

Corcoran High School Guidance Handbook



Corcoran High School
1100 Letts Ave
Corcoran, CA 93212
(559) 992-8884

Principal: Mr. Ed Larkin
Learning Director A-Ga: Mrs. Monica Bedoya
Learning Director Ge-Mz:
Learning Director N-Z: Mrs. Kasey Peevy

The Corcoran Unified School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Si desea que este manual sea traducido a otro idioma, por favor comuníquese con Corcoran High School (CHS) al (559) 992-8884 o visítenos en persona en 1100 Letts Avenue, Corcoran, CA 93212.

If you would like this handbook translated into another language, please contact Corcoran High School (CHS) at (559) 992-8884 or visit us in person at 1100 Letts Avenue, Corcoran, CA 93212

Guidance Personnel

Learning Director for Last Names A-Ga: Ms. Monica Bedoya
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Learning Director for Last Names Ge-M:
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Learning Director for Last Names N-Z: Mrs. Kasey Peevy
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EXT. 8010 <vanessamedina@corcoranunified.com>

Work Based Coordinator: Mrs. Amanda Dias
EXT. 6278 <amandadias@corcoranunified.com>

Registrar: Mrs. Esmeralda Barajas
EXT. 6210 <esmeraldabarajas@corcoranunified.com>

Introduction - The Corcoran High School (CHS) Guidance Handbook provides students and parents with a more thorough description of our instructional services. Please review the information contained within this handbook carefully. At CHS our intent is to partner with each family to create a meaningful schedule for all students for the upcoming school year. In selecting courses for the next school year, please take note of the description of each course to develop an understanding of the course contents and to ensure that an understanding of how the course affects A-G University and/or CHS Diploma Requirements.

At CHS students are provided an opportunity to select a Career Pathway. Career Pathways provide a predetermined selection of courses in a specific career field. This option helps students to plan their course scheduling.

After reviewing the variety of courses that are offered at CHS, please consult with your parent(s)/guardian(s) and Learning Director. At CHS our mission is to prepare all students for both college and career.

Disclaimer - All required courses are available to all students. However course availability may be temporarily restricted due to the need for prerequisites, an impacted number of course requests, student grade level, lack of interest, and/or other constraints. Please understand that at CHS we strive to provide access to all students within reason. Students that have less time to experience an elective course will be prioritized for access. If a student is unable to secure access to a desired course please contact the assigned Learning Director for assistance. Alternative arrangements may be available.

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Admissions Requirements (A-G) for the University of California (UC and California State University (CSU) Systems - The following table is required by the UC and CSU systems for high school students to be minimally eligible for admission.

HISTORY/SOCIAL SCIENCE "A"	MINIMUM OF 2 YEARS
Two years of history including one year of world history, cultures & historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of government or civics.	
ENGLISH "B"	MINIMUM OF 4 YEARS
Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.	
MATHEMATICS "C"	MINIMUM OF 3 YEARS
Three years of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.	
LABORATORY SCIENCE "D"	MINIMUM OF 2 YEARS
Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics	
LANGUAGE OTHER THAN ENGLISH "E"	MINIMUM OF 2 YEARS
Two years of the same language other than English or equivalent to the second level of high school instruction.	
VISUAL & PERFORMING ARTS "F"	MINIMUM OF 1 YEAR
One year chosen from dance, music, theater or the visual arts. This is also often referred to as visual and performing arts or fine arts.	
COLLEGE PREPARATORY ELECTIVE "G"	MINIMUM OF 1 YEAR
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.	

In order to qualify for direct entrance to a four-year college/university, students must meet eligibility requirements through one of two pathways: Eligibility in the Statewide Context (statewide eligibility) or Eligibility in the Local Context (ELC). Please note that the

level of performance needed to gain admission to particular campuses and programs varies from year to year depending on the size and academic qualifications of the applicant pool and the number of available spaces. Therefore, students intending to be admitted to a specific four-year college/university shall select a rigorous but manageable schedule to be prepared for a competitive selection process.

Eligibility in the Statewide Context is the pathway by which most students attain UC/CSU eligibility and is determined when a student applies to the four-year college/university. To be eligible in the statewide context, students must satisfy certain subject, scholarship and examination requirements. For example, to be statewide eligible, students must satisfactorily complete a specific pattern of 15 UC-approved courses by the end of the senior year, take the SAT I or ACT and the SAT II subject exams (writing, mathematics, and a third exam of the student's choice), have a minimum UC GPA (UC "p" approved courses only, taken in the student's 10th and 11th grade years) of 2.8, and meet the eligibility index.

Eligibility in the Local Context (ELC) is determined in the summer between the junior and senior years of high school. Students are notified of their eligibility in the fall semester of their senior year of high school before they apply to the University. To be eligible in the local context, a student must have his or her transcript submitted to UC with the high school's ELC submission packet, satisfactorily complete a specific pattern of 11 UC-approved courses by the end of the junior year, and be ranked in the top 4% of their high school class. Students who are eligible in the local context do not need to meet the eligibility index, but must take the SAT I or ACT and the SAT II subject exams and satisfactorily complete all 15 required courses by the end of their senior year

In California, the University of California (UC) and California State University (CSU) schools make every effort to provide a place on one of its campuses for California resident applicants who meet the minimum admission requirements and who file an application during the appropriate filing period. However, in recent years, the number of applicants for some campuses and some majors has far exceeded the number of spaces available. When a campus cannot admit all eligible applicants, it uses standards to select students that are more demanding than the minimum requirements. These standards, which the schools call selection criteria, identify those students who have demonstrated the capacity for high academic achievement and who have a variety of other qualities that can contribute to the strength and diversity of the campus community.

California Scholastic Federation (CSF) - Eligibility for membership requires that in the previous semester the student must:

- *Earn the first four (4) points from List I (unless you are a senior applying for membership in February or June). One has to be during Senior Year.

- *Earn at least seven (7) points from List I and II classes.

- *Use points from List III only after 7 total points have been accumulated from Lists I and II. The total to qualify is 10.

- *Earn at least an additional three (3) points in any other subject area except P.E., courses taken in lieu of P.E., repeated courses, or courses involving clerking-office, library, P.E. or teacher assistants.

- *Have no grades lower than C.

- *Apply for membership during the first four weeks of the semester and pay the recommended dues of \$5.

- *Be a worthy school and community citizen.

- *Earn a minimum of ten (10) CSF points in a maximum of five (5) classes,

- *Use point values of: A's = 3 points or Honors/AP = 4 points*

 - B's = 1 point or Honors/AP = 2 points*

 - C's = Zero points

 - D's-F's – Ineligible for that semester.

- *College Courses Point Values:

 - A's=6 points

 - B's=5 points

 - C's=0 points

- *No more than 2 extra points may be used.

- *PE and classes taken in lieu of PE, Credit Recovery, and Summer School do not count. You may not use more than 5 courses on the application.

- * No more than 2 extra points per semester may be used.

CSF Associate Members - Freshmen and fall semester sophomores are considered Associate Members. Associate Members have all the rights and privileges as members except Associate Membership cannot be used to qualify for Life Membership.

CSF Life Members/Seal Bearers - Members become Life Members/Seal Bearers by earning and maintaining membership for four or more semesters in the last two and one-half years of high school with at least one semester based on grades earned their senior year. Graduating CSF Seal Bearers can be identified at graduation by the gold stole worn over the gown.

CSF 100% Members - In addition to earning Life Membership/Seal Bearer Status, CSF Highest Honor member certificates are awarded to students who have held membership in the last six semesters of high school.

CSF Point System - Grade of A=3 CSF points, B=1 CSF points, C=0 CSF points, and a grade of D or F in any course, even in one you cannot use to qualify, disqualifies you from

membership at this time (One additional point shall be granted for a Grade of A or B in AP or Honors courses, with a maximum of two such points per semester) These courses must be grade-level appropriate (non-remedial) and must fulfill college preparatory requirements.

CSF Student Responsibility - CSF is an optional honorary privilege recognized by CHS. The primary responsibility for meeting this requirement rests with the student. Responsibilities include but are not limited to: uploading external transcripts data, meeting required deadlines, and awareness of specific requirements around grades and grade points.

CSF Course List System

List I	List II	List III
English 9-11 / (H)	Academic Decathlon	Ag Mechanics
ERWC	Composition Speech	ASB
COS English 1	Music Appreciation	ELD 9/10
Math 1, 2, 3	Geography	Band
Precalculus	Ethnic Studies	Welding Fabrication
Spanish 1, 2, 3		Art Metal
World History		Careers in Ed 1, 2
United States History		Medical Terminology
Government		Art 1, 2
Economics		Intro to Business
Biology		Life Skills
Chemistry		Theater 1, 2
Physics		Graphic Design
Anatomy Physiology		COS Counseling 100, 25
		Health Occupations
		*Other Possible College Courses

Credits and Grading - Each semester, students will earn high school credits for each class where they receive a passing mark. A passing mark refers to a grade of “D” or better. Please note that the California State University (CSU) and University of California (UC) systems require a “C” or better for college prep courses.

Credit Recovery - Students with credit deficiencies will be assigned credit recovery to recover required credits. Please contact your assigned Learning Director for more information.

Diploma Requirements - To earn a high school diploma at Corcoran High School, students must meet all of the requirements listed below.

Freshmen Core: One Year 10 credits

Geography (5 Credits)

Life Skills (5 Credits)

English: Four Years 40 credits

English 9/Honors 9 (10 credits)

English 10/AP Seminar(10 credits)

English 11/Honors (10 credits)

ERWC/COS English 1 (10 credits)

Social Science: Three Years 30 credits

World History (10 credits)

United States History (10 credits)

American Government (5 credits)

Economics (5 credits)

Science: Three Years 30 credits

Biology (10 credits)

Chemistry (10 Credits)

Physics (10 credits)

Mathematics: Three Years 30 credits

Math I (10 credits) *Required

Math II (10 credits)

Math III (10 credits)

CLMP (10 credits) *Optional

PreCalculus/PreCalculus Honors (10 credits) *Optional

Advanced Placement Calculus AB (10 Credits) *Optional

Physical Education (PE): Two Years 20 credits

Coed PE/Strength & Conditioning/Advanced Athletic PE (20 credits)

Band/Colorguard (requires 40 credits to fulfill PE requirement)

Fine Arts or Foreign Language: One Year 10 credits

Art/Theater/Spanish/Music/Et Cetera

Additional Electives : 90 credits

Total Credits Required: 260

Early Graduation - Students intending to graduate prior to their expected graduation date should submit a formal request for early graduation to the principal no later than the end of the semester preceding the student's proposed last semester. The early graduation

request should include: 1) plans to complete the graduation requirements, 2) a letter of parental support, 3) reasons for requesting early graduation, and 4) future plans. The packet should be reviewed by the Learning Director prior to approval by the Superintendent or Principal.

Grading for College Courses, College Prep Coursework and Transcript Data - CHS awards extra units for college courses. For example, a 3 credit college course may be eligible to award 10 credits at the high school level. However, not all college courses are eligible for the extra point/honors credit. CHS uses UC Doorways to determine which courses the University of California has deemed to be an Honors course. Students are responsible for providing the CHS Registrar with their college transcripts to add college credits to the CHS transcript.

College courses that are not recognized by UC Honors still provide extra high school credit but not the GPA honors point.

The “P” in a course title indicates a college prep course. These courses are required for entrance into the UC, CSU and Private universities.

Additionally examinations such as the SAT, ACT, and other shall be the responsibility of the student to provide to the Registrar. While the following lists are not exhaustive and are subject to change, some of the courses that are deemed UC Honors courses are below.

Grade Level Specific Services: Freshmen - Incoming freshmen students are encouraged to attend the Freshmen Orientation and Pathway Night. Studies show the more exposure a student has on college entrance tests increases the likelihood of an increased level of performance on later examinations. Freshmen will take the PSAT as a precursor to later examinations.

Grade Level Specific Services: Sophomores - Sophomores will take the PSAT as a precursor to later examinations. Drivers’ education options are available. Please contact your assigned Learning Director for more information.

Grade Level Specific Services: Juniors - Juniors will take the PSAT in the Fall Semester, SAT I/II and/or ACT in the Spring Semester. Juniors interested in the military are encouraged to take the ASVAB test. All juniors will prepare for the 11th grade CAASPP or CAA.

Grade Level Specific Services: Seniors - Seniors at CHS are provided with multiple experiences to prepare them for the real world after high school. California State Education Code 51225.7 requires each senior to file an application for Free Application for Federal Student Aid (FAFSA) or the California Dream Act application (CADA). Seniors are additionally supported with filing a Cal Grant application as needed. College

enrollment assistance services are provided by CHS and our college partners within the local area. CHS Learning Directors will assist students in seeking to further their education in the vocational setting. Board Policy 5127 requires a Senior Exit Interview which is designed to prepare students for career opportunities after high school. Parents of minors or students of 18 years or older may file an opt-out for filing for financial aid. SAT I, SAT II, and ACT prep materials and practice tests are available to all seniors. Please contact your assigned Learning Director for more information.

Grade Point Average (GPA) - Each semester, a student receives grade points (A=4, B=3, C=2, D=1, F=0) for each final class grade. The total number of grade points is divided by the total number of classes to construct the student's grade point average. Students taking (H) Honors or (AP) Advanced Placement classes receive additional grade points (A=5, B=4, C=3, D=1, F=0). Each semester, the student's new grade points are averaged along with existing grade points, creating a cumulative grade point average.

Home and Hospital - Students with a verified medical condition preventing them from temporarily attending school may be transferred to a Home and Hospital placement. A teacher will be assigned a home or hospital student up to five (5) hours a week to provide assignments and to assist with learning. The student may not be at school or any school activity at any time during their Home and Hospital designation. Students on Home and Hospital placement retain the same course schedule, the same teachers, and same academic expectations. The CJUSD Health Services Coordinator must approve all requests. Please contact the assigned Learning Director for more information.

Military Information Release - CHS is required by law to provide student contact information, such as phone numbers and addresses to all branches of the military. If you do not want your child's information to be released, please update the information when data confirmation is open at the beginning of the school year.

Partial Credits - CHS supports the continuity of educational services for students. Highly mobile protected category students such as Homeless, Foster, Migratory,, who transfer out of CHS in the middle of a semester shall be given partial credits for work completed. The amount of credit awarded will be determined by the Learning Director based upon the approximate percentage of time completed in the current semester in combination with the assigned teacher grade.

Pathways and Vocational Skill Development - Whether students are planning to enter the workforce directly out of high school or seek additional vocational training, students may find a career pathway helpful in developing career specific competencies and/or focusing career interests. Students in career pathways take a predetermined succession of courses that lead to proficiency specific areas. There are several career pathways to choose from. Students can choose between Career Technical Pathways (highlighted in yellow) or Corcoran High School Pathways. Please consult with your assigned Learning Director for further information e.g., A-G eligibility, capstone completion, prerequisites.

Below is the list of pathways available.

Corcoran High School Pathways

Career Technical Education (CTE) Pathways

9TH GRADE

10TH GRADE

11TH GRADE

12TH GRADE

Agriculture & Natural Resources - Agricultural Mechanics Pathway (101)

101	Ag. Mech I	Ag. Mech II	Welding & Fabrication CAPSTONE CLASS & END OF PATHWAY	Art Metal - OPTIONAL
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Agriculture & Natural Resources - Animal Science Pathway (103)

103	Intro to Ag. & Natural Resources	Animal Science	Vet Science CAPSTONE CLASS & END OF PATHWAY	Ag. Leadership - OPTIONAL
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Arts, Media, & Entertainment - Design, Visual, and Media Arts Pathway (111)

111	Art I	Art II	Graphic Design	
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Arts, Media, & Entertainment - Production and Managerial Arts Pathway (113)

113			Video Production I Video Production II	Video Production III Video Production IV
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Business & Finance - Business Management Pathway (182)

182	Intro to Bus & Practices	Bus Management & Marketing	CIS 034/CIS 035 CAPSTONE CLASS & END OF PATHWAY	Business Apparel & Branding - OPTIONAL
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Education, Child Development, and Family Services - Education Pathway (132)

132			Careers in Ed I Careers in Ed II	Careers in Ed III Careers in Ed IV
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Fashion & Interior Design - Fashion Design & Merchandising Pathway (160) can be taken any 2 years of high school

160	Fashion 140/Fashion 143	Fashion 160/Fashion 161		
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Health Science and Medical Technology - Patient Care Pathway (198)

198 CNA			Medical Terminology	Health Occupations
198 SPMD			Medical Terminology	Sports Medicine
198 EMT			Medical Terminology	Emergency Medical Response

*If students want to complete more than 1 Patient Care Pathway, they can start with Med Term earlier.

**198 CNA offers a Summer CNA course where students can earn a state license as a Certified Nursing Assistant

**198 EMT offers a Summer EMT course where students can earn a state license as an Emergency Medical Technician

Information & Communication Technologies - Games & Simulation (175)

175	Game Coding	Game Design I	Game Design II	
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*Pathways highlighted in yellow indicate that they are a Career Technical Education Pathway

*Classes highlighted in blue are A-G approved

*Classes highlighted in pink are dual enrollment courses (they earn the student college credit)

*ALL COURSE AVAILABILITY DEPENDENT UPON STUDENT REQUEST NUMBERS

Students completing a CTE pathway while at Corcoran High School will earn a CTE cord to be worn at graduation.

Honors/Dual Enrollment classes require a contract. Visit the counseling office for a contract.

ASB requires an application. You can find it [here](#).

Video production requires an application. You can find it [here](#).

Ag. Leadership is by instructor approval only. See Ms. Martinez to get on the list.

Art Metal is by instructor approval only. See Mr. Boyett to get on the list.

Business Apparel & Branding is by instructor approval only. See Mr. Gomez to get on the list.

Corcoran High School Pathways

Arts, Media, & Entertainment – Performing Arts Pathway

BAND	Band	Band	Band	Band
CLGD	Colorguard	Colorguard	Colorguard	Colorguard
THTR	Theatre I	Theatre II		

COS Dual Enrollment Pathway - THIS PATHWAY REQUIRES AN ADDITIONAL APPLICATION

COSDE	COS Language COS Language (1 period per day)	COS Area 3A COS Area 3B COS Area 1C COS Area 4 (2 periods per day)	COS Area 5A/5C COS Area 5B/5C COS Area 6 COS Area 4 (2 periods per day)	COS ENGL C1000 COS ENGL C1001 COS Area 2 COS Elective (2 periods per day)
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*Students may enroll in up to 11 units per semester, however, administrative changes will be made if students are not showing progress in the college courses

*Please make sure that you follow the Major Sheets provided to you to ensure the courses transfer to the university of your choice.

Spanish Pathway - FOR STUDENTS INTERESTED IN EARNING THE SEAL OF BILITERACY

SPAN	Spanish I	Spanish II	Spanish III	AP Spanish Language & Culture
SPSKR	Span for Span Spkr I	Span for Span Spkr II	AP Spanish Language & Culture	

*COS Spanish & COS ASL classes can be taken to satisfy A-G requirements. In this instance, taking two COS Spanish or two COS ASL classes will count as three years of foreign language for A-G. Since these classes are semester classes, this can be done in 1 year.

**This pathway is under construction to better align with earning the Seal of Biliteracy. Subject to change.

Sports/Athletic Pathway

SPRT	PE or Strength	PE or Strength	Strength	Strength
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Concentrated & Repetitive Classes (most of these classes require instructor approval)

ASB	ASB Leadership	ASB Leadership	ASB Leadership	ASB Leadership
ACDC	Academic Decathlon /Comp & Speech	Academic Decathlon /Comp & Speech	Academic Decathlon /Comp & Speech	Academic Decathlon /Comp & Speech
YDP	Yearbook Design & Publication	Yearbook Design & Publication	Yearbook Design & Publication	Yearbook Design & Publication

Yearbook requires an application. You can find it [HERE](#).

*Pathways highlighted in yellow indicate that they are a Career Technical Education Pathway

*Classes highlighted in blue are A-G approved

*Classes highlighted in pink are dual enrollment courses (they earn the student college credit)

*ALL COURSE AVAILABILITY DEPENDENT UPON STUDENT REQUEST NUMBERS

Corcoran Joint Unified School District is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The District's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual or perceived age, ancestry, color, disability, gender, gender identity, gender expression, immigration status, marital or parental status, nationality, race or ethnicity, religion, sex, sexual orientation; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Corcoran Joint Unified School District assures that lack of English language skills will not be a barrier to admission or participation in District programs.

Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained.

The following employees can be reached for questions or to file complaints regarding the following programs:

Uniform Complaints
Title VI Coordinator
Elizabeth Mendoza
(559) 992-8888 ext 1246

Section 504
Title IX Coordinator
Helen Copeland
(559) 992-8888 ext 1248

Prerequisites - A prerequisite is a required preliminary course that must be completed prior to student enrollment in the following course. For example, a student must take Agricultural Mechanics 1 before enrolling in Agricultural Mechanics 2.

Schedule Change Procedure - Students should plan course requests carefully. If adjustments to the student's schedule must take place, a student will submit a "Request for Schedule Change" to the assigned Learning Director. "Requests for Schedule Change" that indicate an error in course placement will be addressed. Requests for specific teachers or periods are not permitted. All schedule changes shall be made within the first two weeks of each semester.

Short Term Independent Study (STIS) - Any student who will be absent from 5-15 days can request Short-Term Independent Study through the Assistant Principal. Students can recoup attendance and complete class assignments through Short-Term Independent Study. Parents must contact the Assistant Principal to initiate the process at least 5 days in advance of the absence. Student STIS contracts must be fulfilled in their entirety on the day of their return.

Summer School and Other Programs Outside Normal School Operations - CHS offers several options for students to engage additional academic support. Programs outside of the normal school calendar for academic purposes. Students with behavioral issues that occur during Summer and Other Programs outside of Normal School Operations are asked to return at the start of the next regularly scheduled school program.

Student Study Team for Alternative Resources (SSTAR) - The SSTAR Team is convened to assess and provide students with an alternative means to an education. This includes Independent Study and Continuation Placement.. Students who are not making adequate progress towards securing a diploma within a reasonable timeframe at CHS will be required to attend, with their parent/guardian a SSTAR meeting with the administration. The SSTAR team will take into consideration several aspects of each SSTAR candidate's profile to determine the most suitable placement for supporting the best possible educational outcome. The SSTAR team will weigh factors that include, but are not limited to, disability, English fluency, service/resource needs, timeframes, credits and type of credits, and overall suitability with respect to student placement. 12th grade students that have accrued less than 130 credits will need to attend a SSTAR meeting to assist in developing a plan of action for securing a diploma. Additionally, 11th grade students that have accrued less than 90 credits may similarly be required to attend a SSTAR meeting. Parents seeking to move their child to alternative placement must first convene a SSTAR meeting. The following criteria are considered for placement in the Continuation setting:

Attendance - Student attendance shall be appropriate for transfer to continuation.

Behavior - Student behavior is a factor when considering a placement in continuation.

Credits Evaluation - Students, parents, and staff will review credits for suitable placement.

English Learner Students - Recent migrants with limited English speaking abilities will remain in the educational setting. AB2121 provides recent migrants the opportunity to graduate high school with adjusted diploma requirements. ELPAC scores are a determining factor in change of placement for English Learners.

Special Education Students - Students with disabilities have rights, including an option to attend regular high school for a 5th year. The IEP team will supersede the SSTAR team in making determinations relating to placement for special education students.

Timelines for Transfer - Under normal circumstances students will not be considered for transfer mid semester. SSTAR meetings will occur at the beginning and end of each semester unless unusual circumstances require an immediate convening of the SSTAR Team.

Student Study Team for Alternative Resources (SSTAR): Below Credit Interventions and Continuation School - Students who have exhausted the tiered academic interventions for below credits are recommended to transfer to the Continuation School. Continuation School students are required to earn 170 credits in core categories to earn a diploma. Students may return from Continuation School if they fall back within one of the tiered sections on the following table. Please contact your assigned Learning Director for additional information.

Interventions:		Thresholds
Level 1	• Meet with Parent & Student • Assign After School Credit Recovery (CR)	• 1 Core or • 4 Electives
Level 2	• Meet with Parent & Student • After School CR • Assign Saturday Academy CR	• 2 Core or • 6 Electives
Level 3	• Meet with Parent & Student • After School CR • Saturday Academy CR • Enroll Advisory CR	• 3 Core or • 8 Electives
Level 4	• Meet with Parent & Student and KL Administrator • After School CR • Saturday Academy CR • Advisory CR • Enroll Study Skills CR	• 4 Core or • 10 Electives
Level 5	• Initiate SSTAR • KL Continuation With Option to Return	• 5 Core or • 11 Electives

Home and Hospital - Students with a verified medical condition preventing them from temporarily attending school may be transferred to a Home and Hospital placement. A teacher will be assigned a home or hospital student up to five (5) hours a week to provide assignments and to assist with learning. The student may not be at school or any school activity at any time during their Home and Hospital designation. Students on Home and Hospital placement retain the same course schedule, the same teachers, and same academic expectations. The CJUSD Health Services Coordinator must approve all requests. Please contact the assigned Learning Director for more information.

Student Study Team for Alternative Resources (SSTAR): Independent Study (IS) – Independent Study is designed for students that are unable to attend regular school. To request IS, student and parent must

attend a SSTAR meeting with the assigned Learning Director and the Kings Lake Education Center Administrator to review program requirements. IS students are required to attend weekly meetings at Kings Lake Education Center. Students not making adequate progress within a minimum 2 week time span on IS will be returned to regular program.

Testing: Disclaimer: Students are responsible for ensuring that external testing data, such as SAT, be provided to the Registrar for inclusion on the student transcript.

Testing: American College Test (ACT) - The ACT Assessment contains four (4) tests: English Usage, Mathematics Usage, Social Studies, Reading and Natural Sciences. An optional written test is also available. The majority of colleges accept either the ACT or SAT I for admission. Some schools will only accept the ACT. Consult the college catalog of your choice.

Testing: Advanced Placement (AP) Examinations - AP is a program of college-level courses and exams that give high school students the opportunity to receive advanced placement and/or credit in college. Most AP exams include multiple-choice and free-response sections. AP Examinations are free of charge. Please check collegeboard.org for important deadlines for registration.

Testing: Armed Services Vocational Aptitude Battery (ASVAB) - The ASVAB is a vocational aptitude battery consisting of ten short tests which cover the areas of General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Numerical Operations, Coding Speed, Auto and Shop Information, Mathematics Knowledge, Mechanical Comprehension and Electronics Information. Students receive individual and combined composite scores. The academic composites are Verbal, Math and Academic Ability. The occupational composites are Mechanical and Crafts, Clerical, Electronics and Electrical, and Health, Social and Business Technology. The ASVAB is free of charge. Please contact your assigned Learning Director for additional information.

Testing: California Assessment for Student Performance and Progress (CAASPP) AKA Smarter Balanced Assessment Consortium (SBAC) - The Smarter Balanced Assessment Consortium is guided by the belief that a balanced, high-quality assessment system—including formative, interim, and summative components—can improve teaching and learning by providing information and tools for teachers and schools to help students succeed. Corcoran Joint Unified School District (CJUSD) Board Policy 5127 states that Students must also demonstrate basic competency on the California Assessment of Student Performance and Progress (CAASPP). Basic competency requires a score of “Standard Met” or “Standard Exceeded” in the core areas of English, Math, and Science in order to participate in graduation ceremonies and other graduation events. If the minimum score of “Standard Met” is not achieved in all areas the student must pass an alternative district exam to participate in the graduation ceremony and graduation events. Parents may file a CAASPP opt-out form. Students will still need to demonstrate proficiency on the District Alternative CAASPP Assessments. Please contact the assigned Learning Director for more information.

Testing: California Alternate Assessment (CAA) - Students with Individualized Education Plans (IEP) may be offered to take the CAA in lieu of the CAASPP through their IEP. All students with an IEP will have an Individual Student Assessment Accommodation Profile (ISAAP) updated yearly to reflect needed accommodations for state examinations.

Testing: California Spanish Assessment (CSA) - Students that desire to measure their Spanish language

in reading and writing may choose to take the California Spanish Assessment. Please contact your assigned Learning Director for more information.

Testing: District Alternative CAASPP Assessments - Students that did not pass the English, Math, or Science CAASPP are able to take the alternate CAASPP in order to meet the requirements to participate in the graduation ceremony. This test is used to show proficiency in the areas of English, Math, and Science. Students are able to take the test(s) as many times as needed as long as they attend a tutoring session prior to each examination.

Testing: English Language Proficiency Assessments for California (ELPAC): English Language Development (ELD) assessments are conducted for English Learner students to determine English speaking proficiency and related services. Students that are redesignated according to their ELPAC performance may exit the English Language Development (ELD) program. All students that are unable to demonstrate fluency on the ELPAC are required to be enrolled in ELD.

Testing: Preliminary Scholastic Aptitude Test (PSAT) - By taking the PSAT, students can compare their ability to do college work with the ability of college-bound peers, practice for the SAT, enter scholarship competitions and receive information from colleges, universities and government sponsored programs about educational and financial aid opportunities. The PSAT is a shortened version of the SAT, and is offered twice a year, in Fall and Spring for 9-10, 11th only in the Fall.

Testing: Scholastic Aptitude Test I (SAT I) - The SAT I is a multiple-choice test made up of critical reading, math, and writing sections. The critical reading section measures students' ability to identify genre, relationships among parts of a text, cause and effect, rhetorical devices, and comparative arguments. The math questions test your ability to solve problems involving arithmetic, algebra I and II, geometry; and statistics. The writing section includes multiple-choice and short essay. The multiple choice section measures a student's ability to recognize errors, improve sentences and paragraphs within a writing context. The short essay measures students' ability to develop and support a position on a topic. The essay should support their position with reasoning and examples taken from their reading, studies, experience, or observations. A student receives three (3) SAT scores (critical reading, math and writing), with a minimum score of 200 and a maximum score of 800 in each section. The scores assist colleges and scholarship programs in comparing a student's academic preparation and ability with other students throughout the nation.

Testing: Scholastic Aptitude Test II (SAT II) Achievement Tests - Each of the College Board Achievement Tests measures the knowledge or skills in a particular subject and the ability to apply that knowledge. The 20 tests fall into five (5) general subject areas: English, Foreign Language, History and Social Studies, Mathematics and Sciences. All the achievement tests take one hour of testing time and consist entirely of multiple choice questions, except the English Composition test requires a written response. Some universities require SAT II Achievement Tests for admissions placement. For questions regarding SAT II exams and/or college admissions processes, please contact your assigned Learning Director.

Testing: Student Responsibilities - All examination data that is not conducted as part of the total school program are the responsibility of the student to upload to their transcript through the Registrar.

Valley Regional Occupation Program (VROP) - Students who wish to prepare for a specific vocation in

high school may consider enrolling in a program of the Kings Regional Occupation Program. KROP is open to Juniors and Seniors who are 16 years old.

Work Experience Education - CHS is in the developmental phase of including a Work Experience Education option for students. Please check back with your assigned Learning Director.



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AGRICULTURE MECHANICS 1 – P - (9-12), year course.

Prerequisites: None. Introductory units will be taught in FFA, Safety, Measurement, Woodwork, Electricity, Plumbing, Welding, and Concrete. Each unit will include a hands-on project at the end. Safety apparel is required for this course. FFA & SAE participation is required.

AGRICULTURE MECHANICS 2 – P - (9-12), year course.

Prerequisites: Ag Mechanics 1. Ag Mechanics 2 is designed to provide students with the basic skills and knowledge in the areas of small engine theory of operation, construction, and repair and introductory welding safety practices and skills. Students will receive classroom instruction as well as “hands on” shop experiences. Each unit of instruction includes a required assignment that will allow the student to apply those skills learned. Students will gain basic level skills in engine repair and maintenance, ARC and MIG welding, and gas and plasma cutting. The course will have a strong emphasis on safety, tool usage, and shop procedures and will give students the base knowledge to take advanced shop classes. The development of leadership and employability skills is emphasized through membership within the FFA chapter.

INTRO TO AGRICULTURE - P - (9-12), year course.

Prerequisites: None. This course will introduce the student to the FFA and agricultural industries on the local, state, and national levels. Students will be introduced to record keeping, personal leadership skills, California agriculture, animal science, crop science, and various employment opportunities. Field trips and various agriculture related topics are included. FFA & SAE participation is required.

ANIMAL SCIENCE - P - (10-12), year course.

Prerequisites: Intro to Ag or teacher permission. Units in this course include: Animal housing & animal handling, animal nutrition, animal physiology, animal reproduction, animal inheritance and selection, DNA, animal health, rangeland management, animal waste management, animal welfare, and production of all species of farm animals. FFA & SAE participation is required.

VETERINARY SCIENCE – P - (11-12), year course.

Prerequisites: Intro to Ag and Animal Science or teacher permission. Units in this course include: Animal housing & animal handling, animal nutrition, animal physiology, animal reproduction, animal inheritance and selection, DNA, animal health, rangeland management, animal waste management, animal welfare, and production of all species of farm animals. FFA & SAE participation is required.

WELDING AND FABRICATION - P - (11-12), year course.

Prerequisites: Ag Mechanics 1 and Ag Mechanics 2. This course is devoted to the development of welding skills and techniques used in industry. Topics covered: ARC Welding, MIG Welding, TIG Welding, Plasma Cutter Operation, and Plasma Cam. Construction of metal projects and plasma cam projects is permissible and encouraged after all assigned projects have been completed. Safety apparel is required for this course. FFA & SAE participation is required.

ART & METAL DESIGN – (12), year course.

Prerequisites: Welding and Fabrication. Students will design and develop welded pieces of metal art as well as large construction of projects. This course encourages technical proficiency and personal creativity by combining practical information on materials, tools, and techniques with stimulating ideas from contemporary work to be done in metal art. Safety apparel is required for this course. Professional

skills will be developed through a means of a work portfolio with a resume, letter of resume, letter of introduction in preparation for the workforce. Future Farmers of America (FFA) & Supervised Agricultural Experience (SAE) participation is required.

AGRICULTURE LEADERSHIP - P - (9-12), year course.

Prerequisites: None. In this course students will learn about Future Farmers of America (FFA) at the local, state, and national levels. Students will be introduced to and explore a variety of leadership skills as a whole and develop specific leadership qualities e.g., public speaking, Robert's Rules of Order. Industry experience, in-person or virtual, and labs/dissections are experienced. Students will work in committees to plan and coordinate chapter-level events and meetings. Students will gain experience having active roles in the Corcoran FFA Chapter and community. FFA and Supervised Agricultural Experience (SAE) are required.

Art Department

ART I -P- (9-12), year course.

Prerequisites: None. Art I is a basic introductory course that will focus on the elements and principles of design, aesthetic perception and art criticism. Projects that reinforce the above will be included. Mediums used in producing art will also be studied, along with historical and cultural influences on art.

ART II - P - (10-12), year course.

Prerequisites: Art I. Art II is an intermediate class in art with an emphasis on drawing and painting. A variety of drawing mediums and techniques will be explored through hands-on experience. Creative writing assignments will be required as the year progresses.

GRAPHIC DESIGN - P - (11-12), year course.

Prerequisites: Art II: Explore your creativity in our Graphic Design class, where you'll learn the fundamentals of visual communication, digital art, and design principles. Using industry-standard software, students will create engaging projects ranging from logos to posters and digital illustrations. Perfect for aspiring designers, this course fosters technical skills and artistic expression in a collaborative, innovative environment.

Business Department

INTRODUCTION TO BUSINESS - P - (9-12), year course.

Prerequisites: Life Skills & Careers with "C" or better. Students will explore the development and structure of business systems and the environments in which they exist. Students will examine various types of business ownership, business law, business leadership, business ethics, economic and business competitiveness and entrepreneurial concepts. Students will put business and accounting into use with day to day operations in the student store.

BUSINESS APPAREL AND BRANDING - P - (11-12), year course.

Prerequisites: intro to Business and Business Management with a "C" or better or teacher recommendation. Business Apparel and Branding is a Career Technical Education (CTE) course within the Business Management pathway that provides students with hands-on experience in entrepreneurship, product development, and retail operations. Students will design, produce, brand, market, and sell apparel and related merchandise through a student-operated school store, applying real-world business practices in an authentic learning environment.

The course emphasizes key business concepts including branding and marketing strategies, cost analysis, pricing, inventory management, sales operations, and basic financial recordkeeping. Students will develop professional skills such as teamwork, leadership, communication, and ethical decision-making while managing various aspects of a small business.

Students will also explore visual merchandising, digital marketing, and the use of industry-relevant technology and tools. Through project-based learning and applied practice, students gain employability skills and entrepreneurial knowledge that support college and career readiness in business, marketing, fashion, and retail-related fields.

This course aligns with California Career Technical Education Business Management standards and prepares students for postsecondary education, workforce entry, or entrepreneurial pursuits.

BUSINESS MANAGEMENT – (10-12), year course.

Prerequisites: Introduction to Business. Students today realize that becoming a business owner is a viable career option. This course provides students with the knowledge needed to realistically evaluate their potential as business owners. This course also encourages students to examine all of the major steps involved in starting a new business to include ownership, strategy, finance, and marketing, while building a business plan.

Concurrent College Enrollment

Some college level courses require prerequisites prior to enrolling in specific courses. Students may also take on-line courses through College of Sequoias (COS) or Lemoore College and be enrolled in Study Skills period for supervision. College courses taken during high school affect future college acceptance and financial aid. Please note that college grades earned while in CHS may affect financial aid eligibility and post-secondary admissions processes. Courses available during the school year depend on student requests and college availability. Please contact your assigned Learning Director for assistance.

COS AMERICAN SIGN LANGUAGE (ASL 1) - P - (9-12), one semester course; Language Other Than English (LOTE) 2.

This course is a study of fundamentals of American Sign Language. Students will learn the basics of visual/gestural communication and grammatical structures with emphasis on receptive and expressive skills, including intensive practice, finger spelling, individual evaluation, and basic information about Deaf culture. Advisory on Recommended Preparation: ENGL 251 or ENGL 261 or equivalent college course with a "C" or better, or eligibility for ENGL 1 determined by COS Placement Procedures.

COS AMERICAN SIGN LANGUAGE (ASL 2)- P - (9-12), one semester course; Language Other Than English (LOTE) 3

Prerequisites: A grade of "C" or better in ASL 1. ASL 2 is the second course in a four-course series. Emphasis will be on increasing vocabulary, developing everyday conversational skills, expressing considerably more complicated needs and ideas, and becoming more adept at functioning in the deaf community. Students will also begin translating written text into ASL.

COS COMMUNICATIONS (COMM 1) - P - (10-12), one semester course.

This is an introductory course in Public Speaking. This course covers a variety of formal public address styles and formats. This course offers students an opportunity to learn and practice specific skills needed for effective public speaking.

COS COUNSELING (COUN 25) (11-12), one semester course.

This course covers the exploration of physiological, psychological and sociological factors that impact college and lifelong learning, personal growth and development, well-being, and overall success. Topics include self-awareness, academic awareness and resources, learning processes and styles, health and wellness, effective communication in a diverse setting and financial literacy.

COS COUNSELING (COUN 10) (11-12), one semester course.

An introduction to career/life planning, including an exploration of interests, skills, values, personality traits, past experiences and life stages. Students will develop a career/life plan using gathered self-information, career research, and decision-making strategies with an awareness of psychological, sociological and physiological factors related to career/life satisfaction. The course is approved for distance education format. Advisory on Recommended Preparation: ENGL 251 or ENGL 261 or equivalent college course with "C" or better or eligibility for ENGL 001 as determined by COS Placement Procedures.

COS DRAM 1: (COS DRAM 1)(9-12), once semester course.

This course is intended as an introduction to the critical analysis of theatre from an audience perspective. Elements of play production - from the dramatic structure, style, and historical perspective of the script to the final presentation before an audience - will be explored.

COS ENGLISH 1 (ENG 1) - P - (12), one semester course.

Prerequisites: Must pass the COS English placement test and complete COS English 251 with a grade of "C" or better. English 1 is a college freshman composition course that emphasizes expository writing, close reading, cogent thinking, familiarity with information technology, and research strategies. This course requires a substantial research component and writing of a minimum of 6,000 words. Students enrolled in ENGL 1 may access supplemental learning assistance by enrolling in ENGL 400, an open entry/open exit non-credit course. This course is approved for distance education format. This course is offered through the College of Sequoias.

COS ENGLISH 2 (ENG 2) - P - (12), one semester course.

Prerequisites: Must pass COS English 1 course with a grade of "C" or better. English 2 gives students the opportunity to study and apply logic and cogent thinking to written and oral communication, as well as develop advanced writing skills. Students learn to recognize logical fallacies, analyze others' arguments, and produce their own arguments and solutions to problems, using primary and secondary research. This course requires substantial writing of a minimum of 6,000 words. Students enrolled in ENGL 2 may access the supplemental learning assistance by enrolling in ENGL 400, an open entry/open exit non-credit course.

COS FASHION 160 (FASH 160) - (9-12), one semester course.

Basic sewing and clothing construction techniques. Students will learn the difference between woven and knit fabrics, how to read a basic, manufactured pattern, and complete a sewing workbook. The sewing workbook includes a variety of sewing sample techniques produced by the student.

COS FASHION 161 (FASH 161) - (9-12), one semester course.

The second semester study of the principles of clothing construction for women and men. Topics covered include construction techniques for garments utilizing darts, buttons, sleeves, pockets and more. Prerequisite: FASH 160 or equivalent college course with a minimum grade of C.

COS MUS 10: (COS MUS 10) (9-12), one semester course.

Designed to aid the student in developing an understanding and an enjoyment of music. Includes the elements of music and a chronological survey of music and composers from the Middle Ages to the present. No previous musical training is necessary.

COS SPANISH (SPAN 1) -P- (9-12) one semester course; Language Other Than English (LOTE) 1.

This course is an introductory course in understanding speaking, reading, and writing Spanish. This course meets the foreign language requirement for transfer to many universities. It is also useful for students interested in bilingual education or any area that involves Spanish.

COS SPANISH (SPAN 2) -P-(9-12) one semester course; Language Other Than English (LOTE) 2

This is the second course in a four-course series. This course meets the foreign language requirement for transfer to many four-year universities. It reviews the vocabulary and concepts of SPAN 1 as a starting point. The students will engage with each other and the instructor in a variety of communication-based activities. Cultural and societal aspects of the Hispanic world are stressed throughout the class.

LC ASL 1 (9-12) one semester course; Language Other Than English (LOTE) 1.

ASL 1 covers the beginning fundamental principles of American Sign Language, a visual/spatial language used by Deaf people in the United States and Canada. ASL introduces basic information and cultural/historical background about the Deaf community and Deaf culture. This course is recommended for students who encounter Deaf people in their working environment, or who are majoring in American Sign Language/ Deaf Studies. ASL 1 is a prerequisite for students who wish to enter an Interpreter Preparation Program. Students are expected to attend outside Deaf events at their own expense.

LC ASL 2 (9-12) one semester course; Language Other Than English (LOTE) 2.

Students will engage in conversation using ASL at a level expected for intermediate signers. Students will expand conversational skills such as turn-taking, discussing culturally appropriate topics, and leave-taking. Students will also learn how to relate simple experiences and events using ASL. This course is recommended for students who encounter Deaf people in their working environment, or who plan on majoring in American Sign Language/Deaf Studies. Students are expected to attend outside Deaf events at their own expense.

Education Department

CAREERS IN EDUCATION I -P- (11-12), year course, 2 periods per day.

Prerequisites: None. This entry-level course provides students with knowledge of the wide range of career opportunities in the field of education. Active class participation is enhanced by field work at school sites under the guidance of a mentor teacher. All students are required to observe and/or participate in a variety of settings, grade levels, and classrooms.

CAREERS IN EDUCATION II – (12), year course, 2 periods per day.

Prerequisites: Careers in Education I. This Course is designed to further student's exploration of careers in education. Curriculum will look at governance, education as a profession, and specific curricular areas. Students will spend more time in a community classroom environment working with a variety of professionals and applying what they learn in class. All students are required to observe and/or participate in a variety of settings, grade levels and classrooms.

English Department

ACADEMIC DECATHLON –P- (9-12), one semester course.

Prerequisites: None. The Academic Decathlon class is a one semester class for students interested in participating in a nine-student team that competes in a county competition. Students are taken through a discipline study and research session, which results in the county competition. Students are divided into three categories based on their GPA (Grade Point Average) and compete against other county students of commensurate grade point averages. Students may receive recognition through awarded medals and/or scholarships. This course is one that requires a great deal of self-motivation and outside effort and is excellent for any student who is seriously considering the rigors of University work. The classifications for contestants in the county competition are listed below both by category title and GPA. Some use of technology for research and study purposes will be used.

Honors:	(3 students)	3.75 – 4.00 GPA
Scholastic:	(3 students)	3.00 – 3.74 GPA
Varsity:	(3 students)	0.00 – 2.99 GPA

COMPOSITION/SPEECH - P - (9-12), one semester course.

Prerequisites: None. This is a one semester course for students seeking enrichment in the areas of writing and speaking. A variety of writing assignments and speaking situations will be offered for students. Types of speaking assignments include a variety of informative and persuasive speeches, story discussion, oral interpretation of literature and debate. Techniques for each assignment given will be taught and will provide the basis for student evaluation. Some use of technology for research and study purposes will be used.

ENGLISH 9 - P – (9), year course.

Prerequisites: None. This course includes a broad selection of nonfiction, short stories, novels, plays, and poetry. Students will develop essential skills in reading, critical thinking, research methods, grammar, and writing. Emphasis will be placed on various writing styles, including expository texts, persuasive arguments, and both formal and informal communication. The course is aligned with Common Core Standards, with a focus on reading, writing, listening, and speaking.

ENGLISH 9H HONORS - P – (9), year course.

Prerequisites: Eighth grade Honors English with a “B” or better, and/or recommendation of 8th grade English teacher. This 9th grade English course features a broad selection of nonfiction, short stories, novels, plays, and poetry. Students will develop essential skills in reading, critical thinking, research methods, grammar, and writing. Emphasis will be placed on various writing styles, including expository texts, persuasive arguments, and both formal and informal communication. The Honors class will involve more challenging materials and additional outside assignments to prepare students for college-level English courses. This course is aligned with the Common Core Standards, focusing on reading, writing,

listening, and speaking.

ENGLISH 10 - P – (10), year course.

Prerequisites: None. This 10th-grade English course focuses on the study of literature as a foundation for discussions, collaborative peer activities, vocabulary development, and essay writing. Students will refine their writing skills while engaging with a variety of texts. The course emphasizes critical thinking, analysis, and effective communication, aligning with the Common Core Standards in reading, writing, listening, and speaking.

ADVANCED PLACEMENT (AP) SEMINAR- P – (10), year course.

Prerequisites: English 9 Honors with “B” or better, or teacher permission. This AP Seminar course offers a more challenging and in-depth exploration of literature. Students will work at a faster pace and engage with additional novels, which will serve as the basis for lectures, discussions, collaborative peer activities, vocabulary development, and essay writing. Writing skills will be further developed through reading, with an emphasis on analytical and critical thinking. This course aligns with Common Core Standards, focusing on reading, writing, listening, and speaking. Students are expected to maintain high academic performance throughout the course.

ENGLISH 11 - P – (11), year course.

Prerequisites: None. This 11th grade English course is an in-depth study of American Literature. Students will be introduced to the major movements and various themes that are unique to American authors. Literature will be used as a basis for writing instruction, vocabulary and oral presentation. Some emphasis of the class will be placed on Rhetorical Reading and Writing to prepare students for Early Assessment Program. This program gives students an assessment of their readiness for college work. Students will continue to use 21st century technology. This course has been adapted to fulfill the requirements of the Common Core Standards with an emphasis on reading, writing, listening and speaking as well as project based learning.

ENGLISH 11H HONORS - P – (11), year course.

Prerequisites: None. This 11th grade English course is an in-depth study of American Literature. Students will be introduced to the major movements and various themes that are unique to American authors. Literature will be used as a basis for writing instruction, vocabulary and oral presentation. Some emphasis of the class will be placed on Rhetorical Reading and Writing to prepare students for Early Assessment Program. This program gives students an assessment of their readiness for college work. Students will continue to use 21st century technology. This course has been adapted to fulfill the requirements of the Common Core Standards with an emphasis on reading, writing, listening and speaking as well as project based learning.

EXPOSITORY READING AND WRITING COURSE (ERWC) - P – (12), year course.

Prerequisites: None. The goal of the Expository Reading and Writing course is to prepare college-bound seniors for the literacy demands of higher education. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine

articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit. This course has been adapted to fulfill the requirements of the Common Core Standards with an emphasis on reading, writing, listening and speaking as well as project based learning.

CREATIVE WRITING - P - (9-12), year course.

Prerequisites: None. This is a course designed for writers to develop their skills and explore personal creativity and insight. The class is designed for the experienced writer who wants to improve and extend skills, the adventurous writer who wants to explore creative expression, and the beginning writer who wishes to devote the time and effort to improve writing ability. Emphasis is on writing as a process; students will engage in brainstorming, writing, editing, revising, and publishing final products. In addition, the fundamental skills of writing are examined by reading works about writing, and reading acclaimed works by classical and contemporary writers in each writing genre. Students will be exposed to the many writing styles and will reflect on how such styles mirror their own. Oral communication is stressed as well as written communication. By a practice of sharing writing and developing writing centers, students will be empowered to improve their own writing ability. Peer evaluation is used to increase writing awareness and understanding. Students will become critical evaluators of personal print and non-print work.

THEATRE I – P- (9-12), year course.

Prerequisites: None. This course is an introduction to the dramatic arts. During the year, the following areas will be studied: theater terminology, theater history, warm-up exercises (both physical and vocal), improvisation, pantomime, oral interpretation, acting techniques, the play and musical theater. This is an activity-centered course. Students are encouraged to see professional theater as well as college and local productions. London Academy of Music and Dramatic Arts (LAMDA) performance finals are part of the training.

THEATRE II – P – (10-12), year course.

Prerequisites: Theater I or by teacher approval. Theater 2 is an intermediate course that builds on skills learned in Theater 1, focusing on advanced acting techniques, character development, script analysis, and performance. Students will explore voice, movement, and improvisation while also gaining experience in set design, costume design, and stage management. The course emphasizes collaboration, creativity, and performance, culminating in a final project where students showcase their growth and submit an acting portfolio. Various theatrical styles, genres, and historical periods will be introduced to broaden students' understanding of theater. Prerequisite: Theater 1 or instructor approval.

English Language Development (ELD) Department

English Language Learners are required to enroll in an English Language Development (ELD) course. Students are placed according to their English Language performance levels. The English Language Proficiency Assessment for California (ELPAC) is administered once a year to assist in determining English Language Development levels and in accordance with state regulations.

ENGLISH LANGUAGE DEVELOPMENT (ELD) IMMERSION (9-12), year course.

Prerequisite: Primary language other than English as determined by the Home Language Survey, number of years in US Schools, and English Proficiency level 1 as determined by ELPAC, student/parent interview, academic consultation with ELD teacher, and core teacher recommendation. This course is

designed to provide English Language Development for Emerging English Learners that have been in US schools for three years or less. The course will develop speaking, listening, reading and writing skills in English that are aligned with the English Language Development Standards. Use of visuals, hands-on activities, concrete activities, and the use of technology are part of the everyday classroom. The goal of this course is to advance students from Emerging to Expanding English language proficiency level.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 9/10 (9-10), year course.

Prerequisite: Primary language other than English as determined by Home Language Survey and English Proficiency level 2 or 3 as determined by ELPAC, student/parent interview, academic consultation with ELD teacher, and core teacher recommendation. This course is designed to provide English language Development for Expanding and Bridging English Learners. English Language Development standards will be utilized to extend the development of speaking, listening, reading, writing, and literacy skills in English. The use of technology is a part of the everyday classroom. The goal of this course is to advance English Learners by transitioning students from the Expanding or Low Bridging to the High Bridging English Language proficiency level in order to meet criteria for reclassification to Fluent English Proficient.

ENGLISH LANGUAGE DEVELOPMENT (ELD) 11-12 (11-12), year course.

Prerequisite: Primary language other than English as determined by the Home Language Survey, Expanding proficiency level as determined by ELPAC and subsequent tests, CAASPP ELA, and teacher recommendations. This course is designed to provide English Language Development for Expanding and Bridging English Learners. English Language Development standards will be utilized to extend the development of literacy skills in English. The use of technology is part of the everyday classroom. The goal of this course is to advance English Learners by transitioning students from the Expanding or Low Bridging to the High Bridging English language proficiency level in order to meet criteria for reclassification for Fluent English Proficient.

Game Coding and Video Production Department

GAME CODING - (9-12), year course.

Prerequisites: None. In this official high school course from Unity, you will learn to Create with Code as you program your own exciting projects from scratch in C#. As you iterate with prototypes, tackle programming challenges, complete quizzes, and develop your own personal project, you will transform from an absolute beginner to a capable Unity developer. By the end of the course you will be ready to put your skills to the test on the Unity Certified User Programming Exam. Most importantly, though, when you complete this course, you will have the confidence that you can Create with Code.

GAME DESIGN I - (10-12), year course.

Prerequisites: Game Coding. The CodeHS video game design curriculum teaches the foundations of creating video games in JavaScript. While this course is introductory, it is an upper-level course. Its curriculum teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem solving skills. Once students complete the course, they will have learned material equivalent to a semester college introductory course in Computer Science and be able to program in JavaScript.

GAME DESIGN II (11/12), year course.

Prerequisites: Game Design I. In Game Design II, students will advance their expertise by first developing professional-grade virtual production UI systems, including interactive elements like Lower

Thirds, ad rolls, and player stats. This semester focuses on scripting, animation, and dynamic UI architecture. In the second semester, students will shift to VR game development, utilizing Unity's "Create with VR" curriculum to design and deploy immersive games for Quest 2 devices. By course end, students will have completed both a sophisticated UI system and a fully functional VR game, demonstrating their proficiency in cutting-edge interactive design.

VIDEO PRODUCTION I (9-12), year course.

Prerequisites: None. This course serves as an immersive introduction to the world of digital media, focusing on video production, sound design, and digital storytelling. Spanning two periods daily, students will gain hands-on experience in the fundamentals of media creation, including camera operation, scriptwriting, and post-production editing. This course is tailored for those interested in on-camera roles and technical operations, providing a solid foundation in virtual video production.

VIDEO PRODUCTION II (10-12), year course.

Prerequisites: Video Production I. Running concurrently with Video Production I, this course shifts focus to the management, production, and direction aspects of digital media. Students will learn to plan event coverage, design social media messages, and oversee all elements of video production from a leadership perspective. This course is ideal for students interested in the behind-the-scenes roles of directing, production management, and strategic media planning, equipping them with the skills needed to manage and execute professional media projects.

Course Descriptions: Mathematics Department

MATH 1 -P -(9-12), year course.

Prerequisites: None. Integrated Math 1 is the first course of a three course sequence including Math 1, 2, and 3. This one year long course satisfies the Common Core Standards for Integrated Math 1. This course focuses on algebraic expressions, linear functions, exponential functions, solving equations and inequalities, descriptive statistics, geometric congruence proof and construction methods, connecting algebra and geometry through reasoning and proof, and real world applications of these concepts.

MATH 2 -P -(10-12), year course.

Prerequisites: None. Integrated Math 2 is the second course of a three course sequence including Math 1, 2, and 3. This one year long course satisfies the Common Core Standards for Integrated Math 2. This course focuses on extending the knowledge of number systems, solving and writing quadratic equations, probability, geometric similarity, trigonometry, circles, and real world applications of these concepts

MATH 3 - P -(10-12), year course.

Prerequisites: None. Integrated Math 3 is the third course of a three course sequence including Math 1, 2, and 3. This one year long course satisfies the Common Core Standards for Integrated Math 3. This course focuses on: applying methods from probability and statistics to draw inferences and conclusions from data; expanding the understanding of functions to include polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles; and consolidating functions and geometry to create models and solve contextual problems.

COLLEGE LEVEL MATH PREP (CLMP) - P - (11/12), year course.

Prerequisites: None. College Level Math Prep is designed to ensure college bound high school seniors retain and deepen their mathematics skills and knowledge. Seniors who master the content of this

course will be prepared to apply their mathematical knowledge and skills in non-STEM college coursework. CLMP emphasizes authentic mathematical applications in contexts that students find relevant and interesting--voting, civic planning, scheduling, population growth, probability and statistics

PRECALCULUS - P - (11/12), year course.

Prerequisites: None. Prepare for advanced mathematics in our Precalculus class, where you'll delve into functions, trigonometry, and analytical geometry. This course bridges the gap between Algebra and Calculus, providing essential skills and concepts for future success in higher-level math. Ideal for students aiming for STEM fields, Precalculus offers a challenging and rewarding academic experience.

PRECALCULUS HONORS - P - (11/12), year course.

Prerequisites: None. Prepare for advanced mathematics in our Precalculus class, where you'll delve into functions, trigonometry, and analytical geometry. This course bridges the gap between Algebra and Calculus, providing essential skills and concepts for future success in higher-level math. Ideal for students aiming for STEM fields, Precalculus offers a challenging and rewarding academic experience.

ADVANCED PLACEMENT (AP) CALCULUS AB - P - (11/12), year course.

Prerequisites: Precalculus. This AP Calculus course is designed to be the equivalent of a first-semester college calculus course. It covers limits, derivatives, definite and indefinite integrals, and the Fundamental Theorem of Calculus. Emphasis is placed on conceptual understanding, procedural fluency, and real-world application of calculus principles. Students will develop analytical skills through problem-solving, graphical and numerical analysis, and written justification. Successful completion prepares students for the AP Calculus AB Exam and potential college credit. A strong foundation in algebra, geometry, and precalculus is required.

Medical Department; Regional Occupational Program (ROP)

MEDICAL TERMINOLOGY (ROP) – P- (11-12), year course.

Prerequisites: None. This course is taught in two semesters as a capstone course for the supportive services pathway at Corcoran High School. Students enrolled in this course will explore careers in health care in a variety of ways. The Medical Terminology course prepares students for entry level positions into several occupations in health care while giving the student a foundational understanding of the human body's structure and systems. Students will study the body systems, anatomy and physiology, pathology, symptomatic and therapeutic terms, abbreviations, prefixes and suffixes and pharmacology terms.

EMERGENCY MEDICAL RESPONDER (EMR) (ROP) - P - (12), year course.

Prerequisites: ROP Medical Terminology. EMR course allows students to explore careers in health care through job shadowing, tours and guest speakers. Students will earn a Nationally Recognized Certification in Emergency Medical Responders (EMR) issued by ECSI. The course prepares students for entry level positions into numerous occupations in Patient Care (Nursing) and Emergency Response (firefighting). CPR, choking intervention and use of AEDs will also be covered in order to prepare students to become EMRs. EMRs also provide assistance to higher-level personnel at the scene of emergencies and during transport. Students will learn how vital the EMR is to the comprehensive EMS response. Under oversight, students will learn how to perform basic interventions with minimal equipment. EMR class students earn Emergency Medical Responder Certification through ECSI.

HEALTH OCCUPATION (ROP) – P - (12), year course.

Prerequisites: ROP Medical Terminology. This course is an introduction to careers in the healthcare field. In addition to the fundamental curriculum components, students may be exposed to job settings through field trips and job shadowing. Health Occupations is offered to juniors and seniors in high school who are interested in careers in hospital occupations. The program is offered 2 period blocks, 5 days per week during the school year.

Miscellaneous Course Options

ASSOCIATED STUDENT BODY (ASB) LEADERSHIP - P - (9-12), year course.

Prerequisite: ASB Application and ASB Advisor Approval. This class is designed to teach leadership skills and governmental structure which ultimately enhances school pride, spirit, and culture as well as the student's individual knowledge of a working government. The class will focus on standards designed by the California Association of Directors of Activities and Common Core State Standards, including public speaking, written communication, service learning, presentation skills, community service, government hierarchy, procedures and elections, personal and social development, goal setting, group dynamics, business marketing, finance accounting, advertising, business law and research while positively impacting the entire student body.

STUDY SKILLS - (9-12), semester course. no credit.

Prerequisites: Learning Director recommendation or approval. The Study Skills course has one of two purposes. The first purpose is to provide embedded school time for credit recovery. The second purpose is to provide supervision for students in concurrently enrolled college course(s). This course is a pass or fail based upon completion and has no credit value. Credits are earned by completing credit recovery courses or submitting an official college transcript to the CHS Registrar with the college courses completed during the semester.

YEARBOOK & DESIGN I – P - (9-12), year course required.

Prerequisites: None. 21st Century Yearbook Design and Publication is a year-long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and design to put together and publish the yearbook. The designer (student) along with the publisher Lifetouch, will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

YEARBOOK & DESIGN II – P - (9-12), year course required.

Prerequisites: None. 21st Century Yearbook Design and Publication is a year-long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and design to put together and publish the yearbook. The designer (student) along with the publisher Lifetouch, will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

Music Department

DRUMLINE - P - (9-12), year course.

Prerequisites: None. Students learn to become active members in a working and performing drum corps/ marching band. All students will learn to play and will be expected to demonstrate competency on snare drum, bass drum, cymbals, and smaller instruments in the battery. Grades are based on participation, attendance, practice, and rehearsal technique. Drumline performs at concerts, assemblies and sporting events throughout the year. Snare drum rudimental study is a fundamental part of this ensemble.

BAND - P - (9-12), year course.

Prerequisites: None. This is a performance based class. Students will be expected to develop skills in playing marching music as well as marching techniques. Evening rehearsals and performances are common outside of the school day, especially when preparing for competitions and performances at many community functions including home football games. Attendance for all activities is mandatory.

COLORGUARD - P - (9-12), year course.

Prerequisites: None. Color Guard is a performance-based course that combines elements of dance, theater, and visual artistry through the use of flags, rifles, sabers, and props. Students will learn fundamental and advanced techniques in equipment handling, body movement, and choreography. The course emphasizes coordination, strength, musical interpretation, and teamwork. Students participate in both individual and ensemble-based learning, with opportunities to perform as part of the marching band during field shows, parades, and community events. Instruction also includes basic dance techniques (ballet, jazz, modern), performance readiness, and physical fitness. Students reflect on performances, study visual aesthetics, and may assist with choreography and design in advanced levels. Participation in after-school rehearsals and performances is a required component of the course. This course may satisfy either Physical Education or Visual and Performing Arts elective credit, depending on local district policies.

MUSIC APPRECIATION - P - (9-12), year course.

Pre-requisites: None. Music Appreciation is a class designed to expose students to different kinds of music old and new. Music Appreciation provides instruction and application in the elements of all things music including learning about history of music and genres starting with the Middle Ages to the present day. In addition, there are performance opportunities through singing and learning instruments through class group projects. The last component is an understanding of how music functions in many different cultures including our own through reading, writing, listening and speaking.

Physical Education (PE) Department

ADVANCED ATHLETIC PHYSICAL EDUCATION (AAPE) - P - (9-12), year course.

Prerequisites: None. This course is designed for active varsity student athletes interested in developing speed, agility, and power for athletic competition. Students will have individualized programs to meet training goals set forth by the instructor.

COEDUCATIONAL PHYSICAL EDUCATION (COED PE) - P - (9-12), year course.

Prerequisites: None. Sophomores must take P.E. unless they have a note from their doctor excusing them. Twenty (20) units of physical education are required for graduation. Students in this course learn the basics of activities such as: dance, basketball, volleyball, softball and recreational games. A Physical fitness test is given each of the first three quarters.

STRENGTH AND CONDITIONING – P - (9-12), year course.

Prerequisites: None. This course is designed for the student interested in developing speed, agility, and power for athletics. This class includes initial development of proper lifting techniques, baseline strength, abilities and progress. Students will have individualized programs to meet training goals set forth by the instructor.

SPORTS MEDICINE - (12), year course, elective only, no PE credit.

Prerequisites: Medical Terminology. This course is a one-year, lecture-laboratory elective designed to provide a well-rounded and challenging academic experience for students interested in medicine, physical therapy, exercise science, athletic training, sports medicine, or any other related medical or paramedical field. Throughout the year students participate in a detailed examination of the various kinesiological, anatomical, physiological, and biomechanical factors that influence the human body. Specifically, students will be exposed to the historical and organizational perspective of sports medicine, detailed anatomical and biomechanical study of each major body region, physiological response of tissue, specific medical conditions and injuries, scientific principles of injury prevention, assessment and rehabilitation and exercise physiology and human performance. All students are required to observe and participate in classroom lab practice and after-school sporting events.

Science Department

LIFE SKILLS - P – (9), semester course.

Prerequisites: None. Life Skills will provide the state mandated coursework in health education: this course will cover human development, sexuality, education on pregnancy, contraception, family planning, family life, sexually transmitted diseases, and HIV and AIDS education, including but not limited to methods of transmission, strategies to reduce the risk of HIV infection and social and public health issues related to HIV and AIDS.

BIOLOGY - P – (9), year course.

Prerequisites: None. This is a required college preparatory life science course. Students will be introduced to a detailed study of biological interactions between the environment, plants and animals. This course includes cell structure and function, plants, cell structure and functions, evolution, genetics, human biology and ecology. This is an introduction to advanced science concepts, laboratory techniques, scientific research and writing scientific papers. This year-long course will also teach the student supplemental standards in Earth and Planetary Science.

CHEMISTRY - P – (10), year course.

Prerequisites: None. This required college preparatory, laboratory chemistry course covers: measurements in chemistry, matter and its changes, atomic structure, periodic law, thermodynamics, chemical quantities and reactions, stoichiometry and gas laws. Mathematical relationships are emphasized in the course.

PHYSICS - P – (11), year course.

Prerequisites: None. This is a required college preparatory physical science course. This year-long course will give the student a background of the fundamental principles of physics with supplemental standards in Earth and Planetary Science. An objective of this course is to involve the student in the critical thinking process of problem solving. Topics will include: kinematics, mechanics, heat, optics, electricity, magnetism, quantum theory, plate tectonics, astronomy, and atomic physics. Lab and homework are required.

ANATOMY AND PHYSIOLOGY - P – (11-12), year course.

Prerequisites: None. A survey of human anatomy and physiology designed to develop an understanding of the correlation of the structure and function of the body. Aspects of the course will be laboratory based. The lab will consist of dissection, experimentation, and demonstrations. The course is ideal for students who have an interest in the health science and medical field.

Social Science Department

GEOGRAPHY – (9), semester course.

Prerequisites: None. Students will be introduced to the geography of the world. The students will learn of the culture of different people, different parts of the world, as well as actual location and mapping of the different countries in the world.

WORLD HISTORY – P - (10), year course.

Prerequisites: None. This course highlights the world's great civilizations through chronological, regional and topical approaches. This course is designed to enable students to gain an understanding of the world, its people, politics and diverse cultures. Students will gain an understanding of the history of world culture from the 1800's to the present and they will learn how the problems of the present are linked to the past. Students will achieve a level of comprehension focusing on the formative links that unite the past and present.

UNITED STATES HISTORY - P – (11), year course.

Prerequisites: None. United States History is designed to expose students to key historical events in our past and their significance in shaping the present-day political, social, and economic philosophies of the United States. The course explores the chronological development of the nation, examining pivotal moments through a critical and inclusive lens. Students will analyze historical narratives by considering diverse perspectives and the role of power structures across time. They will engage deeply with the past through rigorous reading, writing, speaking, listening, and critical thinking exercises in order to better understand its impact on contemporary society.

AMERICAN GOVERNMENT - P – (12), semester course.

Prerequisites: None. This course in American Government is a one-semester course in which students study the American political system. The students will learn to exercise their civic liberty that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. The students will gain knowledge of their government at federal, state and local levels. Included in this course will be the political philosophy, which guided the establishment of our democratic form of government. Students will learn how he/she has an impact on the democratic government and how the levels and branches of government function in the United States.

ECONOMICS - P – (12), semester course.

Prerequisites: None. Economics is a practical study of the features and functions of economics and economic systems. The course will develop an awareness of economic principles and theories, presenting ideas simply and developing them logically. These ideas will be reinforced by the use of charts, graphs, tables and diagrams. The material will be current and meaningful and encourage students to recognize and interpret economic happenings in their society as well as others. The students should emerge from the class with a good understanding of the different types of economic systems in the world today, and be especially in tune with the major ingredients of the U.S. capitalist

system.

ETHNIC STUDIES – P – (11-12), year course.

Prerequisites: None. This course focuses on the development, transformation, and maintenance of ethnic/racial identity. Students will learn a variety of methodologies in order to understand the social construction of identity as it is created, contested, and altered by historical and economic processes. An interdisciplinary course that uses a comparative and historical perspective to examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African-Americans and Chicanos/Latinos, but other groups are also discussed.

Spanish Department

ADVANCED PLACEMENT (AP) SPANISH LANGUAGE AND CULTURE - P – (11-12), year course.

Prerequisites: Fluent in Spanish in both written and spoken form. AP Spanish is designed to prepare students for the AP Spanish Language and Culture Exam. The course includes the structure of grammar, accent rules, and an introduction to Hispanic literature, culture, poetry and history. The class lessons and lectures will be conducted in Spanish.

SPANISH I - P – (9-12), year course.

Prerequisites: None. Students will develop a basic understanding of commonly used verbal and written phrases in the Spanish language.

SPANISH FOR SPANISH SPEAKERS I – P – (9-12), year course.

Prerequisites: None. This course is taught especially to reinforce and improve the heritage language of the student. This course is designed to give students proper grammar instruction and to expose students to the literature in their own language.

SPANISH II - P – (10-12), year course.

Prerequisites: Spanish I with a “C” or better, or qualifying marks on the Spanish proficiency exam. Spanish II is designed to continue the advancement of skills in comprehending, speaking, reading and writing Spanish.

SPANISH FOR SPANISH SPEAKERS II – P – (10-12), year course.

Prerequisites: Spanish I with a “C” or better, or qualifying marks on the Spanish proficiency exam. This course is a continuation of Spanish I for native speakers. It is taught to help heritage language students to learn the language in a formal setting.

SPANISH III - P – (11-12), year course.

Prerequisites: Fluent in Spanish in both written and spoken form. Spanish III is designed to prepare students for AP Spanish. The course includes the structure of grammar, accent rules, and an introduction to Hispanic literature, culture, poetry and history. The class lessons and lectures will be conducted in Spanish.