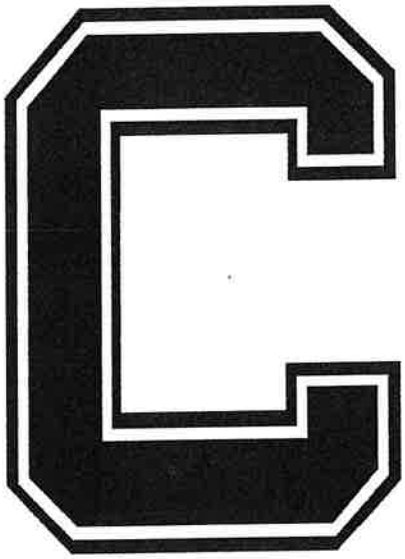
Caruthers High School
Course Guide



2026-2027

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INTRODUCTION

We would like to let you know that all of us here at Caruthers High are committed to your success. Our mission is to enhance and promote student success through academic, career, and personal/social development for all students.

We also want to share that the four years of high school are a critical time in the planning for a healthy and successful future. Four years may seem like a long time to you but many graduates will tell you that those four years seem like they were over in a minute. As you make your final preparations for college and a career goal it will occur to you that this time is short and there is much to accomplish before you go out on your own. Exploring opportunities beyond the high school years is an important step in developing your goals. Taking classes that prepare you for those goals and doing well in them is the way to assure yourself of success later.

Finally, we would like to remind you that your dedication to your studies and to school activities will be rewarding to you. Be serious about success and be persistent in your pursuit of it.

Barry Watts, Principal	Julio Zelaya, Vice Principal
Kasandra Arias, 9th grade Counselor	Alicia Hardcastle, 11th grade Counselor
Fernando Sanchez, 10th grade Counselor	Reyna Sanchez, 12th grade Counselor

CARUTHERS HIGH SCHOOL GRADUATION REQUIREMENTS

Subject		Credits
English	**4 Years**	**40**
Social Studies	**3 Years**	**30**
	World History United States History American Government/Economics	
Freshmen Requirement	**Human Geo/Ethnic Studies**	**10**
Mathematics	**3 Years** One or a combination of these courses must meet or exceed the rigor of the content standards of Algebra I or Integrated Mathematics I	**30**
Science	**2 Years**	**20**
	Physical Science Biological Science	
Physical Education	**2 Years**	**20**
Fine Arts/Foreign Language	**1 Year**	**10**
Additional Electives		**120**
Total Graduation Credits		**280**

1. A student earns five credits for each class they pass at the end of each semester; this applies to classes held every other day. Classes held every day are worth ten credits at the end of each semester.
2. A mark of "F" earns 0 credits.
3. A student who repeats a class will not be given credit for the same class twice for core requirements. Both grades are averaged into the G.P.A. Special requirements are necessary for grade replacements. See your counselor for directions **prior** to retaking the class.

CLASS CHANGES:

Class changes are always allowed in cases of data entry error or misplacement. *Misplacement* is determined by the teacher and the counselor/administrator. Class changes will not be made after the start of the semester, unless the counselor/administrator believes it serves the overall school mission. A student may not change a class simply because it is difficult, or at an inconvenient time of day, or because his/her friends are in another class, or because he/she does not like the teacher, the classmates, or the nature of the course, etc. We believe students should take appropriate steps to use their resources for success. We believe that students should stick to their obligations. Values such as determination and persistence must be reflected in our policies and procedures; therefore, we expect students to get tutoring assistance from the teacher or from our

after school program when their courses are difficult. They should ask for help in mediating conflicts. School should be an orderly place. Stability and classroom dynamics are important and students entering and exiting during the semester is disruptive to the instructional program.

DUAL ENROLLMENT:

Dual enrollment courses will provide high school credits and college credits concurrently. The Courses offered are outlined in the guide and can be taken by all students.

ENROLLING IN COMMUNITY COLLEGE CLASSES:

Students will have the opportunity to enroll in community college courses while still in high school. A student may enroll in a maximum of two courses in a given semester (fall, spring, or summer). Students will need to follow the guidelines of the community college for high school students. A student must have a minimum total GPA of 2.5 in order to be eligible. Eligible students must obtain the approval of their high school counselor and principal in order to enroll in community college courses. Community college courses may not conflict with a student's Caruthers High School course schedule. Students should understand that enrolling in college courses can impact college standing and financial aid.



CARUTHERS HIGH SCHOOL GRADUATION REQUIREMENTS FOR CERTIFICATE OF COMPLETION

The following number of credits will be the standard for Special Day Class students to achieve a Certificate of Completion. A Certificate of Completion will be based off of credits or meeting IEP goals.

Certificate of Completion Requirements		
Subject	Grade	Credits
Basic English	9-12	40
Workability	9-12	40
Basic Mathematics	9-11	30
Everyday Living	9-11	30
CAA Basic Science	9 and 10	20
CAA Civics	11 and 12	20
Physical Education	9 and 10	20
Electives		80
Total Credits		**280**

CERTIFICATE OF COMPLETION COURSE DESCRIPTIONS

Basic English

Grade: 9-12
Prerequisites: Enrollment will be by certification designated by an Individual Education Plan. This course is designed for high school students in Special Day M/M classes on non-diploma track. Instruction will be based on the California Alternate Assessment (CAA). Topics of instruction will include reading comprehension, main idea, vocabulary development, grammar, punctuation, and sequencing events in a passage or story.

Everyday Living

Grade: 9-11, 12 determined by teacher recommendation
Prerequisites: Enrollment will be by certification designated by an Individual Education Plan. This course is designed for high school students in Special Day M/M classes on non-diploma track. Students will gain knowledge regarding work and careers. Students also receive help in identifying their interests, abilities, and personal values. Students will also learn the following topics food preparation and nutrition, care of clothing (including laundry), grocery shopping, comparison shopping, kitchen/home safety, personal hygiene, and health care issues.

Workability (Blue Raider Café)

Grade: 9-12
Prerequisites: Enrollment will be by certification designated by an Individual Education Plan. WorkAbility, operated under the direction of the State Department of Education, helps develop employment and career skills. High school students in the Special Day M/M classes on non-diploma track gain first-hand experience in running their own business. Students gain money skills, measuring skills, budgeting, following directions and a schedule.

Basic Math

Grade: 9-11, 12 determined by teacher recommendation
Prerequisites: Enrollment will be by certification designated by an Individual Education Plan. These classes will develop functional math skills necessary for independent living. Instruction will be based on the California Alternate Assessment (CAA).This course will include such topics as money skills, calculator use, fractions, categorizing, time use, and basic measurements.

Basic Science

Grade: 10 or 11
Prerequisites: Enrollment will be by certification designated by an Individual Education Plan. The class is a basic science class. Instruction will be based on the California Alternate Assessment (CAA). Students will learn basic concepts and be tested on their knowledge of the subject. They will participate in science labs that reinforce science concepts. Includes Biology, Earth Science, and Physical Science.

Basic Civics

Grade: 11 and 12
Prerequisites: Enrollment will be by certification designated by an Individual Education Plan. This class will give students a solid knowledge of their rights within society and the legal system. Federal, state, and city governments will be discussed, as well as the rights of the individual under the law. Students will learn the importance of voting and will be given the opportunity to register to vote. Students will be exposed to an understanding of the formation of the American culture and the importance of responsible citizenship.

University of California (UC)/ California State University (CSU)

Caruthers High School approved A-G courses
Students must complete A-G courses with a "C" or better.
https://hs-articulation.ucop.edu/agcourselist

"A" HISTORY/SOCIAL SCIENCE: Two years, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics

- Human Geography/Ethnic Studies
- Modern World History
- U.S. History
- American Government/Economics
- AP World History
- AP United States History
- AP Government and Politics United States

"B" ENGLISH: Four years of college preparatory English.

- English 1
- English 2
- English 3
- CSU Expository Reading and Writing (CSU ERWC)
- AP English Language and Composition
- AP English Literature and Composition

English Language Development 3 (ELD 3)

"C" MATHEMATICS: Three years of college-preparatory math.

- Integrated Math I
- Integrated Math II
- Integrated Math III
- Pre-Calculus
- Statistics
- AP Calculus AB
- AP Calculus BC
- AP Computer Science A (must take 3 years of math in addition)

"D" SCIENCE: Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

- Biology
- Chemistry
- Physics
- Conceptual Physics
- Anatomy & Physiology
- AP Environmental Science
- AP Biology
- AP Physics

"E" LANGUAGE OTHER THAN ENGLISH: Two years of the same language other than English.

- Spanish I
- Spanish II
- Spanish III
- AP Spanish Language

"F" VISUAL AND PERFORMING ARTS: One year chosen from dance, music, theater or the visual arts.

- Drawing and Painting
- Advanced Art
- Drama
- Film Studies
- Beginning Band
- Jazz Band
- Marching and Concert Band
- Floral Design
- The Art and History of Floral Design (ROP Floral

- **"G" COLLEGE-PREPATORY ELECTIVE:** One year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

• Economics	• Psychology
• Introduction to Agriculture	• Veterinary Science
• Ag Mechanics 1&2	• Animal Science
• AP Computer Science	• Business of Robotics
• ROP Careers in Education 1&2	• Marketing
• ASB Leadership 1	• ASB Leadership 2

CARUTHERS HIGH SCHOOL COURSE DESCRIPTIONS

AGRICULTURE and NATURAL RESOURCES

Agriculture Mechanics 1 (Ag Mech 1)

Grade: 9-12, priority is given to freshmen **CHS Graduation requirement:** Elective
Prerequisites: None
Meets: UC/CSU A-G "G" Elective
This course introduces students to the diverse field of Ag Mechanics. They will be learning various shop skills that you can use at home, in an industry, or on the ranch. These include careers, shop safety, tool identification, plumbing, woodwork, electrical, concrete, rope work, and small project construction and others. This agriculture course offered at Caruthers High School is designed to teach students valuable skills that they can apply to the job market and college. The "hands on" approach to learning is emphasized in this agriculture class. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Agriculture Mechanics 2 (Ag Mech 2)

Grade: 10-12 **CHS Graduation requirement:** Elective
Prerequisites: Ag Mech 1 **Meets:** UC/CSU A-G "G" Elective
This course will cover arc and MIG welding, oxyacetylene and plasma cutting, proper use of all cutting tools to develop basic fabrication skills. Practical applications will cover skills specific to welding/fabrication as it pertains to farm operations. Tractor operation, service and repair may be covered if time permits. This agriculture course offered at Caruthers High School is designed to teach students valuable skills that they can apply to the job market and to college. The "hands on" approach to learning is emphasized in this agriculture class. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Agriculture Construction and Technology

Grade: 10-12 **CHS Graduation requirement:** Elective
Prerequisites: Ag Mech 1
This course deals with the advanced phase of wood working, concrete/masonry, plumbing and framing. Topics used for class activities will include the safe use of shop equipment, career development, leadership, project planning, general tool practices, wood project and construction of a building. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Advanced Ag Construction

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: Ag Mech 1, Ag Construction & Technology, Age 16+
This course is a agriculture construction and maintenance course. It begins with construction fundamentals and techniques commonly used in agriculture. These basic fundamentals and techniques cover the knowledge necessary for entry level positions related to agriculture construction. Each specialty are covers basic skills necessary for entry-level employment. Through hands-on, competency-based program, students will have the opportunity to learn the basic skills required, as well as an understanding of the common terminology, materials, and tools used in each of the agriculture construction areas and may expand into green sustainable construction. Upon successful completion of this course, students will have sufficient skills and knowledge to perform the basic jobs required in each of the building trades covered as well as a broad base of knowledge from which to choose a career in the agriculture construction industry.

Introduction to Agriculture (Intro to Ag)

Grade: 9-12 **CHS Graduation requirement:** Life Science
Prerequisites: None
Meets: UC/CSU A-G "G" Elective
This course introduces you, the student, to the diverse field of agriculture. California agriculture and the FFA organization are two important aspects of this course. It also provides beginning skills through production projects, work experience, and record keeping. Careers, basic animal science, and basic plant science will also be taught. This agriculture course offered at Caruthers High School is designed to teach students valuable skills that they can apply to the job market and college. The "hands on" approach to learning is emphasized in this agriculture class. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Animal Science

Grade: 10-12 **CHS Graduation requirement:** Life Science
Prerequisites: Intro to Ag or permission from instructor
Meets: UC/CSU A-G "G" Elective

Ag Plant and Animal Science is a course designed for the second year Ag student and will expand upon selected materials covered in Intro to Agriculture. Included in the curriculum will be material dealing with more advanced animal science and plant sciences. Topics include animal reproduction, animal husbandry, internal systems, feeding, soils, fertilizers, biotechnology, and plant reproduction. This class will be attending several field trips pertaining to the curriculum being covered throughout the school year. This agriculture course offered at Caruthers High School is designed to teach students valuable skills that they can apply to the job market and college. The "hands on" approach to learning is emphasized in this agriculture class. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Veterinary Science

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: Intro to Ag and Animal Science
Meets: UC/CSU A-G "G" Elective

This course is designed to provide students with advanced classroom and laboratory training with both large and small animals. This course will provide advanced training and experience in services related to raising and caring for animals. Veterinary science is designed to provide students with an opportunity to study animal anatomy and physiology as well as animal health and disease by forming a link between classroom instruction and field experience. Students will also have the opportunity to investigate different aspects of the veterinarian and animal health care field through project based learning. This is a science based class which will help prepare students for college science classes. Veterinary science class will also help prepare students for a job with a veterinary hospital or help guide students for a career as a veterinarian or related field.

Floral Design

Grade: 9-12 **CHS Graduation requirement:** Elective
Prerequisites: None
Meets: UC/CSU A-G "F"
This course is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, two or three dimensional designs, history of floral art, arrangement styles and techniques, seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study.

ROP Floral (The Art and History of Floral Design)

Grade: 11-12 **CHS Graduation requirement:** Fine Arts
Prerequisites: Age 16+
Meets: UC/CSU A-G "F" Visual and Performing Arts
This course is designed to prepare students for part or full-time work in a floral shop. Students will learn the basic principles of flower design, proper use of hand tools, selling, delivery, and telephone techniques in addition to floral arrangement and corsages. Students will work with silk and fresh flowers. Community classroom is emphasized. A percentage of the student's
grade also requires them to participate in FFA activities outside the classroom.

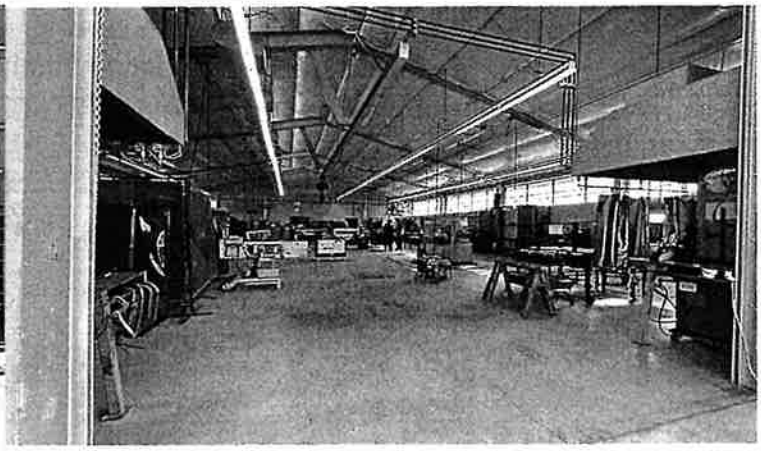
ROP Welding Processes and Fabrication

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: Ag Mechanics 1, Ag Mechanics 2, Age 16+
Dual Enrollment Course
This class is offered every other year.
This course emphasizes welding and fabrication skills, including non-ferrous metals, in the advanced phases of Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW). The primary emphasis is on using equipment in all positions of welding with the application of welding skills learned through project fabrication, repair and industry procedure.

ROP Welding Fabrication & Application

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: Ag Mechanics 1, Ag Mechanics 2, Age 16+
Dual Enrollment Course
This class is offered every other year.
ROP Welding Fabrication and Application is the capstone course designed to train students for entry-level positions in welding/metal fabrication shops and preparing students for post-secondary agricultural mechanics, welding technology & industrial technology educational programs. This full year course emphasizes welding and fabrication skills in the advanced phases of Oxyacetylene, SMAW (Arc Welding), GMAW (MIG Welding) & TIG welding. This course applies the practical knowledge and skills learned during the previous three years of instruction. The course devotes a high percentage of classroom time in project planning and job seeking skills; Students will prepare working drawings, develop and compute bill of materials, prepare a resume, letter of application, student work samples and complete an individual portfolio. Shop time is devoted to constructing and fabricating student projects. The majority of advanced shop skills will be taught on an individual basis on student projects. Students are encouraged to exhibit any constructed, repaired or restored projects at the local County Fair and the California State Fair.





COMPUTER SCIENCE EDUCATION

Computer Literacy

Grade: 9-10 **CHS Graduation requirement:** Elective
Prerequisites: None
Computer Literacy is an introductory course for 9-12th grade students that can be flexibly taught as a single semester, two semesters over multiple years, or as a full year course. Mapped to CSTA standards, the course takes a wide lens on computer applications, such as computer science skills by covering topics such as problem solving, programming, physical computing, user-centered design, data entry, and data, while inspiring students as they build their own websites, apps, games, documents, and physical computing devices.

AP Computer Science Principles

Grade: 9-12 **CHS Graduation requirement:** Elective
Prerequisites: Must have taken Algebra or Integrated Math 1 prior to AP CSP
Meets: UC/CSU A-G "G"
This class is offered every other year
Designed for 9-12 grade students, CS Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. AP CS Principles compliments Computer Literacy with a deeper focus on concepts such as how the internet works and the societal impacts of computer science. Students also learn to create algorithms using JavaScript to create apps that make decisions based on input.

Business of Robotics

Grade: 9-12 **CHS Graduation requirement:** Elective
Prerequisites: None **Meets:** UC/CSU A-G "G"
This business course is designed where students are expected to think critically, evaluate business ideas and decisions and analyze the concepts presented in each unit of study. This environment is collaborative, and enables students to work across grade levels to solve a common problem. Under strict rules and time limit, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program robots with a business and marketing focus. Caruthers High students will work to build the business and product with competition in future.

MULTI MEDIA EDUCATION

Yearbook

Grade: 10-12 **CHS Graduation requirement:** Elective
Prerequisites: None
This course helps produce La Puerta, the Caruthers High School yearbook. Students will gain skills in the following areas: page and graphic design, publishing techniques, copy writing, editing, photography, record keeping, time management, teamwork, marketing, sales, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our yearly events, preserve our campus memories, and promote our local community. **THIS IS A COMMITMENT! Students will sign a commitment form that outlines expectations and potential duties in the course due to the activities required to produce the yearbook.**

Marketing

Grade: 9-12 **CHS Graduation requirement:** Elective
Prerequisites: None
Meets: UC/CSU A-G "G"
This course trains students with competencies necessary for entry-level employment and career opportunities within the marketing industry. Students will learn the fundamental concepts of marketing and business principles. Training requires hands-on experiences conducting research and developing marketing strategies, promoting and advertising products and services related to the business sector under the supervision of the instructor. Students will also learn about necessary marketing topics such as utilities, pricing strategies, marketing functions, and financing concepts.

FOREIGN LANGUAGE

Spanish 1

Grade: 9-11 **CHS Graduation requirement:** Foreign Language
Prerequisites: None
Meets: UC/CSU A-G "E" Language
Students will develop basic proficiency in the Spanish language in a multi-cultural context. The class will engage in lively listening, speaking, reading and writing activities in the classroom and beyond. Students will have free access to an online language tool with state of the art activities.

Spanish 2

Grade: 9-12 **CHS Graduation requirement:** Foreign Language
Prerequisites: Spanish 1
Meets: UC/CSU A-G "E" Language
Students will continue to develop basic to intermediate proficiency in Spanish language in a multi-cultural context. The class will engage in lively listening, speaking, reading and writing activities in the classroom and beyond. Students will have free access to an online language tool with state of the art activities.

Spanish 3

Grade: 10-12 **CHS Graduation requirement:** Foreign Language
Prerequisites: Spanish 2
Meets: UC/CSU A-G "E" Language
Students will develop intermediate to advanced in the Spanish language in a multi-cultural context and be introduced to Hispanic and Latin American literature. Students will participate in lively class discussions, record real-time conversations and engage in listening and reading from authentic Spanish-language sources. Students will have free access to an online language tool with state of the art activities.

Advanced Placement (AP) Spanish Language

Grade: 11-12 **CHS Graduation requirement:** Foreign Language
Prerequisites: Spanish 3 and recommendation from the instructor
Meets: UC/CSU A-G "E" Language
Students will learn advanced vocabulary and practice listening, speaking, reading and writing in preparation for the AP Examination in Spanish Language. Students will research and report on a wide variety of relevant personal, social and cultural issues using authentic sources via radio, television, the Internet, and Hispanic and Latin American literature. Emphasis is placed on developing advanced oral fluency and writing proficiency; therefore, students are expected to practice communicating in Spanish. Students are also expected to take the AP Exam in order to receive college credit for this course. The course is conducted in Spanish.

LANGUAGE ARTS

English 1

Grade: 9 **CHS Graduation requirement:** English
Prerequisites: None
Meets: UC/CSU A-G "B" English
The course will develop students' reading comprehension, annotation abilities, critical thinking abilities, formal discussion skills, listening skills, and citation skills. Via the Study Sync curriculum, students will gain competency in producing argumentative, expository, and narrative writings. Students read and analyze a variety of fictional and informational texts in order to compose brief writes and multi-sourced essays. Essays are either timed or subject to a writing process (peer and teacher reviews, targeted revisions, and final drafts). Freshmen complete at least 2 summative papers per year and also complete regular benchmark tests to gauge readiness for the CAASPP test in grade 11.

English 2

Grade: 10 **CHS Graduation requirement:** English
Prerequisites: None
Meets: UC/CSU A-G "B" English
The course will develop students' reading comprehension, annotation abilities, critical thinking abilities, formal discussion skills, listening skills and citation skills. Via the Study Sync curriculum, students will gain competency in producing argumentative writings, expository writings, and targeted brief writes. Students read and analyze a variety of fictional and informational texts in order to compose multi-sourced synthesis essay assessments. Some essays are timed, while others are subject to a writing process (peer and teacher reviews, targeted revisions, and final drafts). Sophomores complete at least 3 summative papers per year and also complete regular benchmark tests to gauge readiness for the CAASPP test in grade 11.

English 3

Grade: 11 **CHS Graduation requirement:** English
Prerequisites: None
Meets: UC/CSU A-G "B" English
The course will develop students' reading comprehension, annotation abilities, critical thinking abilities, formal discussion skills, listening skills and citation skills. Via the Study Sync curriculum, students will gain competency in producing argumentative writings, expository writings, and targeted brief writes. Students read and analyze a variety of fictional and informational texts in order to compose multi-sourced synthesis essay assessments. Some essays are timed, while others are subject to a writing process (peer and teacher reviews, targeted revisions, and final drafts). Juniors will complete at least 3 summative papers per year and also complete regular benchmark tests to gauge readiness for the CAASPP test in the second semester.

CSU Expository Reading and Writing (CSU ERWC)

Grade: 12 **CHS Graduation requirement:** English
Prerequisites: None
Meets: UC/CSU A-G "B" English
This course will help them further develop their skill levels in critical reading and in writing, using selected nonfiction works from the ERWC textbook. Students will be writing a great deal, including the use of a variety of essay forms and at least one research paper. The writing process will be emphasized.

Advanced Placement (AP) English Language and Composition

Grade:11-12 **CHS Graduation requirement:** English
Prerequisites: Teacher Recommendation
Meets: UC/CSU A-G "B" English
This class is offered every other year.
This is an Advanced Placement college-level course developed by the College Board. Students must take the comprehensive AP Examination in May of the academic year and may earn college credits, depending on the test score. The course will train students to become skilled readers and writers in diverse genres and modes of composition. Students will learn to read critically and write effectively in different modes, with a particular emphasis on rhetorical writing and rhetorical analysis. Through the process of reading, writing, and discussing texts, students will become skilled in composing for different audiences and purposes. Students will learn to understand and appreciate diverse ways that authors employ rhetoric to advance an argument in both oral transcripts and written texts. Students will learn to identify literary structures and conventions and effectively use them in their writing. Students will also learn to strengthen their revision skills by identifying and evaluating the choices that they and their peers have made in the composition process.

Advanced Placement (AP) English Literature and Composition

Grade:11-12 **CHS Graduation requirement:** English
Prerequisites: Teacher Recommendation
Meets: UC/CSU A-G "B" English
This class is offered every other year.
This is an Advanced Placement college-level course developed by the College Board. Students must take the comprehensive AP Examination in May of the academic year and may earn college credits, depending on the test score. The course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected tests, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will learn to consider a work's structure, style and themes as well as such literary devices as figurative language, imagery, symbolism, and tone.

ENGLISH AS A SECOND LANGUAGE (ELD)

English Language Development 1 (ELD 1)

Grade: 9-12 **CHS Graduation requirement:** English
Prerequisites: Enrollment in these courses can only be by teacher/counselor placement
This is an intensive beginning English language arts class for newly arrived, non-English speaking students. The class focuses on basic elements in English to build a foundation in vocabulary, English grammar and sentence structure, and early literacy skills. The teacher will use a variety of strategies to help students develop basic listening, speaking, reading, and writing skills.

English Language Development 2 (ELD 2)

Grade: 9-12 **CHS Graduation requirement:** English
Prerequisites: Enrollment in these courses can only be by teacher/counselor placement
This class is for students with an Early Intermediate to Intermediate level of English language acquisition. This class uses a variety of strategies to continue students' vocabulary development, reading comprehension and fluency and students will receive explicit instruction in writing, spelling, and English conventions. Students will practice and develop test taking skills. Students will increase their listening, speaking, reading, and writing skills.

English Language Development 3 (ELD 3)

Grade: 9-12 **CHS Graduation requirement:** English
Prerequisites: Enrollment in these courses can only be by teacher/counselor placement
Meets: UC/CSU A-G "B" English
This course includes students who have an Intermediate to Early Advanced levels of English acquisition. Students will continue to develop their English proficiency in the four domains of listening, speaking, reading, and writing with more complex text. Students will gain competency in writing academic texts, narratives, and justification brief writes. Test-taking skills will also be an important aspect of this course as students are being prepared to demonstrate English language competency on the ELPAC in their second semester.

MATHEMATICS

Integrated Math I

Grade: 9 **CHS Graduation requirement:** Math
Prerequisites: None
Meets: UC/CSU A-G "C" Mathematics
This one year long course satisfies the Common Core Standards for Integrated Math I. The fundamental purpose of this course is to formalize, extend, and strengthen students' previous knowledge in middle school mathematics course. This course focuses on algebraic expressions, functions (such as linear functions) along with the introduction to family of functions. Other topics in this course include (but not limited to) basic quadratic and exponential functions, exponents, polynomials, solving equations, sequences, geometric congruence proof and construction methods, transformations, finding volumes, areas, descriptive statistics, connecting algebra and geometry through reasoning and proof as well as real life applications.

Integrated Math II

Grade: 9-10 **CHS Graduation requirement:** Math
Prerequisites: Prior math courses and/teacher's recommendation
Meets: UC/CSU A-G "C" Mathematics
This course builds on students' prior knowledge from K-8 standards and high school Integrated Math I. This course focuses on the quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Math I. The need for extending the set of rational numbers arises - real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity through transformations leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Mathematical Practice Standards apply throughout each course, and together with the content standards, prescribe that student's experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Integrated Math III

Grade: 10-12 **CHS Graduation requirement:** Math
Prerequisites: Prior math courses and/teacher's recommendation
Meets: UC/CSU A-G "C" Mathematics
This course formalizes, extends, and applies the mathematics students have learned in previous grade levels. Integrated Math 3 focuses on recognizing and developing patterns using tables, graphs, descriptions, and equations. Students apply methods of probability and statistics to draw inferences and conclusions from data. Students expand their understanding of functions that include polynomial, rational, and radical functions; and right triangle trigonometry is extended to general triangles and development of the trigonometric functions. Throughout the course students learn to utilize all of their experience, knowledge, and understanding of functions and geometry to create models and solve contextual problems. Technology is used regularly to introduce and expand upon the areas of study listed above.

Pre-Calculus

Grade: 10-12 **CHS Graduation requirement:** Math
Prerequisites: Completion of Integrated Math II with a "B" or better and teacher recommendation.
Meets: UC/CSU A-G "C" Mathematics
Pre-Calculus is an advanced mathematics course that combines concepts of trigonometry, geometry, and algebra that prepare students to take Advanced Placement Calculus course the following school year. Through this course, students will acquire a solid foundation in algebra and trigonometry as well as strengthening students' conceptual understanding and mathematical reasoning in problem solving. Students will learn to work with various types of functions in symbolic, graphical, numerical and verbal form. Emphasis is placed on understanding the properties of various functions and their graphs, polynomial and rational functions, inverse functions, piecewise functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, systems of equations, sequences, series, probability, and Limits (introduction to calculus). These concepts will prepare students who intend to study calculus, physics, other sciences, and engineering in college.

Statistics (See Dual Enrollment)

Grade: 11-12 **CHS Graduation requirement:** Math
Prerequisites: Completion of Integrated Math III (preferably Pre-Calculus with a "B" or better and teacher recommendation).
Meets: UC/CSU A-G "C" Mathematics
This course provides students with an introduction to Statistics and is designed to provide another math option for all students that will also prepare them for future college courses and lay a good foundation for students to be educated citizens in a data driven world. In this course, students will graph data in several formats and interpret these graphs. Students will learn how to collect data and draw conclusions from data. Students will learn probability rules and determine how likely an event is to occur. Students will be exposed to methods used to estimate population parameters from samples.

Passport Math

Grade: 12 **CHS Graduation requirement:** Math
Prerequisites: Counselor or Teacher recommendation if only Math 1 and 2 have been completed prior to senior year.
Passport math is designed for students who struggled in traditional math courses and will better prepare them for college or a future career. There is a focus on practical application to problem solving unlike that found in a traditional Algebra or Geometry course. Topics of study include: exploring patterns, investigations in algebra, modeling integers, exploring the language of algebra, exploring data and graphs, and inequalities, geometry concepts and spatial thinking, congruence, similarity and transformations, measurements in geometry, exploring linear functions, and exploring data and polynomials.

Advanced Placement (AP) Calculus

Grade: 11-12 **CHS Graduation requirement:** Math
Prerequisites: Completion of Pre-Calculus with a "C" or better and teacher recommendation.
Meets: UC/CSU A-G "C" Mathematics

In keeping with developments in the education, mathematics, and college-board communities, this class will concentrate on the students' ability to blend the four approaches to mathematics: graphical, numerical, analytical, and verbal. By the end of the course, students will possess a solid understanding of differential calculus and the basics of integral calculus. Instruction will focus on the creation of conceptual understanding, rather than rote memorization of individual skills. At this level of mathematical maturity and interest, students tend to become more adept at utilizing that conceptual understanding to solve specific problems. There will be many practical examples and applications of the field as possible. In particular we will be considering the mathematical ideas behind limits, derivatives, anti-derivatives, and definite integrals.

As this is an AP course, in addition to an in depth look at the content, we will also look at the test used to assess the students' level of preparation for the rigors of a college level calculus sequence. By utilizing them throughout the course, emphasis will be put on the types of problems covered by the exam. Students will also look at the preferred form for responses on open-ended problems.

PHYSICAL EDUCATION

Co-ed Physical Education (Co-Ed PE)

Grade: 9-12, Priority is given to students missing PE credits.

CHS Graduation requirement: Physical Education

Prerequisites: None

Physical education is an integral part of the education program for all students. It teaches students how their bodies move and how to perform a variety of physical activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline also provides learning experiences that meet the developmental needs of students. With high-quality physical education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance". (Physical Education Model Content Standards for California Public Schools Kindergarten through Grade Twelve, 2005)

The physical education framework emphasizes developing a personalized fitness program for a healthy life-style, analyzing skills for effective movement, and selecting activities for the pursuit of individual excellence. Caruthers High School physical education students participate in team sports, individual sports, and fitness and rhythm activities. The vision is for all students to be physically educated and have fun while moving.

The physical education staff will teach and develop a well-rounded curriculum of activities including: aerobic exercise, archery, badminton, basketball, bowling, court hockey, flag football, golf, pickle ball, soccer, softball, team handball, tennis, volleyball, weight training, and various recreational games.

Caruthers High School students are required to pass physical education for two years (20 credits). Students participating in Marching Band will receive physical education credits through band semester 1 during marching season.

PE clothing is required.

Weight Training

Grade: 11-12 (9-10 Athletes)

CHS Graduation requirement: Elective

Prerequisites: None

Students will learn weight training concepts and techniques through workouts and endurance activities.

Students will be able to identify, explain, and demonstrate proper lifting technique, muscular structure, types of strength training, fitness and vocabulary. The course will enable students to improve muscular strength and endurance, flexibility, and posture. During this course students will use weighted bars, dumbbells or weight stacks.

SCIENCE

Biology

Grade: 9 **CHS Graduation requirement:** Life Science
Prerequisites: None
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Biology)
This introduction to biology is designed to give the student an awareness of living things, the processes that support life, and the relationships among organisms and their environment. Topics include ecosystem interactions, history of Earth's atmosphere, evidence of common ancestry, heredity, organism structure and growth, and climate change.

Chemistry

Grade: 10 **CHS Graduation requirement:** Physical Science
Prerequisites: None
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Chemistry)
This course explains how chemical processes help drive the Earth system. Instructional segments include combustion, energy conservation, thermodynamics, atoms, elements, molecules, chemical reactions, climate change, and ocean acidification.

Conceptual Physics

Grade: 11-12 **CHS Graduation requirement:** Physical Science
Prerequisites: Chemistry
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Physics)
This course is a fundamental study of physics concepts based on Next Generation Science Standards (NGSS). It is comprised of six modules including: motion and forces, forces at a distance, energy conservation, nuclear processes, waves and electromagnetic radiation, and stars and the origin of the universe. The course relates physics principles to common life activities and experiences, including investigations and modeling. Students will be using data capturing techniques, data interpretation and analysis, graphing, mathematical calculations, and lab reports, as tools in this discovery process.

Physics

Grade: 11-12 **CHS Graduation requirement:** Physical Science
Prerequisites: Chemistry
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Physics)
Physics is a laboratory-based course in which students learn the fundamental concepts and principles related to motion and forces, energy, momentum, heat, waves, electricity, magnetism, atomic and subatomic particles. Throughout the course students will participate in labs which will examine the following topics: velocity, acceleration, force, energy, momentum, and charge; which will, in turn, allow students to examine physics as it relates to natural sciences and how physical laws are able to describe other phenomena.

Anatomy and Physiology

Grade: 10-12 **CHS Graduation requirement:** Life Science
Prerequisites: Biology with "C" or better and/permission from the instructor
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Biology)
Anatomy & Physiology is a rigorous second year Biology course that introduces those interested in medicine and its related professions to the specialized terms, basic concepts, and principles important to the understanding of human anatomy and physiology. Students will participate in a variety of lab exercises that will help them better understand both the human body and the importance of correct laboratory procedures.

Advanced Placement (AP) Environmental Science

Grade: 11-12 **CHS Graduation requirement:** Life Science
Prerequisites: Biology, Chemistry and Integrated Math I with "C" or better
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Interdisciplinary Science)
This course provides an investigative approach to the interrelationships of the natural world through the study of the fundamental concepts, principles, and methodologies of environmental science. Topics of study include Earth systems and resources, ecosystems and energy flow, population biology, land and water use, energy resources and consumption, pollution, and global change.

Advanced Placement (AP) Biology

Grade: 12 **CHS Graduation requirement:** Life Science
Prerequisites: Biology
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Biology)
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Advanced Placement (AP) Physics 1

Grade: 12 **CHS Graduation requirement:** Life Science
Prerequisites: Math 3
Meets: UC/CSU A-G "D" Laboratory Science (Discipline Physics)
AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

SOCIAL SCIENCE

Human Geography

Grade: 9 **CHS Graduation requirement: Elective**
Prerequisites: None (Semester course paired with Ethnic Studies)
Meets: UC/CSU "A"
Students will study the human geography of the world by examining people, places, and events in history. The course will begin with an overview of the key vocabulary and concepts behind geography. Students examine these concepts by looking closely at the continents in our world through the five themes of Geography (Location, Place, Movement, Human Impact, and Region). Students will hone critical thinking skills to analyze cities, rural landscapes, population patterns, maps, natural resources, technology, cultures, and economies in different countries and regions. Students will develop the abilities to think critically, read, write, and analyze the interactions between people and their environment around the world.

Ethnic Studies

Grade: 9 **CHS Graduation requirement: Elective**
Prerequisites: None (Semester course paired with Human Geography)
Meets: UC/CSU "A"
Ethnic Studies is an interdisciplinary social science course that seeks to, in the words of the California History-Social Science Framework, "address content considered missing from traditional curriculum and to encourage critical engagement" through the analysis and critique of history as it relates to historically disenfranchised groups. This course is designed for students to be politically, socially, and economically conscious about their personal connections to local and global histories. Ethnic Studies encourages students to explore the historic struggles, current experiences, and perspectives of people of color, including where the axes of racial and ethnic identity intersect with gender, class, sexuality, and other components of what may define an individual or community. Fundamentally, this course helps students build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation through the lens of local issues.

Modern World History (World History)

Grade: 10 **CHS Graduation requirement:** World History
Prerequisites: None
Meets: UC/CSU A-G "A" History/ Social Science
This course examines major turning points in the political, cultural, and intellectual history of the modern era beginning with the late eighteenth century and continuing through the present. A special emphasis is placed upon the following themes: origins of Western political thought, The Enlightenment, Age of Revolutions, Industrial Revolution, Imperialism, the causes and course of World War I, the Rise of Fascism and Communism, the causes and course of World War II and the Cold War.

Advanced Placement (AP) World History

Grade: 10 **CHS Graduation requirement:** World History
Prerequisites: None (Required course for Doctor's Academy students)
Meets: UC/CSU A-G "A" History/ Social Science
AP World History offers motivated students the opportunity to complete studies equivalent to an introductory college course in world history. AP World History offers an approach that allows students to "do history" by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide. The course is meant to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. AP World History highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. Students will be required to take the AP World History Exam in May. College credits may be earned.

United States History (U.S History)

Grade: 11 **CHS Graduation requirement:** United States History
Prerequisites: None
Meets: UC/CSU A-G "A" History/ Social Science
This course examines the political, institutional, social, economic, technological and cultural development of the United States with a primary emphasis on the 20th century. The following themes will be explored in some detail: the philosophical ideals behind The Constitution, causes and effects of The Civil War, Industrialization, Immigration, rise to world prominence, The Roaring Twenties, Great Depression, New Deal, participation in World War II, post-war prosperity, the political and social effects of the Cold War, Civil Rights and contemporary social and political issues.

American Government/Economics (Am Govt/ Econ)

Grade: 12 **CHS Graduation requirement:** Am Govt/Econ
Prerequisites: None
Meets: UC/CSU A-G "A" History/ Social Science
Offered as a one year combination of American Government and Economics, this course meets all Social Science standards established by the state of California for high school graduation. Students in American Government will examine the concept of American democracy as expressed in the United States Constitution and analyze the structure and function of our national, state and local governments. Students in Economics will learn common economic terms, concepts and reasoning. A common theme running through both subjects will be the connection between our American government and our global economy.

Advanced Placement (AP) United States History (U.S History)

Grade: 11 **CHS Graduation requirement:** United States History

Prerequisites: Prerequisite: Due to the demanding nature of this course, a prospective student must possess above-average skills in reading/comprehension and writing. In addition, a student must be willing to do extensive reading and analysis outside of the classroom. Therefore, prospective students must obtain written permission from both their history and English teachers.

Meets: UC/CSU A-G "A" History/ Social Science

This course examines the political, institutional, social, economic, technological and cultural development of the United States from the discovery and settlement period through the present day with the goal of having each student pass the AP Examination. In addition, this course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship (AP College Board). Students will be required to take the AP exam in May and may earn college credits for success on the test.

Advanced Placement (AP) American Government/Economics (AP Am Gov & Politics United States)

Grade: 12 **CHS Graduation requirement:** Am Govt/Econ

Prerequisites: Completion of US History, strong writing skills, recommendation of US History and Language Arts teachers, and permission of course instructor.

Meets: UC/CSU A-G "A" History/ Social Science

This college level course covers the nuts and bolts of the American political system including its structure, operations, and the behavior of the electorate and politicians. Students will gain an analytical perspective, enabling them to critically evaluate political information, hypotheses, concepts, opinions, and processes. This course receives an extra grade point for grading marks A, B, and C. Students will be required to take the AP exam in May and may earn college credits for success on the test.

VISUAL AND PERFORMING ARTS

Drama

Grade: 9-12 **CHS Graduation requirement:** Fine Arts/For Lang
Prerequisites: None
Meets: UC/CSU A-G "F" Visual & Performing Arts
This course is designed to introduce the art of the actor through performance. Through various processes, each student will discover what is encompassed in the history of drama and the dramatic profession. Through reading scripts, writing essays and scripts, design, acting, and lecture, students will have a beginning understanding of the history of drama and the dramatic profession. Each student will have many opportunities to perform for their peers in class through such activities as skits, monologues, dialogues, short plays and improvisation. Students may also be involved in the design and construction of the sets used on each play. **Students will have opportunity to audition and to be a part of productions each semester. After school practices and some Saturday practices will also be involved with participation in productions.**

Film Studies

Grade: 11-12 **CHS Graduation :** Fine Arts/Foreign Lang
Prerequisites: Students will be watching R-rated films, and will be required to obtain parental/guardian approval.
Meets: UC/CSU A-G "F" Visual & Performing Arts
Students in this course study film as both an art and a means of communication. They are taught to "read" a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors, and purpose. The emphasis is on the various techniques used by filmmakers to convey meaning. The course also introduces traditions of film making. Especially the narrative traditions shared with literature as well as the history of the cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. Along with film analysis and requiring short essays, the student will create short film-related projects. Students will view films from the following genres: war, comedy, drama and horror. In addition to class discussions, students will write essays after each film.

Drawing and Painting

Grade: 9-12 **CHS Graduation requirement:** Fine Arts/For Lang
Prerequisites: None
Meets: UC/CSU A-G "F" Visual & Performing Arts
This course is designed to introduce the beginning student to the fundamental techniques of drawing and painting and the utilization of different drawing and painting materials. Emphasis will be on developing skills in drawing and painting techniques, as well as other facets of artistic expression.

Advanced Art

Grade: 10-12 **CHS Graduation requirement:** Fine Arts/For Lang
Prerequisites: Drawing and Painting
Meets: UC/CSU A-G "F" Visual & Performing Arts
An advanced course designed for the student who wishes to further develop skills and techniques that were introduced in previous drawing and painting courses. Students will be encouraged to explore their creative ideas as well as their technical potential. The course will approach drawing and painting utilizing various techniques and materials (pencil, charcoal, oil pastel, ink, watercolor, acrylic, spray paint, linocut, etc.).

Art 3

Grade: 11-12 **CHS Graduation requirement:** Fine Arts/For Lang
Prerequisites: Advanced Art
Meets: UC/CSU A-G "F" Visual & Performing Arts

This course is designed for advanced art students as a portfolio skill-building class. Students will further their course of study by participating and applying advanced concepts that build on what was learned in Art I -Drawing and Painting and Art 2-Advanced Art. They will design individual artworks based on responses to historical, philosophical and cultural prompts as well as elements and principles of design. This course will allow students to gain a greater understanding of their strengths and weaknesses, while mastering major media and styles. Learning and improving on new art techniques will be a focus of this course, including further experimentation with graphite, charcoal, oil and chalk pastels, combination of ink and watercolor, color pencils, acrylic and oil paint.

Beginning Band

Grade: 9-12 **CHS Graduation requirement:** Fine Arts/For Lang
Prerequisites: None
Meets: UC/CSU A-G "F" Visual & Performing Arts
This is an elective course offering beginning instruction for the wind instruments and percussion with the goal of preparing students for Marching and Concert Band. You will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles. The course also includes music fundamentals, theory, songs, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation, and tablature. Instruments available are Flute, Clarinet, Saxophone, Trumpet, Trombone, Baritone, Drums, Xylophone, Keyboard (Piano), and String Double Bass.

Marching and Concert Band

Grade: 9-12 **CHS Graduation requirement:** Fine Arts/For Lang
Prerequisites: 1 year of Beginning Band experience or an audition and permission from Marching Band instructor.
Meets: UC/CSU A-G "F" Visual & Performing Arts
Students will discover the world of music through hands on work with a concert band instrument. Musical terminology, rhythmic figures and basic reading skills will be learned to further enhance this experience. Marching and Concert Band is a performing group. **Students are expected to attend after school practices and are required to participate in all performances and festivals.** Instruments offered are flute, oboe, bassoon, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, string bass, mallet percussion and combined percussion. First semester is devoted to parades and football games and will require students to participate in physical activity (Marching). This will allow students to earn PE credit while participating. Second semester is devoted to concert music with special attention to definite improvement with each instrument.

Jazz Band

Grade: 9-12 **CHS Graduation requirement:** Fine Arts/For Lang
Prerequisites: 1 year of Beginning Band experience or 1 year of Marching and Concert Band. An audition is required for all students and permission from instructor.
Meets: UC/CSU A-G "F" Visual & Performing Arts
Jazz Band is an instrumental performance-oriented course designed to develop the techniques and skills required to study, research and perform all jazz styles within a traditional big band format. Students will gain an understanding and appreciation of historical periods and various genres within jazz and "pop" music. Students will also be exposed to and gain knowledge of famous jazz artists and significant jazz recordings.

PUBLIC SERVICE AND EDUCATION

ROP Criminal Justice

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: Age 16+
Meets: N/A
This course is designed to develop an awareness of the various law enforcement occupations. The emphasis is placed on the development of attitudes, skills and competencies related to the criminal system in the U.S. This course introduces the student to the study of crime and the administration of justice in the United States. The focus throughout the course will be on the realities of enforcement and apprehension at the federal, state, and local level, prosecution, courts, and finally the disposition of people charged with the commission of crimes. Throughout this course, writing skills and student's ability to deal with people will be stressed.

ROP Criminal Investigation

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: ROP Criminal Justice, Age 16+
Meets: N/A
This course is designed to develop an awareness of the various components of criminal investigations. The emphasis is placed on the development of attitudes, skills and competencies related to criminal investigation. The course introduces the student to the study of criminal investigative techniques and analysis. The focus throughout the course will be collection, protection, and preservation of evidence as it relates to the investigative process. Throughout this course, writing and computer skills will be emphasized.

Student Leadership/Government (Leadership)

Grade: 9-12 **CHS Graduation requirement:** Elective
Prerequisites: 2.5 Cumulative GPA or higher
A leader is a visionary who sees a need that serves the common good. A leader respects the rights and values of others, inspires people to serve willingly, and empowers them to achieve the goal of the group. This course examines how students can become better people in society. This class will help the students build leadership skills necessary to succeed in the current society. Students will learn about improving their communication, organizational, business, personal & social responsibility, group process and problem-solving skills. **Students will also be active participants in the planning and implementation of campus activities during lunch and after school.**
**** Application required. Please see your counselor for more information and to pick up an application.**

Student Leadership 2

Grade: 10-12 **CHS Graduation requirement:** Elective
Prerequisites: 2.5 Cumulative GPA or higher
Leadership 2 is a project-based course that builds upon the knowledge and skills gained in Leadership 1, focusing on building student leadership capacity. In this college prep course, students will plan, organize, and execute numerous activities that will include formal and informal dances, Homecoming, Spirit Week, community awareness projects, and cultural events. Students will read extensively about the nature of leadership and its different styles, and write and speak critically, reflectively, and persuasively about real world issues. Students will develop and utilize leadership skills to initiate positive changes and create a sense of school community for the school's student body. .**Students will also be active participants in the planning and implementation of campus activities during lunch and after school.**

ROP Careers in Education

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: None **Meets**: UC/CSU A-G "G"

This course is an introduction to careers in education for grades K-12. In addition to the fundamental curriculum components, all students are required to observe and participate in a variety of settings and classrooms at the primary/elementary, middle/junior high, and secondary levels. Students are required to take the Paraeducator Exam through FCSS. This course meets California Language Arts Content Standards. Observations: Observations will be structured and based on specific objectives. Students will observe and participate in classrooms throughout the year based on the content of the curriculum. Students will have the opportunity to explore careers in education through job shadowing, mentoring, and observation. A minimum of 45 hours observation along with community classroom hours will be completed by each student and verified by a log.

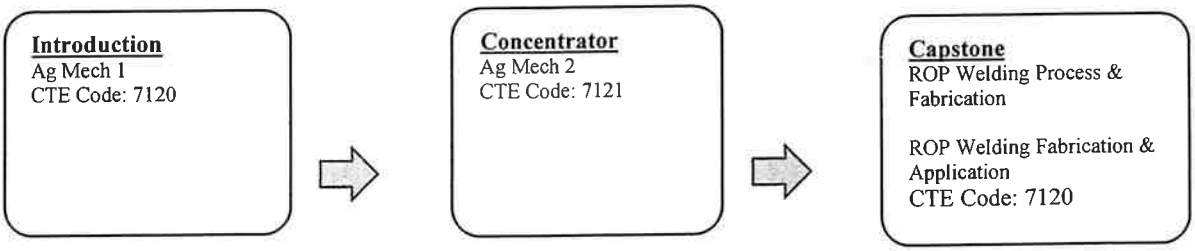
ROP Careers in Education 2

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: Education 1 and Age 16+

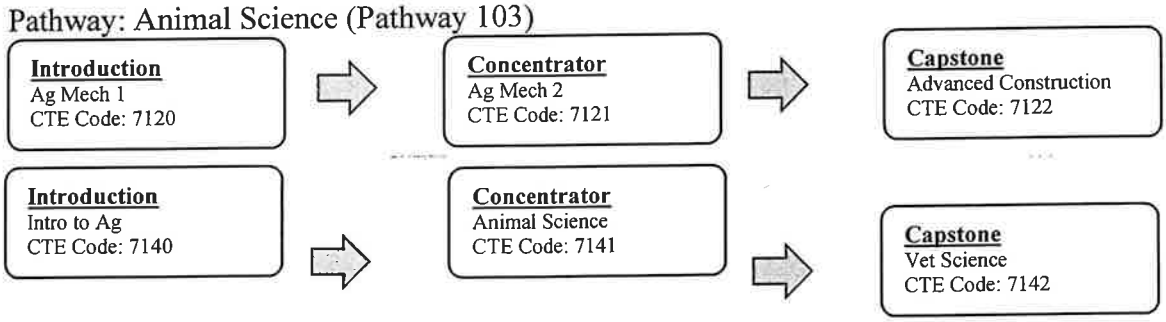
This course is an advanced level of a comprehensive study of the developmental stages of children from birth through adulthood, including major theories of development and their application through internship experiences. This program is designed to provide students with both classroom and work-based training through hands-on activities as well as assisting teachers in preschool, elementary school, and special education programs. Student instruction includes identifying educational values by promoting cognitive, emotional, psychological, social, and physical development as well as creativity, problem-solving, critical thinking, child guidance, health and nutrition, and college/career training in early childhood education. **This course is a Dual Enrollment Course with West Hills College Lemoore. Students will earn High School and college credit upon successful completion of this course. Students will receive WHCL college credit for Intro to Education (EDUC-001) and earn 3 College Credits. Students will also be required to complete Community Classroom hours at a K-12 setting.**

2026-2027 Career Technical Education Course descriptions

SECTOR: Agriculture and Natural Resources Sector (ARG)
Pathway: Agricultural Mechanics (Pathway 101)



Pathway: Animal Science (Pathway 103)



Pathway: Floral Design (Pathway 105A)

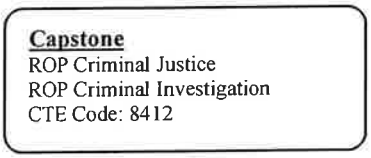


SECTOR: Education, Child Development, & Family Services (EDU)
Pathway: Education (132)

Community Classroom



SECTOR: Public Service Sector (PUB)
Pathway: Public Safety (232)



NON-DEPARTMENTAL

Psychology

Grade: 11-12 **CHS Graduation requirement:** Elective
Prerequisites: None
Meets: UC/CSU A-G "G" Elective
The purpose of this course is to introduce students to the systematic and scientific study of the behavior and mental processes of humans. Major topics in the course include the following: Methodology, Human Development, The Brain, Learning, Memory, Intelligence, Sensation-Perception, Personality, Psychological Disorders, and Social Psychology.

High School Teacher's Aide

Grade: 12 **CHS Graduation requirement:** Elective
Prerequisites: Cumulative GPA of a 3.0 or better.
Students must submit a Request for student Aide for school principal approval. Students must sign a Confidentiality Agreement.
The student must have passed the course for which he or she will be an aide, but the teacher may waive this prerequisite. This course for credit is available to students upon recommendation by the teacher and approved by the principal. Exceptions are by principal's permission only. Specific student duties will include the following: clerical work (typing, filing), operation of classroom machines, and preparation of materials and demonstration of subject matter during teacher instruction. Teachers are only allowed one aide for the school year.

High School Office Aide

Grade: 12 **CHS Graduation requirement:** Elective
Prerequisites: Cumulative GPA of a 3.0 or better.
Students must submit a Request for student Aide for school principal approval. Students must sign a Confidentiality Agreement.
Students are instructed on office duties. Students will need to demonstrate good communication skills and responsibility. Students will assist office and counseling staff with filing, making deliveries to classes, making copies, sorting mail, and other clerical duties as assigned. Students are expected to follow dress code and behavioral rules strictly while being an aide.

High School Attendance Aide

Grade: 12 **CHS Graduation requirement:** Elective
Prerequisites: Cumulative GPA of a 3.0 or better.
Students must submit a Request for Student Aide for school principal approval. Students must sign a Confidentiality Agreement.
Some of the duties of an attendance aide include assisting the attendance and counseling office staff by delivering important documents to students and teachers, alphabetizing, and filing. Students must be able to follow directions in a timely manner, demonstrate good communication skills, multi-task, and be responsible. Students are expected to follow dress code and behavioral rules strictly while being an aide.

Off Campus

Grade: 12 **CHS Graduation requirement:** Elective

Prerequisites: Seniors who have completed at least 240 credits and are in good standing for graduation.

- Seniors, regardless of age, must submit an Off Campus Request Form when requesting an off-campus period. No more than two off campus periods may be requested.
- Off campus periods are not guaranteed. Courses required for graduation (e.g. CSU ERWC, American Government, etc.) are given priority over an off campus period (to be determined by a counselor).
- Seniors with an off-campus period must leave campus once their final class is completed and are not allowed on campus before their first class begins.
- Off campus periods may only be requested at the beginning of a new school year and (if necessary) after the end of each grading period.
- **Students will lose Off Campus privileges if they have excessive tardies, absences, or behavior issues.**

DUAL ENROLLMENT COURSES- OUTSIDE OF PATHWAY

SPAN 1 (Beginning Spanish)

Description: This introductory course teaches beginning language acquisition in a cultural context through listening, speaking, reading and writing. The students will interact with authentic language in a cultural context. This course is not recommended for students who understand and/or speak Spanish at home. This course is not open to students qualified for or with credit in Spanish 2NS, 3NS, or 4NS. (A, CSU-GE, UC, I)
Transferability: A - Transferable to both UC and CSU. C-ID: SPAN 100

Transferability: A - Transferable to both UC and CSU.
Term: 2023 Fall Semester

SPAN 2 (High Beginning Spanish)

Units: 5.00. Weekly Lecture Hours: 5.00. Formerly: Spanish 1B.
Prerequisite: SPAN 1 or two years of high school Spanish or equivalent. Advisory: ENGL 1A.
Description: This course continues to teach language acquisition in a cultural context through listening, speaking, reading and writing at the second semester level. The students will continue to interact with authentic language in a cultural context. This course is not recommended for students who understand and/or speak Spanish at home. This course is not open to students qualified for or with credit in Spanish 3NS or 4NS. (A, CSU-GE, UC, I)
Transferability: A - Transferable to both UC and CSU. C-ID: SPAN 110

Statistics/StatC1000 S2 DE

Grade: 11-12 **CHS Graduation requirement:** Math

Prerequisites: Completion of Integrated Math III (preferably Pre-Calculus with a "B" or better and teacher recommendation).
Meets: UC/CSU A-G "C" Mathematics
This course provides students with an introduction to Statistics and is designed to provide another math option for all students that will also prepare them for future college courses and lay a good foundation for students to be educated citizens in a data driven world. In this course, students will graph data in several formats and interpret these graphs. Students will learn how to collect data and draw conclusions from data. Students will learn probability rules and determine how likely an event is to occur. Students will be exposed to methods used to estimate population parameters from samples.

Caruthers/Laton – Liberal Arts: Social Sciences Pathway

Course	Units	CalGETC	MAJOR	ELECTIVE
AOJ001 - Introduction to Criminal Justice	3	X	X	
BIO 010 – Fundamentals of Biology	3	X		
CDEV C1000 - Child Growth and Development	3	X	X	
COMMC1000 – Intro to Public Speaking	3	X		
ENGL C1000 - Academic Reading and Writing	4	X		
ENGL C1001-Critical Thinking and Writing	3	X		
ES 001- Introduction to Ethnic Studies	3	X	X	
GEOG 001 - Physical Geography	4	X	X	
HIST 004A – Western Civilization to 1700	3	X	X	
HIST C1002 – United States History since 1865	3		X	
MUS 042 – Music Appreciation	3	X		
POLS C1000- American Government and Politics	3		X	
STATC1000-Introduction to Statistics	4	X		
STUDEV001 - College Success	3			X
CalGETC and MAJOR UNITS	**45**			
RECOMMENDED ELECTIVES (15 units)				
BUS 020 – Intro to Business	3			X
CIS 007 - Computer Concepts	3			X
ECON 001A Macroeconomics	3			X
HE 035 - Personal Health and Hygiene	3			X
PSYC C1000 - Introduction to Psychology	3			X
TOTAL UNITS FOR DEGREE	**60**			

Caruthers/Laton – Liberal Arts: Social Sciences Pathway (Sequence of Courses)

Fall 2026	**Fall 2028**
STUDEV 001	HIST C1002
HE 035	CDEV C1000
Spring 2027	**Spring 29**
GEOG 001	ES 001
MUS 042	CIS 007
Summer 27	**Summer 29**
BIO C1000	STAT C100
Fall 27	**Fall 29**
HIST 004A	POLSCI C1000
AOJ	PSYC C1000
Spring 28	**Spring 30**
ENG C1000	ECON 001A
ENG C1001	BUS 020
Summer 28	
COMM C1000 – Face to Face	

This sequence will award students with a Liberal Arts: Social Sciences AA Degree as well as with transfer studies certificate of achievement.

**Any student may take individual dual enrollment courses without completing the pathway.

DUAL ENROLLMENT AA PATHWAY
COURSE DESCRIPTIONS

STUDEV 001 – COLLEGE SUCCESS (FALL 2026)
STUDEV 001 is designed to assist students in obtaining skills and knowledge necessary to reach their education objectives. Topics to be covered include: orientation to college, time management, study skills and techniques, financial literacy, career exploration, and information competency and technology.

HE 035 – PERSONAL HEALTH AND HYGIENE (FALL 2026)
HE 035 focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety.

GEOG 001 – PHYSICAL GEOGRAPHY (SPRING 2027)
GEOG 001 is a spatial study of the Earth and its dynamic physical systems and processes. Topics include: Earth-sun geometry, weather, climate, water, landforms, soil, and the biosphere. Emphasis on the interrelationships among environmental and human systems and processes and their resulting patterns and distributions. Tools of geographic inquiry are also briefly covered; they will include remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS). The laboratory portion of this course is designed to provide supplemental exercises in topics covered in Physical Geography lecture. Lab exercises will include map analysis and interpretation, weather prognostication, landform processes and evolution, tectonics, biogeography, and habitat analysis.

MUS 042 (SPRING 2027)
MUS 042 is designed to develop a student's aesthetic sensitivity for music of various cultures. It will cover western and non-western music history from major periods. Topics studied include but are not limited to elements of music, basic musical forms, music periods, styles, and the role of music and musicians in the western world. (C-ID MUS 100). (AA/AS, CSU, UC). Advisory(s): ENG 051A or equivalent.

BIOL C1000 – FUNDAMENTALS OF BIOLOGY (SUMMER 2027)
BIO 010 is recommended for non-science major students. The primary objective of this course is to teach basic biological concepts as they relate to the cell and the organism as a whole. Consideration will be given to the cellular and chemical basis of life, genetics, evolution and ecology.

HIST 004A – WESTERN CIVILIZATION TO 1700 (FALL 2027)
HIST 004A is a survey of the development of western culture and civilization to the Reformation.

AOJ 001 – INTRODUCTION TO CRIMINAL JUSTICE (FALL 2027)
AOJ 001 introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principals and approaches. Although justice structure and process is examined in a cross cultural context, emphasis is placed on the US justice system, particularly the structure and function of US police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, and sentencing and incarceration policies.

ENGL C1000 – ACADEMIC READING AND WRITING (SPRING 2028)
In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Formerly ENG-001

ENGL C1001 – CRITICAL THINKING AND WRITING (SPRING 2028)
In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 Academic Reading and Writing (or C-ID ENGL 100) or similar first-year college writing course. Formerly ENG-003

COMM C1000 – INTRODUCTION TO PUBLIC SPEAKING (SUMMER 2028)
In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches. Formerly COM 001 Elements of Speech

HIST C1002 – WESTERN CIVILIZATION FROM 1700 (FALL 2028)
HIST C1002 is a survey of the development of western culture and civilization from absolutism to the present.

CDEV C1000 – CHILD DEVELOPMENT (FALL 2028)
CDEV C1000 is the study of the typical growth and development of the child from conception life through adolescence, with a concentration on the first six years of life. Issues concerning the physical, cognitive, emotional, and social development of the child will be studied from relevant theoretical positions and investigative research methodologies. There will be an emphasis on interactions between maturational processes and environmental factors. Students will be involved in observing, interviewing, and applying relevant development evaluations.

ES 001 – INTRODUCTION TO ETHNIC STUDIES (SPRING 2029)

ES 001 is the interdisciplinary study of race and ethnicity, as understood through the perspectives of major underrepresented racial groups including Native Americans, African Americans, Asian Americans, and Latina/o/x Americans in the United States. The course examines a broad range of sociocultural, intellectual, and historical experiences that inform the construction and intersectionality of race and ethnicity. An analysis of cultural and political contexts serves to evaluate systems of power, privilege, and inequality. Emphasis is placed racial and social justice with methods for building a just and equitable society.

CIS 007 – COMPUTER CONCEPTS (SPRING 2029)

CIS 007 is an examination of information systems and their role in business. The course focuses on information systems, database management systems, networking, e-commerce, ethics and security, computer systems hardware and software components. The course includes application of these concepts and methods through hands-on projects developing computer-based solutions to business problems.

STAT C100 – INTRODUCTION TO STATISTICS (SUMMER 2029)

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. Formerly MATH 025

POLSCI C1000 – AMERICAN GOVERNMENT AND POLTICS (FALL 2029)

This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. Formerly POLSCI-001 - American Government

PSYCH C1000 – INTRODUCTION TO PSYCHOLOGY (FALL 2029)

This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations. Formerly PSYCH-001 Introductory Psychology

ECON C2002 – MICROECONOMICS (SPRING 2030)

ECON 001B is an introductory course focusing on choices of individual economic decision-makers. Topics include scarcity, specialization and trade, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure.

BUS 020 – INTRODUCTION TO BUSINESS (SPRING 2030)
BUS 020 provides an introduction to basic business principles and is a foundation for more specialized study of business education. Topics such as organization, management and leadership, ownership, marketing, operations, human resources, the economic environment, and globalization are studied. Students who have a general education interest are welcome to enroll.

Yearly Milestones

High School Freshmen:

- Take Dual Enrollment (ask your counselor about path to college units)!
- Create or re-enter California Colleges (CCGI) account
- Complete Career Interest Profile/Personality assessment and explore careers
- Review transcripts (semester 2) know graduation requirements and A-G requirements
- Maintain grades C or better
- Get involved in clubs, activities, sports
- Get to know your counselor

High School Sophomores:

- Review transcripts/Freshmen grades and whether you are A-G or need summer school
- Take Advanced Placement and/or Dual Enrollment for a challenge
- Review California Colleges account/ complete Learning, Productivity and Intelligence assessments
- Start resume with school activities, clubs, sports and extra activities you have done

High School Juniors:

- Take Dual Enrollment and/or AP courses for a challenge
- California Colleges account: complete Work Values and Skills assessments (lessons)
- Review Sophomore grades and whether you are A-G or need summer school
- Review transcript: Legal name and mailing address (have fixed in registrar's office)
- Create an email to use for college applications, financial aid, etc.
- Join College Bound to explore colleges
- Register for SAT (Not required for UC or CSU admissions but some private, programs or scholarships may still want those scores.
- **May** AP Exams
- **May-August** Check out colleges by visiting your high school counselor's office, visiting college Web sites and taking virtual tours, meeting with college representatives, and writing to colleges.

High School Seniors

- Sign up for SAT if colleges applying to require the test
- Take Dual Enrollment and/or AP courses for a challenge
- Review California Colleges account (Will be used to apply to colleges and financial aid)
- **September:** Senior presentation and packets go out. Complete an FSA ID account for you and your parent. That way, filing the FAFSA or Dream Act online in October will be much quicker. FAFSA and Dream Act opens October 1ST. Do application early!
- See your counselor for application information for the University of California and the California State University. Request admissions information from independent colleges, occupational and career colleges, and out-of-state colleges.
- **October-November** Submit your application for fall admission to California State University campuses and University of California campuses.
- **October-December** All Seniors will complete an SCCCD Application
- **March 2** Cal Grant A, B, and C application deadline.

ADMISSION DEADLINES

University of California (9 Campuses for undergraduates)
Applications may be submitted between November 1 and November 30. Because applications are lengthy and require a personal statement, students are encouraged to begin working on their applications no later than September of their 12th grade year. Review admission requirements and review application with counselor BEFORE submitting.

California State University (23 Campuses)
Most CSU campuses will accept applications between October 1 and November 30. Review your application with your counselor BEFORE submitting.

Independent (Private) Colleges/Universities
Independent colleges have varying admission deadlines. Always check with the individual campus for all deadlines.

Community Colleges (116 in California) Locally: State Center Community College District (Fresno City, Reedley, Clovis, Madera and Oakhurst) and Lemoore Community College. Community Colleges have rolling registration deadlines. However, since course registration is fiercely competitive, students are encouraged to apply as soon as possible and to be mindful of placement test and registration deadlines, which usually take place in the spring. You must be a high school graduate, or 18 years of age with a desire to benefit from what the college is offering. A student may select one of the following curriculums:

1. Transfer Program: You may complete the first two years of a college program, then transfer to a 4-year college. (Community colleges work closely with State and University College Systems through the transfer program).
2. Associate of Arts/Science Degree Program: 2-year program. General education requirements in addition to the specified unit requirements of a major.
3. Certificate Programs: Vocational courses, such as auto mechanics, bookkeeping, electronics, secretarial, drafting, agriculture, building trades, forestry technician, LVN (nursing), etc. These programs vary from one semester to four semesters. They are designed to give the student a concentration of skill courses adequate to provide immediate employment capability in a specialized field.

PLEASE NOTE:

1. Private colleges/universities and academies have their own set of requirements. Most private colleges generally adhere to the a-g requirements for the UC/CSU system.
2. Private vocational schools also have specific requirements. See your counselor for details.

APPENDICES

GRADE 10 PLAN

- If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE 11 STUDY

- Ensure your **sports participation** information is correct in your Eligibility Center account.
- Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE 12 GRADUATE

- **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at **eligibilitycenter.org**.
- Apply and be accepted to the NCAA school you plan to attend.
- Complete your final NCAA-approved **core courses** as you prepare for graduation.
- After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.



How to plan your high school courses to meet the 16 core-course requirement:

4 x 4 = 16

9th GRADE	10th GRADE	11th GRADE	12th GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other	(1) Social Science and/or other
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time
International (including Quebec):
on.ncaa.com/IntlContact

@ncaaec @ncaaec @ncaaec @playcollegesports

NCAA ELIGIBILITY CENTER

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High School Timeline

- » If you haven't yet, register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility standards.
- » Meet with your high school counselor to ensure they are aware of your plans to compete in NCAA sports.
- » Find your high school's list of NCAA-approved core courses to ensure you're taking the right courses, and earn the best grades possible!
- » Use NCAA Research's interactive map to locate NCAA schools you're interested in attending.

10th GRADE PLAN



- » If you're being recruited by an NCAA Division I or II school, transition your Profile Page account to an Academic and Athletics Certification account.
- » Monitor the task list and sign up for text alerts in your Eligibility Center account for next steps.
- » Research admissions requirements for NCAA schools you're interested in attending.
- » Ask your high school counselor from each school you attended to upload your official high school transcript at the end of the school year.
- » If you fall behind academically, ask your high school counselor for help finding NCAA-approved core courses.

11th GRADE STUDY



- » Ensure your sports participation information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved core courses and graduate on time.
- » Share your NCAA ID with NCAA schools recruiting you so each school can place you on its institutional request list.
- » Take unofficial and official visits to NCAA schools you're interested in attending and start applying early.
- » Ask your high school counselor from each school you attended to upload your official high school transcript at the end of the school year.

12th GRADE GRADUATE



- » Apply to and be accepted by your chosen NCAA school.
- » Ensure your sports participation information is correct and request your final athletics certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account.
- » Complete your final NCAA-approved core courses as you prepare for graduation.
- » Ask your high school counselor to upload your final official high school transcript with proof of graduation after you graduate.

DIVISION I WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (4 YEARS REQUIRED)

10/7	NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: English 9	.50		4		(.5 x 4) = 2
						0.000
						0.000
						0.000
						0.000
						0.000
	TOTAL ENGLISH UNITS	**0.00**				**TOTAL QUALITY POINTS** 0.000

MATH (3 YEARS REQUIRED)

10/7	NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
✓	Example: Algebra I	1.0		3		(1.0 x 3) = 3
						0.000
						0.000
						0.000
						0.000
	TOTAL MATH UNITS	**0.00**				**TOTAL QUALITY POINTS** 0.000

SCIENCE (2 YEARS REQUIRED)

10/7	NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.000
						0.000
						0.000
	TOTAL SCIENCE UNITS	**0.00**				**TOTAL QUALITY POINTS** 0.000

EXTRA YEAR IN ENGLISH, MATH OR SCIENCE (1 YEAR REQUIRED)

10/7	NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.000
						0.000
	TOTAL ADDITIONAL UNITS	**0.00**				**TOTAL QUALITY POINTS** 0.000

SOCIAL SCIENCE (2 YEARS REQUIRED)

10/7	NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.000
						0.000
						0.000
	TOTAL SOCIAL SCIENCE UNITS	0.00				**TOTAL QUALITY POINTS** 0.000

OTHER ACADEMIC COURSES (4 YEARS REQUIRED)

10/7	NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)
						0.000
						0.000
						0.000
						0.000
						0.000
	TOTAL ADDITIONAL ACADEMIC UNITS	0.00				**TOTAL QUALITY POINTS** 0.000

QUALITY POINTS	/	CREDITS	=	CORE-COURSE GPA
TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA	0.00	/	0.00	=

Sixteen core courses are required for your core-course GPA. Ten of your 16 NCAA-approved core-course credits must be completed before the start of your seventh semester, including seven in English, math or science. The information presented on or through this worksheet is made available solely for general information purposes. Given the manual data entry required, the NCAA does not warrant the accuracy or completeness of this information. Any reliance placed on this information is strictly at your own risk. We disclaim all liability and responsibility arising from any reliance placed on this worksheet, and any information included therein, by you or any other individual or entity who may be informed of its contents.

DIVISION II WORKSHEET

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's list of NCAA-approved core courses for the classes you have taken or plan to take.

Use the following scale: A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

ENGLISH (3 YEARS REQUIRED)

NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)	
Example: English 9	.50		4		(.5 x 4) = 2	
					0.000	
					0.000	
					0.000	
					0.000	
					0.000	
TOTAL ENGLISH UNITS	0.00				**TOTAL QUALITY POINTS**	0.00

MATH (2 YEARS REQUIRED)

NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)	
Example: Algebra I	1.0		3		(1.0 x 3) = 3	
					0.000	
					0.000	
					0.000	
					0.000	
TOTAL MATH UNITS	0.00				**TOTAL QUALITY POINTS**	0.00

SCIENCE (2 YEARS REQUIRED)

NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)	
					0.000	
					0.000	
					0.000	
TOTAL SCIENCE UNITS	0.00				**TOTAL QUALITY POINTS**	0.00

EXTRA YEARS IN ENGLISH, MATH OR SCIENCE (3 YEARS REQUIRED)

NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)	
					0.000	
					0.000	
					0.000	
TOTAL ADDITIONAL UNITS	0.00				**TOTAL QUALITY POINTS**	0.00

SOCIAL SCIENCE (2 YEARS REQUIRED)

NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)	
					0.000	
					0.000	
					0.000	
TOTAL SOCIAL SCIENCE UNITS	0.00				**TOTAL QUALITY POINTS**	0.00

OTHER ACADEMIC COURSES (4 YEARS REQUIRED)

NCAA-APPROVED COURSE TITLE	CREDIT	X	GRADE	=	QUALITY POINTS (MULTIPLY CREDIT BY GRADE)	
					0.000	
					0.000	
					0.000	
					0.000	
					0.000	
TOTAL ADDITIONAL ACADEMIC UNITS	0.00				**TOTAL QUALITY POINTS**	0.00

QUALITY POINTS	/	CREDITS	=	CORE-COURSE GPA
TOTAL QUALITY POINTS FROM EACH SUBJECT AREA / TOTAL CREDITS = CORE-COURSE GPA	0.00	/	0.00	=

The information presented on or through this worksheet is made available solely for general information purposes. Given the manual data entry required, the NCAA does not warrant the accuracy or completeness of this information. Any reliance placed on this information is strictly at your own risk. We disclaim all liability and responsibility arising from any reliance placed on this worksheet, and any information included therein, by you or any other individual or entity who may be informed of its contents.

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California Scholarship Federation (CSF) membership

Earned semesterly by high school students (grades 10-12) based on previous semester grades. Key requirements include earning a minimum of 10 points from authorized courses (A=3, B=1, +1 for AP/IB/Honors), with 4+ points from List I, and no grades below C. Applications must be submitted each semester.

Key Membership Guidelines:

- **Points Calculation:** A minimum of 10 points is required from a maximum of 5 courses.
- **Grade Breakdown:**
  - **A:** 3 points
  - **B:** 1 point
  - **AP/IB/Honors:** +1 point (max 2 per semester)
  - **C:** 0 points
  - **D or F:** Disqualifies the student for that semester
- **Course Lists:**
  - **List I:** Core curriculum (minimum 4 points required)
  - **List II:** Academic electives (Lists I & II combined must total 7 points)
  - **List III:** Additional approved courses
- **Excluded Courses:** Physical Education (PE), courses taken in lieu of PE, and repeated courses do not count.
- **Membership Frequency:** Students must reapply each semester.
- **Lifemembership (Sealbearer):** Requires at least 4 semesters of membership, including one in the senior year (10th grade semester is not counted, but 9th grade might be depending on school policy).

FRESNO STATE >>> BULLDOG BOUND



Guaranteed Admissions Program

Fresno State is committed to ensuring clear and equitable pathways to higher education, along with preparing students in our region for success.

About the Program

Bulldog Bound is Fresno State's guaranteed admissions program. It means that high school students from partnering school districts who meet the minimum California State University requirements are guaranteed a spot at Fresno State after they graduate.

Fresno State Bulldog Bound ensures that qualified students have a clear, tangible path to a college degree. Fresno State will support students and their families with admission preparation as early as 9th grade.

Who Can Participate

Any student in grades 9 through 12 in Fresno State's partnering school districts can sign a guaranteed admission agreement with Fresno State, with the consent of their parent(s) or guardian(s).

Fresno State's partnering school districts are located in Fresno, Madera, Kings and Tulare counties.

Benefits of the Program

Students who participate in the Bulldog Bound program are guaranteed admission to Fresno State. Fresno State and partnering school districts will provide students and their families with the resources, services and tools needed to meet these requirements.

Admissions and recruitment staff work closely with students in preparation for their time at the university, and academic expectations are set from the beginning to inspire them to succeed.

By participating in Bulldog Bound, students receive:

- Guaranteed admissions as early as 9th grade
- Early admission for 11th graders
- On-the-spot admissions for 12th graders
- Fresno State ID card, email, and library access
- Help with career and academic major exploration
- Dual enrollment opportunities*
- Assistance with application to Fresno State
- Early financial aid estimates
- Scholarship opportunities
- Campus life experience
- Summer student experience opportunities
- Resources for parents/guardians

**Scheduled to start in 2024-25 using the Uni-track and/or other models offered by Fresno State.*

Caruthers High School
ADVANCED PLACEMENT REQUEST FORM
2026/2027 SCHOOL YEAR

Please return this form NO LATER THAN February 27, 2026

NAME: _____ **STUDENT ID#:** _____

26/27 GRADE LEVEL (CIRCLE ONE): 10 11 12 **COUNSELOR:** _____

STUDENT EMAIL: _____ **# OF A.P. COURSES:** _____

PARENT/GUARDIAN: _____ **PARENT EMAIL:** _____

Advanced Placement courses differ from College Preparatory courses in terms of the level of expectations placed on the students, the amount of independent work expected, the pace of coverage of content, the expected skill level and the breadth and depth of the content covered. Therefore, consider the balance of coursework demands, (for example, Honors vs. College Prep) in relation to interest, ability, and extracurricular activities. Serious thought should be given as to what a student can handle without creating undue stress. Therefore the Jackson School District strongly recommends that students take a maximum of 3 to 4 A.P. courses a year.

STUDENT COMMITMENT:
A.P. courses are appropriate for students who are self-motivated learners, and who have already developed conceptual, higher-order thinking (application, analysis, synthesis). A.P. courses expect more work than Honors courses and demand a stronger mastery of skills and more independent critical thinking. A.P. courses are tied to a standard curriculum designed by CollegeBoard to prepare students to take a comprehensive final exam. Assignments are often given on a longer-term basis, demanding an abundant amount of self-discipline from students who must pace themselves accordingly.

Students participating in the above A.P. courses are expected to make a commitment to complete each course, and take the CollegeBoard A.P. exam in May. Exam dates and times are set by CollegeBoard and can be found on collegeboard.org

THIS CONTRACT WILL BE APPLIED TO THE FOLLOWING COURSES:

AP COURSE NAME

EXAM FEES:

- Exam dates, times and fees are determined by CollegeBoard.
- The fee for each A.P. exam for this year is $98. District assisting with cost in 26-27.
- Students can NOT miss A.P. exams for controllable events such as sports, extracurricular activities, vacations, etc. There is a fee of $40 for students who miss a regular scheduled exam so a late testing exam can be arranged with CollegeBoard.
- A fee is not incurred for an emergency or circumstance beyond the control of the student and the school, or a conflict with other A.P. exams.

STUDENT INTEGRITY:
Individual student integrity is a standard of excellence for Advanced Placement students. All students are expected to do their own work. Each teacher will follow Caruthers School District policies and procedures in dealing with any breach of academic integrity.

BY SIGNING THIS CONTRACT, I UNDERSTAND THE FOLLOWING CONDITIONS AND REQUIREMENTS APPLY:

- I have met the prerequisites at time of scheduling and will maintain grades throughout the school year.
- I have read the syllabus and course description for each A.P. course I am planning to take.
- I understand the expectations of the A.P. college-level course and potential summer work.
- I agree to organize my time and efforts to successfully complete the A.P. course(s) and summer work I am enrolled in.
- I will take the A.P. exam(s) and pay the required fee(s) set by CollegeBoard. The exam fee is $98. Per exam. District assisting with cost 26-27.
- I understand that my daily attendance in the selected A.P. course is crucial to the success of this course work.
- If offered, I will make every effort to attend study sessions outside of the school day to prepare for the A.P. exam.

_____ _____

Student Signature Date

PARENT AGREEMENT:
I have read this contract and A.P. course description and syllabus for the A.P. course(s) my child is enrolled in. I agree to support and encourage my child in the endeavors of the course(s) and pay the testing fees. I will notify the teacher immediately of any concerns I have relating to the A.P. class or my student's progress.

_____ _____

Parent Signature Date

Counselor's approval_____

This form must be signed and returned to your guidance counselor by February 27, 2026

Name: _____

Leadership Student and Parent Contract

By initialing below, you are agreeing to the course policies and procedures outlined in the course description for Leadership and within the course syllabus. Your behavior and attitude at school, at home, online and in the community must reflect true leadership and character. You are a representative of Caruthers and our leadership program everywhere you go. Failure to do so may result in removal from the program.

Student Initial	Parent Initial	I understand that students must:
		Be a productive and involved member of the leadership team.
		Maintain a 2.5 GPA
		Behave in accordance to the Caruthers High Student Handbook at all times
		Support each other and the advisor in achieving the shared goal of fostering an inclusive and safe environment for all students
		Be willing to stay some days after school and on weekends to take help with school events
		Conduct themselves professionally and represent the school and community in a positive way
		Complete a minimum of 5 hours of pre-approved Community Service per semester.
		Participate in all leadership organized events and activities (spirit days, rallies, etc)

Application for Student Leadership at Caruthers High School

Student Name: _____ **ID #:** _____

Current Class Schedule: Attach a printed copy of your current class schedule.

Candidate Statement: On a separate piece of paper, explain why you want to participate in and what you would add to the CHS Leadership Program. Possible areas of focus: Explain why you would be an asset to the program. What are your goals for CHS for next year? Share some of your experiences that help make you an outstanding student leader. What do you expect to get out of being a part of the Leadership family? What do you value most?
****Please include your statement with this application and submit it to your counselor.
Referrals and Signatures:

Assistant Principal (citizenship and attendance)

_____
Print Name & Signature

Counselor (or M.S. Office Staff) (minimum of 2.5 GPA)

_____
Print Name & Signature

Teacher (character, reliability, work ethic)

1. _____
   Print Name & Signature
2. _____
   Print Name & Signature
3. _____
   Print Name Signature

Please sign below indicating you understand the requirements of the Leadership class at CHS.

_____ _____
Student Signature/Date Parent Signature/Date

Name: _____

Yearbook Student and Parent Contract

By initialing below, you are agreeing to the course policies and procedures outlined in the course description for Yearbook and within the course syllabus.

Student Initial	Parent Initial	I understand that students must:
		Be a productive member of a team
		Be an involved member of the class
		Behave in accordance to the Caruthers High Student Handbook at all times
		Sign a Contract (included below) in order to use digital equipment and that if students lose these items they will be charged a fine
		Be willing to stay some days after school and on weekend to take photos and school events
		Conduct themselves professionally and advocate for themselves
		Responsible for trading coverage assignments when/if they are unable to meet these obligations
		Complete assigned yearbook pages in a timely manner or face failing the course

Use of Digital Equipment

Parent/Guardian I give my student, _____, permission to check out digital equipment including cameras, chords, tripods and digital chips for the purpose of covering Caruthers High School events for inclusion in the yearbook. I understand that should my student lose or damage any of these items I am responsible for the price of replacing said equipment. I understand that my student will be expected to check equipment in and out from the editorial staff and/or Mrs. Scott and that my student will be responsible to do this with his/her signature.

Parent/Guardian Signature: _____

Student

I, _____, understand that I am responsible to check digital equipment in and out from the editorial staff with my signature and that I am responsible for taking care of this equipment while it is in my possession. I understand that should I damage or lose equipment I and my parent/guardian are responsible for the cost of replacing said equipment.

Student Signature: _____

CARUTHERS HIGH SCHOOL

NO RAIDERS DOWN

B E RESPECTFUL, RESPONSIBLE, & TRUSTWORTHY

L EAD WITH INTEGRITY

U NAFRAID TO BE UNIQUE

E MPOWER & ENCOURAGE OTHERS