL, T, P, f

Prerequisites: None

Course description: This course applies the principles of design to problem solve, design and create a series of unique products. This course will provide an introduction to tools, materials, and the maker culture. Students will learn how the available tools function, safe use of the tools and utilize a variety of software programs to communicate with the 3D printer and laser cutter. The makerspace is a place for students to develop creative solutions to authentic challenges and real-world problems. Students will learn design thinking and explore making with visually appealing physical and digital materials.

ELECTRONICS AND ROBOTICS

Term : 1 Year

Grades 10-11

Meets requirements: EL, T, P, g

Prerequisite: None

Course description: This course is an introduction to electronics, input sensors (buttons, switches), output actuators (LEDs, motors) and robotics. Students will be introduced to electricity and electronics safety. They will solder simple kits and later use these skills in robotics projects. Students will use simple programming to bring their projects to life. Students will use robotics to develop creative solutions to real world problems. Students are encouraged to create 3D printed or laser cut components to produce a unique robot or embellish an existing robot kit.

PRODUCT INNOVATION AND DESIGN

Term: 1 Year

Grades 11-12

Meets requirements: EL, T, P, g

Prerequisite: Electronics and Robotics

Course description: In this course, students will explore product innovation and design focuses including universal design, infrastructure, machines and mechanisms, sustainability and manufacturing. Each focus will include career related information, guest speakers, and/or field trips to meet designers and technicians in the field and complete a major design project related to that field. Students will learn new content, and build upon and practice the skills developed in prior pathway courses.

Students enrolling in this Engineering course for their junior year who plan to complete the Engineering Academy pathway through their Senior year may opt in to the IB Career-related (CP) pathway by also enrolling in the Personal Professional Skills Year 1 course (see page 17). Students in the IB CP must also complete two DP courses (see pages 11-16 for those course descriptions) during their 11th and 12th grade years.

ADVANCED PRODUCT INNOVATION AND DESIGN

Term: 1 Year

Grade 12

Meets requirements: EL, T, P, g

Prerequisite: Product Innovation and Design

Course description: Advanced Product Innovation and Design is the capstone course for the Product Innovation and Design pathway. The course provides an opportunity for students to demonstrate technical skills, creativity, problem solving, and design thinking in the development of a series of in-depth projects through project-based learning (PBL). Students will address an identified challenge or need from the perspective of a specific discipline and a particular area of interest. Students will create a project plan,

work with customers to understand their needs and scope of the project, manage time and resources to satisfy the customer. Students will apply the technical skills required to design and produce manufactured capstone products that meet current industry standards. Successful projects will integrate skills and techniques from previous related classes (i.e., designing, rendering, sketching, inventing, model making, CAD, 3D printing, 3D modeling) and embody an awareness of a variety of constraints, including economic factors, user experience, safety, reliability, resources, market needs, aesthetics, ethics, and social impact. Students will have the opportunity to present their work as part of spotlight and showcase events.

CONSTRUCTION PATHWAY COURSES

BITA 1 RESIDENTIAL AND COMMERCIAL CONSTRUCTION 1

Term: 1 Year

Grades 9-12

Meets requirements: EL, T, P, g

Prerequisite: None

Course description: The BITA Year-One Foundation of Residential and Commercial Construction course is designed to teach basic skills in the construction trades. This course is rich in connections to construction with projects that will generate interest in math and increase students' likelihood of success in the industry. The course covers basic construction math: measurement and scale, reading of blueprints, safety protocols, and the procedural use of hand and power tools. Students acquire skills through the use of technology and real world problem solving in the field. Integrated throughout the courses are foundation standards, which include communication, ethics, critical thinking and interpersonal/team and employment skills needed for the 21st Century.

BITA 2 STUDY OF MODERN CRAFTSMANSHIP

Term: 1 Year

Grades 10-12

Meets requirements: EL, T, P, g

Prerequisite: BITA 1 - Foundation of Residential and Commercial Construction

Course description: The BITA Year-Two course teaches the study of ancient civilization infrastructure and craftsmanship. It is designed to gain an in-depth understanding of the history behind construction, materials, and trades in the industry. Students will use primary sources and become construction historians as they reconstruct the advancement of the trades, materials, and tools that are being used in residential and commercial construction today. The course advances in the knowledge of safety protocols, use of hand and power tools, blueprint reading, and math in the areas of geometry, and estimating. Integrated throughout the course are foundation standards, they include communication, ethics, interpersonal/team skills, critical thinking and employment skills needed for the 21st Century. Upon completion of this course, students will be able to perform the duties of an entry-level building construction technician with knowledge of Construction Codes and general and trade-specific terminology.

CONSTRUCTION MANAGEMENT

Term: 1 Year

Grades 11,12

Prerequisite: "C" or better in BITA 2 and permission of instructor.

Course description: Students are introduced to construction and home building management. Students will have the opportunity to act as the foreman on the Construction Worksite. They will manage the

building process and groups of students enrolled in the Construction 1 & 2 classes build their respective projects. Design, planning, and managing worksite activities will be an integral part of the course. Safety is emphasized throughout the course in the use of tools, power equipment and worksite procedures. Students enrolled in the management class will be taking lead positions in the design build, CREATE and Skills USA competitions. Completion of OSHA 10 certification will be expected.

LANGUAGE AND LITERATURE

Students must pass a minimum of 40 credits (4 years) to meet graduation requirements. All English courses are year-long courses worth 10 credits toward HS graduation. ELD students will be placed in English courses based on test scores and teacher recommendations.

ENGLISH 1 (P)

Term: 1 Year

Grade: 9

Meets requirements: E, P, b, NCAA

Prerequisite: Passing grade in English 8

Course Description: English 9 is a grade-level course designed to provide a comprehensive curriculum in English language arts with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014). This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development. Meets one year of CSU/UC English requirement ("b") and one year of the FCUSD English graduation requirements.

HONORS ENGLISH 1 (P)

Term: 1 Year

Grade: 9 (this course does not earn a weighted grade point). Concurrent enrollment in Honors World Cultures is recommended.

Meets requirements: E, P, b, NCAA

Prerequisite: Grade of A or B in Honors English 8 or an A grade in English 8, qualifying standardized test and iReady reading scores, and signed parent/student contract letter. Honors classes best serve students who are prepared to read texts independently and manage larger assignments with appropriate support." in lieu of prerequisites.

Course Description: Honors English 9 is a combination of the first year required course for high school curriculum relating to the development of oral and written communication skills and a more advanced level of study. Reading, writing, listening, and speaking skills are emphasized through the critical interpretation of literature. Students will read and analyze literary works, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion. This rigorous course is designed to prepare students for DP Language & Literature SL/HL courses in 11th and 12th grade. Honors English courses read grade-level texts; however, the rate, depth, and complexity of material differ; honors students will read novels and study non-literary works, and write and analyze with greater sophistication. Summer reading required. Meets one year of CSU/UC English requirement ("b") and one year of FCUSD English graduation requirements.

ENGLISH 1000

Term: 1 Year

Prerequisites: Placement by IEP determination based on individual performance levels and disability(ies).

Course Description: The purpose of this course is to provide a Language Arts curriculum that is taught at a pace and level for the understanding and success of students served through special education. The emphasis of this course is to enhance knowledge in the areas of reading, writing, listening, and speaking. Students who are below grade level will receive small group instruction to develop skills in reading, writing, listening, and speaking. This course will be modified for each student's ability using state

curriculum standards, CAA, and the student's functional level. Each student's Language Arts program will be designed to help students maximize their skills. Individual goals and objectives of students will be addressed to meet IEP goals and state standards using the CAA guidelines.

ENGLISH 1009

Term: 1 Year

Prerequisites: Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment

Course Description: This English course is tailored to provide a holistic approach to elevating students' literacy and analysis skills through comprehensive and engaging activities. Students enrolled in high school will enhance their vocabulary, reading comprehension, writing proficiency; and speaking, listening and analytical abilities. This pathway incorporates a variety of resources, including leveled books, chapter books, articles and other informational texts. It includes structured writing and vocabulary exercises, preparing students for functional literacy tasks, and life skills application.

ENGLISH 1010

Term: 1 Year

Prerequisites: Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment

Course Description: This English course is tailored to provide a holistic approach to elevating students' literacy and analysis skills through comprehensive and engaging activities. Students enrolled in high school will enhance their vocabulary, reading comprehension, writing proficiency; and speaking, listening and analytical abilities. This Pathway incorporates a variety of resources, including leveled books, chapter books, articles and other informational texts. It includes structured writing and vocabulary exercises, preparing students for functional literacy tasks, and life skills application.

ENGLISH 1011

Term: 1 Year

Prerequisites: Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment

Course Description: This English course is tailored to provide a holistic approach to elevating students' literacy and analysis skills through comprehensive and engaging activities. Students enrolled in high school will enhance their vocabulary, reading comprehension, writing proficiency; and speaking, listening and analytical abilities. This Pathway incorporates a variety of resources, including leveled books, chapter books, articles and other informational texts. It includes structured writing and vocabulary exercises, preparing students for functional literacy tasks, and life skills application.

ENGLISH 1012

Term: 1 Year

Prerequisites: Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment

Course Description: This English course is tailored to provide a holistic approach to elevating students' literacy and analysis skills through comprehensive and engaging activities. Students enrolled in high school will enhance their vocabulary, reading comprehension, writing proficiency; and speaking, listening and analytical abilities. This Pathway incorporates a variety of resources, including leveled books, chapter books, articles and other informational texts. It includes structured writing and vocabulary exercises, preparing students for functional literacy tasks, and life skills application.

ENGLISH 2

Term: 1 Year

Grade 10

Meets requirements: E, P, b, NCAA

Prerequisites: Passing grade in English 1.

Course description: This college preparatory course is the second in the CA secondary language arts curriculum. Emphasis is placed on higher levels of student performance with more complex assignments. Students will more keenly develop higher level thinking skills, as well as be able to demonstrate the ability to critically analyze specific writing styles and more sophisticated pieces of literature.

Please note: ENGLISH 2 10 and ENGLISH 2 100 are offered for students with IEP placement.

HONORS ENGLISH 2

Term: 1 Year

Grade 10

Meets requirements: E, P, b, NCAA

(this course does not earn a weighted grade point)

Prerequisites: At least a "B" in 9th grade Honors English or at least an "A" in 9th grade English, qualifying standardized test scores and English teacher signature. Honors classes best serve students who are prepared to read texts independently and manage larger assignments with appropriate support." in lieu of prerequisites.

Course description: This college preparatory course is intended for sophomores who excel in English and who desire a more rigorous and challenging course of study. Students will be expected to do more difficult and frequent reading and to write more complex essays than in English 2 classes. Earning a grade of "C" or below will be grounds for removal from the Honors class. Summer reading required.

Note: Please see page 13 "Diploma Programme" for information on "HL/SL Language and Literature" (2-year course....Junior and Senior)

ENGLISH 3

Term: 1 Year

Grade 11

Meets requirements: E, P, b, NCAA

Prerequisites: Passing grade in English 2

Course description: English 3 is the third year required course for high school curriculum relating to the development of oral and written communication skills. Emphasis is placed on higher levels of student performance with more complex assignments and materials. Students will read and analyze literature of higher levels of difficulty in terms of language use and thematic content, use more precise language, do research of a more in-depth nature, develop the speaking skills needed in discussions, and write essays of greater complexity. Through their study of literature, students will also develop knowledge and an appreciation for American literary traditions.

ENGLISH 4

Term: 1 Year

Grade 12

Meets requirements: E, P, b, NCAA

Prerequisites: Passing grade in English 3

Course description: This college preparatory course is required for seniors. Students will focus on expository writing skills and critical thinking skills. Emphasis is placed on grammar units necessary to

earn placement into English 1A at the college level. Literary works from Shakespeare to modern American and British authors will be studied.

Please note: ENGLISH 4 10 and ENGLISH 4 100 are offered for students with IEP placement.

English Foundations 4 will be recommended for students with i-Ready scale scores below 624; CAASPP score of 1 or 2

CSU EXPOSITORY READING AND WRITING COURSE ERWC 1 AND 2

Term: 1 Year

Grade 12

Meets requirements: E, P, b

Prerequisites: Completion of English 3

Course description: The goal of the Expository Reading and Writing Course is to prepare seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Written assessments and holistic scoring guides conclude each unit.

STRATEGIC/INTENSIVE INTERVENTION ENGLISH

Term: 1 Year

Grades 9-12

Meets requirements: EL

Placement recommendations: student i-Ready scale scores below the following, by grade level: 9th grade below 593; 10th grade below 593; 11th grade below 604; 12th grade below 624; CAASPP score of 1 or 2. Note: Concurrent enrollment in English Foundations is required. (This course receives elective credits towards graduation).

Course description: This course provides an intervention that supports the needs of students whose academic performance, including proficiency in English Language Arts and literacy in reading and writing, is two or more years below grade level. The materials in this program are designed for students

ENGLISH LANGUAGE DEVELOPMENT 1

Term: Semester or Year

Grades 9-12

Meets requirements: E

Prerequisite: EL Placement Test and ELPAC Scores

Course Description: This course designed for newcomers and beginning English Learners uses the HMH English 3D curriculum to build students’ academic English skills through structured routines in speaking, listening, reading, and writing. Students receive targeted vocabulary, reading, and writing practice from the teacher with support from a Bilingual Instructional Assistant (BIA). Instruction prepares students for the language demands of the ELPAC and district assessments through regular practice with academic prompts and test-aligned tasks. Through this focused ELD instruction, students will be better

prepared to meet reclassification criteria and succeed in their general education classes. This ELD course counts for FCUSD English credit.

ENGLISH LANGUAGE DEVELOPMENT 2

Term: Semester or Year

Grades 9-12

Meets requirements: E

Prerequisite: EL Placement Test and ELPAC Scores

Course Description: This course designed for emerging English Learners uses the HMH English 3D curriculum to build students' academic English skills through structured routines in speaking, listening, reading, and writing. Students receive targeted vocabulary, reading, and writing practice from the teacher with support from a Bilingual Instructional Assistant (BIA). Instruction prepares students for the language demands of the ELPAC and district assessments through regular practice with academic prompts and test-aligned tasks. Through this focused ELD instruction, students will be better prepared to meet reclassification criteria and succeed in their general education classes. This ELD course counts for FCUSD English credit.

ENGLISH LANGUAGE DEVELOPMENT 3

Term: Semester or Year

Grades 9-12

Meets requirements: E

Prerequisite: EL Placement Test and ELPAC Scores

Course Description: This course designed for expanding English Learners uses the HMH English 3D curriculum to help students master academic English skills through structured routines in speaking, listening, reading, and writing. Students engage in targeted vocabulary, reading, and writing practice led by the teacher, with a focus on applying skills independently and confidently. Instruction prepares students for the language demands of the ELPAC and district assessments through regular practice with academic prompts and test-aligned tasks. Through this focused ELD instruction, students will be better prepared to meet reclassification criteria and succeed in their general education classes. This ELD course counts for FCUSD English credit

MATHEMATICS

***A grade of “C” or better demonstrates mastery of the math standards.
A “D” grade may not meet prerequisites for advancement to the next level.***

INTEGRATED MATH 1000

Term: 1 Year

Proposed Grade Levels: 9,10

Prerequisite: Recommendation of IEP Team; students qualify to take the alternative state assessment.

Course Description: The High School Integrated Math Learning Pathway expands students' mathematical thinking and equips them with essential skills needed for daily living. This course focuses on practical math applications in everyday contexts, helping students develop a foundation for further applications. Through various interactive and hands-on activities, students will learn to work with whole numbers and integers, handle money and decimals, understand time, explore basic algebra, use units effectively, interpret data and probability, and engage with geometry.

INTEGRATED MATH 1 FOUNDATIONS

Term: 1 Year

Grade 9

Prerequisite: 9TH graders who have a D or F in 8th Grade Course 3 at the middle school OR appropriate diagnostic test scores.

Course Description: Integrated Math 1 Foundations is designed for students who are not yet ready for Integrated Math 1. This is a non-college prep course designed to build the concepts and skills necessary for high school mathematics. Instructional time will focus on the following topics from the Common Core State Standards for Mathematics: ratios and proportional reasoning, operations with rational numbers, linear expressions and equations, linear systems, functions, and the Pythagorean Theorem. After successful completion of this course, students can enroll in Integrated Math 1. This class meets one year of the FCUSD math requirements for graduation but does not meet a college prep math requirement (“c”) for the CSU/UC.

INTEGRATED MATH 1 FOUNDATIONS (10)

Term: 1 Year

Grade 9 with IEP

Course Description: Integrated Math 1 Foundations (10) is designed for students who have an Individual Education Plan (IEP) and are not yet ready for Integrated Math 1 or Integrated Math 1(10). This math course will be taught with a reduced student to teacher ratio and by a highly qualified credentialed special education instructor. Placement in this course is determined by an IEP. This is a non-college preparatory course designed to build the concepts and skills necessary for the high school Integrated Mathematics 1 course or Integrated Mathematics 1 (10) course. Students will use problem-solving strategies, questioning, investigating, critical analysis, and the gathering and construction of evidence, throughout the course. Students' communication of arguments to justify their thinking is another critical component. Under teacher guidance, students learn through collaboration with others while sharing information, expertise, and ideas. This class does meet one year of the FCUSD math requirements for graduation but does not meet a college prep math requirement (“c”) for the CSU/UC.

INTEGRATED MATH 1 (P)

Term: 1 Year

Grades 9-11

Prerequisite: 9th graders who have completed Course 3 with a passing grade at the middle school; or received a D or F in Integrated Math 1 (and are repeating the course), or have the appropriate diagnostic test scores.

Course Description: Math 1 is an integrated math course designed to formalize and extend the mathematics that students learned in the middle grades. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane. This class meets the Algebra FCUSD graduation requirement and meets one year of the CSU/UC college prep math requirement (“c”). Please note: Integrated Math 1 10 is offered for students with IEP placement.

INTEGRATED MATH 2 FOUNDATIONS

Term: 1 Year

Grades 10-12

Meets requirements: G, M

Prerequisite: “D” in Integrated Math 1 or Integrated Math 1 (10)

Course description: Integrated Math 2 Foundations (10) is designed for students who have an Individual Education Plan (IEP) and are not yet ready for Integrated Math 2. This is a non-college preparatory course designed for students who have passed Integrated Math 1 or Integrated Math 1 (10), but may not be ready for the rigors of Integrated Math 2. The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, a few Algebra 1 topics not covered in Integrated Math 1/ Integrated Math 1 (10), and an awareness of connections between different ideas. Students are encouraged to investigate and conjecture to develop their reasoning skills. Lessons are structured for students to collaborate actively by working collaboratively with peers. The course will focus on the foundational geometry standards that students will learn in Integrated Math 2, without engaging in formal proofs. The big ideas of the course are presented in an integrated algebra/geometry context. This course fulfills the Geometry graduation requirement for FCUSD.

INTEGRATED MATH 2 FOUNDATIONS (10)

Term: 1 Year

Grades 10-12

Course Description: This is a non-college preparatory course designed for students who have passed Integrated Math 1, but may not be ready for the rigors of Integrated Math 2. The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, a few Algebra 1 topics not covered in Integrated Math 1, and an awareness of connections between different ideas. Students are encouraged to investigate and conjecture to develop their reasoning skills. Lessons are structured for students to collaborate actively by working collaboratively with peers. The course will focus on the foundational geometry standards that students will learn in Integrated Math 2, without engaging in formal proofs. The big ideas of the course are presented in an integrated algebra/geometry context. This course fulfills the Geometry graduation requirement for FCUSD.

INTEGRATED MATH 2 (P)

Term: 1 Year

Class Restrictions: None

Prerequisite: Completion of Integrated Math 1 with a grade of B or better in all trimesters (or semesters) and appropriate diagnostic test scores.

Course Description: A two-semester, college preparatory course in plane geometry with a transformational approach to the axiomatic structure of mathematics. Geometry develops the concepts of logic and mathematical proof. Geometric applications are discussed. Algebra is integrated and reinforced throughout the course and will introduce students to trigonometry. This class meets the Geometry FCUSD graduation requirement and meets one year of the CSU/UC college prep math requirement ("c").

Please note: Integrated Math 2 Foundations 10 is offered for students with IEP placement.

FINANCIAL ALGEBRA

Term: 1 Year

Grades 10-12

Meets requirements: A, M, P, c, NCAA

Prerequisites: "C-" or better in Integrated Math 2

Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

INTEGRATED MATH 3 (P)

Term: 1 Year

Grades 10-12

Meets requirements: A, M, P, c, NCAA

Prerequisites: "C-" or better in Integrated Math 2

Course description: Integrated Math 3 is designed to extend and apply the mathematics learned in previous math courses. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on 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.

PERSONAL AND BUSINESS FINANCE

Term: 1 Year

Grade 12

Meets requirements: M, EL

Prerequisite: Completion of Integrated Math 2 or Integrated Math 2 Foundations

Course description: This course is intended to provide students an overview of the basics of personal and business finances. The focus on the course is the application of basic math skills in real life financial scenarios.

This course introduces students to the principles of personal finance and how to become financially capable – learning to understand topics related to finance such as making money, spending money, and saving money wisely. Preparing students to become competent consumers and employees is a major goal of this course. Some time will also be spent on business applications in regards to finance, such as personnel, production, purchasing and sales. The course is taught from a mathematical perspective,

focusing on the application of basic math skills in real life situations. Students will demonstrate understanding through collaboration on a variety of activities, projects, and class presentations.

TWO YEAR INTEGRATED MATH 1 (10)

Term: 2 Year

Grade: Any

Prerequisite: Placement by IEP determination based on individual performance levels and disability(ies).

Course Description: Two Year Integrated Math 1 (10) is an integrated math course that will be taught over a two year time period. Year 1 is designed to formalize and extend the mathematics that students learned in the middle grades and to provide additional support in developing foundational skills not previously mastered. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on six critical areas: (1) extend understanding of 5 numerical manipulation to algebraic manipulation; (2) synthesize understanding of functions; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.

MATH 100

Term: 1 Year

Prerequisite: Placement by IEP team decision based on individual performance level and disability (ies).

This class is for students on certificate track and will count towards elective credits, not math credits.

MATH 1000

Term: 1 Year

Prerequisite: Placement by IEP determination based on individual performance levels and disability(ies).

Course Description: The purpose of this course is to provide a math curriculum that is taught at a pace and level for the understanding and success of students served through Student Support Services. The emphasis of this class is to enhance knowledge of money sense, practical time, addition, and subtraction of integers. Students that are below grade level will receive small group instruction to develop skills in basic operations as well as problem solving. This course will be modified for each student's ability using state curriculum standards, CAA, and at the student's functional level. Individual goals and objectives of students will be addressed to meet IEP goals and state standards using the CAA guidelines.

IB MATHEMATICS COURSE OFFERINGS:: (see description under IB DIPLOMA COURSES) Math Analysis and Interpretations HL and Math Applications and Approaches HL

SOCIAL SCIENCE COURSES

ETHNIC STUDIES

Term: 1 Year

Grade: 9

Meets requirements: EL, P, g

Prerequisite: None

Course description: Ethnic Studies emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, history and migration, systems power and oppression, activism and social movements. These topics will be explored through the perspectives of Native American, African (Black) American, Asian/Pacific Islanders, Chicano/a/Latino/a/x communities as well as other groups relevant to students. The course is aligned with the Ethnic Studies Model Curriculum Published by the California Department of Education Sacramento 2022.

WORLD CULTURES

Term: 1 Year

Grades 10-12

Meets requirements: WC, P, b, NCAA

Prerequisite: None

Course description: In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the modern world. In addition, students draw upon their studies of world cultures to examine current world issues and the growing interdependence of people and cultures throughout the world.

HONORS WORLD CULTURES

Term: 1 Year

Grade 9 and 10

Meets requirements: WC, P, b, NCAA

Concurrent enrollment in Honors English is recommended. This course does not earn a weighted grade.

Prerequisite: At least a "B" grade in Geography and teacher recommendation.

Course Description: This is a one year Middle Years Program (MYP) course that is meant to prepare students for the depth of knowledge and skills required to be successful in the International Baccalaureate (IB) Diploma Program (DP). Students will take a journey to the past and explore the different people, cultures and ideas that built the foundation of modern society. We will evaluate current events and explore their historical roots. We will experience history from multiple perspectives, engage in respectful exchanges of ideas, and be encouraged to go from being history students to history-makers! We will develop our skills as historians by learning content, inquiring into and evaluating primary and secondary sources, communicating arguments with evidence in different ways, and developing an effective critical thinking process. This class meets the FCUSD World Cultures graduation requirement and one year of the CSU/UC college prep history/social science requirement.

HONORS U.S. HISTORY

Term: 1 Year

Grade 10,11

Meets requirements: US, P, b, NCAA, W*

Prerequisites: 3.0 GPA, Honors World Cultures, or Teacher Recommendation

Course Description: This is a 10th grade class, but with teacher recommendation students in the 11th can take this class as well. Honors US History examines the roots of the American nation and its diverse and evolving values. It is designed to prepare students for participatory citizenship, as well as to prepare them for the I.B History of the Americas course in the Diploma Program. As such, it is a demanding course that calls upon students to master major concepts in both foreign and domestic policy, as well as economic, artistic, and social developments, from colonial times through present time. Students are expected to critically analyze a host of important historical events and changes, and to write several critical essays that support a sophisticated thesis through the careful examination of facts, quotations, and statistics derived from diverse sources, both primary and secondary. Students are trained in the interpretation and analysis of maps, graphs, graphics, political cartoons, and historical quotations, and to think like a historian. The general purpose of the course is twofold: 1-to improve critical thinking skills in reading, historical inquiry, oral presentation, Socratic methods, and expository writing; and 2-to develop an appreciation of the depth and diversity of the values and experiences that make up the American political and cultural heritage.

U.S. HISTORY

Term: 1 Year

Grade 11-12

Meets requirements: US, P, b, NCAA

Prerequisites: World Cultures

Course Description: In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the United States and the modern world. In addition, students draw upon their studies of world and United States history to examine current national and world issues and the growing interdependence of people throughout the world.

HISTORY OF THE AMERICAS HL - See course description on page 12 under DIPLOMA PROGRAM COURSE DESCRIPTIONS

GOVERNMENT

Term: Semester

Grade 12

Meets requirements: GVT, P, a, NCAA

Course description: In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

Please note: GOVERNMENT 100 is offered for students with IEP placement.

ECONOMICS

Term: Semester

Grade 12

Meets requirements: EC, P, g, NCAA

Course description: In this course, students will deepen their understanding of the economic problems and institutions of the nation and the world in which they live. They will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners/managers, and members of civic groups. Although this one semester course is a course in social science, students will add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system.

SCIENCES

BIOLOGY THE LIVING EARTH (P)

Term: 1 Year

Grades 9 & 10

Meets Requirements: LS, P, d, NCAA

Prerequisite: Concurrent Enrollment in Integrated Math 1 or Integrated Math 1 Foundations

Course Description: Biology is the first course in the California Next Generation Science Standards (CA NGSS) Three Course Model. In this course, students will explore concepts related to the interactions within ecosystems, energy dynamics, photosynthesis and cellular respiration, history of the earth's atmosphere, natural selection, inheritance of traits, structure and function of organisms, system stability and response to change. Students should learn an appreciation for all living things and the critical importance of maintaining the delicate balance required of all living things to interact and live successfully. Meets a UC/CSU college prep lab science requirement ("d") and FCUSD graduation requirement for Life Science.

BIOLOGY 1000

Term: 1 Year

Grades: 9, 10, 11, 12

Meets Requirements: LS

Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment

Description: The High School Biology Pathway is designed to introduce students to fundamental biological concepts through engaging, hands-on, differentiated instruction. Learners experience an introduction to biology, explore ecology, gain an understanding of cells and organs, and investigate photosynthesis and cellular respiration. They then gain exposure to cell division and genetics, evolution, and classification systems. Through this Pathway, students explore living organisms and their interactions with the environment.

HONORS BIOLOGY: THE LIVING EARTH (P)

Term: 1 Year

Grade: 9 (Does not earn a weighted grade point)

Meets Requirements: LS, P, d, NCAA

Prerequisites: Suggested Grade of B or better in previous science course or teacher recommendation. Concurrent enrollment in Integrated Math 1 or higher.

Course Description: Honors Biology is a rigorous, college-prep, laboratory science class designed to prepare students for success in upper level advanced college level science courses. The course is based on the CA Next Generation Science Standards and includes the Disciplinary Core Ideas related to Life Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. Honors Biology progresses at a rapid rate, and has more application expectations than Biology. Students taking Honors Biology will explore amplified and enriched Biology concepts related, but not limited to: the interactions within ecosystems, energy dynamics, photosynthesis and cellular respiration, history of the earth's atmosphere, natural selection, inheritance of traits, structure and function of organisms, system stability and response to change. Elements of critical thinking are required of students throughout the course. Meets a CSU/UC college prep lab science requirement ("d") and a FCUSD graduation requirement for Life Science. It is strongly recommended for students considering IB science courses.

AGRISCIENCE 1 (P)

Term: 1 Year

Grades 9 & 10

Meets requirements: LS, P, d, NCAA

Course Description: The Science of Plants and Animals introduces students to the foundational biology and ecology principles through the lens of agricultural science. Utilizing a micro to macro progression, this course explores plant and animal biology, ecology, and genetics, integrating scientific and agricultural perspectives to provide a comprehensive understanding of living systems and their interactions. Students will investigate everything from cell biology and energy dynamics to taxonomy, animal nutrition, and regenerative practices. With hands-on labs, field studies, and projects, students will apply biological science to real-world agricultural contexts, enhancing their understanding of sustainable practices, resource management, and the role of agriculture in society. This course also introduces the National FFA Organization (FFA), providing opportunities for leadership and skill development in agricultural pathways. Satisfying biology credit requirements, Agriscience 1 serves as the entry point into the Agriscience Pathway, equipping students for advanced study in agricultural biology and careers in the field.

AGRISCIENCE 2: The Chemistry of Soil, Plants and Animals

Term: 1 Year

Grades: 10, 11

Meets requirements: PS, P, d, NCAA

Prerequisite: Agriscience 1- The Science of Plants and Animals

Course description: This class is a hands-on, laboratory-based course that explores the chemical principles vital to agricultural science. Aligned with chemistry standards, this course examines the chemistry underlying soil properties, plant nutrition, and animal health, integrating agricultural applications with core scientific principles. Students will delve into soil chemistry and fertility, analyze plant and animal nutrient cycles, investigate water quality in agricultural contexts, and explore chemical interactions impacting crop and livestock production.

Through project-based learning and laboratory experiments, students will explore topics such as nutrient management, plant and animal biochemistry, and the environmental impacts of agricultural chemicals.

This course enables students to apply chemistry concepts in real-life agricultural scenarios, preparing them for further study and careers in agricultural and environmental sciences. This course also focuses on the National FFA Organization (FFA), providing opportunities for leadership and skill development in agricultural pathways.

AGRISCIENCE 3: Advanced Science of Plants and Animals

Term: 1 Year

Grades: 11,12

Meets requirements: PS, P, T, d, S3

Prerequisites: Completion of Algebra 1 or Integrated Math 1, Passing Grade in Ag Biology and Ag & Soil Chemistry or teacher approval

Course description: Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an Agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. This integrated class combines an interdisciplinary approach to laboratory science and research with

agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an Agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program

Physical Science 1000

Term: 1 Year

Grade: 9, 10, 11, 12

Prerequisite: Placement in this course requires recommendation of an IEP; students qualify to take the alternative state assessment

Course Description: The High School Physical Science Learning Pathway offers an engaging introduction to the fundamental principles of discipline. It provides students with a foundation in key concepts, including the scientific method, properties of matter, physical and chemical changes in matter, and energy. Students also gain exposure to concepts such as mechanical energy, the motion of objects, forces, and waves. Through engaging texts, experiments, and activities, students will explore practical applications of physical science and its applications in the real world.

CHEMISTRY OF EARTH SYSTEMS (P)

Term: 1 Year

Grade: 10, 11, 12

Meets requirements: PS, P, T, d,

Corequisite: Concurrent Enrollment in Integrated Math 1

Course Description: Chemistry of the Earth System is a course in the California Next Generation Science Standards (CA NGSS) three course model and includes disciplinary core ideas related to Physical Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. In this course, students will explore the structure and properties of matter, conservation and transfer of energy, chemical reactions and processes in everyday life, and chemical changes in Earth systems. Engineering Core Ideas are used to explore applications of chemistry concepts. Students apply algebraic processes to describe and predict phenomena.

HONORS CHEMISTRY OF THE EARTH SYSTEMS (P)

Term: 1 Year

Grade: 10, 11, 12

Meets requirements: PS, P, T, d,W*

Prerequisites: B or better in Biology and Integrated Math 2

Corequisite: Enrollment in IM 3 is recommended

Course Description: Honors Chemistry of the Earth System is a course in the California Next Generation Science Standards (CA NGSS) Three Course Model and includes Disciplinary Core Ideas related to Physical Science integrating a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. The following core ideas from Chemistry in the Earth System will be amplified in this course:

structure and properties of matter, conservation and transfer of energy, periodic trends and organization, chemical bonding, chemical reactions and processes in everyday life, and chemical equilibrium and its role in Earth Systems. In addition, core ideas in engineering are used to explore applications of chemistry concepts, along with Algebraic processes to describe and predict phenomena. There will also be a strong math component in this course.

PHYSICS OF THE UNIVERSE (P)

Term: 1 Year

Grade: 10, 11, 12

Meets requirements: PS, P, T, d, S3, W*

Prerequisites: Completion of or Concurrent enrollment in Integrated Math 1

Description: Physics in the Universe is a course in the California Next Generation Science Standards (CA NGSS) Three Course Model and includes the Disciplinary Core Ideas related to Physical Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. In this course students will explore the following core ideas: forces and motion, energy transfers and conservation, the properties of waves, and the electromagnetic spectrum, and use these ideas to understand the processes that shape earth and space systems. Engineering Core Ideas are used to explore applications of Physics concepts.

HONORS PHYSICS OF THE UNIVERSE (P)

Term: 1 Year

Grade: 10, 11, 12

Meets requirements: PS, P, T, d, S3

Prerequisite(s): B or better in Biology and Integrated Math 2

Corequisite: Completion of or Concurrent enrollment in Integrated Math 3

Description: Honors Physics in the Universe is a course in the California Next Generation Science Standards (CA NGSS) Three Course Model and includes the Disciplinary Core Ideas related to Physical Science and integrates a selection of the Earth and Space Science concepts. This course also incorporates the eight Science and Engineering Practices and seven Crosscutting Concepts related to the NGSS. In this course students will apply advanced algebraic processes to describe and predict phenomena. The following core ideas will be explored in this course: forces and motion, energy transfers and conservation, the properties of waves, and the electromagnetic spectrum, and uses these ideas to understand the processes that shape earth and space systems. In addition, Engineering Core Ideas will be used to explore applications of Physics concepts.

ENVIRONMENTAL SCIENCE

Term: 1 Year

Grade: 11, 12

Meets requirements: S3, P, T, d,

Corequisite: Successful completion of 2 years of high school science (life and physical) and Integrated Math 1

Description: Environmental Science is an interdisciplinary science course that studies the major themes of biodiversity, natural resource management, energy sources, global environmental policy, and the future. The course incorporates standards from the NGSS Life Science, Earth Science, Physical Science, Engineering Technology and Applications of Science domains, as well as the California adopted Environmental Principles and Concepts. This course is comprised of a series of units that include: Basics of Ecosystems, Earth Systems, Climate Change, Humans and Natural Systems, Energy and Mineral Resources, and Human Solutions.

FORENSIC SCIENCE

Term: 1 Year

Grade: 11, 12

Meets requirements: P, T, d, S3

Corequisite: Successful completion of 2 years of high school science (life and physical) and Integrated Math 1

Description: Forensics is a third year of college-prep laboratory science for students that are college bound and/or interested in the field of forensics. This class will introduce students to the fields of forensic science and provide a general overview of the forensic sciences. Students will participate in many qualitative hands-on labs and simulations that develop the practical and theoretical aspects of forensics while developing proficiency in the eight practices of science and engineering detailed in the Next Generation Science Standards. This class will integrate previous science courses and demonstrate to the student the relevance of science education for practical use.

HUMAN ANATOMY & PHYSIOLOGY

Term: 1 Year

Grade: 11, 12

Meets requirements: LS, P, T, d, S3

Corequisite: Successful completion of 2 years of high school science (life and physical) and Integrated Math 1

Description: This course is a laboratory science class that covers human anatomy and physiology and is designed for the student intending to pursue a career in a medical or fitness-related field. The course will focus on the integration of the structure and function of body systems needed to maintain homeostasis. It will integrate topics related to health and fitness such as nutrition, exercise and kinesiology, and disease. Microscopy work is a component of all system laboratory activities in conjunction with dissections. Students are exposed to and engage in hands-on common clinical practices pertaining to diagnosis. Computers/laptops are utilized regularly for research, data input, and data analysis during laboratory work. Provides support for the life science NGSS curriculum by evaluating in depth the structure-function, interrelatedness of structures, and homeostasis of living organisms.

BIOLOGY HL

Term: 2 year course, taken in JR and SR year

Meets requirements: LS, P, d, W*, NCAA

Prerequisite(s): IM 1 and Biology or Honors Biology, Highly Recommended: Chemistry/Honors Chemistry

Corequisite(s): Recommended concurrent enrollment with IM 3 or an IB math course

Course description: As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today. Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design

experiments, collect and analyze data, collaborate with peers, and reflect, evaluate and communicate their findings. DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond.

CHEMISTRY SL

Term: 1 year course, taken in JR or SR year

Meets requirements: PS, P, d, NCAA, W*

Prerequisite: “B” or better in Chemistry or Honors Chemistry and concurrent enrollment in Algebra 2 (Integrated Math 3) or higher math

Course description: Through studying chemistry, students should become aware of how scientists work and communicate with each other. There is an emphasis on a practical approach through experimental work. The power of scientific knowledge to transform societies is unparalleled. It has the potential to produce great universal benefits or to reinforce inequalities and cause harm to people and the environment. In line with the IB mission statement, students need to be aware of the moral responsibility of scientists to ensure that scientific knowledge and data are available to all countries on an equitable basis and that they have the scientific capacity to use this for developing sustainable societies.

ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

Term: 1 year course, taken in JR or SR year

Meets requirements: S3, P, d, NCAA, W*

Prerequisite: “C” or better in Biology and Chemistry and completion of or concurrent enrollment in IM3

Course description: Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources. ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal, to a community, and to a global scale.

WORLD LANGUAGE COURSES

Each of these courses meets one year of the FCUSD FA/FL/CTE graduation requirement and one year of a CSU/UC college prep Language Other than English (LOTE) requirement (“e”). All World Language courses: are year-long and worth 10 credits; are open to all grade levels as long as prerequisites are met; require a “C” or better to advance to the next level (or teacher approval).

Note: Please see “Diploma Programme” for information on IB Diploma Programme Language Acquisition courses.

FRENCH 1

Term: 1 Year

Grades 9-12

Meets requirements: WL, P, e, NCAA

Prerequisite: None

Course description: French 1 is an introductory course to the French language and culture of today. Emphasis is on the development of the four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of French culture and heritage through the use of a text, video, audio, and workbook program. The immersion method is used in this course.

FRENCH 2

Term: 1 Year

Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite: Completion of French 1 with a grade of “C” or better, or instructor approval.

Course description: Completes and expands the introduction to Francophone language and culture begun in French 1. Emphasis is on the development of the four major language skills: listening, speaking, reading, and writing. Through the use of text, video, audio, and computer-based activities, the student has the opportunity to gain basic mastery of everyday French and to practice skills that will enable him/her to function in a French-speaking environment.

HONORS FRENCH 2

Term: 1 Year

Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisites: Completion of French 1 with consistent scores of 6 and above on IB MYP criterion rubrics, a B grade or better in French 1 course, and teacher recommendation.

Course description: Honors French 2 is an accelerated continuation of the French I course to help prepare students for the IB Diploma Programme Standard Level (SL) French course. It completes and expands the introduction to Francophone language and culture begun in French I. Students who have completed French I with a grade of B or better, or the equivalent may be admitted. Emphasis is on the development of the four major language skills; listening, speaking, reading and writing. Through the use of the textbook program, additional video clips, audio, and technology based activities, the students will gain mastery of everyday French and practice skills that will enable him/her to function in a French-speaking environment. Students will be assessed in a similar fashion to the IB DP course, which will help them develop skills for them to be successful in the IB Diploma Programme Course.

FRENCH 3

Term: 1 Year

Grades 10-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite: Completion of French 2 with a “C” or better, or instructor approval

Course description: French 3 is a course designed to increase communicative proficiency in the target language. Emphasis is on the development of the four major language skills; listening, speaking, reading and writing. In addition to these skills, students will explore the many facets of French culture and heritage. The course is conducted in the target language using the immersion method.

FRENCH SL See IB Language Acquisition p. 10

SPANISH 1

Term: 1 Year

Grades 9-12

Meets requirements: WL, P, e, NCAA

Prerequisite: None

Course description: Spanish 1 is an introductory course to the Spanish Language and cultures of today. Emphasis is on the development of the four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of Hispanic cultures and heritage through the use of a text, video, audio, and workbook program. The course is conducted in the target language using the immersion method.

SPANISH 2

Term: 1 Year

Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisites: Completion of Spanish 1 with a “C” or better, or instructor approval

Course description: Spanish 2 completes the introduction to the language and culture of the Spanish-speaking world. The four skills of language learning are again stressed: understanding, reading, speaking, and writing, with a focus on understanding and speaking. Through the use of text, workbook, video and audio, each student has the opportunity to gain basic mastery of everyday Spanish and to learn skills that will enable him/her to function in a Spanish-speaking environment.

HONORS SPANISH 2

Term: 1 Year

Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite(s): Completion of Spanish 1 with consistent scores of 6 and above on IB MYP criterion rubrics, a B grade or better in Spanish 1 course, and teacher recommendation.

Course description: Honors Spanish 2 is a combination of the Spanish 2 curriculum and a more advanced level of study designed to prepare students who intend to take the Diploma Programme Spanish courses in the 11th and 12th grade. The course completes the introduction begun in Spanish 1 to the language and culture of the Spanish-speaking world and emphasizes the four skills of language learning: listening, reading, speaking, and writing. The course is conducted in Spanish using the immersion method. Through the use of a text, video, audio, and workbook program, each student has the opportunity to gain mastery of everyday Spanish and to learn skills that will enable him/her to function in a Spanish-speaking environment. While enrolling in Honors Spanish 2 does not guarantee admission into the IB Diploma Programme, the more rigorous pacing and training in the target language will prepare students for the more advanced curriculum at the DP level.

SPANISH 3

Term: 1 Year

Grades 10-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisites: Completion of Spanish 2 with a “C” or better, or instructor approval

Course description: Spanish 3 builds on concepts learned in levels 1 and 2 and is designed to provide the advanced Spanish students the opportunity to perfect their reading, writing, listening and speaking skills. Using the total immersion method of instruction, students are given advanced level instruction in the Spanish language and culture.

SPANISH SL See IB Language Acquisition p. 14

SPANISH FOR SPANISH SPEAKERS 1

Term: 1 Year

Grades 9,10

Meets requirements: WL, P, e, NCAA

Prerequisite: Native or Heritage speaker of Spanish

Course description: This is an elective course, conducted in Spanish, designed to help students acquire the literacy skills to be effective bilingual or multilingual communicators by engaging them in thoughtful writing, reading and discussion. Because the course is designed to integrate thinking, reading, writing and speaking, students will become aware of Spanish language mechanics and deepen their communicative abilities in Spanish. Students will learn skills necessary to conduct research, deliver an original speech, and write on demand with an awareness of structure, organization, mechanics and word choice in Spanish.

SPANISH FOR SPANISH SPEAKERS 2

Term: 1 Year

Grades 9-12

Meets requirements: WL, EL, P, e, NCAA

Prerequisite: Ability to understand and speak Spanish at native or near native speaker fluency, completion of Spanish for Spanish Speakers 1 with a “C” or better, OR completion of the Spanish for Spanish Speakers course placement test.

Course description: Spanish for Spanish Speakers 2 is a continuation of the Spanish Speakers 1 course. It continues to expand and reinforce skills acquired in level 1. Students who have successfully completed Spanish Speakers 1 or the equivalent can be admitted. Curriculum is based on the development of literacy, writing, speaking, and listening skills. This course extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course is defined by the content standards of the California World Language Standards, and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics.

SPANISH FOR SPANISH SPEAKERS 3

Term: 1 Year

Grades 9-12

Meets requirements: WL, EL, P, e,

Prerequisite: Completion of Spanish for Spanish Speakers 2 with a C or better and/or teacher approval OR score of 60% or higher on the Spanish speakers 1 & 2 challenge test.

Course description: Spanish for Spanish Speakers 3 is a continuation of the Spanish Speakers course sequence. It continues to expand and reinforce skills acquired in level 2. Students who have successfully completed Spanish Speakers 2 or the equivalent may be admitted. Curriculum is based on the development of literacy, writing, speaking, and listening skills. This course extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. The course is conducted entirely in Spanish. The course is defined by the content standards of the California World Language Standards, and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics.

PHYSICAL AND HEALTH EDUCATION

Physical education students dress daily in a gym uniform. Uniforms are sold at the campus student store. All classes will practice and evaluate fitness, flexibility, strength, and endurance, in addition to skills and participation in individual class activities. Fitness I is a graduation requirement. Approximate cost for a PE uniform is \$25.00.

FITNESS I

Term: 1 Year

Meets requirements: PE, EL

Class Restriction: Grade 9

Prerequisite: None

Course Description: Fitness I will provide the foundation for high school physical education instruction. Students will acquire skills, knowledge, and attitudes of positive self-image, sportsmanship, and social skills through participation in a wide variety of activities. Students are required to take the California Fitnessgram Tests.

HEALTH AND SCIENCE 1000

Term: 1 Year

Prerequisite: Placement by IEP determination based on individual performance levels and disability(ies).

Course Description: Students will be acquainted with movement knowledge, self-image, personal, and social development.

All Fitness courses are year-long and worth 10 credits toward HS graduation.

Physical Education students dress daily in a gym uniform. Uniforms are sold at the campus student store for \$25.00. All classes will practice and evaluate fitness, flexibility, strength and endurance, in addition to skills and participation in individual class activities.

FITNESS 2

Term: 1 Year

Grades 10-12

Meets requirements: PE, EL

Prerequisite: completion of Fitness 1

Course description: Fitness 2 provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instruction program to participation in physical activity during adulthood.

FITNESS 2: FIT FOR LIFE

Term: 1 year

Grades 11-12

Meets requirements: PE, EL

Prerequisite: completion of Fitness 1 and teacher placement

Course description: Fit for Life will focus on health as it relates to fitness. Students will be empowered to make choices, meet challenges and develop positive behaviors in fitness, wellness and movement activities for a lifetime. Activities include cycling and inline skating on the American River Bike Trail, Table Tennis, Mini Golf, Frisbee, Speed Stacking, Badminton, Tennis, Weights and Speedminton. Lessons in nutrition, anatomy and kinesiology will also be included.

COURSE 3: WEIGHT TRAINING & FITNESS

Term: 1 year

Grades 11-12

Meets requirements: EL, PE

Prerequisite: completion of Fitness 1

Course description: This course is designed for students who want to pursue weight training and conditioning at an advanced level. Training in areas of strength, speed, agility and aerobic development will be included. Students will have the ability to develop their own fitness plan for achieving lifetime fitness goals.

HEALTH EDUCATION

This course is a semester course, worth 5 credits, and a graduation requirement.

HEALTH EDUCATION

Term: Semester

Grades, 10, 11, 12

Meets requirements: H

Prerequisite: None

Course description: This course includes the following units of instruction: wellness, nutrition, personal care, stress management, and the use, misuse and abuse of drugs. Family life education discusses the male and female reproductive systems, sexuality, common concerns of adolescents, pregnancy prevention options/alternatives, parenthood, birth defects, growth and development, and sexually transmitted diseases.

VISUAL AND PERFORMING ARTS

***All courses in this department meet the Fine Arts requirement (FA/FL/CTE) for high school graduation, as well as a CSU/UC “f” requirement as a Visual and Performing art. All VAPA courses are year-long and open to all grade levels unless otherwise noted. Students purchase shop cards for consumable materials as needed.**

VISUAL ARTS

DIGITAL ART 1 (P)

Term: 1 Year

Grades 9-12

Meets requirements: VA, T, EL, P, f

Course Description: Digital Art 1 is a one-year introduction to the digital media as art-making tools. This course focuses on the creation of art works using a combination of traditional and digital media. Computer technologies such as image editing, graphics and natural media software, graphic tablets, digital cameras, and scanning devices are used as tools for students to acquire and strengthen skills in applying design principles and art elements. Students will explore photography, digital illustration and painting, with an emphasis on effective visual communication of ideas through the use of art elements and principles. Sequential curriculum is designed to acquaint students with industry level programs and challenge students to make aesthetic decisions based on solid design principles. Students will become adept at understanding art from the past as well as other cultures in order to give depth to their own creative expression. Digital arts skills required by business and industry will be addressed as well as works of contemporary artists who have ventured into the digital realm. Additional topics integrated throughout the course will include career standards such as basic communication and interpersonal skills, problem solving, workplace safety, and technology and employment literacy. Subject Area: Career and Technical Education, Visual and Performing Arts

3-DIMENSIONAL DESIGN 1

Term: 1 Year

Grades 9-12

Meets requirements: VA, EL, P, f

Prerequisite: None

Course description: This course is designed to expose students to a variety of three-dimensional art techniques and mediums. An emphasis is placed on creativity and originality in solving the problems of working with a broad range of materials. Projects include, but are not limited to, sculpture and assemblage, ceramics, collage, papier-mâché, and mixed media projects.

3-DIMENSIONAL DESIGN 2

Term: 1 Year

Grades 10-12

Meets requirements: VA, EL, P, f

Prerequisite: “C” or better in 3D Design 1

Course description: In this advanced course, the student will continue to develop an understanding, appreciation, and a more personal approach to the expression of ideas through the use and manipulation of three-dimensional design forms. Projects will be based on the elements and principles of design learned in Three-Dimensional Design I such as line, shape, composition, mass, volume, surface, scale and proportion.

3-DIMENSIONAL DESIGN 3

Term: 1 Year

Grades 11-12

Meets requirements: VA, EL

Prerequisite: "C" or better in 3D Design 2

Course description: In this advanced course, students will continue to deepen their understanding of and appreciation for three-dimensional art works and the tools and materials unique to three-dimensional art media. Students will also begin to take a more in-depth, personal approach to the expression of ideas through the use and manipulation of three-dimensional design forms. They will continue to develop their own artistic style through independent student-driven projects.

CERAMICS 1 (P)

Term: 1 Year

Grades 9-12

Meets requirements: VA, EL, P, f

Prerequisite: None

Course Description: This course is designed to expose students to a variety of three-dimensional art techniques and mediums. An emphasis is placed on creativity and originality in solving the problems of working with a broad range of materials. Projects include, but are not limited to, sculpture from wire, clay, ceramics glazing, Ceramics Painting, and mixed media projects and model making. Professional presentations of digital portfolio.

- Design Principles: Imagineering Pyramid, prototyping
- Elements/Principles: Wire sculpture (line), basic form drawing (shape, value, form) Page 2 of 6
- Structural sculpture methods: Ceramics building (coil, slab, freeform/hollow out), embellishment (glaze, paint)
- Modeling: Found object repurposing to architectural themes and proposal presentations.

CERAMICS 2 (P)

Term: 1 Year

Grades 10-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Ceramics 1

Course Description: Ceramics 2 emphasizes the use of the potter's wheel, both as a tool for functional pottery and sculptural forms. Advanced hand building techniques are also emphasized. Students will explore areas of decoration, design, form, glazing, and related technical problems. Students work more independently and make decisions of an artistic nature. Students will also gain the ability to analyze and respond to various ceramic pieces including their own. Students will continue to be introduced to numerous cultural and historical styles and motifs.

CERAMICS 3

T

Term: 1 Year

Grades 11-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Ceramics 2

Course Description: Ceramics 3 covers special problems in wheel throwing, and handbuilding techniques, with an emphasis on size and form. Students will explore areas of decoration, furthering their work with oxides, stains, and engobes. Students work more independently and make decisions as to areas of preference. Students will continue to gain the ability to analyze, and respond to various ceramic pieces, including their own. Students will be introduced to numerous cultural, historical styles, and motifs,

and will explore areas leading to originality, and good workmanship in his/her work, as demonstrated in a portfolio.

CERAMICS 4

T

Term: 1 Year

Grades 11-12

Meets requirements: VA, EL, P, f

Prerequisite: "B" or better in Ceramics 3

Course Description: Ceramics 4 covers special problems in wheel throwing and hand building techniques, with an emphasis on independent study and self-motivation. Students will continue to work developing glazes, and will be introduced to kiln firing. Students will also continue to gain the ability to analyze and respond to various ceramic pieces including their own. Students will be introduced to numerous cultural and historical styles and motifs. They will make decisions as to areas of preference, and explore areas leading to originality and workmanship in their work. 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.

DRAWING AND PAINTING 1

Term: 1 Year

Grades 9-12

Meets requirements: VA, EL, P, f

Prerequisite: None

Course description: Drawing and Painting 1 is a fine arts course designed as an introduction to drawing, painting and printmaking techniques using a variety of materials. Students will explore art through discussion, viewing works from a variety of cultures and the completion of hands-on projects.

DRAWING AND PAINTING 2

Term: 1 Year

Grades 10-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Drawing and Painting 1

Course description: Students will further develop knowledge and skills of the visual arts through completion of advanced projects. Students will continue to refine their skills and techniques and will begin to develop their own artistic style. Students will continue to expand aesthetic perceptions in order to make informed aesthetic judgments. Students will deepen their historical and cultural knowledge of the visual arts. Units on art criticism, printmaking, graphic design and sculpture will also be introduced. In addition to classroom projects, a sketchbook and a notebook will be required.

DRAWING AND PAINTING 3

Term: 1 Year

Grades 11-12

Meets requirements: VA, EL, P, f

Prerequisite: "C" or better in Drawing and Painting 2

Course Description: Students will continue to explore the visual arts through advanced projects in drawing, painting, and printmaking. The projects are studio-based with an emphasis on creating a body of work conducive to a cohesive portfolio. Projects are focused on individual preference of exploring technical mastery in chosen mediums and thematic imagery. Exploration of projects and ideas through the continual practice of a sketchbook is required.

PERFORMING ARTS

CONCERT CHOIR

Term: 1 Year

Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Basic knowledge of music and a general interest in singing.

Course description: This is an intermediate level participatory course. Students will prepare and perform a variety of choral repertoire. Rudimentary music reading skills are required. Emphasis will be given to improving personal and group musicianship, vocal technique, diction, and basic music theory. Several concerts and music festival performances are used to meet class goals. Throughout the year, students are expected to participate in fundraising activities.

CHAMBER CHOIR

Term: 1 Year

Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisites: One year of Chorus or teacher recommendation

Course description: This course is designed to provide continuing vocal instruction and general musicianship skills for all choral students. Instruction will include continuing music literacy and music theory, and will emphasize differences in musical styles as they relate to the history of music and the interpretation of specific pieces. Emphasis will be placed on improved ensemble singing skills such as pitch matching, tone production, reading rhythms and ear training. Students will be required to attend one local performance during the year as audience members. Course requirements include many performances, concerts outside of the regular school day and at least one adjudicated festival per year. Students will perform three- and four-part accompanied and a capella works at levels 3 and 4

DRAMA 1

Term: 1 Year

Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: None

Course description: Drama I is an introductory theatre class. We will be studying theatre not only from an actor's perspective, but we will also be studying the many diverse aspects of theatre production such as theatre history, set design, lighting, costuming, make-up, script writing, script analysis, and directing.

DRAMA 2

Term: 1 Year

Grades 10-12

Meets requirements: PA, EL, P, f

Prerequisite: Completed Drama 1 with a "C" or better

Course description: Students will enhance their knowledge of stage presence, stage movement, technical design and theory. They will demonstrate skills in acting, stagecraft and technical design through in-class and public presentations and plays. Evening performances may be required. Students will build on the foundation of skills taught in beginning Drama. Concepts that will be explored in greater depth include: characterization, theatre history, ensemble acting, set design, production/technical work and script writing. Students will also explore other areas of theatre including directing, auditioning, career research, acting and play production. This course is designed to prepare students for a post-high school experience, whether theatre is a major, a minor or a hobby.

DRAMA 3

Term: 1 Year

Grades 11-12

Meets requirements: PA, EL, P, f

Prerequisite: Completed Drama 2 with a "C" or better

Course description: Students will further refine their knowledge of acting and stagecraft by playing roles in both class and evening performances. Students will also assume leadership roles in the areas of directing, stage- managing, and training other students through workshops and presentations. Evening performances may be required.

DRAMA 4

Term: 1 Year

Grade 12

Meets requirements: PA, EL, P, f

Prerequisite: Completed Drama 1-3 with a "C" or better

Course description: Students will further refine their knowledge of acting and stagecraft by playing roles in both class and evening performances. Students will also assume leadership roles in the areas of directing, stage- managing, and training other students through workshops and presentations. Evening performances may be required.

INTRODUCTION TO TECHNICAL THEATER

Term: 1 Year

Grades 10-12

Meets requirements: PA, EL, P, f

Prerequisites: None

Course description: This course is designed to introduce students to technical and design elements in the field of theatre. Students will learn the skills and concepts associated with the technical elements of theatre including: lighting, sound, set design, stagecraft, costuming and production management. Students will experience all aspects in each design area including script analysis, research, design and implementation. Students will create a professional portfolio which includes sketches, annotated research and pictures of completed design projects.

TECHNICAL THEATER IN PRODUCTION

Term: 1 Year

Grade 10-12

Meets requirements: PA, EL, P, f

Prerequisite: Introduction to Technical Theater or Instructor Approval

Course description: This course is designed to provide students with an opportunity to further their knowledge and practice technical and design skills in the field of theatre. Students will practice the skills and concepts associated with the technical elements of theatre including: lighting, sound, set design, stagecraft, costuming and production management. Students will participate in each design area including script analysis, research, design and implementation through the production of 3 major school productions each year. Students will further their practice through participation in productions presented on campus by outside client groups. Students will also support on-campus events held in the theatre, taking on leadership roles in the implementation of theatre practices and protocols. Students will create a professional portfolio which includes sketches, annotated research and pictures of completed design projects

FILM AS LITERATURE

Term: 1 Year

Grade 11-12

Meets requirements: PA, EL, P, f

Prerequisite: 'A' or 'B' grade in previous year's English class and/or teacher approval/interview

Course description: Students enrolled in this class study film both as a visual art form and as a form of visual literature. Although the average American views "moving images" for hours each day, most watch uncritically and passively, rarely analyzing how the film works to create meaning or shape images. This course will promote "cineliteracy," an understanding of how film communicates, by analyzing the complex network of language systems that film employs through the application of the techniques students have already been taught for analyzing and reviewing literary communication. They will learn to "read" film by analyzing its narrative structure, literary elements, genre conventions, technical and artistic factors, and purpose. The emphasis will be on the various language/sign systems and the spectrum of techniques, both visual and literary, used by filmmakers to communicate a message. In addition, students will examine how film has become a primary medium for reflecting on and conveying the history and conditions of society, as well as sometimes shaping its very attitudes and values.

GUITAR

Term: 1 Year

Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: None

Course description: Guitar is a performing arts class where the emphasis is on learning how to play the guitar. Students will study the many styles and techniques that are found in guitar playing. Students will learn how to read music notation, guitar tablature, play chords, accompany other musicians, as well as improvise. Students will also learn applicable music theory that accompanies being a successful guitarist. The course will also present the history of the guitar, its significance in the music world, and how the instrument is featured in many of the music cultures around the world. There will also be a strong songwriting and recording component. Students will be able to further grow and explore through the guitar curriculum by performing in small ensembles that are relevant to the guitar player.

CONCERT BAND

Term: 1 Year

Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Must be able to play an instrument and read music.

Course Description: This course is designed to provide opportunities for students to participate in concert band and music acquisition skills needed for satisfactory individual performance. Emphasis is placed on developing advanced level proficiency in the fundamentals of musicianship. Throughout the year, students are expected to participate in after-school parades, field trips, festivals, concerts, and fundraisers. Students must attend all scheduled rehearsals after school, concerts, home football games, sectionals, and public performances.

JAZZ BAND

Term: 1 Year

Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Audition & concurrent enrollment in Band/Orchestra

Course description: This course encompasses the principles of jazz theory and performance as needed for specific age and group performance levels. Students are expected to pass theory and listening tests,

to attend all scheduled sectional rehearsals and to participate in fundraisers for trips. Performance is an important part of the grade as is attendance at jazz festivals and concerts.

ORCHESTRA

Term: 1

Year Grades 9-12

Meets requirements: PA, EL, P, f

Prerequisite: Teacher approval and ability to play an orchestral string instrument or piano

Course Description: This course provides the student with an opportunity to expand the fundamentals of technique, musical notation, rhythm, and tone production on string instruments. In addition to theory and application, orchestra students are expected to participate in festivals, concerts, and fundraisers.

Students are expected to attend all scheduled orchestra and sectional rehearsals after school.

Performance is an important part of the grade.

MULTIMEDIA ARTS

DIGITAL VIDEO PRODUCTION 1

Term: 1 Year

Grades 10-12

Meets requirements: CTE/FA/EL/f

Prerequisites: None

Course description: Students will study the applied art and science of film, television, and other mass media platforms. The emphasis is on individual creative thinking implemented through group collaboration in the phases of pre production, production, and post production phases. Students will produce videos using digital cameras and computer editing software for air on campus television and submission to film festivals. This course is a prerequisite for Television Production and can also serve as a prerequisite for Computer Game Design. Video Production 1 (Video) is a UC/CSU approved visual arts elective and an art or career and technical education elective for graduation requirements

ADVANCED DIGITAL VIDEO PRODUCTION 2

Term: 1 year

Grades 11, 12

Meets requirements: CTE/FA/EL/f

Prerequisites: "B" or better in Video Production 1 and approval of instructor

Course description: This is an advanced course in which students will continue to develop an understanding, appreciation, and a more personal approach to the expression film and television. Using the campus studio facilities, students will be responsible for the production of the live telecast of the school morning program. The students will rotate through each position (show producer, floor director, technical engineer, audio engineer, lighting tech, camera operator) learning to master all the creative and technical aspects of the program.

AIR FORCE JUNIOR ROTC

"Develop citizens of character dedicated to serving their nation and community"

The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

AEROSPACE SCIENCE AND LEADERSHIP 100

Term: 1 Year

Meets requirements: EL

Prerequisite: None

Aerospace Science 100: A Journey into Aviation History

Course description: This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide the reinforcement of the materials. Students may have opportunities to fly FAA licensed UAV/ remote piloted aircraft and/or flying in small Civilian aircraft when available.

Leadership Education 100

This is an introductory course into Air Force Junior ROTC. The academic portion of the course consists of four days per week of academic instructions. Leadership Education will introduce the student to AFJROTC providing a basis for progression through the rest of AFJROTC while instilling the elements of good citizenship, health and wellness, fitness, and individual self control. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School.

AEROSPACE SCIENCE AND LEADERSHIP 200

Term: 1 Year

Meets requirements: EL

Prerequisite: Completion of JROTC 100 mandatory

Aerospace Science 200: A Gateway to New Horizons

Course description: An introductory course and customized textbook that focuses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students. In this course, every lesson includes a "Quick Write" and a short story related to the lesson; a "Learn About" that tells students what they'll learn from the lesson; a list of vocabulary words in the lesson; "Wing Tips" that highlight specific and interesting facts; many biographies and profiles. Each lesson closes with "Checkpoints" that will allow students to review what they have learned. Lessons are further reinforced through hands-on application in a classroom flight simulator, model rocketry & and practical UAV applications.

Leadership Education 200 stresses communications skills and cadet corps activities. Much information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches will complement the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects. Each unit of instruction and the associated student learning

activities will include a multicultural perspective representative of the demographic makeup of Cordova High School. Field trips will also be arranged for students to visit industry experts in various aerospace industry sectors.

AEROSPACE SCIENCE AND LEADERSHIP 300

Term: 1 Year

Meets requirements: EL

Prerequisite: Completion of JROTC 100 & 200 mandatory

Exploring Space: The High Frontier

Course description: This is a science course that includes the latest available in space and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, and space probes. It investigates the importance of entering space, space vehicles, launch systems, and space missions. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, The Mars Rover, and commercial uses of space.

Leadership Education 300: Life Skills and Career Opportunities

This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st Century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes, aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life. To help students increase their potential for success through education, they will learn how to select school that is right for them; how to apply for admission to a vocational or technical school, community college/university; and how to succeed in these learning environments.. Each unit of instruction and the associated student learning activities will include a multicultural perspective representative of the demographic makeup of Cordova High School. Field trips will also be arranged for students to visit industry experts in the various aerospace industry sectors.

AEROSPACE SCIENCE AND LEADERSHIP 400: MANAGEMENT OF THE CADET CORPS

Term: 1 Year

Meets requirements: EL

Prerequisite: Completion of JROTC 100, 200, and 300 mandatory

Course description: The cadets manage and lead the entire cadet corps during their fourth year in the Air Force JROTC program. This course contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. Cadets will study and analyze ethical dilemmas and case studies, as well as role playing activities built into the lessons. Hands-on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into action their skills and knowledge gained through the first three AFJROTC years of study; communication, decision-making, personal-interaction, managerial, and organizational skills.

General Goals and Purposes of AS400:

- Apply theories and techniques learned in previous leadership courses

- Analyze how to develop leadership and management competency through participation
- Analyze strengthened organizational skills through active incorporation
- Evaluate how to develop confidence in ability by exercising decision-making skills
- Evaluate Air Force standards, disciplines, and conduct

OTHER ELECTIVE COURSES

These are year-long courses and open to all grade levels unless otherwise noted.

Beginning ELD, English Language Development 1 and 2

Term: 1-2 Years

Grades: 9-12

Meets requirements: EL

Prerequisite: EL Placement Test, Edmentum Reading Scores, and ELPAC Scores

Course Description: This class is designed for beginning English students who are new to this country. It focuses on increasing students' English skills in the areas of speaking, listening, reading, and writing. The class emphasizes language acquisition through the improvement of reading, writing, speaking, and listening skills, by specifically addressing foundational reading skills, including phonemic awareness, phonics, and high frequency words. ELD classes count for FCUSD Elective credit and are taken in conjunction with a grade level English class.

ASB STUDENT GOVERNMENT/LEADERSHIP

Term: 1-4 Years

Grades: 9-12

Meets requirements: EL

Prerequisites: Must be elected or appointed to the student body, officers, class officers and other students with permission of instructor. Must maintain grades according to student body charter rules.

Course description: This course is required for all elected or appointed student body or class officers. The course is designed to teach the basic concepts of democratic government; leadership skills, group process, team building, time management, and project planning. It affords the student the opportunity for personal development in self-esteem, stress management, and sense of humor. Team building and personal development curriculum allows the student to comprehend and grow in preparation for his/her future.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) 9

Term: 1 Year

Grades 9

Meets requirements: EL, g

Prerequisites: Application and Interview required; Approval of AVID coordinators

Course description: Students will focus on transitioning to high school life and improving the academic skills necessary for completing college preparatory classes. Students will develop writing, inquiry, collaboration, organization and reading skills. Students will also participate in activities designed to foster problem solving and strengthen math skills. Twice each week students will work in teams during tutorial sessions so that they can have a better understanding of the material in their core classes. Guest speakers, cultural field trips, and college trips will be used to help students explore career and college options.

AVID 10

Term: 1 Year

Grades 10

Meets requirements: EL, g

Prerequisites: AVID 9 or Application & Interview Required; Approval of AVID Site Coordinators

Course description: Students will continue to develop the academic skills necessary for completing college preparatory classes and will practice for and take the PSAT. Students will develop writing, inquiry, collaboration, organization, and reading skills at a more rigorous level. Students will utilize problem solving and inquiry strategies to boost math performance and apply math concepts to real-world situations. Students will conduct college and career research. They will work in teams during tutorial sessions to gain a greater understanding of the material in their core classes. Students are expected to apply binder organization, note-taking, time management, and goal setting in all of their classes. Guest speakers, cultural field trips, and college trips will be used to help students explore career and college options.

AVID 11

Course description: 1 Year

Grades 11

Meets requirements: EL, g

Prerequisites: AVID 10 or Application & Interview Required; Approval of AVID Site Coordinators

Course description: Students will prepare to meet college entrance requirements and improve college readiness skills. Students will develop critical reading and writing skills, refine study and organization habits, and practice public speaking skills. They will participate in math centered Socratic seminars designed to help them use and understand mathematics topics. Students will work collaboratively with peers and college-aged tutors during bi-weekly tutorials. They will learn about post-secondary options, financial aid, college life, and majors in preparation for senior year decisions. Students will prepare for and take college entrance exams, draft forms for letters of recommendation, create a high school resume, write personal statements, and create drafts of college application essays. Students are encouraged to take at least one IB course, Dual Enrollment class, or a CSU/UC transferable community college class. Guest speakers, cultural field trips, and college trips will be used to help students explore career and college options.

AVID 12

Term: 1 Year

Grades 9-12 Meets requirements: EL, g

Prerequisites: AVID 11 or Application & Interview Required; Approval of AVID Site Coordinators

Course description: Students will continue to learn in teams with peers and college-aged tutors. Students will write college admissions essays and fill out college applications. They will complete the process of applying for financial aid through the FAFSA or DREAM Act application and will apply for scholarships. In preparation for the rigors of university classes, students will read, write, and research at the college entry level. They will participate in math centered Socratic seminars designed to deepen their understanding of mathematics topics and to help prepare them for the college classroom. Students will take at least one IB course, a Dual Enrollment class, or a CSU/UC transferable community college class. Guest speakers and cultural field trips will be used to help students explore current and relevant topics.

DRIVERS EDUCATION AND SAFETY

Term: Semester

Grades 10-12 Meets requirements: EL

Prerequisite: None

Course description: This course includes driver education, first aid and career education. Driver education prepares students to meet the Department of Motor Vehicles standards by emphasizing the sequence of IPDE (Identify, Predict, Divide and Execute).

DUAL ENROLLMENT: COLLEGE COURSE

Term: Semester

Grades 11-12

Meets requirements: EL, P

Prerequisite: Counselor Recommendation

Course description:: The dual enrolled course provides seamless pathways from high school to community college for preparing for transfer and helping students achieve college and career readiness. Dual Enrollment allows high school students to enroll in college classes and simultaneously earn high school and college credit. Specific courses are offered each term and must be registered for at the high school and at the community college. Students are scheduled into the Dual Enrollment: College Course during their school day and are held accountable for daily attendance. Although the student is assigned to a district teacher for the high school class, the teacher of record is the Folsom Lake College instructor. The Folsom Lake College instructor teaches the course online and asynchronously. The Folsom Cordova Unified School District teacher will help to support the student as they navigate the education platform of CANVAS and while they acclimate to a college level curriculum. All content and curriculum of dual enrollment courses are established by the college. The Folsom Lake College teacher assigns the grade for the course.

PEER LEADERSHIP

Term: Year

Grades 10-12

Meets requirements: EL, P, g

Prerequisites: Teacher or Counselor Recommendation

Course Description: Built on the belief that students can help students succeed, Peer Leaders are members of the sophomore, junior and senior classes. Throughout the course, the leaders will research, plan, and implement service projects designed to enrich their communities, both on and off campus; they will act as role models, mediators and conflict managers while guiding the process of solution development; they will tutor and mentor; and they will guide the freshmen to discover what it takes to be successful through high school and beyond. This will be achieved by training the students in interpersonal skills so that they can support their peers through peer counseling, conflict management, leadership, service projects, tutoring, and education. The course begins with a self-study to understand how our past circumstances have shaped what we value, realizing that everyone has unique as well as universally shared life experiences, and that we all have different values. From this seed of empathy, the students grow to learn communication and conflict resolution skills. By the end of the course Peer Leaders are transferring these new skills to other students who they support through one-on-one counseling, conflict mediation, and educational outreach.

PSYCHOLOGY

Term: Semester

Grades 11-12

Meets requirements: EL, P, g, NCAA

Prerequisites: None

Course description: This class explores what makes us who we are, why people do what we do, and how our perception can be deceived. Some of the topics covered include sleep and dreams, persuasion, learning and memory, states of consciousness, relationships, optical illusions, hallucinations and psychoactive drugs, and psychological disorders. This class largely entails discussions, class experiments, and personal exploration through group projects.

SCIENCE FICTION AS LITERATURE

Term: 1 Year

Grades: 9-12

Meets Requirements: EL

Prerequisites: None

Course description: This elective course invites students to explore the science fiction genre through influential novels, short stories, television episodes, and films. Students will learn to define, analyze, and interpret key elements of science fiction while examining both classic and contemporary works. The course emphasizes expository, persuasive, and descriptive writing, along with analytical reading of fiction and related nonfiction texts. Students will be expected to engage with course materials both critically and creatively as they develop a deeper understanding of the genre and its cultural significance.

SOCIOLOGY

Term: Semester

Grades 11-12

Meets requirements: EL, P, g, NCAA

Prerequisites: None

Course description: This is a college-level class to discuss the problems in society and to look at how we interact in society. It is a lecture and discussion class designed for juniors and seniors willing to engage in high level critical thinking skills. Topics will include: culture and diversity, crime and punishment, social interaction, sex and gender, race and ethnicity, aging, religion, family, politics and entertainment.

STUDENT ASSISTANT

Term: 1 Year

Grades 11-12

Meets requirements: EL

Prerequisites: Maintain a minimum 2.0 GPA and excellent attendance. Approval required.

Course description: All student assistants are expected to be dependable, to show initiative and to demonstrate responsibility. Promptness and regular attendance is expected. Students will demonstrate behavior suitable to a business setting and will model honesty, politeness and appropriate dress to fellow students. All student assistants are expected to display a high degree of integrity and ability to maintain confidentiality. Office assistants will learn to file, operate the switchboard and to greet students, parents, staff members and the public.

YEARBOOK

Term: 1 Year

Grades 9-12

Meets requirements: EL

Prerequisites: None

Course description: This course will provide students with an opportunity to explore the field of journalism and technology through the creation of a high school yearbook. The course offers instruction and practice in copywriting, editing, proofreading, human interest stories, headline writing, page design, page layout, business management, advertising, and photography.