# 2026-2027
# Piner High School Course Catalog

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# School Information

### Vision Statement:

Piner High School will be a dynamic educational community filled with compassionate individuals prepared to engage the 21st century. We will promote inquiry, collaboration, creativity, perseverance, and rigor in order to foster civic involvement and personal success.

### Administration

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**Please note that the courses listed in this catalog represent approved courses for the Santa Rosa City School District. Due to factors such as enrollment, student interest, and teacher availability, not all courses may be offered and may be subject to change.**

# Scheduling Policy

**Except for the following reasons, students will not be allowed to make schedule changes after selecting classes this spring:**
1) you are a senior and need a specific class to meet graduation requirements.
2) Took class and got credit for it over summer or something similar and now need a replacement.
3) If you are a student who has less than 6 classes or as part of ECM has less than 4 or 5 classes.
4) If you are a student placed in the incorrect academic course, i.e. History, Science, Math, English (this does not include electives or teacher shopping)
5) If you are a Special Education student and your schedule does not meet the needs of your current IEP.
6) Request for an Honors/ AP Course. 7) Special Circumstances approved by Administrator.

**Students are advised at the time of registration that their program should be carefully planned. Due to enrollment and other concerns, it is difficult to change a student's schedule. However, necessary changes need to be made occasionally and will be considered. Changes will be made utilizing the following procedure:**

- Schedule changes will be made for academic reasons only.
- Counselors may make student program changes during the first three weeks of the first semester and the first two weeks of the second semester. Because of the confidential nature of parent/student/counseling relationships, some class changes may be made on counselor judgment.
- A meeting with the student, parent, counselor, vice-principal and teacher of the class will be held to insure the change should take place.
- The last date to change a class for credit is the end of the third week of the fall semester, and the second week of the spring semester. The student must have approval of the teacher and arrange to make up for missed work.
- The last date to drop a class without a "withdrawal F" (WF) on the student's record shall be the end of the sixth week of the semester.
- A student who withdraws from a class after the third week of the fall semester or second week of the spring semester may not add another class except one such as teacher assistant or inside work experience. After the end of the sixth week, no class may be added.
- Academic level changes in the same general subject or department may be made at any time with agreement by both teachers involved.
- Other exceptions may be made only by the principal and/or his/her designee. When making these exceptions, the principal or designee should make an attempt to communicate the rationale for those exceptions to the teachers of courses that are changed. This communication should take place for any exception made after the third week of the semester.
- A physician and/or the school nurse may order a physical education medical excuse for a student which may result in class changes.
- When a program change affects the students' preparation for college, the parent shall be so notified.

# Course Selection Information

**Guide to Class Levels**

Review the information below about different class levels and how classes are designated for difficulty.

(P): Classes that are designated P, prepare students for entrance into a 4 year college immediately after high school.
(HP): Classes designated HP are Honors level advanced classes that prepare students for a 4 year college **and** require a great deal more work than P designated classes.
Newcomer ENG: These are classes for students who have been in the United States school system for a year or less, learning to SPEAK english.
Small Group Instruction (SGI): These classes are for students in Special Education classes.

## Supplemental Forms

Honors/AP Contract: AP and Honors Student Parent Agreement- Final.docx (1).pdf

Peer Tutor Form: Piner Peer Tutor Form.pdf

Student Service (TA): Piner- T.A. Expectations_Agreement.pdf

Five Period Day Request: Piner-Senior 5 Period Day.pdf

# Graduation and Minimum Eligibility Requirements

A total of 220 credits are required for graduation. Grades of C or better are required to meet UC and CSU eligibility requirements.

| Piner Graduation Requirements | California State University (CSU) | University of California (UC) |
|---|---|---|
| **Social Science: 30 credits**<br>World History (10)<br>U.S. History (10)<br>American Government (5)<br>Economics (5) | **A. History/Social Science: 2 years**<br>World History<br>U.S. History<br>(can use 1 semester of U.S.History and 1 semester of American Gov't) | **A. History/Social Science: 2 years**<br>World History<br>U.S. History<br>(can use 1 semester of U.S.History and 1 semester of American Gov't) |
| **English: 40 credits** | **B. English: 4 Years**<br>(only 1 year of ELD is allowed) | **B. English: 4 Years**<br>(only 1 year of ELD is allowed) |
| **Mathematics: 30 credits**<br>Including Integrated Math 1, Math 2 and Math 3 (or equivalent) | **C. Mathematics: 3 Years**<br>(4 years recommended)<br>Mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. | **C. Mathematics: 3 Years**<br>(4 years recommended)<br>Mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. |
| **Laboratory Science- 20 credits**<br>Physical Science (10)<br>Biological Science (10) | **D. Laboratory Science: 2 Years**<br>1 year Physical Science<br>1 Year Biological Science<br>*Integrated science and interdisciplinary courses can meet this requirement | **D. Laboratory Science: 2 Years**<br>1 year Physical Science<br>1 Year Biological Science<br>*Integrated science and interdisciplinary courses can meet this requirement |
| **Language other than English- 20 credits**<br>(must be the same language) | **E. Language other than English: 2 years of the same language**<br>(3 years recommended) | **E. Language other than English: 2 years of the same language**<br>(3 years recommended) |
| **Visual and Performing Arts-**<br>10 credits | **Visual and Performing Arts: 1 year** or 2 semester courses from the same discipline | **Visual and Performing Arts: 1 year** or 2 semester courses from the same discipline |
| **Electives: 50 credits**<br>Including 1 year of a "g" elective with a recommendation of at least 1 CTE course | **G. Elective: 1 year**<br>(must be college prep) | **G. Elective: 1 year**<br>(must be college prep) |
| **Physical Education- 20 credits** | | |
| **Ethnic Studies- 1 year long class in any area above** | | |
| **Total Credits: 220** | | ***Students must complete 11 of the 15 required courses by the end of their junior year** |

# Social Science “a”

**HH001P World History P**

This college preparatory course engages students in the study of the modern world from the late 18th century to the present. Current world issues and a focus on the growing interdependence of people and cultures throughout the world are central to the course. Key concepts include social contract, democratic ideas, revolution, social reform, isolationism and imperialism.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10 | 1 Year | 10 | “a” | None | 4.0 Scale |

**AP World History: Modern HP**

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10 | 1 Year | 10 | “a” | Must meet one of the following criteria: an “A” in Social Science or “B” or better in an accelerated Social Science course or a previous social science or English teacher’s recommendation. | 5.0 Scale |

**HH010P United States History P**

This college preparatory course engages students in the examination of major issues that have defined the history of the United States. Students will continue to develop skills learned in previous social science offerings including growth in critical thinking, independent learning, oral presentations, historical interpretation, information technology and research, fine arts, content area reading, note taking and outlining skills.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11 | 1 Year | 10 | “a” | None | 4.0 Scale |

**HH010A AP United States History**

The content of this college level course is defined by the College Board. This course is designed for highly proficient students engaged in meeting and/or exceeding state standards regarding the major issues that have defined the history of the United States. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11 | 1 Year | 10 | “a” | Must meet one of the following criteria (and complete summer work if applicable): an “A” in World History, “B” or better in H World History, or a previous social science teacher’s recommendation. | 5.0 Scale |

**HH040P Economics P**

This one semester college preparatory senior course, taken in connection with a semester of American Government, engages students in the examination of key economic concepts of choices, resources, opportunity, costs, products and services, competition, supply and demand, equilibrium, macroeconomics, business cycle, fiscal and monetary policy, taxes, economic indices, debt and deficit, specialization, labor unions and employment issues, interest rates, inflation, stock market, comparative and absolute advantage, and issues of international trade.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 semester | 5 | “g” | None | 4.0 Scale |

**HH040A AP Macro Economics HP**

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 semester | 10 | “a” | Must meet one of the following criteria (and complete summer work if applicable): an “A” in US History, “B” or better in Honors/AP US History, or a previous social science teacher’s recommendation. | 5.0 Scale |

**HH030P American Government P**

This college preparatory course explores the history and ideas that led to the creation of the Constitution and Bill of Rights and then focuses on the institutions and process of national, state, and local governments. Emphasis is placed on the rights and responsibilities of citizenship.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 semester | 5 | “a” | None | 4.0 Scale |

**HH030A AP United States Government and Politics HP**

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 semester | 10 | “a” | Must meet one of the following criteria (and complete summer work if applicable): an “A” in US History P, “B” or better in H/AP US History, or a previous social science teacher’s recommendation. | 5.0 Scale |

# English “b”

**ESE9P Ethnic Studies English 1 P**

This college preparatory course prepares students to meet district and state standards with a focus on broadening students\' understanding of literature and nonfiction pieces from different cultures and perspectives. Students will analyze cultural wealth, intersectionality, race, ethnicity, and identity in America all while achieving mastery of key California Common Core Standards for English Language Arts. This course will meet the 'b' requirement for UC/CSU admissions as well as the Ethnic Studies graduation requirement for the graduating class of 2024-2025 in Santa Rosa City Schools.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9 | 1 Year | 10 | “b” | None | 4.0 Scale |

**EHE09H Honors Ethnic Studies English 1 HP**

This college preparatory honors level course prepares students to meet district and state standards with a focus on broadening students\' understanding of literature and nonfiction pieces from different cultures and perspectives. Students will analyze cultural wealth, intersectionality, race, ethnicity, and identity in America all while achieving mastery of key California Common Core Standards for English Language Arts. This course will meet the 'b' requirement for UC/CSU admissions as well as the Ethnic Studies graduation requirement for the graduating class of 2024-2025 in Santa Rosa City Schools.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9 | 1 Year | 10 | “b” | Must meet one of the following criteria: an “A” in English the previous semester, or a previous English teacher’s recommendation. | 4.0 Scale |

**EH010P English 2 P**

This college preparatory course prepares students to meet district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10 | 1 Year | 10 | “b” | None | 4.0 Scale |

**EH010H Honors English 2 HP**

This college preparatory honors-level course is designed for highly proficient students engaged in meeting or exceeding district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10 | 1 Year | 10 Credits | “b” | Must meet one of the following criteria: an “A” in English 1P or “B” or better in H English 1 HP or a previous English teacher’s recommendation. | 4.0 Scale |

**EH311P Ethnic Studies English 3 P**

This college preparatory course prepares students to meet district and state standards with a focus on broadening students' understanding of literature and nonfiction pieces from different cultures and perspectives. Students will analyze cultural wealth, intersectionality, race, ethnicity, and identity in America all while achieving mastery of key California Common Core Standards for English Language Arts

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11 | 1 Year | 10 | "b" | None | 4.0 Scale |

**EH202A AP Language and Composition HP**

The content of this college level course is defined by the College Board. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11 | 1 Year | 10 Credits | "b" | Must meet one of the following criteria (and complete summer work if applicable): an "A" in English 2 P or "B" or better in Honors English 2 HP, or a previous English teacher's recommendation. | 5.0 Scale |

**EH012P English 4 P**

This college preparatory course prepares students to meet district and state standards in word analysis, vocabulary development, reading comprehension, literary response and analysis, written English Language conventions, written and spoken communication and the writing process. This course provides for university eligibility directly from high school.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 Year | 10 | "b" | None | 4.0 Scale |

**EH201A AP English Literature and Composition HP**

The content of this college level course is approved by the College Board. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 Year | 10 Credits | "b" | Must meet one of the following criteria (and complete summer work if applicable): an "A" in English 3 P or "B" or better in Honors English 3 HP, or a previous English teacher's recommendation. | 5.0 Scale |

# Math “c”

**MH001P Math 1 P**

The fundamental purpose of Mathematics 1 is to formalize and extend the mathematics that students learn in the middle grades. The critical areas, organized into units, deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics 1 uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit of the course ties together the algebraic and geometric ideas studied. The Mathematical standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the problem situations.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “c” | None | 4.0 Scale |

**MH002H Math 2 P**

The purpose of Integrated Math 2 is to strengthen students’ ability to think mathematically and deepen their conceptual understanding of mathematics through a balance of procedural fluency and application. Integrated Math 2 will build upon the mathematics content students learned in prior grades and continue the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed to be successful in higher level mathematics courses. Use of models/real-world situations, manipulatives, graphs, and diagrams will help students connect different mathematical ideas which will promote students' understanding that mathematics is a set of related concepts as opposed to a set of discrete topics. In addition, students will learn to solve problems in a variety of ways (graphically, numerically, algebraically, verbally) and make connections between these representations. Students in this course will learn to use mathematical models to understand real world events and situations, and use geometric and algebraic reasoning to manipulate these models for deeper learning.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “c” | Math 1 | 4.0 Scale |

**MH002H Honors Math 2 P**

Honors Mathematics 2 is the second course of a three-year sequence of mathematics classes, which satisfy college entrance requirements and prepares students for Honors Pre-Calculus and AP Calculus. Honors Math 2 is a one year course which satisfies the Common Core Standards (including + standards). It will strengthen and build on students’ previous knowledge of Math 1

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | “c” | Math 1 and teacher recommendation | 5.0 Scale |

**MH003P Math 3 P**

Mathematics 3 is the third course of a three-year sequence of mathematics classes, which satisfy college entrance requirements and prepares students for PreCalculus, AP Calculus and AP Statistics. Math 3 is a one year course which satisfies the Common Core Standards. It will strengthen and build on students’ previous knowledge of Math 1 and Math 2.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “c” | Math 2 | 4.0 Scale |

**MH003H Honors Math 3 P**

Honors Math 3 is the third course of a three-year mathematics class which satisfies college entrance requirements and prepares students for Honors PreCalculus, AP Calculus, and AP Statistics. Honors Math 3 is a one year course which satisfies the Common Core Standards (including +standards). It will strengthen and build on students' previous knowledge of Math 1 and Math 2.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | "c" | Math 2 and teacher recommendation | 5.0 Scale |

**MH008A AP Pre-Calculus HP**

This college level course is designed to prepare students who plan on continuing to Calculus in high school or college. In the first semester, students will develop a robust concept of trigonometric relationships in right and non-right triangles, and then apply them to trigonometric functions, equations, and identities. Second semester Precalculus topics may include exponential, logarithmic, polynomial, and rational functions; conic sections, matrices, vectors, limits, and an introduction to the derivative.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "c" | Successful completion of Math 3 P or equivalent | 4.0 Scale |

**MH101A AP Calculus AB HP**

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of beginning functions, limits, derivatives, differentials, and integrals. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "c" | Successful completion of Math 3P/ Math 3PH | 5.0 Scale |

**MH035 Applied Math with Financial Applications P**

Applied Math with Financial Applications focuses on mathematical skills used in real life with the goal of developing intelligent consumers, post-secondary learners, entrepreneurs, and business owners. The practical applications of mathematics are studied using real-world situations. Personal finances are emphasized through the study of personal earnings, the elements of business, credit, and investments. Concepts such as compound interest and maximizing profit will connect to mathematical skills such as using exponents and analyzing quadratics.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | "c" | Math 2 | 4.0 Scale |

**MH103A AP Statistics HP**

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of exploring data, anticipating patterns, and statistical inference. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "c" | Successful completion of Math 3P, Math 3 PH, Stats in Social Justice, Stats in Sports | 5.0 Scale |

# Science "d"

**PHH10P Earth Science P**

This college preparatory course gives students an understanding of the physical and natural laws of science and an opportunity to explore themes in earth science, physics and chemistry..

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9 | 1 Year | 10 | "d" | None | 4.0 Scale |

**BH003P The Living Earth P**

Living Earth is the first course of a three-year Next Generation Science Standards (NGSS) course pathway. In the Living Earth, students will learn about organism structures and processes, ecosystems, inheritance and variation of traits, and biological evolution integrated with earth science core ideas. In addition, students will gain proficiency in using the NGSS science and engineering practices.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "d" | None | 4.0 Scale |

**BH003H Honors Living Earth**

Honors Living Earth is designed to provide students with more rigorous content that covers the same standards as the equivalent college preparatory course. In honors, strong emphasis is placed on solving a variety of challenging problems and there is an emphasis on more in-depth analysis in the laboratory. Laboratory activities will include inquiry labs. This course will provide an experience that is more independently rigorous and challenging than the college preparatory equivalent course and will prepare students for AP and college level lab science courses.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "d" | None | 4.0 Scale |

**BH101A AP Biology HP**

This college level course is designed for highly proficient students. The course follows College Board guidelines, which include the study of biochemistry, energy systems, genetics, evolution, classification systems, botany, animal anatomy, physiology, and ecology. This course meets 'd' lab science credit for UC entrance. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "d" | Must meet one of the following criteria and be concurrently enrolled in Math 2 P or higher level math class: an "A" in previous Biology P or Chemistry P or "B" or better in H Biology or H Chemistry, or a previous science teacher's recommendation. | 5.0 Scale |

**PH031P Chemistry in the Earth P**

Chemistry in the Earth is the second course of a three-year Next Generation Science Standards (NGSS) course pathway (Living Earth, Chemistry in the Earth, and Physics in the Universe). Chemistry in the Earth will build upon and deepen students' K-8 knowledge and skills with NGSS physical science disciplinary core ideas while integrating earth science core ideas, cross-cutting concepts and science and engineering practices.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | "d" | Math 1 | 4.0 Scale |

**PH031P AP Chemistry HP**

The content of this college level course is defined by the College Board. This course will emphasize theoretical chemistry, analytical skills and problem solving. Extensive work will be accomplished in stoichiometry, matter and energy, gas laws, thermodynamics, equilibrium, acid/base solutions, and oxidation-reduction. Lab work is completed in weekly 2-hour blocks of time, extending beyond the school day. Lab work is a mandatory and essential component of the course. This course meets 'd' lab science credit for UC entrance. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "d" | Must meet one of the following criteria and be concurrently enrolled in Math 2 P or higher level math class: an "A" in Biology P or Physics P; or "B" or better in H Biology HP or AP Physics or H Physical Science HP; or previous science teacher's recommendation | 5.0 Scale |

**PH040P Physics P**

This college preparatory course provides students with a study of general physics. This course meets the 'd' lab science credit for UC entrance.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "d" | Must meet one of the following criteria and be concurrently enrolled in Math 2 P or higher level math class: successful completion of Biology P or Chemistry P or previous science teacher's recommendation. | 4.0 Scale |

**PH041A AP Physics 1**

This college level course is the first year of a two year course designed for highly proficient students engaged in the study of math-based physics. The course follows College Board guidelines, which include the rigorous study of mechanics, dynamics, waves, light, electricity, heat and nuclear processes. Problem solving using algebra, geometry and trigonometry is included. This course meets 'd' lab science credit for UC entrance. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "d" | Must meet the following criteria and have completed Math 2 P or higher level math class: "A" in Biology P or Chemistry P; or "B" or better in H Biology or AP Chemistry; or previous science teacher's recommendation. | 5.0 Scale |

**CH020A AP Computer Science Principles**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "d" | Completion of Computer Foundations or Computers for College and Careers | 5.0 Scale |

**Science (D) courses listed under the engineering, computer science and applied science disciplines can only be used to fulfill the recommended third year of science (D).*

# Language other than English (e)

**WH001P Spanish 1 P**

This college preparatory course is the first in a series of Spanish courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking Spanish. Students will study both the vocabulary and grammar structures of the language as well as the cultures of Spanish-speaking people throughout the world.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "e" | None | 4.0 Scale |

**WH002P Spanish 2 P**

This college preparatory course is a continuation of the skills learned in Spanish 1 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Spanish and students continue to study both the vocabulary and grammar structures of the language. To meet this goal, readings become progressively longer and more time is allocated to written composition.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Successful completion of Spanish1 P or a previous Spanish P 1 or a previous Spanish teacher's recommendation. | 4.0 Scale |

**WH002H Honors Spanish 2 HP**

This college preparatory honors level course is a continuation of the skills learned in Spanish 1 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in Spanish. To meet this goal, readings become progressively longer and more time is allocated to essay writing.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Must meet one of the following criteria: an "A" in Spanish P 1 or a previous Spanish teacher's recommendation. | 5.0 Scale |

**WH003P Spanish 3 P**

This college preparatory course is a continuation of the skills learned in Spanish 2 P.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Successful completion of Spanish 2 P or a previous Spanish teacher's recommendation. | 4.0 Scale |

**WH003H Honors Spanish 3 HP**

This college preparatory honors level course is a continuation of the advanced skills learned in Honors Spanish 2 HP.

| Grade | Length | Credits | UC/CSU | Prerequisite | Grade Point |
|---|---|---|---|---|---|

| | | | a-g | | |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Must meet one of the following criteria: an "A" in Spanish 2, "B" or better in H Spanish 2, or a previous Spanish teacher's recommendation | 5.0 Scale |

**WH004P Spanish 4 P**

This college preparatory course refines the reading, writing, listening and speaking skills learned in Academic Spanish 3 P.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Successful completion of Spanish 3 P or a previous Spanish teacher's recommendation | 4.0 Scale |

**WH031P Spanish for Spanish Speakers 1 P**

This course is offered only to native speakers with limited writing skills. This class will specifically extend and refine students' writing of paragraphs and compositions in Spanish. The class will focus on reading and writing in the speaker's native language. According to the Model Curriculum Standards, the students will gain a greater insight into the structure, history and vocabulary of their own language. They will read a variety of Spanish and Hispanic authors, discuss and write essays, and share the cultural differences and similarities.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | "e" | Spanish speaker with limited Spanish reading and writing skills. | 4.0 Scale |

**WHE323P Ethnic Spanish for Spanish Speakers 2 P**

This course is designed to incorporate the ideas of Ethnic Studies into a Spanish for Native Speakers Class. Ethnic Studies Spanish for Spanish Speakers Level 2 offers an Ethnic Studies course to students in their heritage language. This course engages students in reading, writing, speaking, and listening through critical analysis of fiction, nonfiction, poetry and music. Ethnic Studies Spanish for Spanish Speakers celebrates the diversity of Latin America as it explores issues of race, ethnicity, identity, power, and gender. Students will study the histories, experiences, cultures, struggles, successes, and joys of the indigenous, Latino, and Afro-Latino peoples of the Americas in order to develop respect, empathy and self-awareness. This course will allow students to deepen their own bicultural and bilingual identities. Fulfills Ethnic Studies requirement

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | "e" | Successful completion of Spanish for Spanish Speakers 1 or a previous Spanish teacher's recommendation. | 4.0 Scale |

**WH033P Spanish for Spanish Speakers 3 P**

This college preparatory course is offered to native Spanish speakers who wish to enhance their bilingual proficiency.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | "e" | Successful completion of Spanish for Spanish Speakers 2 or a previous Spanish teacher's recommendation. | 4.0 Scale |

**WH000A AP Spanish Language and Culture HP**

The content of this college level course is defined by the College Board. This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students may take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most

colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Must meet one of the following criteria: an "A" in Spanish 3 P "B" or better in Honors Spanish 3 HP, or a previous Spanish teacher's recommendation. | 5.0 Scale |

**WH011P French 1 P**

This course is the first in a series of French courses offered in Santa Rosa City Schools. It emphasizes the development of basic language and comprehension skills in listening, reading, writing and speaking French. Students will study both the vocabulary and grammar structures of the language as well as the cultures of French-speaking people throughout the world.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "e" | None | 4.0 Scale |

**WH012P French 2 P**

This college preparatory course is a continuation of the skills learned in French 1 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and more time is allocated to written composition.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Successful completion of French 1 P or a previous French teacher's recommendation. | 4.0 Scale |

**WHO12H Honors French 2 HP**

This college preparatory honors level course is a continuation of the skills learned in French 1 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and more time is allocated to essay writing. Designed for highly proficient students engaged in the study of a second language, it begins the intense preparation necessary for later AP French classes. The course is conducted solely in the target language.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Must meet one of the following criteria: an "A" in French 1 P or a previous French teacher's recommendation. | 5.0 Scale |

**WH013P French 3 P**

This college preparatory course is a continuation of the skills learned in French 2 P. Through communicative activities in the target language, language skills and content will be expanded and further refined. This course emphasizes meaningful and fluent communication in French. To meet this goal, readings become progressively longer and more time is allocated to creative writing and research projects conducted in the target language. Cultural emphasis is continued and the course is taught solely in French.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Successful completion of French 2 P or a previous French teacher's recommendation | 4.0 Scale |

**WH013H Honors French 3 HP**

This college preparatory honors level course is a continuation of the advanced skills learned in French 2 P. Through communicative activities in the target language, language skills and content will be expanded and refined. This course emphasizes meaningful communication in French. To meet this goal, readings become progressively longer and require analysis by the student, and more time is allocated to creative writing and research projects conducted in the target language. Designed for highly proficient students engaged in the study of a second language, it continues the intense preparation necessary for later AP French classes. The course is conducted solely in the target language.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Must meet one of the following criteria: an "A" in French 2 P or "B" or better in Honors French 2 HP or a previous French teacher's recommendation. | 5.0 Scale |

**WH014P French 4 P**

This college preparatory course refines the reading, writing, listening and speaking skills learned in French 3 P. Through the study of such areas as literature, geography, current events and culture of French-speaking people, students will enrich their vocabulary, and hone their linguistic skills, pronunciation, and fluency. Cultural emphasis is continued and the course is taught solely in French.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Successful completion of French 3 P or a previous French teacher's recommendation. | 4.0 Scale |

**WH010A AP French Language and Culture HP**

The content of this college level course is defined by the College Board. This college level course is designed for highly proficient language students to develop a level of mastery that includes authentic written and oral communication. Students take the Advanced Placement exam during the spring semester; a successful score on this exam is recognized by most colleges and universities as having earned college credit for this course. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "e" | Must meet one of two criteria: an "A" in French 3 P or 4 P, a "B" or better in Honors French 3 P or 4 P, or a previous French teacher's recommendation. | 5.0 Scale |

# Visual And Performing Arts (f)

**NH021 21st Century Yearbook P**

This course has students assume responsibility for producing, designing, editing, and selling the school yearbook. Students learn fundamental skills in photography, page design, and writing as these relate to producing the yearbook. Students learn and work intensively with either an online program or pro level software to create the yearbook. Students must be competent in English and word processing; be willing to sell advertisements in the business community; be able to follow directions and complete assignments precisely; and meet deadlines to ensure that the school's yearbook is produced on time and within budget. This class may require a significant amount of time outside regular classroom hours, including evenings and weekends. Attendance at a summer workshop is desirable.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | "e" | Successful completion of English P (any grade level) with a "C" or better and Yearbook teacher's recommendation. | 4.0 Scale |

**VH001P Art 1 P**

This course focuses on the production of art and the development of two dimensional techniques through experimentation with a variety of media. Quality of design and personal expression are stressed. Students will be studying artists, cultures, and artworks from art history as well as the contemporary art world. They will explore concepts and vocabulary, learn techniques, and participate in class discussions and critiques aimed at building knowledge and appreciation of art. Throughout the duration of this course, students will learn fundamental skills and concepts that support the five components of art education. They will do so through the elements and principles of art, which will be explored and referred to throughout the year.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "f" | None | 4.0 Scale |

**VH002P Art 2 P**

In this intermediate course, students continue their study of the visual arts outlined in Art 1 P. More emphasis is placed on the development of portfolios and art criticism. Students will begin to pursue independent projects and investigations. Students will participate in critiques and will be assigned sketchbook assignments.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | "f" | Successful completion of Art 1P or Art teacher's recommendation. | 4.0 Scale |

**VH003P Art 3 P**

In this advanced course, students will prepare for Advanced Placement by creating a body of work in specific media categories, work independently on a mini portfolio, and complete in-depth units of study in color and design theory, and life drawing.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 Credits | “f” | Successful completion of Art 2 P or Art teacher’s recommendation. | 4.0 Scale |

**VH002A AP Studio Art: 3D Design HP**

The content of this college level course is primarily defined by the College Board. Students will address sculptural and/or three-dimensional design issues, with ancient to contemporary historical and cultural connections, and demonstrate evidence of accomplishment in three different areas. The three portfolio areas are identified as Range of Approaches, Sustained Investigation, and Selected Works. Students document and prepare work for the Portfolio to submit to the College Board. A successful score is recognized by many colleges and universities as having earned college credit for this course and/or as a waiver for introductory course requirements. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | “f” | Successful completion of Three Dimensional Design 3 P and/or art teacher’s recommendation. | 5.0 Scale |

**VH001A AP Studio Art: 2D Design and Drawing HP**

The content of this college level course is primarily defined by the College Board. This course emphasizes drawing, painting, collage, mixed media, digital arts, photography or any other 2-D media, with ancient to contemporary historical and cultural connections. Students will demonstrate evidence of accomplishment in three different areas. The three portfolio areas are identified as Range of Approaches, Sustained Investigation, and Selected Works. Students document and prepare work for the Portfolio to submit to the College Board. A successful score is recognized by many colleges and universities as having earned college credit for this course and/or as a waiver for introductory course requirements. However, due to varying university policies, students should check with individual colleges to determine AP credit procedures and criteria.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | “f” | Successful completion of Art 3 Pand/or art teacher’s recommendation. | 5.0 Scale |

**VH093P Journalism 1 P**

This college preparatory course has students assume responsibility for producing the school’s newspaper. Students learn the basic concepts and skills of journalism, including news gathering and judgment, interviewing, writing articles and editorials, taking photographs, page design and selling ads. Students also learn the role of newspapers in society, as well as the legal and ethical responsibilities that govern the media. This class requires a significant amount of time outside regular classroom hours, including evenings and weekends

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | None | 4.0 Scale |

**VH131P Ceramics / Sculpture 1 P**

This course is designed to help students understand the basic hand building skills of working with clay. Through this course students will come to understand how a ceramics studio works, and how an art studio can act as a community for sharing ideas. We will explore concepts and vocabulary, learn techniques, and participate in class discussions and critiques aimed at building their knowledge of how one can express ideas through the medium of clay.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "f" | None | 4.0 Scale |

**VH132P Ceramics / Sculpture 2 P**

In this intermediate course students will have new and greater responsibilities in running the studio. Students will be asked to participate in class discussions and critiques of professional artworks as well as those of their fellow classmates. This is a sequential program in which new skills and concepts build on those that have been previously learned. During the first semester, students will be asked to recall the hand building techniques they learned the previous year and apply them in sophisticated, professional ways. These techniques will be utilized throughout the year to create original works of art. Students will also develop their skills on the potter's wheel, which was introduced during the first year.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "f" | Successful completion of Ceramics/Sculpture 1P or art teacher's recommendation. | 4.0 Scale |

**VH133P Ceramics / Sculpture 3 P**

In this advanced course, students will study in greater depth the standards outlined in Ceramics/Sculpture 2 P.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 Credits | "f" | Successful completion of Ceramics/Sculpture 2 P or art teacher's recommendation. | 4.0 Scale |

**VH100P Concert Band P**

This course is designed for students who play a wind, brass or percussion instrument. Students learn fundamental concepts and study and perform a wide variety of musical literature. Members of the class are expected to practice regularly and performance attendance is mandatory.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "f" | None | 4.0 Scale |

**VH104P Honors Symphonic Band HP**

Requirement: Band performance attire. This advanced course is designed for students to develop a higher level of musical ability. Students study and perform a wide variety of musical literature. Members of the class are expected to practice regularly and performance attendance is mandatory.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "f" | None | 5.0 Scale |

**VH110P Concert Choir P**

This course presents music of various styles and periods in performance. This course emphasizes developing individual voice, musicianship and music reading skills through learning as a performing group. The group is involved in performances throughout the year, which include concerts and festivals.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "f" | None | 4.0 Scale |

**VH059P Honors Chamber Singers HP**

This course is designed for the most dedicated students who will perform throughout the community and state. Students who are accepted into Chamber Singers are expected to be able to tour with the group and need to be conscientious in all classes. The group sings the most challenging literature written for small choral ensembles.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | None | 5.0 Scale |

**VH051P Theatre 1 P**

Theatre 1P introduces students to the world of Theater Arts and Acting. Students learn the basics of Acting Technique, Theater Vocabulary, and Analysis of Character and Scene. Students have ample opportunity to overcome stage fright and to build self-confidence. Students work collaboratively in groups, with partners, and solo. Students memorize lines for monologues and duets (two person scenes), which are performed in front of the class. This course meets the "g" requirement of the "a-g" requirements

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | None | 4.0 Scale |

**VH053P Theatre 2 P**

Theatre 2P continues the development of Acting Technique, Character Study, and Scene Performance, as well as showcasing the work of students with an evening performance. More focus is spent on theatrical periods and styles, including Shakespearean and contemporary realism. Students analyze scripts, make acting choices, do character research, reflect and critique works of theater and theatrical artists on the basis of aesthetic qualities. Students also learn the business of theater and its Organizational Structure.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | Theatre teacher's recommendation or audition | 4.0 Scale |

**VH054P Theatre Production P**

This course produces the fall and spring plays. This class requires a strong commitment from actors or technicians as after school rehearsals and weekend set building are mandatory. Actors are engaged in the rehearsal process, while technicians help with lighting, sound, stagecraft, costume, makeup, and publicity. Students who perform or help produce the shows come away with enormous skills on a variety of levels, which enables them to get into some of the best schools in the country for the performing arts. The skills learned can easily be transferred to the job market.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | Drama teacher's recommendation or interview. | 4.0 Scale |

**76739 Instrumental Music – Piano/Guitar P**

In this piano class students study the basics of music and develop piano skills through the year. Students learn to compose and notate a short piece. Students at all levels of piano skill are accepted. Working independently and in small groups, students are expected to practice daily and prepare weekly solo and group performances for the class. In addition the class will cover: musical notation, rhythm, ear training, and other related elements of music. Finally, all students are expected to perform in the final concert at the end of the year.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | None | 4.0 Scale |

**VH101P Jazz Band P**

This course is designed for dedicated and experienced jazz musicians. Instrumentation is restricted to saxophone, trumpet, trombone, bass, guitar, piano and drum set. Members of the class are expected to practice regularly.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | Audition or band teacher's recommendation; requires concurrent enrollment in Concert or Symphonic Band or Orchestra | 4.0 Scale |

**VH045P Ethnic Studies Mariachi Band P**

Course Description TBD,

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | “f” | none | 4.0 Scale |

# College Prep Elective (g)

**NHECF Early College Foundations**

Early College Foundations is a beginning level course designed to provide students with a foundation in computer skills, study habits, time management, goal setting, research methodology, career and college exploration, and orientation to the performance expectations of college. This course is required for freshman students in the Early College Magnet Program.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9 | 1 Year | 10 Credits | "g" | Acceptance into the Early College Magnet Program. | 4.0 Scale |

**CH071 Culinary Arts 1 P**

This full year course provides students with a solid foundation in cooking and kitchen skills with an emphasis on cooking techniques, culinary equipment, knife skills, and food preparation. Additional units include nutrition; herbs, spices and flavorings, modern food trends, and customer service. In order to cook in the facility, students pass a safety and sanitation test. Additional training will be given in teamwork, cooperative work and work ethic. Chef coats will be issued for each student and must be returned in usable condition.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | None | 4.0 Scale |

**CH072 Culinary Arts 2 P**

This full year course builds upon food preparation techniques learned in Culinary Arts 1, and provides a professional kitchen experience. Students will refine techniques in hot and cold food production; portion allocation; food plating; baking and teamwork. Students will research and prepare national and regional cuisines from around the world. Connections to local industry are made through job shadows, guest speakers, and field trips. Chef coats will be issued for each student and must be returned in usable condition.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | "g" | Completion of Culinary Arts 1 with a 'C' or better or teacher's recommendation | 4.0 Scale |

**CH073 Culinary Arts and Hospitality Management P**

Course content includes the principles and practices of sound public relations, and planning and organizing events, meetings, conferences, or conventions. It prepares students for employment opportunities with trade and professional associations, consulting firms, non-profit organizations, and corporations. Integrated throughout this course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, ServSafe certification and employment literacy. This course requires a significant amount of time outside regular classroom hours, including evening and weekend catering events.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11-12 | 1 Year | 10 | "g" | Completion of Culinary Arts 2 with a 'C' or better and teacher's recommendation. | 4.0 Scale |

**CH091P GIS I: Maps and Spatial Information P**

GIS I will introduce cartographic principles needed to understand Geographic Information Systems and Spatial Science. The course will explore global reference and coordinate systems, types of maps (topographic, thematic, etc.) remote sensing and GIS (Geographic Information Systems). Students will learn navigation, compass and bearing, GPS technology, data collection with Trimble Juno's, geo caching, and ArcGIS online mapping software. Students will learn ArcMap Story Mapping to display and present data and information. Students will also experience Drone technology and flight using our Tello and Autel drones. Augmented reality mapping and Oculus 3 visualization of geographic features will also be used. Autonomous vehicle technology will also be explored. This is a hands-on introductory course giving students the important skill set of data visualization (think Google Earth) and GIS which is useful and employable in virtually all career fields. GIS 1 is aa A-G approved Science Elective.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | Just enthusiasm and desire to learn some cool technology! | 4.0 Scale |

**CH092P GIS II: Principles of GIS P**

GIS II will focus on the further development of skills and techniques used to create, analyze, and display spatial data in a Geographic Information System. Students will use ArcGIS online software to explore and answer a variety of real-world spatial issues. Students will publish Story Maps, a skill that is directly transferable to college and industry. Students will have the opportunity to earn their Part 107 drone license and participate in a second semester internship with a local Geospatial company. Those completing the GIS 1/2 sequence will leave with a unique skillset that is both marketable and valuable in post High School endeavors. GIS 2 is an A-G approved Science Elective.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | "g" | Successful completion of GIS I with a grade of 'C' or better, or teacher's recommendation | 4.0 Scale |

**CH101P Health Science and Biotechnology 1 P**

This course is designed to introduce students to fundamental concepts, principles and equipment in the fast-growing fields of medicine, biotechnology, and environmental science. Students will learn how specific scientific methods apply to critical procedures commonly performed in these industries today, as well as the ethical, legal, and social considerations involved.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | None | 4.0 Scale |

**CH102P Health Science and Biotechnology 2 P**

This course is a natural extension of Health Science and Biotechnology 1 P. Students will continue their study within the major themes of environmental biotechnology, genetics, microbiology and health by concentrating on more specific topics. Students will explore topics including anatomy, physiology, pharmacology, health and wellness, viticulture, alternative medicine, exercise, genetic engineering, forestry and farming topics, alternative energy, and ergonomics and design.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | "g" | Completion of Health Science and Biotechnology 1 P with a "C" or higher and completion of Biology P or teacher's recommendation. | 4.0 Scale |

**CH103P Health Science and Biotechnology 3 P**

This college preparatory class has students explore their interests in Health and Science careers and college majors through research and internship projects. The main goal of the class is to extend the student's skills through designing and conducting an original experience in biotechnology or health sciences. Previous or Concurrent enrollment in Chemistry is recommended. This course receives "d" UC/CSU Lab Credit!

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11-12 | 1 Year | 10 | "D" | Completion of Health Science and Biotechnology 2 P with a "C" or higher; recommended previous or concurrent enrollment in Chemistry or teacher's recommendation | 4.0 Scale |

**NHGVT Student Government**

This course involves students in creating, planning, organizing and implementing a student-based program at the high school level. Note: Students are required to participate outside of class time in activities/projects supporting the school.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | Successful election and/ or interview process and overall GPA of 2.00 or better. | 4.0 Scale |

**PH015P Space Science P**

Space Science is a college preparatory course in astronomy and space exploration. Units include developing perspective, key concepts for astronomy, learning from other worlds, a deeper look at nature, stellar alchemy, galaxies and beyond, and space exploration. Space science lab activities include the use of the SPARQ Planetarium and hands-on telescope observing labs using the SPARQ Observatory and Science Center. Space Science may be taken concurrently with GIS 1-2 for Geo-spatial Technology Pathway credit.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | None | 4.0 Scale |

**UB College Foundations 9, 10, 11, and 12**

This project-based elective course for Upward Bound Piner students will supplement core academic classes, emphasizing critical thinking, communication, test preparation, interdisciplinary learning, and other key skills to help students prepare for acceptance and entry into a four-year university. Additionally, the course will help Piner students remain in contact with the Upward Bound Piner community, as well as the program community at large. Each year will build upon the knowledge and skills gained in previous grades to ensure that students are fully prepared to be well-rounded, successful college students. California Common Core State Standards have been integrated at each level to reinforce and apply learning from core academic subjects.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | Acceptance into the Upward Bound Program | 4.0 Scale |

**CH065P Introduction to Construction, Engineering, and Design P**

This year-long course is the newest version of Piner's 'Project Make' program. Students will be introduced to the fundamentals of construction and engineering with a course that emphasizes problem solving, teamwork, and hands-on application.

Students in Intro to Construction, Engineering, and Design will learn the and apply the engineering process; learn to use 2D and 3D modeling and CAD tools; become familiar with 21st century fabrication techniques like CNC tools, laser cutting, and 3D printing; help to build a full size, road ready, electric vehicle; learn basic woodworking, metalworking, and electronic fabrication safety and skills; help to build a full scale, livable, tiny house. This course is aligned with the California Technical Education Model Curriculum Standards for Building and Construction.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | none | 4.0 Scale |

**CH066P Advanced Building Trades P**

Advanced Building Trades is the fully revised and reloaded version of the second year of Piner's 'Project Make' program. In this brand-new course, students will take the skills they learned in the Introduction to Construction course and apply them in the course of designing and building a fully operational tiny house on wheels. Students will learn the basics of framing, roofing, siding and finishing a residential building, as well as skills in electrical and plumbing. This course is the capstone to the Construction Pathway, and is aligned to the California Technical Education Model Curriculum Standards for Building and Construction.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | Successful completion of Intro to Construction | 4.0 Scale |

**CH083 Farm to Table P**

The Farm to Table course provides students the opportunity to make connections between local food systems and the culinary industry through project-based learning experiences in food production, processing, marketing, distribution, and consumption. This course is a blend of the Agriculture and Natural Resources and the Hospitality, Tourism, and Recreation industries, and students completing this course can earn food handler industry certification.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | none | 4.0 Scale |

**HH070 Ethnic Studies P**

This college preparatory elective course is an interdisciplinary study of race and ethnicity, as understood through the perspectives and knowledge of major underrepresented racial groups in the United States. Students will analyze cultural wealth, intersectionality, race, ethnicity, and identity in America, all while further developing key academic skills such as literacy. This course will meet the 'g' requirement for UC/CSU admissions as well as the Ethnic Studies graduation requirement for the graduating class of 2024-2025 in Santa Rosa City Schools.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | "g" | none | 4.0 Scale |

# Physical Education

**GH001 Physical Education 1**

This course helps students to develop a personalized fitness program for a healthy lifestyle. California State Physical Education fitness tests will be done in the second semester. Activities will consist of individual and dual sports as well as rhythms and dance as well as non-traditional activities. Required: Uniform.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9 | 1 Year | 10 | None | None | 4.0 Scale |

**GH002 Physical Education 2**

This course assists students in analyzing skills for effective movement through the study of combative, team activities, non-traditional activities and analysis of movement. Required: Uniform.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | None | None | 4.0 Scale |

**GH011 Advanced Basketball Training**

This class is designed to enhance and develop sports specific skills and strategies related to basketball. After a semester/year of a class, students will have created a conditioning program that will increase fitness for basketball and increase overall fitness.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | None | Successful completion of PE 1 with a “C” or higher | 4.0 Scale |

**GH012 Advanced Soccer Training**

This class is designed to enhance and develop sports specific skills and strategies related to soccer. After a semester/year of a class, students will have created a conditioning program that will increase fitness for soccer and increase overall fitness.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | None | Successful completion of PE 1 with a “C” or higher | 4.0 Scale |

**GH013 Advanced Yoga**

This class is designed to introduce, develop, and involve students in the universal practice of Hatha Yoga, This lifetime activity is partnered with a mindfulness curriculum designed to encourage self-awareness, and promote skills and techniques for wellness (anti-stress and anxiety).

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | None | Successful completion of PE 1 with a “C” or higher | 4.0 Scale |

**GH015 Weight Training 1**

This course assists students in selecting activities for the pursuit of lifetime fitness. Students, who are interested specifically in body conditioning, will hone skills and apply their knowledge of exercise physiology in planning and pursuing a lifestyle conducive to maintaining optimum health.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10-12 | 1 Year | 10 | None | Successful completion of PE 1 with a “C” or higher | 4.0 Scale |

# Other Electives ( non a-g)

**NHSRV Student Service**

Students will provide community service and support to classroom teachers and office staff. No letter grade. Must have parent signature in order to enroll as a Student Service worker. Credit/no-credit

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11-12 | 1 Year | 10 | None | Consent of supervising staff members; acceptable academic performance and attendance. | 4.0 Scale |

**35037 Specialized Peer Tutor**

Students will provide individualized aid to students who are in need of additional academic assistance. Students will tutor under the supervision of a classroom teacher or counselor. Students will receive a letter grade. Must have parent permission to enroll in this course.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11-12 | 1 Year | 10 | None | Consent of supervising staff members; acceptable academic performance and attendance. | 4.0 Scale |

**NH090 Kitchen Credit**

No course description available yet. Please see your counselor for more information.

# English Support Courses

ACADEMIC LANGUAGE DEVELOPMENT (ALD) FOR ENGLISH LEARNERS:

**EH401 Foundational English for Newcomers**

This course is designed for English Learners at the ELPAC 1 level. This course will provide students with Designated English Language Development and Integrated English Language Development using the CA ELD Standards and the CA CCSS ELA standards appropriate to the grade level of the student, allowing them to build their academic language proficiency and support them in the core curriculum.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | None | Score of 1 on ELPAC and in the country less than one year. This course must be taken with ALD for Newcomers | 4.0 Scale |

**NHALD ALD for Newcomers**

This course is designed for English Learners at the ELPAC 1 level. This course will provide students with Designated English Language Development and Integrated English Language Development using the CA ELD Standards and the CA CCSS ELA standards appropriate to the grade level of the student, allowing them to build their social and academic language proficiency and support them in the core curriculum.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | None | Score of 1 on ELPAC and in the country less than one year. Co-Req: This course must be taken with Foundational English for Newcomers | 4.0 Scale |

**NH031 ALD 9-10**

This course is designed for English Learners at the ELPAC 1 - 4 level. This course must be taken with the appropriate grade-level English class. This course will provide students with Designated English Language Development and Integrated English Language Development using the CA ELD Standards and the CA CCSS ELA standards appropriate to the grade level of the student, allowing them to build their academic language proficiency and support them in the core curriculum.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-10 | 1 Year | 10 | None | Score of 1- 4 on ELPAC and yet to be reclassified Co-Req: grade-level English course | 4.0 Scale |

**NH032 ALD 11-12**

This course is designed for English Learners at the ELPAC 1 - 4 level. This course must be taken with the appropriate grade-level English class. This course will provide students with Designated English Language Development and Integrated English Language Development using the CA ELD Standards and the CA CCSS ELA standards appropriate to the grade level of the student, allowing them to build their academic language proficiency and support them in the core curriculum.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11-12 | 1 Year | 10 | None | Score of 1- 4 on ELPAC and yet to be reclassified Co-Req: grade-level English course | 4.0 Scale |

# Small Group Instruction (SGI)

**860122 Directed Studies 9, 10, 11, 12**

This course is designed for Resource Specialist Program (RSP) students to support them in their regular education classes by providing assistance with homework, assignments and projects. Directed Studies is not primarily intended to be a place for students to work on homework, nor is it meant to replace other opportunities students have for receiving help in the core curriculum, such as after school tutorial. Directed Studies is not meant to replace the instructional content of core curriculum courses in either the special education education classes or general education setting.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**890965 RSP Project Workability**

The Workability program assists students with obtaining work experience credits that count toward graduation, finding a job and exploring post-secondary opportunities and options. In order to participate in the workability program, the student must have an active IEP, be employed in a job in which the employer pays worker's comp, be age 16 or over, and have an active work permit.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11-12 | 1 Year | Based on hours worked | None | Active IEP, age 16 or older, valid work permit | 4.0 Scale |

**ESE094 Ethnic Studies English 1 SGI**

Identified Special Needs student through her/his IEP This non-college preparatory course is designed for students as in Mild to Moderate Program who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**36205 English 2 SGI**

Identified Special Needs student through her/his IEP This non-college preparatory course is designed for students as in Mild to Moderate Program who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**36305 English 3 SGI**

Identified Special Needs student through her/his IEP This non-college preparatory course is designed for students as in Mild to Moderate Program who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| 11 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**6405 English 4 SGI**

Identified Special Needs student through her/his IEP This non-college preparatory course is designed for students as in Mild to Moderate Program who require a self-contained classroom in order to better support the development of their reading, writing, listening and speaking skills.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**MH0014 Math 1 SGI**

Course Description TBD

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**MH0024 Math 2 SGI**

The purpose of this Special Education course is to strengthen students' ability to think mathematically and deepen their conceptual understanding of mathematics through a balance of procedural fluency and application. Integrated Math 2 will build upon the mathematics content students learned in prior grades and continue the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed to be successful in higher level mathematics courses. Use of models/real-world situations, manipulatives, graphs, and diagrams will help students connect different mathematical ideas which will promote students' understanding that mathematics is a set of related concepts as opposed to a set of discrete topics. In addition, students will learn to solve problems in a variety of ways (graphically, numerically, algebraically, verbally) and make connections between these representations. Students in this course will learn to use mathematical models to understand real world events and situations, and use geometric and algebraic reasoning to manipulate these models for deeper learning.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**PH0104 Earth Science SGI**

This Special Education course gives students an understanding of the physical and natural laws of science and an opportunity to explore themes in earth science, physics and chemistry.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**BH0034 Living Earth SGI**

Living Earth is the first course of a three-year Next Generation Science Standards (NGSS) course pathway. In the Living Earth, students will learn about organism structures and processes, ecosystems, inheritance and variation of traits, and biological evolution integrated with earth science core ideas. In addition, students will gain proficiency in using the NGSS science and engineering practices.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 9-12 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**HH0014 World History SGI**

This Special Education course engages students in the study of the modern world from the late 18th century to the present. Current world issues and a focus on the growing interdependence of people and cultures throughout the world are central to the course. Key concepts include social contract, democratic ideas, revolution, social reform, isolationism and imperialism.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 10 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**HH0114 United States History SGI**

This Special Education course engages students in the examination of major issues that have defined the history of the United States. Students will continue to develop skills learned in previous social science offerings including growth in critical thinking, independent learning, oral presentations, historical interpretation, information technology and research, fine arts, content area reading, note taking and outlining skills.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 11 | 1 Year | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**TBD Economics SGI**

This one semester Special Education senior course, taken in connection with a semester of American Government, engages students in the examination of key economic concepts of choices, resources, opportunity, costs, products and services, competition, supply and demand, equilibrium, macroeconomics, business cycle, fiscal and monetary policy, taxes, economic indices, debt and deficit, specialization, labor unions and employment issues, interest rates, inflation, stock market, comparative and absolute advantage, and issues of international trade.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 semester | 10 | None | Recommendation by the IEP Team | 4.0 Scale |

**TBD American Government SGI**

This Special Education course explores the history and ideas that led to the creation of the Constitution and Bill of Rights and then focuses on the institutions and process of national, state, and local governments. Emphasis is placed on the rights and responsibilities of citizenship.

| Grade | Length | Credits | UC/CSU a-g | Prerequisite | Grade Point |
|---|---|---|---|---|---|
| 12 | 1 Semester | 10 | None | Recommendation by the IEP Team | 4.0 Scale |