

PAGE HIGH SCHOOL

ACADEMIC

PLANNING GUIDE

2026-2027

10/2024

Page High School

434 S Lake Powell Boulevard
Page, AZ 86040
928-608-4135

Our Vision

Every Page High School graduate is college, career and community ready.

Our Mission

We empower students through rigorous and relevant learning to meet future challenges.

Important Phone Numbers

Main Office/Attendance	928-608-4135
Athletics/Activities	928-608-4147
Dean of Students	928-608-4136
Counseling Office	928-608-4198
Student Support Services	928-608-4152

High School Counselors

Abraham Rodriguez	Last Names A - Z
Jeff McIntyre	ESS Students
Sunni Crank	Counseling Assistant
Elizabeth Klemme	Counseling Assistant

High School Leadership

Principal	Mary Stahl
Assistant Principal	Shania Valentine
Assistant Principal	Kevin Anderson
Athletic Director	Megan Young
CTE Director	Chuck Sharp

District Administration

Superintendent	Dr. Bryce Anderson
Executive Director of Academic Services	Jeannie Wood

This booklet allows us to introduce you to the academic guidelines and course offerings for Page High School students. We offer a comprehensive program as outlined by the various courses described in this booklet. Thank you for your interest and welcome to Page High School.

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Education, Career Action Plan (ECAP)

Planning a Four-Year Program

An ECAP (Education and Career Action Plan) reflects a student‘s current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student’s individual academic and career goals. Ideally, the initial plan will be developed in middle school and updated on a yearly basis throughout high school and postsecondary years. A student’s plan

helps to personalize education and enables the student to maximize the opportunities available upon high school graduation. The ECAP will incorporate the traditional four-year high school plan. The counseling department will offer incoming freshmen a formal Freshman Transition Program that will allow parents and students an opportunity to begin the ECAP process. Students will utilize the My Future AZ platform to track their ECAP progress. Parents have access to view their student's ECAP. Students currently enrolled will continue to work with their counselor to update and track the progress of the Four-Year Plan.

Who is Involved in the ECAP Process?

Students, parents, and school personnel (i.e. counselors, teachers, administration, or career center staff) can work together to help guide the student in his/her choices for career and educational experiences. When students, parents and the school staff plan together; each student receives needed support to meet his/her Education and Career Action Planning (ECAP) goals.

Arizona Education and Career Action Plan

An Arizona Education and Career Action Plan shall, at a minimum, allow students to enter, track and update the following information:

ACADEMIC

• Plan coursework
• Meet high school requirements and plan for postsecondary requirements
• Document postsecondary education goals
• Review academic progress to include needed interventions or advice
• Record academic achievement or awards
• Monitor performance on required state assessments
• A CTE assessment test is required for those students enrolled in a CTE program.
• Passing the AZ Civics test is required for graduation starting with the Class of 2017.

CAREER

• Identify postsecondary career plans, options, interests or skills
• Explore career opportunities
• Explore needed educational requirements to meet the career option

POST-SECONDARY

• Explore admissions requirements
• Complete necessary applications
• Create a financial assistance plan

EXTRACURRICULAR

Documentation for participation in:
• Clubs or organizations
• Athletics
• Recreational activities
• Fine arts opportunities
• Community service or volunteer activities
• Work experiences, internships, job shadowing, etc.
• Leadership opportunities
• Other activities the student might wish to document

Sample 4 Year Plans

Plan I – Career Technical Education (CTE) Plan

Freshman	Sophomore	Junior	Senior
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	4th year math

Invest Science/H. Bio	Biology/ Chemistry	US/AZ History	Constitution & Economics
Geography	World History	Science Elective	CTE
PE/Health	CTE	CTE	CTE Internship
CTE	CTE	CTE	Elective: /CTE, Art, PE
Elective: CTE, Art, PE	Elective: CTE, Art, PE	Elective: /CTE, Art, PE	Elective: /CTE, Art, PE

Plan II - Community College Preparation Plan

(3.0 + or higher for College Credit through ASU, CCC or NTU)

Freshman	**Sophomore**	***Junior**	***Senior**
English 9	English 10	English 11 (H, DE)	English 12 (H, DE)
Algebra I	Geometry	Algebra II (H)	Inter. Alg./College Math/Pre-Cal
Invest Science/H. Bio	Biology/Chemistry	Science	Science
Geography (H)	World History (H)	US/AZ History (H)	Constitution & Economics (H, DE)
PE/Health	World Language	World Language	CTE
Fine Arts	CTE	CTE	Elective: CTE, Art, PE
Elective: CTE, Art, PE	Elective: CTE, Art, PE	Elective: CTE, Art, PE	Elective: CTE, Art, PE

***Pick a Honors, AP, or DE class for advanced learning**

Plan III – University Preparation Plan

(3.0+ GPA)

***Freshman**	***Sophomore**	***Junior**	***Senior**
English 9 (H)	English 10 (H)	English 11 (H, DE)	English 12 (H, DE)
Algebra I	Geometry (H)	Algebra II (H)	Inter. Alg./College Math/Pre-Cal
Invest Science/H. Bio	Biology/Chemistry	Science	Science
Geography (H)	World History (H)	US/AZ History (H)	Constitution & Economics (H, DE)
PE/Health	World Language	World Language	CTE
Fine Arts	CTE	CTE	Elective: CTE, Art, PE
Elective: CTE, Art, PE	Elective: CTE, Art, PE	Elective: CTE, Art, PE	Elective: CTE, Art, PE

***Pick multiple Honors, AP, and/or DE classes for advanced learning each year, 2+ years of World Language**

Plan IV – Highly Selective University/College Plan

***Freshman**	***Sophomore**	***Junior**	***Senior**
English 9 H	English I0 H	College Composition 101	College Composition 102
Geometry H	Algebra II H	Pre-Calculus (DE)	Adv. Science (H/DE)
Biology H	Chemistry I H	Adv. Science (H/DE)	DE Gov & Hon Economics
Geography H	World History H	US/AZ. History (H, DE)	World Language/Elective
PE/Health	CTE	World Language/Elective	Elective: CTE, Art, PE
World Lang/Elective	World Language	CTE (DE)	Elective: CTE, Art, PE
Fine Arts	Elective: CTE, Art, PE	Elective: CTE, Art, PE	Elective: CTE, Art, PE

***Pick many Honors, AP, and DE classes for advanced learning each year, 2+ years of World Language**

Post-Secondary Admissions

While completion of the requirements for high school graduation will allow admittance to a community college, it does not ensure entrance into all colleges and/or trade schools, etc. Anyone planning on higher education should determine the entrance requirements of the school they plan to enter. **This should be done by the end of the sophomore year for scheduling and planning purposes. Admission requirements are subject to change. Please contact your choice school admissions office for specific admissions requirements.**

Arizona Tri-University Admission Standards

ABOR Policy 2-121: Undergraduate Admission Requirements

Assured Admissions for Residents of Arizona	Delegated Admissions for Resident/Non-Resident Students
Freshmen (less than 24 transfer credits) ● Freshmen Class Rank: Top Quarter (25%) and ● Satisfactorily complete all core competency areas ● Minimum 3.0 GPA o NAU requires a 2.75 GPA minimum Core Competency Areas: English, Mathematics, Laboratory Science, Social Science, Foreign Language and CTE or Fine Art	Freshmen ● Class Rank: Second Quarter (26-50%) or ● GPA: have less than a 3.0 GPA on a 4.0 scale and ● Core Competencies: No more than one deficiency in two areas, except both not in mathematics and laboratory sciences

ACADEMIC COMPETENCY REQUIREMENTS

- Competency may be demonstrated by 16 core courses from high school or the appropriate college courses within each subject area. In some cases, ACT or SAT scores may be used to satisfy competencies. Please refer to ABOR Policy 2-102:
  - A minimum GPA of 2.0 is required for each competency (subject) area
  - FIRST YEAR and TRANSFER students with a combination MATH/LABORATORY SCIENCE deficiency are not admissible.
- For additional information refer to ABOR Policy 2-121

SUBJECT AREAS	HIGH SCHOOL CORE COURSES
ENGLISH 4 credits	English 9 English 11 English 10 English 12
MATH 4 credits	Algebra I Geometry Algebra II 4th year Math course, College Math, Precalculus
LABORATORY SCIENCE 3 credits	Biology, Chemistry, Investigative Science, Botany, Anatomy & Physiology, College Biology, College Chemistry, Environmental Science
SOCIAL STUDIES 2 credits	Geography, World History, US History, Economics, Government
WORLD LANGUAGE 2 credits	Two credits of the same world language: (i.e. Spanish or Navajo)
FINE ARTS and/or CAREER & TECHNICAL EDUCATION 1 credit	Art, Orchestra, Band, Guitar, Choir, Culinary Arts, Automotive, Welding, Drafting, Construction, Early Childhood, Graphic Design, Info Tech,

Community College Admission Standards

Admission to a community college in Arizona may be granted to any person who meets at least one of the following criteria:

- Is a graduate of a high school which is accredited by a regional accrediting association as defined by the United States Office of Education or approved by a State Department of Education or other appropriate state educational agency.
- Has a high school certificate of equivalency.
- Is 18 years of age or older and demonstrates evidence of potential success in the community.
- Is a transfer student in good standing from another college or university
- Enrolled in a dual credit course during high school.

Athletic Requirements for NCAA Eligibility

All high school athletes who plan to enroll and compete as college freshmen in a Division I or II institution must complete the NCAA Initial Eligibility Clearinghouse Release Form at the end of the junior year. There are increased requirements to be eligible for NCAA above and beyond the Page High School requirements. Students should check with their counselor or the Athletic Director for specific information. Students are encouraged to check the ***www.eligibilitycenter.org*** site. An official transcript and standardized test scores (SAT/ACT) must be sent to the Clearinghouse.

Out-of-State Colleges and Universities

Out-of-state schools may have additional entrance requirements that differ considerably. It is suggested that the student visit the specific college website to see specific requirements. Students may qualify for the WUE Scholarship if attending an out of state school that partners with Arizona.

PAGE HIGH SCHOOL
Academic Planning Guide

REGISTRATION/COURSE REQUESTS

Student registration for courses is conducted at Page High School and Page Middle School during the late fall and spring semester of each school year. Students who pre-register or formally request courses in the spring are given preference for classes that may close early. Schedules are built on pre-registration; therefore, **early registration is recommended**. **Page High School also uses assessment data to help in course placements (i.e. state and district testing).** In the absence of standardized test scores or transfer grades, placement tests may be administered to enrollees prior to registration.

It is important to make course requests carefully. **Page High School will allow course changes during the first-week of school of each semester. After the first week of the semester, principal approval is necessary. Generally, course changes will not be accepted after the fourth (4th) week of the semester. Furthermore, changing a yearlong course at the semester is not recommended and will need principal approval.**

STATE ASSESSMENTS

All 11th graders will participate in the ACT in the Spring. All 9th graders will participate in the ACT Aspire. These assessments replace former state standardized testing such as AzM2, AzMERIT, AASA. AzSCI is a state science assessment and will be taken by grades 5, 8 and 11.

NON-DISCRIMINATION POLICY

It is the policy of the Page Unified School District to prohibit discrimination and harassment in any program or activity and to provide equal access to all students regardless of sex (Title IX), race, religion, ancestry, national origin (Title VI), physical disability, or medical condition (Section 504). The lack of English language skills shall not be a barrier to admission and participation in the district's activities and programs, and the Page Unified School District offers affirmative action programs to students needing assistance with disabling conditions.

COURSES OFFERED

This book lists the courses available. Although a course may be listed, it might not be offered every year/semester if the registration is not sufficient to hold the class or if a certified instructor is not available. Students will be given an alternative selection if a class fills to capacity.

CHIEF MANUELITO SCHOLARSHIP PROGRAM

Established in 1980 to provide scholarships to high achieving Navajo high school students, scholarships are awarded based on college entrance test scores and high school grade point average. The policies concerning deadlines and document submission are strictly adhered to by the program. Students receive scholarships of $7,000 per year to cover direct educational expenses associated with colleges and universities. The Chief Manuelito Scholarship Program recognizes and awards undergraduate students with superior ability and educational talents upon availability of funds and upon meeting the following two eligibility criteria:

A. High school graduate admitted to a post-secondary institution with a minimum ACT (SAT scores will be converted) composite score in combination with a minimum cumulative grade point average, as shown in Table 1 and having completed the coursework in the timeframe as outlined in Table 2; and

B. In addition, all prospective applicants for the Chief Manuelito Scholarship shall meet or exceed their particular state-of-residency's State Educational Requirements for regular university admissions. (Beyond the year 2004, the New ACT/GPA and all course requirements will remain in effect until such time that the Education Committee approves amendments.)

Table 1: GPA/ACT Scores	
Cumulative GPA	ACT Score
3.80 – 4.00	21
3.70	22
3.60	23
3.50	24
3.40	25
3.30	26
3.20	27
3.10	28
3.00	29

Table 2: Courses Needed
Navajo Language – 1 Credit
Navajo Government – 0.5 Credit

GRADE LEVEL PLACEMENT

A student's grade level placement and cohort/graduation year are established when the student enters into the ninth grade for the first time at any school. The cohort/graduation year is calculated by adding four years to the year in which the student entered 9th grade (i.e., a student enters the 9th grade in 2022, the cohort year for this student is 2026). Once set, the cohort year must not be changed. For tracking purposes, students will be promoted at the end of each school year regardless of credits earned; students may be retained in their senior year (12th grade) if graduation requirements have not been met.

RANK IN CLASS

In determining rank in class, all students at a grade level shall be included. Page High School evaluates class rank based on overall GPA. GPA is not weighted. All ranks shall be reported as number rank in class with graduating class size (For example: 8 out of 200.). Grade point average and rank in class shall be reported to students, parents/guardians, and any authorized transcript recipient upon request.

GRADES WHEN STUDENTS WITHDRAW FROM SCHOOL

If a student withdraws from school to enter another school, Page High School will transfer their current grades. This will be the grade earned to date. All books should be returned and fees paid before the withdrawal slip is completed.

CLASS DROP POLICY

To drop a course, a student must meet with a school counselor within the first week of the semester. After the week deadline, a Late Class Change form must be submitted prior to any consideration for changes and drops. The principal will have final approval. Extenuating circumstances will be considered on an individual basis. Generally, class changes will not be accepted after the fourth (4th) week of the semester. With regard to athletic eligibility, if at any point a student drops a class and the grade at the time of the drop is an F, such student will remain academically ineligible for the remainder of the eligibility period or until grade is passing. Requests for a class change for the second semester of a yearlong course is not recommended. If needed, paperwork will need to be completed with a school counselor and the principal will have final approval.

GRADING SYSTEM

At the beginning of each course, the teacher shall inform students regarding requirements to pass the course. Procedures for make-up work shall also be explained. The "Incomplete (I)" will be used only in those instances of illness or some other unavoidable reason a student is unable to complete class work on time. The "I" is only temporary and must be removed by completion of work within a reasonable length of time, agreed upon by the teacher and student, with a four week maximum allowance.

LETTER GRADE AND GRADE POINTS		
A	100 - 90	4.0
B	89 - 80	3.0
C	79 - 70	2.0
D	69 - 60	1.0
F	59 - 0	0.0

EARLY GRADUATION

The PUSD School Board will authorize early high school completion in order to meet career goals for selected students. Students desiring early graduation must submit an Early Graduation Request Packet to the principal. The request must contain the reason for the request, graduation plan set up with the student's counselor, and the written approval of the student's parents or guardian. The principal may accept requests after the established submission deadline in special circumstances. All graduation requirements must be met by the early completion date.

Deadline for submitting Early Graduation Request	
December Graduation	**May Graduation**
March 1 of the previous school year	**October 1 of the current school year**

The Superintendent will establish procedures to evaluate each request and will ensure that the parents or guardian are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on extra-curricular activities.

Diplomas will be awarded only at the completion of the spring semester. However, final transcripts will be provided as soon as the high school requirements have been met.

The District shall notify the Arizona Department of Education and the Commission for Postsecondary Education when a student graduates at least one (1) year before the student's scheduled graduation date. Adopted: date of Manual adoption. (Legal Ref: ARS 15-105, 15-701.01, 15-1821 Section 63, Arizona Laws 2009, HB2011)

GRADUATION REQUIREMENTS

Class of 2025 and 2026	22 credits	4.0 English 4.0 Math 3.0 Science 3.0 Social Studies 0.5 Physical Education 0.5 Health Education 1.0 Fine Arts OR Career & Technical Education 6.0 Electives
Class of 2027 and beyond	22 credits	4.0 English 4.0 Math 3.0 Science 4.0 Social Studies 0.5 Physical Education 0.5 Health Education 1.0 Fine Arts OR Career & Technical Education 5.0 Electives

HONOR ROLL

The honor roll is calculated at the end of each semester. It is based on current semester grades and is not cumulative. In order to qualify a student must have no F's in the current semester. They must also meet one of the following criteria:

- 4.00 GPA – Principal's Honors
- 3.50 GPA or higher – High Honors
- 3.00 GPA or higher – Honors

The top 10% of the Senior class will be recognized at graduation.

Class of 2025 and 2026	Valedictorian and Salutatorian will be recognized at graduation. Top 10% will be recognized at graduation.
Class of 2027 and beyond	Top 10 % will be recognized at graduation.

APPEAL OF GRADE

An appeal for a grade change must be made within one semester of the completion of that course for which the grade was given. All appeals must be made at the site level, with the teacher of record for that course. Only the teacher of record for the course may change a grade.

ATHLETIC & ACTIVITY ELIGIBILITY

In order to participate on an athletic team, a student must be enrolled in a minimum of five (5) academic classes at Page High School to be in compliance with Arizona Interscholastic Association and state and school policies. Seniors in good standing

and on track for graduation and homeschool students are exempt from this policy. Please check with your school counselor or the Athletic Director for specific requirements.

TRANSFER GRADES AND TRANSFERRABLE CREDITS

Students attempting to earn credits at sites other than Page High School need to exert care and caution. Acceptance of transfer credits from sources outside of the Page High School is not automatic. **Please consult your school counselor to develop a plan for graduation from Page High School. Refer to the PUSD policy IKF for detailed guidance.** Transfer grades are determined by the grades earned at the previous school at the time of withdrawal. Transfer credits are determined by providing the transcript from the previous school as part of the enrollment process at Page High School.

COURSE LOAD CREDITS

1. Seniors are required to take a minimum of four (4) year-long courses totalling to four (4) credits.
2. Juniors, Sophomore and Freshmen are required to take a full course load, with the exception of a Release to Seminary course each year.
3. Seniors are permitted to take Release Time as long as they are on track to meet graduation requirements and competencies for their declared graduation plan. Exceptions to course loads must be approved by the principal or designee. Release Times are not offered immediately prior to and following lunch.
4. Upon successful completion of a course, students will earn 0.5 credit per course each semester.
5. Attendance can affect earning credit for a course. If a student misses more than **12 class periods** of a single course, they will be at risk of **losing the credit for that course**. Students can make up credit outside of school hours. Discuss options with your School Counselor or the Dean.
6. Students receiving quarter credit from another institution will have their transcripts reviewed to determine credits needed for graduation. Once graduation requirements have been met in any department, additional courses taken in that department will be recorded as an elective.
7. Students (11th -12th graders) are allowed to take one instructional aide period per semester (see course descriptions for details).
8. Students may be granted credit for a course taken at a community college or university. Such courses must be taught at a higher level than the course offered in Page High School and must use the college text. One credit shall be awarded for each three or more semester hours of credit earned in an accredited community college or university. **Prior to taking the class, principal approval is necessary. An Alternative Education form for approval can be obtained through your School Counselor.** Grades for these courses will be recorded on high school transcript as the grade earned on the official college transcript.
9. A course may be repeated to improve a grade or to allow the student to meet additional competencies. **The principal must approve all courses that a student wishes to repeat.** The new course grade will then be entered on the transcript and will be reflected in the student's cumulative grade point average. This applies to transfer students as well. **In order to repeat a course for a new grade, the course MUST be currently offered and taken at PHS within one (1) school year.** The lower of the two grades will be changed to an R, not calculated in the GPA, and the credit for that course will be removed. *For example, if a sophomore student wants to retake a second semester class, they will have until the second semester of their junior year.*
10. Students have a right to petition to test out of a class for credit with the permission of the teacher for that course, the counselor, and an administrator. Students must test mastery on all competencies listed for the class as defined by the course final evaluation, and a credit (CR), not a grade will be issued in this situation.
11. Edgenuity curriculum used for credit recapture will be assigned a CR (credit) or an NC (no credit).
12. Edgenuity initial credit (IC) will be assigned a grade letter. This grade letter will be listed on a student's transcript and calculated into a student's GPA.

HOME SCHOOLING

The Page Unified School District does not automatically award credit for students entering high schools from homeschooling. Students who enter from home schooling must provide information regarding the curriculum of the home teaching and verification from the County Superintendent's office before credit is granted to them. The County Superintendent's Home School voucher must be completed and on file in order to participate in Athletics. Home school course credit transfer criteria: The school counselor and registrar will ascertain the following:

1.) Whether or not parents used homeschooling services?
2.) What curriculum was utilized?
3.) What courses were taken?
4.) Were assessments provided by the services?
5.) Were grades awarded?
6.) Was a transcript issued by the services?

Based on the criteria above, credit could be awarded for courses taken through the home school service. Upon review 'credit' or 'no credit' will be indicated on the transcript. If a homeschooling service was not used, then the grade level placement of homeschooled student upon enrollment in public school is dependent upon school district policy. Arizona Revised Statute §15-745 states:

> *A child who enrolls in a kindergarten program or grades one through twelve after receiving instruction in a home school program shall be tested pursuant to this article in order to determine the appropriate grade level for the educational placement of the child.*

In accordance with PUSD policy JFABC students may request and take a course exam designed and evaluated by a teacher who is certified to teach the subject matter of the course for which the credit is requested. All tests will be administered and taken only once. There will be no retakes. Upon assessment review, either 'credit' or 'no credit' will be indicated on the transcript.

ON SITE ONLINE LEARNING FOR INITIAL CREDIT

Page High School utilizes Edgenuity to offer an online option for our students. Online learning allows students the opportunity to take courses that are not currently offered at Page High School in the traditional classroom setting. Each student is expected to treat their online class just like a traditional class at Page High School. Each student is expected to complete an online course within a reasonable amount of time. Students may have homework in their online classes. Each student is expected to turn in work as it becomes due. Each student is expected to complete online learning course work during the school day and will be scheduled into the online learning lab during regular school hours. The progress of each student will be closely monitored. Please see a school counselor or the online learning facilitator for a complete list of courses offered by Edgenuity.

CORRESPONDENCE COURSES

Correspondence courses are courses taken outside of the Page Unified School District and will be transferred in as an elective or core credit in accordance with the following guidelines:

- The credit meets descriptors of core credit or other requirements and was awarded by a school accredited by one (1) of the following accrediting agencies of colleges and schools: Southern Association, Middle States Association, New England Association, Western Association, or AdvancEd.
- If the student has a transcript from an accredited school, they will receive credit for their core courses.
- If the student has a transcript from a non-accredited school, credits will be issued as elective unless the student has demonstrated competency in the course subject matter by obtaining a passing score on an assessment administered by Page Unified School District. This assessment can only be taken once for each course.
- A student who achieves a proficient or highly proficient on a state approved assessment by the Arizona Department of Education, will receive credit for successful completion of Algebra I, Geometry and/or Algebra II courses completed at a non-district school, regardless of whether the school is fully accredited by a recognized accreditation agency.
- A student who achieves a proficient or highly proficient on the AzM2 or a reciprocal test of another state approved by the Arizona Department of Education, will receive credit for successful completion of English 9, 10, 11, and/or 12 courses completed at a non-district school, regardless of whether the school is fully accredited by a recognized accreditation agency.

CREDIT DEADLINE

It is the student‘s responsibility to present official verification of courses taken at institutions outside of Page High School before the completion of arrangements for graduation exercises. The deadline for credit verification is one week prior to the scheduled date of the graduation ceremony.

FOREIGN EXCHANGE STUDENTS

Page High School may enroll one foreign exchange student per 250-350 students enrolled per District policy. Each exchange student should plan to attend Page High School for the school year, not for a single semester or a partial school year. A high school diploma will not be awarded. Foreign exchange students will only be granted a “Certificate of Attendance.” The certificate may be awarded at the graduation commencement when appropriate.

TRANSFER STUDENTS

Credit for Graduation Requirements:

Core credit for purposes of this policy shall be the fifteen (15) units of credits specifically named as required for graduation by the State Board of Education in R7-2-302. Each student who enrolls and requests the transfer of academic credits to fulfill graduation requirements shall be provided with a list specifying the courses for which credit has been accepted as an elective by the District. Credits earned by a student in ninth (9^{th}) grade or higher at a non-accredited school, including home school, will be accepted for graduation purposes under either of the following conditions designed to ensure that a course reflects the student’s proficiency in the subject matter of the course:

- The student has demonstrated competency in the subject matter of the course by obtaining a passing score on an examination administered by the District.
- The student has demonstrated proficiency by obtaining a “proficient” or “highly proficient” score on the high school ACT, ACT Aspire or other state standardized test our school district uses to assess competency in the core subject area.

Credit will be granted if the student earns a score that demonstrates competency. A passing grade on the examination will earn the student a “P” grade. A maximum of five (5) core subject credits will be awarded for completion of courses at a non-accredited school.

All core credit courses must meet the standards adopted by the State Board of Education where such standards exist. Where standards have not been adopted by the State Board of Education, core credit courses must meet the standards established for the school to which the student has requested a transfer of credit. Fractional course credit of .33 or greater transferred in from other high schools shall be evaluated and adjusted to the nearest half-credit. Full credit will be given for course experience in the previous high school that meets the equivalent amount of time for the credit granted at Page High School. The adjustment shall always be made with the student‘s best interest in mind. Students, upon presenting a transcript, will be registered on the grade level indicated by the record in accordance with their cohort/graduation year.

Students entering with a record indicated by a Pass/Fail format will show Credit/No Credit on the Page High School transcript. Students entering with letter grades will receive those letter grades on the PHS transcript. **Credit and/or grades will be accepted as they are transferred to PHS.**

Foreign transfer students must provide the grades, number of hours per week, and descriptions of the courses taken at previous schools to determine credits accepted by PHS. A translated transcript is preferred.

SUMMER SCHOOL FOR CREDIT RECAPTURE

Summer school is open to students who are making up credit. The grades given in summer school will be only CR/NC unless the course is taught by an educator that holds the appropriate state certification in that area. Students may earn up to one credit during summer school session.

TEXTBOOKS

As per ARS §15-723-5, “Governing Boards shall furnish free required textbooks and related printed subject matter materials in the high schools.” The textbooks must be returned at the end of a course, or the student must pay the actual replacement cost.

CLEARING FOR GRADUATION CEREMONY

Prior to graduation a student must be cleared in several areas to be able to participate in the graduation ceremony. This means that the student has no outstanding debts with the following departments or areas:

*Athletic and Activities *Library (textbooks and library books) *Teachers
*Bookstore (debts/charges/fines/fees) *Cafeteria *Locker

Extenuating circumstances will be dealt with on an individual basis by the principal or designee. All financial debts may be taken care of at the student store; payment plans are available starting freshman year.

AP (ADVANCED PLACEMENT- THE COLLEGE BOARD) COURSES

Page High School offers AP courses and corresponding AP exams; however, course offerings are subject to change at any time, and may vary from year to year. **Students have the option to take an AP exam when taking an AP class and require a $99.00 per exam fee. This fee may be covered by Page High School. Students must opt out of the AP exam or they will be charged a $40 exam fee. November 15th is the deadline for Fall Semester and March 14th is the deadline for Spring Semester. A payment plan will be established and the first payment will be due by April of the year prior to the first day of class in order for the student to remain registered in the AP course.** (For example, a student registering for an AP course for the 2020-2021 school year would need to pay their first payment no later than April 1, 2020.) The acceptance of college credit for taking and passing an AP exam is determined by the institution where the student may be enrolling.

DUAL ENROLLMENT

Dual Enrollment offers students the opportunity to take high school courses on their high school campus and receive both secondary and post-secondary credit. The dual enrollment courses are taught by PUSD teachers who are certified to teach in those areas and who also hold a dual enrollment certification. The course must meet the District's minutes-per-class standard. Community college credits earned in Arizona may transfer to the Arizona public universities. Students are responsible for verifying whether their dual enrollment credits will transfer to out-of-state colleges and universities. PUSD partners with Arizona State University, Coconino Community College and Navajo Technical University to offer a variety of dual enrolled courses. Students receive high school credit per semester for each period enrolled in the dual enrolled course. 3 college credits will equal 1 high school credit. The courses differ in that students may be eligible to receive college credit in addition to their high school credit for successfully completing the courses. College credits received may vary from 1-5 credits per high school course completed. **High school courses that offer Dual Enrollment are determined by Arizona State University, Coconino Community College and Navajo Technical University. Due to the many factors impacting the offering of the Dual Enrollment credit, Page High School cannot guarantee Dual Enrollment credit. Credit is determined by Arizona State University, Coconino Community College and Navajo Technical University.**

ARIZONA STATE UNIVERSITY DUAL ENROLLMENT

- Arizona State University (ASU) Dual Enrollment is available in different formats. Students can choose to take a Dual Enrollment course offered in person with a Page High School teacher, as an Online Learning course, or on their own time, outside of the school day. The courses offered will be subject to change formats as needed.
- Students will complete an online application to become an Accelerate ASU student and have access to courses.
- The application process only needs to be completed once. There is no application fee.
- Students must register for each articulated high school course.
- Students **must pay $250.00 per course.** This is a flat fee not dependent on the credit of the course.
- ASU courses will range from 1-5 credits per course.
- The student's grade of an "A", "B", "C", "D", or an "F" is entered on the student's high school transcript if taking the course in person with a Page High School teacher.
- If the student receives a grade of "D" or "F" and does not wish to submit it to their ASU transcript, they have the option to do so. Students still must pay the fee if they do not add the course to their transcript.
- To see the full list of courses offered with Accelerate ASU visit this website: https://ea.asu.edu/courses/
- A sampling of ASU Dual Enrollment courses include:

ACC 231 Uses of Accounting Information I	**BIO 145 Intro to Marine Science**
ASM 246 Human Origins	**BIO 160 Intro to Anatomy & Physiology**
AST 111 Introduction to Solar Systems Astronomy	**CED 194 Career Development**

BIO 100 The Living World	**CEE 181 Technological, Social, and Sustainable Systems**
BIO 130 Intro to Environmental Science	**CGF 110 Resilient American Futures: An Academic Road Trip**

CHM 101 Introductory Chemistry	**FIN 123 ASU Financial Literacy**
CHM 114 General Chemistry for Engineers	**FIN 294 Fundamentals of Personal Finance**
CIS 105 Computer Applications and Information Technology	**FSE 100 Introduction to Engineering**
CIS 194 G1 Business Technology Fundamentals	**HCR 210 Ethics for the Health Care Professional**
CIS 194 G2 Computer Networking in Organizations	**HCR 220 Introduction to the Health Professions and the US Healthcare System**
CIS 194 G3 Operating Systems Management for Business	**HST 102 Europe and the Mediterranean: Ancient and Medieval**
CIS 194x Cloud Foundation (AWS 1)	**JUS 210 Introduction to Ethnic Studies in the U.S.**
CIS 294 G4 Systems Administration and IT Infrastructure Services	**MAT 117 College Algebra**
CIS 308 Advanced Excel in Business (ABDA)	**MAT 142 College Mathematics**
CIS 309 Business Process Management (ABDA)	**MAT 170 Precalculus**
CIS 310 Business Data Visualization (ABDA)	**MAT 210 Brief Calculus: Calculus for Business and Economics**
CIS 313 Location Analytics for Business (ABDA)	**OGL 200 Introduction to Organizational Leadership**
CIS 394 G5 Introduction to IT Security in an Organization	**PAF 112 Identity, Service, and American Democracy**
COM 100 Introduction to Human Communication	**PHY 194 Energy Matters**
COM 225 Public Speaking	**PMG 240 Introduction to Project Management**
CSE 110 Principles of Programming	**PSY 101 Introduction to Psychology**
ECN 211 Macroeconomic Principles	**REL 101 Religion, Culture, and Public Life**
ECN 212 Microeconomics Principles	**SOC 101 Introductory Sociology**
EDT 180 Technology Literacy: Problem Solving using Digital Technology Applications	**SOS 100 Introduction to Sustainability**
ENG 131 Poetry in America: The City from Whitman to Hip Hop	**STP 226 Elements of Statistics**
WPC 194a Business Fundamentals	**TEL 111 Exploration of Education**

COCONINO COMMUNITY COLLEGE DUAL ENROLLMENT

- The student may need to complete an assessment, then apply to become a CCC student.
- The application process only needs to be completed once. There is no application fee.
- Students must register for each articulated high school class.
- Students **must pay a minimum of $15.00 per credit hour.** For example, a 3 credit class at CCC will have a cost of $45.
    - Courses that are both AP and dual credit will require both the $94 AP exam fee as well as the $15 per credit hour CCC fee if the student wants both.
- The student's grade of an "A", "B", "C", "D", or an "F" is entered on the student's high school and college transcripts.
- After successfully completing each semester of the articulated high school course, the student receives high school and college credit.
- AccuPlacer Test or ACT/SAT scores in specific areas may be required for placement in English, Math and Science DE courses.
- All CCC Dual Enrollment courses are taken in person with a Page High School teacher.
- The following is a list of available courses for CCC dual enrollment:

PHS/CCC Instructor	PHS Course	CCC Course	CCC Credits
Hatt	Chemistry	CHM 151: General Chemistry	5
Dalton	Biology	BIO 181: Unity of Life I: Life of the Cell	4
Dalton	Biology	BIO 182: Unity of Life II: Multi Cellular Organisms	4
Swinton	Culinary 1	HRM 140: Food Production Concepts	3
Swinton	Culinary 2	HRM 240: Commercial Food Production	3
Rangel	Welding 1	WLD 102: Welding Fabrication	3
Rangel	Welding 2	WLD 106: Intermediate Welding	3
Trujillo	Construction 1	CTM 123: Building Construction Methods I	3
Trujillo	Construction 2	CTM 124: Building Construction Methods II	3
Green	Automotive Technology III	AUT 100: Automotive Basics	3
Green	Automotive Technology III	AUT 106: Automotive Engines	3

Begaye	Auto Collision I & II	ABO 103, ABO 104 : Intro to Automotive Body Repair and Refinishing	6
Trujillo	Drafting I & II	DFT 100, 101: Basics in CAD & REVIT Basics	6

NAVAJO TECHNICAL UNIVERSITY DUAL ENROLLMENT

- The student may need to complete an assessment, then apply to become a NTU student.
- The application process only needs to be completed once. There is no application fee.
- Students must register for each articulated high school class.
- **Students must pay a minimum of $15.00 per credit hour.** For example, a 3 credit class will have a cost of $45.
    - Courses that are both AP and dual credit will require both the $94 AP exam fee as well as the $15 per credit hour CCC fee if the student wants both.
- The student's grade of an "A", "B", "C", "D", or an "F" is entered on the student's high school and college transcripts.
- After successfully completing each semester of the articulated high school course, the student receives high school and college credit.
- AccuPlacer Test or ACT/SAT scores in specific areas may be required for placement in English, Math and Science DE courses.
- All NTU Dual Enrollment courses are taken in person with a Page High School teacher. If a student wishes to take a Concurrent Enrollment course on their own time online, they need to speak with their counselor. Students are held to NTU standards and must complete the course on their own if they choose to do so.
- The following is a list of available courses for NTU dual enrollment:

PHS/NTU Instructor	PHS Course	NTU Course	NTU Credits
Sombrero	Navajo I	NAVA 1110: Navajo I	3
Sombrero	Navajo II	NAVA 1120: Navajo II	3
Sombrero	Navajo III	NAVA 2210: Navajo Culture	3
Sombrero	Navajo Government	NAVA 2230: Navajo Government	3

ASSOCIATE DEGREE PATHWAY

An Associate Degree is an undergraduate degree that typically takes two years to complete and is offered at many colleges, universities, technical colleges, and community colleges. For some students, an associate's degree provides preparation for a bachelor's degree, while for others it is a qualification in its own right, helping to improve employment prospects compared to only completing high school education. PHS offers an individualized pathway for students to graduate with both their high school diploma and an associate degree from ASU. If you are thinking about earning an associate degree in high school there are some important things to consider:

1. Understand Long-Term Educational Goals:
    a. It is important for students to have a clear idea of what bachelor's degree they will pursue when deciding on earning an associate degree in high school. Unless the student has taken classes applicable to their bachelor

program as part of the associate degree electives, they will likely need more than 60 additional credits (2 years) to finish a bachelor's degree. A student who has earned an associate degree will have completed 2 years' worth of college credit but potentially will have 3+ years to complete a bachelor's degree.

b. Some bachelor degree programs have specific general education requirements or incorporate general education courses into their schedule sequence to balance class-loads throughout a four-year degree. A student must maintain full-time status (12-18 credits) to maintain scholarships and financial aid in college. This may be difficult to accomplish if all general education requirements are already complete. This is especially important to consider when planning certain STEM or pre-health degrees such as nursing.

c. There is no guarantee earning an Associate Degree while in high school will increase a student's chance to get accepted to competitive colleges. Students must familiarize themselves with the admission process at the college or university that interests them.

d. Advanced opportunity courses, such as Dual Enrollment, can affect high school grade point average (GPA). If a student's GPA begins to decline due to taking college courses, then pursuing a college degree while in high school may not be right for them. High school GPA is an important consideration in scholarships and admission processes at most colleges.

2. Understand Other Factors Involved in Pursuing an Associate Degree:
   a. Due to rigorous coursework and additional workload required to receive both a high school diploma and an associate degree, students may miss out on normal high school activities and other social functions. It may be hard to juggle high school activities, sports, a job, etc. For some, it can be a major adjustment. Free time and social time will often be exchanged for study time.
   b. Other college and career preparation activities may not be given the attention they need. If a student is completely focused on earning an associate degree, they may not spend enough time on ACT Prep, career exploration, scholarship searches, college and university planning, and more. Career & degree exploration is especially crucial for associate degree seekers since a student will start right into bachelor degree major requirements once at college.
   c. Some classes required for an associate degree may deal with mature and sensitive issues. They may include class discussions that are uncomfortable for some students. These classes cannot be waived.
3. Create an Academic Plan:
   a. Students must meet with their high school counselor no later than the first semester of their sophomore year in order to ensure all requirements are met. Careful, advanced planning is imperative to ensure that both high school and college graduation requirements are met.

Below is an example schedule for a student completing an Associate Degree Pathway at PHS. Please note, elective courses are subject to availability in person and will differ depending on the student's interests and career goals. Each student intending to complete an Associate Degree Pathway will create a 4-year plan with their school counselor. Any deviation from the plan may jeopardize the student's ability to graduate with an Associate Degree.

Grade	Associate Degree Requirements	Course Option
9th	Success Course 1	Online
	Success Course 2	Online
	Elective	Navajo I
10th	Scientific Thinking in Natural Sciences	Chemistry DE
	Humanities, Arts and Design	Online
	Global Communities, Societies and Individuals	Online
	Elective	Navajo II
	Elective	Culinary I
11th	First Year Composition	Comp 101
	First Year Composition	Comp 102
	Scientific Thinking in Natural Sciences	Biology DE
	American Institutions	US History DE
	Elective	Culinary II
	Sustainability	Online
12th	Mathematics	College Math
	Elective	Navajo Gov
	Social and Behavioral Sciences	Pscyh DE
	Humanities, Arts and Design	Online
	Quantitative Reasoning	Online

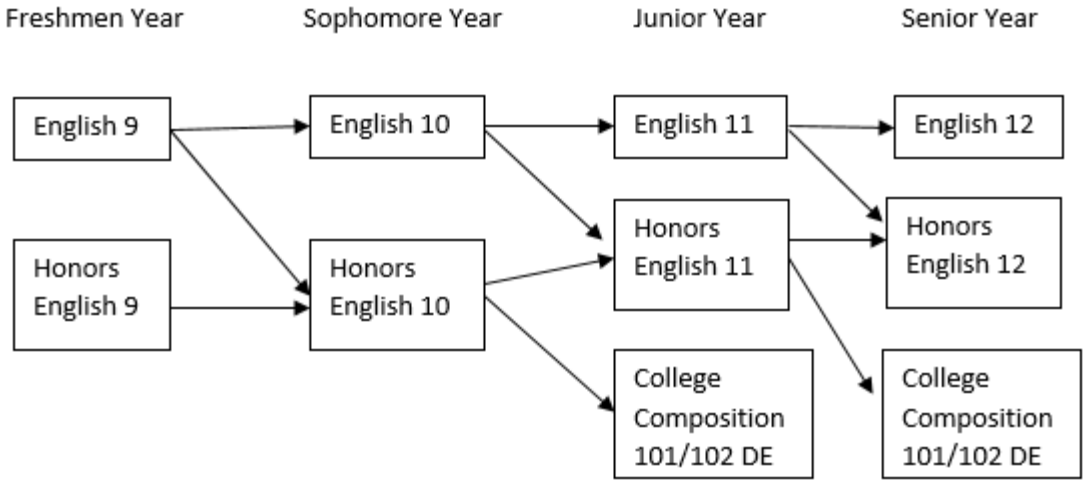
9th Grade			
Fall		Spring	
Course	Credits	Course	Credits
English 9 H		English 9 H	
Algebra I		Algebra I	
Biology H		Biology H	
Geography H		Geography H	
H&PF		H&PF	
Navajo I		Navajo I	3
ASU Online	1	ASU Online	3

10th Grade			
Fall		Spring	
Course	Credits	Course	Credits
English 10 H		English 10 H	
Geometry H		Geometry H	
Chemistry DE		Chemistry DE	3
World Hist H		World Hist H	
Culinary I		Culinary I	3
Navajo II		Navajo II	3
ASU Online	3	ASU Online	3

11th Grade			
Fall		Spring	
Course	Credits	Course	Credits
Comp 101	3	Comp 102	3
Algebra II H		Algebra II H	
Biology DE		Biology DE	4
US Hist DE		US Hist DE	3
Culinary II		Culinary II	3
Culinary II		Culinary II	
ASU Online		ASU Online	3

12th Grade			
Fall		Spring	
Course	Credits	Course	Credits
College Math		College Math	4
Economics		Constitution	
Navajo Gov		Navajo Gov	3
Psych DE		Psych DE	3
ASU Online	6	ASU Online	3
		TOTAL	60

ENGLISH



General Description

The Page High School English curriculum is based on the Arizona Academic Standards. Each class requires demonstrated competencies of both the Standards and Page High School Performance Indicators as part of the final grade. Students are placed, as freshmen, on the basis of their demonstrated skills on a standardized test, other data points and learning needs, as well as teacher recommendation. **Students must obtain 4 English credits in order to meet the state's requirements to graduate. Failing any English credit will jeopardize graduation.**

30001101 - ENGLISH 7

Full Year
Grade: 9
Prerequisite: none
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards and prepare to take the Arizona State Assessment. They will gather, interpret, and communicate information in a variety of prose styles. They will develop their vocabulary and language fluency through speech and critical analysis. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

30001101 - HONORS ENGLISH 7

Full Year
Grade: 9
Prerequisite: none
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards and prepare to take the Arizona State Assessment. They will gather, interpret, and communicate information in a variety of prose styles. They will develop their vocabulary and language fluency through speech and critical analysis. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

30001101 - ENGLISH 8

Full Year
Grade: 9
Prerequisite: none
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards and prepare to take the Arizona State Assessment. They will gather, interpret, and communicate information in a variety of prose styles. They will develop their vocabulary and

language fluency through speech and critical analysis. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

30001101 - HONORS ENGLISH 8
Full Year
Grade: 9
Prerequisite: none
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards and prepare to take the Arizona State Assessment. They will gather, interpret, and communicate information in a variety of prose styles. They will develop their vocabulary and language fluency through speech and critical analysis. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001101 - ENGLISH 9
Full Year
Grade: 9
Prerequisite: none
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards and prepare to take the Arizona State Assessment. They will gather, interpret, and communicate information in a variety of prose styles. They will develop their vocabulary and language fluency through speech and critical analysis. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001103 - HONORS ENGLISH 9
Full Year
Grade: 9
Prerequisite: Teacher Recommendation
Credit: 1.0 English

Students will follow a course of study similar in structure and content to English 9, but with greater scope and depth. The emphasis will be on critical thinking, writing, and reading; analysis of texts; and making inferences.Writing exercises will be more extensive and challenging. “Honors” notation will appear on the transcript.

10001201 - ENGLISH 10
Full Year
Grade: 10
Prerequisite: English 9
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards. While the structure of the course is similar to English 9, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001203 - HONORS ENGLISH 10
Full Year
Grade: 10
Prerequisite: English 9, Teacher Recommendation
Credit: 1.0 English

Students will follow a course of study similar in structure and content to English 10, but with greater scope and depth. The emphasis will be on critical thinking, writing, and reading; analysis of texts; and making inferences. Writing exercises will be more extensive and challenging. "Honors" notation will appear on the transcript.

10001301 - ENGLISH 11

Full Year
Grade: 11
Prerequisite: English 10
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 10, with increased text complexity. While the structure of the course is similar to English 10, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001305 - HONORS ENGLISH 11

Full Year
Grade: 11
Prerequisite: English 10
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 11, with increased text complexity. While the structure of the course is similar to English 11, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001610/10001611 - COLLEGE COMPOSITION DE

Full Year
Grade: 12
Prerequisite: English 10
Credit: 2.0 English (First semester English 101; Second semester English 102)

ENG 101 requires practice in writing, rhetoric, and reasoning, with emphasis on using the writing process to compose college-level essays. Students will be able to: 1) analyze and evaluate academic and other non-fictional print and electronic texts; 2) apply strategies for generating ideas, organizing, drafting, revising, and editing; 3) compose writing in non-fiction genres, making rhetorical choices appropriate to context, purpose, and audience; 4) identify and employ academic genre conventions, including thesis statements, organization patterns, paragraph and sentence structures, grammar, and punctuation; critique their own and other students' writing through the peer-review process; 5) revise and edit writing for coherence, conciseness, clarity, diction, and conventions of Standard Written English; 6) research, evaluate, analyze, and document sources; 7) integrate evidence to support their own ideas, using quoting, paraphrasing, and summarizing; 8) and choose and apply an academic documentation style to suit purpose and audience. ENG 102 is continued development of ideas and strategies introduced in ENG 101. Extensive practice in critical thinking, reading, and writing with emphasis on composing analytical essays on literary topics and a documented research paper. **This course is a Dual Enrollment (DE) option through CCC.** Students must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10001501 – ENGLISH 12

Full Year
Grade: 12
Prerequisite: English 11
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 11, with increased text complexity. While the structure of the course is similar to English 11, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

10001503 – HONORS ENGLISH 12

Full Year
Grade: 12
Prerequisite: English 11
Credit: 1.0 English

Students will master the Arizona English Language Arts Standards by following a more rigorous version of the course of study described for English 12, with increased text complexity. While the structure of the course is similar to English 12, the content is more challenging and the concepts more advanced and comprehensive. Students will analyze and compare selections. They will practice the writing process as they generate the required documents and prepare for success in college, and/or the job market.

ENGLISH ELECTIVES

10001200 - CREATIVE WRITING

Full Year
Grade: 9-11
Prerequisite: None
Credit: 1.0 Elective

Do you like writing? Would you like to have a place to write daily? Explore ideas? Discuss story ideas with others? Of course, creative writing means we will write daily; we will write weekly; we will write monthly; we will write while we eat green eggs and ham. Well, maybe not eating green eggs and ham, but you get the general idea: this class is fun, but we write a lot. We share our stories with other class members. We talk and have lots of opinions. This is a project based class, and you will create a portfolio to share your writing. Get ready to join the adventure I call—WRITING;)

10001816 - LANGUAGE DEVELOPMENT 9/10

Full year
Grade: 9
Credit: 1 Elective
Prerequisite: Placement

The English Language Learner Development (ELD) is a type of instruction that has at its orientation the teaching of English language skills to students who are in the process of learning their English. The content emphasis is English Language Development. The ELD is foundational English which includes speaking, reading, writing, and listening. The reading and writing are aligned to the Arizona K-12 English Language Learner Proficiency Standards and are considered the content of the SEI class. The English Language skills categories shall be delineated from the Discrete Skills Inventory. Classroom entry and exit are determined solely by the AZELLA score. Students who do not have a composite score of Proficient shall be grouped into a class of peers with similar scores of Pre-Emergent, Emergent, Basic, and Intermediate. Students will be offered a chance to retake the AZELLA up to and not exceeding three times during the course of a school year.

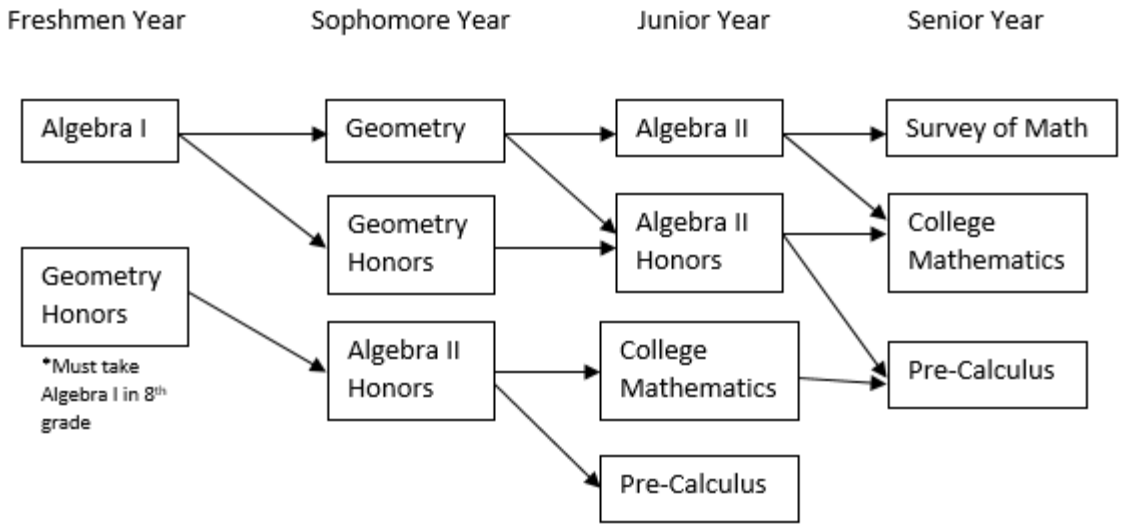
10001820 - LANGUAGE DEVELOPMENT 11/12

Full year
Grade: 11-12
Credit: 1 Elective
Prerequisite: Placement

10/2024

The English Language Learner Development (ELD) is a type of instruction that has at its orientation the teaching of English language skills to students who are in the process of learning their English. The content emphasis is English Language Development. The ELD is foundational English which includes speaking, reading, writing, and listening. The reading and writing are aligned to the Arizona K-12 English Language Learner Proficiency Standards and are considered the content of the SEI class. The English Language skills categories shall be delineated from the Discrete Skills Inventory. Classroom entry and exit are determined solely by the AZELLA score. Students who do not have a composite score of Proficient shall be grouped into a class of peers with similar scores of Pre-Emergent, Emergent, Basic, and Intermediate. Students will be offered a chance to retake the AZELLA up to and not exceeding three times during the course of a school year.

MATHEMATICS



General Description

Page High School mathematics curriculum is defined by the State of Arizona Academic Standard. Students are placed into math courses based on completed prerequisite math courses, test scores, and teacher recommendations. Students who completed Algebra I or Geometry in middle school and can show completion on a report card with a passing grade will be given credit only and not a letter grade. Students who wish to earn college credit in courses that offer dual enrollment credit through Coconino Community College are required to pass a college math entrance exam. **Students must obtain 4 Math credits in order to meet the state's requirements to graduate. Failing any math credit will jeopardize graduation.**

30002101 - MATH 7
Full Year
Grade: 7
Prerequisite: None
Credit: 1.0 Math

This class is an introduction to algebraic thinking. Algebra moves students from arithmetic thinking to abstract algebraic reasoning using logic. Basic problem solving skills with an introduction to relations and functions will be explored. Students will begin to model real world problems with algebraic expressions and equations. Algebra I is required for high school graduation.

30002101 - PRE ALGEBRA
Full Year
Grade: 7-8
Prerequisite: None
Credit: 1.0 Math

This class is an introduction to algebraic thinking. Algebra moves students from arithmetic thinking to abstract algebraic reasoning using logic. Basic problem solving skills with an introduction to relations and functions will be explored. Students will begin to model real world problems with algebraic expressions and equations. Algebra I is required for high school graduation.

10002101 - ALGEBRA I
Full Year
Grade: 8-12
Prerequisite: None

Credit: 1.0 Math

This class is an introduction to algebraic thinking. Algebra moves students from arithmetic thinking to abstract algebraic reasoning using logic. Basic problem solving skills with an introduction to relations and functions will be explored. Students will begin to model real world problems with algebraic expressions and equations. Algebra I is required for high school graduation.

10002201 - GEOMETRY

Full Year
Grade: 9-12
Prerequisite: Algebra I
Credit: 1.0 Math

Geometry is a way to model the world; Geometry comes from Geo—"Earth" and Metron—"Measurement." In this class, Algebra is applied to one-dimensional, two-dimensional, and three-dimensional shapes in order to prove, model, and discover Geometric Theorems. We will develop an understanding of the main components of Geometry and how to make constructions to model the world around us. This class teaches the geometry skills needed to move into Algebra II. Topics may include: foundations (vocabulary building), transformations, trigonometry, polygons, circles, coordinate geometry, 3-dimensional shapes, modeling, and proofs. Geometry is a required course for high school graduation.

10002203– HONORS GEOMETRY

Full Year
Grade: 9-12
Recommended: C or better in Algebra 1
Credit: 1.0 Math

This course provides a program offering an accelerated, challenging academic core curriculum. Additional depth of content to the Geometry course includes advanced concepts and extended learning opportunities for the student. Topics may include: foundations (vocabulary building), transformations, trigonometry, polygons, circles, coordinate geometry, 3-dimensional shapes, modeling, and proofs. It is a rigorous, fast paced program, recommended for those students who have demonstrated consistent effort and success in previous academic work. A grade of B or higher in previous math courses is recommended. 'Honors' notation will appear on the transcript. Geometry is a required course for high school graduation.

10002301 - ALGEBRA II

Full Year
Grade: 9-12
Prerequisite: Geometry and Algebra I
Credit: 1.0 Math

This course is a second year of algebra. Students will continue to develop algebra and geometry skills from previous courses as they study linear, quadratic, exponential, and logarithmic functions. Students will be expected to work with a graphing calculator for classwork and homework. Algebra II is required for high school graduation.

10002303 – HONORS ALGEBRA II

Full Year
Grade: 9-12
Prerequisite: Algebra I and Geometry (Honors Recommended)
Credit: 1.0 Math

This course provides a program offering an accelerated, challenging academic core curriculum. This course is a second year of algebra. Students will continue to develop algebra and geometry skills from previous courses as they study linear, quadratic, exponential, and logarithmic functions in depth. Algebra II course includes advanced concepts and extended learning opportunities for the student. It is a rigorous, fast paced program, recommended for those students who have demonstrated consistent effort and success in previous courses. A grade of B or higher in previous math courses is recommended. "Honors" notation will appear on the transcript. Algebra II is required for high school graduation.

10002401 - SURVEY OF MATHEMATICS

Full Year
Grade: 12
Prerequisite: Algebra 2
Credit: 1.0 Math

This course is intended to satisfy the 4th year math credit requirement. This course will integrate traditional advanced algebra and geometry topics with real world applications and technology. Topics may include set theory, logic, financial mathematics, estimation, probability, statistics and graph theory.

10002505 – COLLEGE MATHEMATICS

Full Year
Grade: 11-12
Prerequisite: Algebra 2 or Honors Algebra 2
Credit: 1.0 Math

This course is intended for the student who plans to go to college and major in the social sciences or performing arts and does not need a calculus track. The goal is to build student awareness and understanding in a variety of content areas and to provide the students with the skills necessary to apply mathematics to non-academic situations. Students will examine applications of finance, exponential growth, probability and statistics, and common applications encountered in society. **This course may have a Dual Enrollment (DE) option.** See dual enrollment requirements.

10002601 – PRE-CALCULUS

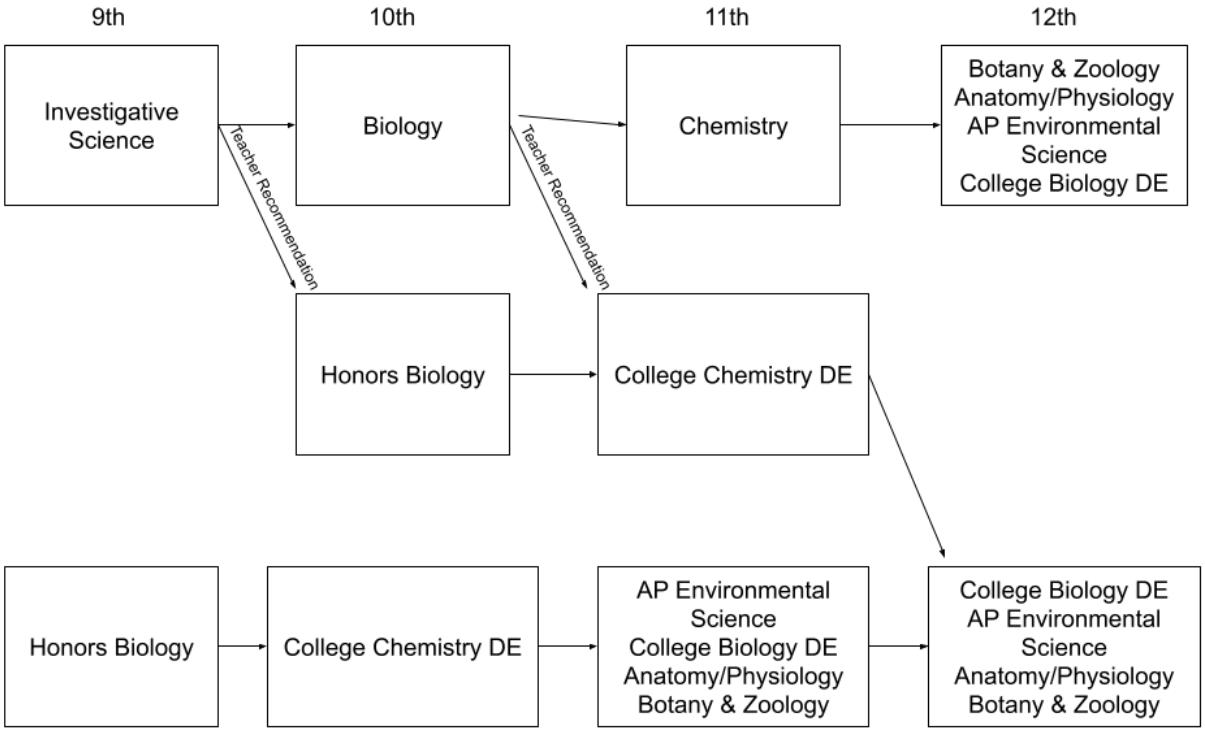
Full Year
Grade: 11-12
Prerequisite: Algebra 2 (Honors recommended)
Credit: 1.0 Math

This course will include an advanced study of algebraic and trigonometric functions including application problems. Where appropriate the topics will be presented geometrically, numerically, analytically, and verbally. **This course may have a Dual Enrollment (DE) option.** See dual enrollment requirements.

LAB SCIENCES

General Description

Page High School science classes are built upon the Arizona Science Standards, College Board, and/or accredited college curriculum for each specific class. Page High School Performance Indicators listed for each class must also be met. **College bound students should keep in mind that highly selective universities require four years of lab science; a minimum of two must be from biology and chemistry.** All science classes offered at PHS are lab sciences. Students must obtain 3 science credits in order to meet the state's requirements to graduate. **Failing any science credit will jeopardize graduation.**



SCI427 - SCIENCE 7

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Science

This inquiry-based course is designed to investigate chemistry, physics, biology and earth-space concepts in order to develop students' analytical skills and problem-solving techniques. Concepts explored in the course develop foundational knowledge that ensures success in subsequent high school science classes. Emphasis is based on laboratories in which the student is an active participant in the formation of the lab.

SCI427 - HONORS SCIENCE 7

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Science

This inquiry-based course is designed to investigate chemistry, physics, biology and earth-space concepts in order to develop students' analytical skills and problem-solving techniques. Concepts explored in the course develop foundational knowledge that ensures success in subsequent high school science classes. Emphasis is based on laboratories in which the student is an active participant in the formation of the lab.

SCI427 - SCIENCE 8

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Science

This inquiry-based course is designed to investigate chemistry, physics, biology and earth-space concepts in order to develop students' analytical skills and problem-solving techniques. Concepts explored in the course develop foundational knowledge that ensures success in subsequent high school science classes. Emphasis is based on laboratories in which the student is an active participant in the formation of the lab.

SCI427 - HONORS SCIENCE 8

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Science

This inquiry-based course is designed to investigate chemistry, physics, biology and earth-space concepts in order to develop students' analytical skills and problem-solving techniques. Concepts explored in the course develop foundational knowledge that ensures success in subsequent high school science classes. Emphasis is based on laboratories in which the student is an active participant in the formation of the lab.

SCI427 - INVESTIGATIVE SCIENCE

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Science

This inquiry-based course is designed to investigate chemistry, physics, biology and earth-space concepts in order to develop students' analytical skills and problem-solving techniques. Concepts explored in the course develop foundational knowledge that ensures success in subsequent high school science classes. Emphasis is based on laboratories in which the student is an active participant in the formation of the lab.

10003203 – HONORS BIOLOGY

Full Year
Grade: 9-10
Prerequisite: None
Credit: 1.0 Science

Honors Biology is an advanced, college preparatory lab science course preparing students in the Arizona Science standards. Honors Biology engages students in the study of biological molecules, cells, DNA, genetics, evolution, and ecology. It is a fast paced, rigorous, and in-depth study that will address the course topics while focusing on the development of critical thinking skills, inquiry, and laboratory skills. Honors Biology also is intended to provide a solid foundation of skills and knowledge for taking future rigorous science classes.

10003201 - BIOLOGY

Full Year
Grade: 10
Prerequisite: None
Credit: 1.0 Science

Biology is a lab science course preparing students in the Arizona Science standards. Biology emphasizes the study of cells, DNA, genetics, evolution, and ecology. It will address the course topics while focusing on the development of critical thinking skills, inquiry, and laboratory skills.

10003312 – COLLEGE CHEMISTRY DE

Full Year
Grade: 10-11
Prerequisite or Corequisite: Algebra I
Credit: 1.0 Science

In College Chemistry, the student will explore the workings of the universe from a new perspective, the atomic level. Various phenomena will be explored both in the classroom setting, as well as in the lab. Students will study the building blocks of matter, how things react, and why they react. Practical applications will be emphasized whenever possible. Strong mathematical skills are needed and used throughout the year.. Students will be exposed to a greater degree of complex problems that they will encounter in college.

10003303 – CHEMISTRY

Full Year
Grade: 10-11
Prerequisite: None
Credit: 1.0 Science

In Chemistry, the student will explore the workings of the universe from a new perspective, the atomic level. Various phenomena will be explored both in the classroom setting, as well as in the lab. Students will study the building blocks of matter, how things react, and why they react. Practical applications will be emphasized whenever possible.

10003704 - ENVIRONMENTAL SCIENCE DE

Full Year
Grade: 11 – 12
Prerequisite: Chemistry (College Chemistry DE Recommended)
Credit: 1.0 Science

Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study and provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. **Students have the option to take the AP exam to earn college credit; which may require a fee.**

10003212 - COLLEGE BIOLOGY DE

Full Year
Grade: 11-12
Prerequisite: Biology and Chemistry (Honors and College recommended)
Credit: 1.0 Science

College Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations. The course emphasizes central principles related to cellular and molecular processes in the cell including molecular structure, cell structure, reproduction, metabolism, and molecular genetics; as well as general concepts related to evolution, biodiversity, and ecology.

10003207 - ANATOMY/PHYSIOLOGY DE

Full Year
Grade: 11-12
Prerequisite: Chemistry or College Chemistry DE (or concurrent with Chemistry or College Chemistry DE)
Credit: 1.0 Science

The nature of this course will be to explore the anatomy and physiology of the human body. This course will include applying the anatomy (structure) and physiology (function) in relation to the human body systems including musculoskeletal, cardiovascular, respiratory, neurological, digestive, excretory, and endocrine systems. This is a rigorous course that will foster communication, learning through inquiry, critical thinking, and writing skills while involving the process of science. Dissections are required.

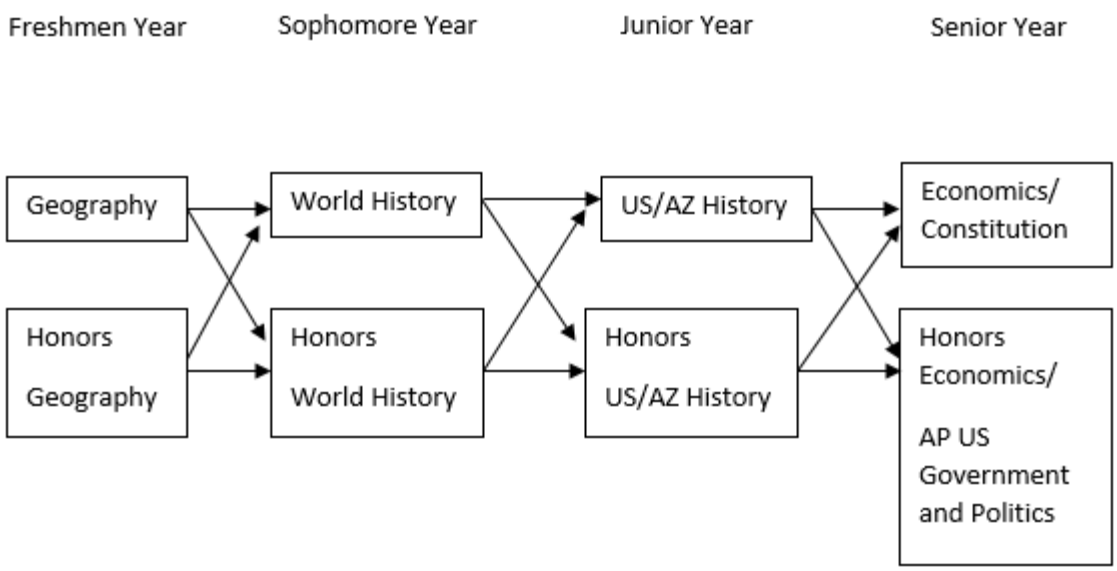
10003604- BOTANY/ZOOLOGY

Full Year
Grade: 11-12
Prerequisite: Chemistry or College Chemistry DE (or concurrent with Chemistry or College Chemistry DE)
Credit: 1.0 Science

The first half of this course is designed as a survey of Botany. The emphasis is on a wide range of studies from plant biology, biochemistry, and genetics, to the physiology, taxonomy, and ecology of the great diversity of plant life. This course will foster vital communication, critical thinking, and writing skills while involving the students in the processes of plant science.

Zoology is the second half of the course focusing on animal development, evolution, classification and identification as well as anatomical structures, physiology, and uniqueness. This course requires a strong background in biology and a willingness to learn. Zoology will build on and enhance your knowledge of all animal life forms from single celled organisms to complex mammals such as yourself. The course will include, but is not limited to, the topics of cell structures, ecology, reproduction, classification, evolution, and many of the animal phyla. This course will use a variety of teaching techniques including debate/discussion, research, lecture, lab, and modeling.

SOCIAL STUDIES



General Description

Page High School Social Studies classes are based on the State of Arizona Social Studies Standards for each specific class. The Page High School Performance Indicators are listed for each class and must also be met for credit. Students are placed in the appropriate sequence of classes based on their needs. The philosophy of the Social Studies Department is that for a student to fully understand what is going on in the world today he/she must understand what has come before. This is done through discussion, writing and critical thinking. The focus of all Social Studies classes will be on developing critical reading and writing skills that are essential for success in college. **Students must obtain 4 Social Studies credits in order to meet the requirements to graduate. Failing any Social Studies credit will jeopardize graduation.**

10004106 - SOCIAL STUDIES 7

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Social Studies

Geography is the study of the complexity of our world, appreciating the diversity of cultures that exist across continents. To help bridge divides and bring people together in understanding of one another. Study of how man has impacted the environment and how the environment has shaped cultures the world over.

10004106 - HONORS SOCIAL STUDIES 7

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Social Studies

Geography is the study of the complexity of our world, appreciating the diversity of cultures that exist across continents. To help bridge divides and bring people together in understanding of one another. Study of how man has impacted the environment and how the environment has shaped cultures the world over.

10004106 - SOCIAL STUDIES 8

Full Year
Grade: 9
Prerequisite: None

Credit: 1.0 Social Studies

Geography is the study of the complexity of our world, appreciating the diversity of cultures that exist across continents. To help bridge divides and bring people together in understanding of one another. Study of how man has impacted the environment and how the environment has shaped cultures the world over.

10004106 - HONORS SOCIAL STUDIES 8

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Social Studies

Geography is the study of the complexity of our world, appreciating the diversity of cultures that exist across continents. To help bridge divides and bring people together in understanding of one another. Study of how man has impacted the environment and how the environment has shaped cultures the world over.

10004106 - GEOGRAPHY

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Social Studies

Geography is the study of the complexity of our world, appreciating the diversity of cultures that exist across continents. To help bridge divides and bring people together in understanding of one another. Study of how man has impacted the environment and how the environment has shaped cultures the world over.

10004108 - HONORS GEOGRAPHY

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 Social Studies

This course examines how human behavior is influenced by Earth's geographic make-up, the active processes of the planet, and Earth's physical features. Students will study the various nations and cultures that occupy Earth's diverse continents and regions. In addition to Earth's lands and oceans, this course explores how its climate and geographical features have shaped the culture and economy of the people in specific regions. It is an opportunity to dive deeper into the topics and explore our world and its people preparing you for college level work

10004101 - WORLD HISTORY

Full Year
Grade: 10
Prerequisite: None
Credit: 1.0 Social Studies

World History/Geography is designed to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students will apply the lessons of World History to their lives as citizens of the United States and members of the world community.

10004103 – HONORS WORLD HISTORY

Full Year
Grade: 10
Recommended: Honors English 9
Credit: 1.0 Social Studies

This course is for students who wish to challenge themselves with a deeper study of world history. Students will be expected to complete outside reading and independent study in preparation for AP US History. This World History course is designed to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students will apply the lessons of World History to their lives as citizens of the United States and members of the world community.

10004201 - US/AZ HISTORY
Full Year
Grade: 11
Prerequisite: World History
Credit: 1.0 Social Studies

U.S. History is designed to help students examine and understand the major event from our nation's beginning to the present day. U.S. History will engage students in the historical, ethical and political controversies that have changed the course of history. By analyzing information students will confront their own interpretations and learn to understand and respect the views of others. Through the study of cause and effect, the student will realize how the past affects the present and future.

10004203 - HONORS US/AZ HISTORY
Full Year
Grade: 11
Prerequisite: World History
Credit: 1.0 Social Studies

U.S. History is designed to help students examine and understand the major events from our nation's beginning to the present day. U.S. History will engage students in the historical, ethical and political controversies that have changed the course of history. By analyzing information students will confront their own interpretations and learn to understand and respect the views of others. Through the study of cause and effect, the student will realize how the past affects the present and future. This is an advanced course with higher rigor and will cover more topics than the general level.

10004204 - US HISTORY DE
Full Year
Grade: 11
Prerequisite: World History
Credit: 1.0 Social Studies

In this course, we'll explore early American history. Our story will begin with the peoples and cultures of Native America and will conclude with the Civil War that transformed the United States between 1861-1865.

As we proceed, we'll learn that history is more than just a bunch of dates and names. Understanding "what happened" requires us to reflect on how we know what we know and how we ought to interpret that evidence. History is to the past what a map is to the physical world: a way of representing a complex reality. Just like there are different kinds of maps -- topographical, political, etc. -- there are also different kinds of histories. It's important to think about what those histories reveal and leave out.

History teaches us to think about people whose lives were different than our own and to seek out their perspectives. By asking good questions and by honing the skills we need to pursue answers, we gain a fuller, richer, and more interesting view of the past. And this, in turn, helps us understand our own world and the circumstances of our own lives a little better.

To sum it all up, in this course, we will:

Gain a broad overview of American history through 1865.
Learn how to evaluate evidence and craft arguments.
Recognize the extent to which writing history involves making informed choices.

10004401 – ECONOMICS

Semester
Grade: 12
Prerequisite: U.S. History
Credit: 0.5 Social Studies

Economics deals with the study of the decision-making processes in a market economy. The allocation of scarce resources to meet the unlimited wants of the consumer is a basic part of the subject. Other topics include the production, distribution and consumption of goods; the role of businesses, government, workers and consumers in our economy and the world economy. Specific topics include scarcity, types of businesses, markets, supply and demand, money and banking, government policy, taxation and international trade. This course is partnered with US/AZ CONSTITUTION.

10004403 – HONORS ECONOMICS

Semester
Grade: 12
Prerequisite: Enrolled in AP U.S. Government
Credit: 0.5 Social Studies

Honors Economics deals with the study of the decision-making processes in a market economy. The allocation of scarce resources to meet the unlimited wants of the consumer is a basic part of the subject. Other topics include the production, distribution and consumption of goods; the role of businesses, government, workers and consumers in our economy and the world economy. Specific topics include scarcity, types of businesses, markets, supply and demand, money and banking, government policy, taxation and international trade. This class works at a faster pace to prepare students for AP US Government & Politics. This course is partnered with AP UNITED STATES GOVERNMENT AND POLITICS.

10004501 – US/AZ CONSTITUTION

Semester
Grade: 12
Prerequisite: U.S. History
Credit: 0.5 Social Studies

Students will explore the formal structure of American government, informal political groups that impact decisions and the rights and responsibilities that define our freedom. This class will enable learners to effectively participate in federal, state, and local decisions that impact their lives. Class debates, mock trials and simulations will be used to develop critical thinking. This course is partnered with ECONOMICS.

10004604 - AMERICAN GOVERNMENT & POLITICS DE

Semester
Grade: 12
Prerequisite: U.S. History; Recommended: C or better in U.S. History; enrollment in Honors Economics
Credit: 0.5 Social Studies
Government and politics are hugely important to everyone whether or not they pay much attention to these topics. During this course, American governments (federal, state, and local) will face economic, social, and public-health challenges. Politics will help determine how these governments address the challenges. You now are and will be affected by these decisions or policies: government and politics help to decide how much students like you pay for college and what activities (e.g., voting, driving) are legal for people 18 years old or younger. At the same time, each of us helps to influence government and politics. There are many ways to participate but even those who cannot participate, or who choose not to participate, play a part in determining the winners and losers of American government and politics. Therefore, whether you are a participant or not, understanding your role, responsibilities, and rights in our government and politics will help you to achieve influence and make a difference. In this course, you will learn about these roles, responsibilities, and rights with an eye to achieving influence and making a difference. This begins with learning about the basic institutions that comprise our American government: the Constitution, federalism, and the civil liberties and rights that define freedom in the United States. We will then advance to a practicable understanding of participation: including why elections matter, how and why people engage in politics (hint: participation is about more than voting!), and why some cannot or choose not to engage. In this unit of the course, we will also cover topics that generate or embody participation, such as the news media and powerful interest groups. Finally, we will cover the institutions that channel

participation into actual policy, including the Congress, Presidency, and Courts. This unit will also discuss the different kinds of policies our governments determine.

SOCIAL STUDIES ELECTIVES

10004705 - NAVAJO GOVERNMENT

Full Year
Grade: 11-12
Prerequisite: None
Credit: 1.0 Elective
Required course for the Chief Manuelito Scholarship

The student will explore the historical informal political bands defined through the clan system/headmen, the unifying impact of the Long Walk, the formal structure of the Navajo Nation Government and the rights and responsibilities that define freedom. The class will enable students to effectively participate in the Navajo Nation government and be informed of the local tribal decisions that impact their lives. Class debates, mock trials/treaty making, and simulations will be used to develop critical thinking. Students must demonstrate research skills by the end of the course. **This course may have a Dual Enrollment (DE) option with (NAV 221 - 3 college credits) through NTU.** Students who wish to earn college credit must register with and meet the testing requirements set by Navajo Technical University. See dual enrollment requirements.

10004706/4708 - PSYCHOLOGY / SPORTS PSYCHOLOGY (DE OPTION)

Full Year
Grade: 11-12
Prerequisite: None
Credit: 1.0 Elective

This course is designed to provide a broad, general introduction to the field of psychology. Emphasis is on psychology as it pertains to social science. In this course, we will be concerned with providing you with a foundation of knowledge concerning the history of psychology, biological and social bases of behavior, sensation and perception, thought and judgment, etc. We will also be concerned with psychological theories and principles in the areas of learning, human memory, intelligence, motivation, personality, as well as psychological disorders and their treatment. In addition, come to understand and, when appropriate, apply basic research methods in psychology. In general, you can demonstrate clear abilities to understand, think, apply, and write critically about the concepts we discuss in class as well as in the text.

This is a course that can be very rewarding to each and every one of you because psychology is the study of things that matter to all of us: how our brains work, how we see and experience the world around us, memory, learning, development throughout life, how we form relationships with other people, and more. .

The greatest factor that separates average athletes (people) from the great is their mental attitude. With that in mind, this course is designed to explore the mental, psychological, and physiological factors that may affect athletic, personal and professional performance.
Students will learn tools they can directly apply to their own performance to achieve excellence in their sport/activities, as well as in life. The course curriculum will include (but not limited to) Mental toughness, copying with anxiety and pressure, mental conditioning, motivation, visualization and imagery, relaxation, goal setting, choking under pressure, positive attitude and self-talk, focus and leadership.
All of the information will be presented in class, so attendance and participation are crucial. Most of the assignments will involve you (the student) applying what you learned to your own training in your sport and in life.

PHYSICAL EDUCATION

General Description

The Page High School Physical Education (PE) Department has its foundations in the Arizona Academic Standards and in the belief that physical fitness and adherence to healthy lifestyles is a lifelong goal. Its goal is that all students will develop the knowledge and skills necessary for maintaining good health, maintaining an optimum level of physical fitness and participating in recreational and competitive physical activities. Every student is expected to engage in physical activity during his or her high school career. If a student has a serious injury and cannot complete their physical education requirements it is suggested they drop their PE class. A doctor's note and administrative approval are required. Upon approval, the student will be enrolled in an online course to complete their PE requirement. **Students must obtain 1 PE/Health credit in order to meet requirements to graduate. Failing any PE credit will jeopardize graduation.**

10007005 – HEALTH & PERSONAL FITNESS

Full Year
Grade: 9
Prerequisite: None
Credit: 1.0 PE
This course is required.

This is a hybrid course with both elements of health education and personal fitness education. The first half of the course will be spent primarily in the classroom discussing health education topics such as dimensions of health, mental health, stress, physical health, nutrition, alcohol, tobacco and other drugs, risky behaviors, violence prevention, bullying, and environmental health. The second half of the course will take place primarily in the gymnasium. This half will focus on personal health knowledge in an effort to improve physical fitness. Students will improve physical fitness levels through daily workouts and weekly lifetime fitness activities.

10005025 - STRENGTH TRAINING

Full Year
Grade: 10-12
Prerequisite: must pass Health and Personal Fitness; department approval
Credit: 1.0 Elective

This course is designed to improve overall performance for the athlete or non-student athlete desiring a structured weight lifting program. Students can experience health benefits like an increase in strength, self efficacy, and cardiovascular activity. The class will address the fundamentals of lifting, safety, and proper gym etiquette. Each student will complete three tests throughout the course with one being a written test assessment to get approval to be in the weight room. Overall, students will learn to create a 12 week program and build the confidence needed for future workouts outside of the PHS weight room. Lastly, this is a physically demanding course requiring you to change into athletic wear 95% of the school year!

10005035 – TEAM SPORTS

Full Year
Grade: 10-12
Prerequisite: must pass Health and Personal Fitness; department approval
Credit: 1.0 Elective

This course includes a wide variety of physical fitness activities and team sports. Sports included are Volleyball, basketball, soccer, football, ultimate Frisbee, broomball, lacrosse, softball, various racquet activities, and other competitive games. Fitness testing is performed twice a semester for each student.

10005101 – UNIFIED SPORTS

Full Year
Grade: 9-12 (9th and 10th graders only allowed as athletes or if pre-approved by instructor)
Prerequisite: Teacher Approval
Credit: 1.0 Physical Education

This course is a physical activity based course in which students will help peers with various disabilities become more active. The course focuses on teamwork, positive attitudes, sportsmanship, and work ethic. Athletes (students with an IEP) will be graded daily on attitude and participation. Partners will be assessed on attitude and participation and also on occasional journal

entries as well as a student-led Adapted Physical Education (APE) lesson. In addition to physical education, students will be taught basic health concepts including but not limited to: nutrition, personal hygiene, safety, and substance abuse.

Jr. RESERVE OFFICER TRAINING CORPS (JROTC)

The Army JROTC program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork and self-discipline. Its focus is reflected in its mission statement "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as an American citizen. Cadets will have the opportunity to join various co-curricular teams to compete in marksmanship, physical fitness, precision drill, cyber security, and academics. Uniforms are provided. Cadets are responsible for uniform cleaning and maintenance.

10006630 - JROTC Army I Emerging Leader 1-2

Full Year
Grade: 9-11
Prerequisite: None
Credit: 1 Vocational and/or satisfies Health & Personal Fitness credit

Students will develop leadership, self-reliance, responsiveness to authority, physical fitness, and attributes related to good citizenship, and patriotism. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, first-aid, geography, American history and government, communications, and emotional intelligence.

10006632 - JROTC Army II Developing Leader 3-4

Full Year
Grade: 10-12
Prerequisite: Successful completion of I
Credit: 1 Vocational and or .5 PE Credit

Students will experience increasing personal leadership opportunities. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.

10006634 – JROTC Army III Supervising Leader 5-6

Full Year
Grade: 11-12
Prerequisite: Successful completion of II
Credit: 1 Vocational and or .5 PE Credit

Students will assume increasing responsibility for the training and instruction of newer cadets. All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence

10006636 – JROTC Army IV Managing Leader 7-8
Full Year
Grade: 12
Prerequisite: Successful completion of III
Credit: 1 Vocational and or .5 PE Credit

Students will assume responsibility for the planning and conduct of all JROTC activities, under the guidance of their instructors.All lessons are designed using a four part model to motivate the Cadet, allow the Cadet to learn new information, practice competency, and apply the competency to a real-life situation. Moreover, the four part model requires Cadets to collaborate, reflect, develop critical thinking skills, and integrate content with other disciplines. JROTC curriculum includes lessons in leadership, health and wellness, physical fitness, first-aid, geography, American history and government, communications, and emotional intelligence.

FINE ARTS – Visual Art and Musical Art

VISUAL ARTS

Visual Art General Description:
The student will be aware that art is a form of visual communication which affects and is affected by the emotions. The student will create art products in a way that suits the student's abilities and interests. The student will become artistically literate having a basic understanding of the art elements and principles and a greater insight into creativity. **Students must obtain 1 Fine Art credit in order to meet the state's requirements to graduate. Failing any Fine Art credit will jeopardize graduation.**

10008010 - ART I
Full Year
Grade: 9-12
Prerequisite: None
Credit: 1.0 Fine Art

This is an introductory art course that provides an opportunity for students to learn the basic skills and techniques of drawing and painting. Emphasis is placed on techniques leading to the development of abilities that are necessary for advanced art courses. Students will explore a variety of artists, art processes, techniques, and materials.

10008020 - ART II
Full Year
Grade: 10-12
Prerequisite: Art I
Credit: 1.0 Fine Art

A second year art course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Art I. Students are given more in depth problems to solve creatively while becoming more adept through a broad exposure to various media. Students will explore a variety of artists, art processes, techniques and materials.

10008030 - ART III
Full Year
Grade: 11-12
Prerequisite: Art I and II
Credit: 1.0 Fine Art

A third year art course that provides an opportunity for students to expand on the drawing and painting concepts introduced in Art I and II. Opportunities for creative, challenging, independent study art projects, designed by the student and approved by the teacher will be incorporated into the curriculum.

10008050 - ART STUDIO INTERN

Full Year
Grade: 10-12
Prerequisite: One year of successful completion of a yearlong Art class in Art I, Art II, Art III or Art IV, and Instructor approval
Credit: 1.0 Fine Art

The Studio Assistant will help the Art Teacher as both a teaching assistant and a studio assistant. Duties include but are not limited to running errands for the teacher, maintaining the art studio by cleaning, organizing, maintaining the supplies, and possibly serving as a student mentor, etc. A high degree of responsibility is required for this position.

MUSICAL ARTS

Musical Arts General Description

Music courses at Page High School provides an opportunity for creative expression and personal growth for all music students. A variety of musical styles are explored and students are taught listening as well as performance skills. The chance to perform both publicly and for peers is offered. All of the High School, national, and State Academic Standards for Music are introduced and assessed. These include Creating, Performing, Responding, and Connecting to music.

10008107 - CONCERT BAND

Full Year
Grade: 9-12
Prerequisite: 1 year experience or Instructor Approval
Credit: 1.0 Fine Art

This **performing ensemble** class focuses on continued musical development for brass, woodwind, and percussion instrumentalists. Students will reinforce prior music concepts as well as be introduced to new, more advanced musical lessons through learning quality musical literature. This may include (But is not limited to) sight reading, rhythm concepts, music history, music theory, and instrument specific performance techniques. This ensemble maintains an active performing schedule over the course of the year including (but not limited to) evening concerts, pep band performances at all home football games, and performances at local and state level concert festivals, and various events throughout the local community. **All curricular performances listed in the course syllabus distributed at the beginning of the year are required and travel on the weekend may occur over the course of the year as a result of this performance schedule.** Enrollment in concert band also allows students to participate in extracurricular activities at the state and regional levels such as Solo and Ensemble Festival as well as honor band auditions and festivals. This class may be repeated for credit over the course of a high school career. **Enrollment in Concert Band is a yearlong commitment.**

10008XXX - MARCHING/PEP BAND

Full Year
Grade: 9-12
Prerequisite: 1 year experience or Instructor Approval
Credit: 1.0 Fine Art

This **performing ensemble** class focuses on continued musical development for brass, woodwind, and percussion instrumentalists. Students will reinforce prior music concepts as well as be introduced to new, more advanced musical lessons through learning quality musical literature. This may include (But is not limited to) sight reading, rhythm concepts, music history, music theory, and instrument specific performance techniques. This ensemble maintains an active performing schedule over the course of the year including (but not limited to) evening concerts, pep band performances at all home football games, and performances at local and state level concert festivals, and various events throughout the local community. **All curricular performances listed in the course syllabus distributed at the beginning of the year are required and travel on the**

weekend may occur over the course of the year as a result of this performance schedule. Enrollment in concert band also allows students to participate in extracurricular activities at the state and regional levels such as Solo and Ensemble Festival as well as honor band auditions and festivals. This class may be repeated for credit over the course of a high school career. **Enrollment in Concert Band is a yearlong commitment.**

1000XXX - CHORUS

Full Year
Grade: 9-12
Prerequisite: None
Credit: 1.0 Fine Art

No audition is required for this choir. It is for those who are interested in developing fundamental techniques of singing, performing, harmony, and vocal ensemble. The choir will perform fall and spring concerts, with additional performances outside the regular school day. This is a choir that is open to all voice ranges. Vocal performance, as well as stage presence, is emphasized. Students will become familiar with various styles of choral music, from classical to contemporary, as well as develop the ability to read music. This class may be repeated for credit.

10008133 – HONORS CONCERT CHOIR

Full Year
Grade: 9-12
Prerequisite: Audition or Instructor approval
Credit: 1.0 Fine Arts
Must audition for the teacher. Requirements are the ability to sing on pitch with a good tone and recognizable vocal technique, read rhythms to demonstrate a foundation of basic beat, sight read with voice, and demonstrate knowledge of solfege and basics of music theory. Students auditioning for this choir must show outstanding musicianship. This class may be repeated for credit. **This group is required to participate and compete in Choral Festivals.**

10008141 - CONCERT ORCHESTRA

Full Year
Grade: 9-12
Prerequisite: 1 year experience or Instructor Approval
Credit: 1.0 Fine Art

No audition is required for this orchestra, although students MUST have at least one year experience (two are preferred). Students will develop their ability to read music and play their instrument, at a beginning to intermediate level. Participation in concerts performed outside of the regular school day is required. In addition to learning large group performance, students will also receive instruction in music theory and history. This class may be repeated for credit.

10008143 - ADVANCED ORCHESTRA

Full Year
Grades:9-12
Prerequisite: Concert Orchestra
Credit: 1.0 Fine arts

This yearlong course is for students who already have experience playing a string instrument and want to continue building their musical skills. In this class, students will work on playing in tune, learning new key signatures, and developing techniques such as shifting finger positions and sight reading. As a condition for membership, students must understand the orchestra performs at mandatory school concerts and festivals throughout the year in appropriate concert attire. Students should plan to practice regularly at home to support their progress. Placement is based on a simple playing test, and auditions are held before the end of the school year. Students transferring mid-year may audition during their first two weeks. This course aligns with Arizona Music Academic Standards.

10008151 - BEGINNING GUITAR

Full Year
Grade: 9-12
Prerequisite: None
Credit: 1.0 Fine Art

This course is open to any student in high school who is interested in learning to play the guitar. No previous musical training is necessary. Students will learn how to read music, play chords, and the history of the guitar. Emphasis will be on classical guitar. This course is intended to start with beginners and continue through to an intermediate level. This course may not be repeated for credit. It is recommended that students own their own guitar.

10008153 - ADVANCED GUITAR

Full Year
Grade: 9-12
Prerequisite: Audition; Beginning Guitar recommended
Credit: 1.0 Fine Art

This course is open to guitarists who show a commitment to performance and practice. Rock-n-Roll, Classical, and other styles are pursued. Students will continue their note reading as well as learn scales, chords, and various modes. Four concerts will be required throughout the school year. An ability to learn and practice independently is needed and ownership of a guitar is highly recommended.

10008160 - BEGINNING PIANO

Full Year
Grade: 9-12
Prerequisite: None
Credit: 1.0 Fine Art

Beginning piano provides students with individualized training in basic piano technique, musical notation, history, andculture. This course is designed to develop skills both individually and in small groups. Students will have the opportunity to explore repertoire from different cultures and historical periods as they learn the basics of note reading and performance technique. A command of the basic elements of music is developed through exercises in composing and arranging. Students will also learn about influential musicians from the past and present who have contributed to the development of the instrument. Students need no prior experience playing the piano to enroll.

WORLD LANGUAGE

General Description

In the global economy of today, knowing world language is a personal and professional asset – one that can open the door to a new world for students. On a personal level, language study will help students to understand other people and their feelings, opinions, and attitudes. It will also increase students' awareness of language and culture. On the professional level, career opportunities will be open to students in travel, education, adventure, photography, business, law… the list is endless! Exchange programs and homestays are available in French and Spanish countries. Arizona universities require two years of the same foreign language for admittance.

10001901 - SPANISH I

Full Year
Grade: 8-12
Prerequisite: None
Credit: 1.0 World Language

The student will be able to communicate basic needs in Spanish in the present tense. In the classroom or in a Spanish-speaking country, the student would be able to communicate in Spanish. They will learn and develop an appreciation for the customs and cultures of Latin America.

10001903 - SPANISH II
Full Year
Grade: 10-12
Prerequisite: Spanish I
Credit: 1.0 World Language

This class is a continuation of Spanish I. This year students will learn to speak using the past and future tenses of verbs. Emphasis is still on conversation, but more reading and writing will be incorporated. Students will continue learning about the customs and cultures of Latin America.

10001931 - NAVAJO I
Full Year
Grade: 8-12
Prerequisite: None
Credit: 1.0 World Language

The student will become familiar with the basic structure of the Navajo language through listening, speaking, reading and writing the language. The student will be introduced to the Navajo consonants, vowels, and marks used in reading and writing the Navajo language. Emphasis is primarily on oral communication.

10001933 - NAVAJO II
Full Year
Grade: 10-12
Prerequisite: Navajo I
Credit: 1.0 World Language

This course builds upon the skills learned in Navajo I. Students will participate in more complex conversations as they expand their vocabulary and begin to understand native speakers of the Navajo language. **This course may have a Dual Enrollment (DE) option with (NAV 101 - 4 college credits) through NTU.**

10001937 - NAVAJO III
Full Year
Grade: 11-12
Prerequisite: Navajo II
Credit: 1.0 World Language

This course builds upon the skills learned in Navajo II. Students will learn to interpret complex stories, proofread their own and other's work and interview specialized speakers of the language. **This course may have a Dual Enrollment (DE) option with (NAV 102 - 4 college credits) through NTU.**

GENERAL ELECTIVES

1000XXXX - STUDENT COUNCIL
Full Year
Grade: 9-12
Prerequisite: Application with interview; Election or Committee or Sponsor Approval
Credit: 1.0 Elective

Officers will be charged with planning, directing, and evaluating events traditionally managed by the Student Council: coordinating student fundraising consistent with School Board guidelines and providing a representative forum for expression of student opinions. This course can be repeated, but the first semester must be taken before the second semester (They cannot be taken concurrently). All student body and class officers will take this class.

10006555 - YEARBOOK

Full Year
Grades: 9-12
Prerequisite: 2.0 GPA
Credit: 1.0 Elective

This course will focus on teaching writing and design skills to create the school's yearbook. After deciding on format and content and becoming "expert" designers, students will design page layouts, organize group photo sessions, take portrait and action pictures, write news articles and other copy, edit and revise copy in order to produce the yearbook. Students will also be expected to work independently, in small project groups, and with the public. Students can repeat the Yearbook course each school year.

10008305 – INSTRUCTIONAL INTERN - OFFICE

Full Year
Grade: 11-12
Prerequisite: on-track to graduate, all previous courses were passed, good attendance
Credit: 1.0 Elective
Only one intern period may be granted each semester.

Students will report to their supervisor for daily assignments to include message dissemination, greeting the public and general office duties. Students are graded on a CR/NC basis. A statement of confidentiality must be on file. Student can choose to work for the attendance office, the Athletic's office, the Dean's office or by special permission to an elementary school (for 7th period only).

10008315 - INSTRUCTIONAL INTERN – LIBRARY

Full Year
Grade: 11-12
Prerequisite: on-track to graduate, all previous courses were passed, good attendance
Credit: 1.0 Elective
Only one intern period may be granted each semester.

This is a program for students interested in a library career. Students will acquire knowledge of resources in their own school and in assisting others. Working cooperatively as part of the media center team will instill positive work habits, attitudes, and self-esteem. Students are graded on a CR/NC basis.

10008325 - INSTRUCTIONAL INTERN - CLASSROOM

Full Year
Grade: 11-12
Prerequisite: on-track to graduate, all previous courses were passed, good attendance
Credit: 1.0 Elective
Only one intern period may be granted each semester.

Students must be approved by the instructor and are directly responsible to the instructor for attendance, grades, and performance indicators. Student will assist the assigned teacher in various ways. Students are graded on a CR/NC basis.

10008335 - INSTRUCTIONAL INTERN - COUNSELING

Full Year
Grade: 11-12
Prerequisite: on-track to graduate, all previous courses were passed, good attendance
Credit: 1.0 Elective
Only one intern period may be granted each semester.

This is a program for students interested in assisting in the counseling department. Students will acquire knowledge of college and career preparedness and work collaboratively with the counselors to promote a comprehensive school counseling program at the high school. Students are graded on a CR/NCR basis.

10006575 - PEER COUNSELING/TUTOR/MENTOR/ADVOCATE

Full Year
Grade: 11-12
Prerequisite: none
Credit: 1.0 Elective

This course is designed for students to assist students in the special education program. It is a unique learning experience in which peer tutors will have daily opportunities to develop positive attitudes and relationships with students with disabilities. Peer tutors will tutor students with disabilities in academics, personal management, money, job skills, social skills, behavior, and other life skills. Peer tutors will be positive role models,and advocates for each student in the special education program. This is an extraordinary opportunity for the peer tutors and for the special education students they will be working with.

10008331 – AVID 9

Full Year
Grade: 9
Prerequisite: AVID 8 or Elective Selection Process
Credit: 1.0 Elective

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/ Motivational activities, including field trips to universities in the area. Trained tutors are in the classroom leading collaborative tutorials twice a week. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 9 is organization, planning, inquiry, and vocabulary development. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008333 - AVID 10

Full Year
Grade: 10
Prerequisite: AVID 9 or Elective Selection Process
Credit: 1.0 Elective

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/ Motivational activities, including field trips to universities in the area. Trained tutors are in the classroom leading collaborative tutorials twice a week. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 10 is on the inquiry process and critical thinking skills along with organization, goal setting, and planning. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008337- AVID 11

Full Year
Grade: 11
Prerequisite: AVID 10 or Elective Selection Process
Credit:1.0 Elective

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/Motivational activities, including field trips to universities in the area. Trained tutors are in the classroom leading collaborative tutorials twice a week. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 11 is on Career exploration and critical reading/writing skills. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008339- AVID 12

Full Year

Grade: 12
Prerequisite: AVID 11 or Elective Selection Process
Credit: 1.0 Elective

AVID is an elective class offered to students who would like to prepare for four-year universities. The curriculum features writing, inquiry, collaboration, reading, note taking and study skills, and College/Career/ Motivational activities. College students are in the classroom as tutors twice a week and field trips are taken to universities in the area. Students must commit to taking notes in subject-area classes on a daily basis. Focus of AVID 12 is on application writing and the study of different colleges. Other requirements are satisfactory citizenship, good attendance, and a GPA of 2.5-4.0.

10008341- AVID TUTOR

Full Year
Grade: 11-12 (12th preferred)
Prerequisite: Current or former enrollment in an academic college course with grades of B or higher.
Credit: 1.0 Elective

Assist college-bound high school students, grades 9-12, through the tutorial process. Manage collaborative groups of students using an inquiry model. Some grading and classroom projects required. Training provided by approved AVID elective teachers. This position may be paid and placement will be done by the AVID coordinator.

10009152 - WORK EXPERIENCE PROGRAM

Grade: 12
Prerequisite: Completed application to School Counselor
Credit: Maximum of 2.0 elective credit hours

This course will be approved for **seniors** who are on track for graduation ONLY. A maximum of two credits can be earned for internships during a student's high school experience. Students will complete weekly logs and provide contact information for their direct supervisor at their place of employment to verify hours worked. These credits may be earned for work hours spent during the school day. Applications are required and are available from the counseling office. Maximum of two periods per semester.

OTHER

10008353 - CREDIT RECAPTURE

Full Year
Grade: 9-12
Prerequisite: Placement according to graduation plan
Credit: Determined by course placement
Various required courses are offered on an individually paced basis. The main components are: English, math, science and social studies. **The library will be open from 3:45 to 5:20 for after school credit recapture work time.**

10008355 – ONLINE LEARNING

Full Year
Grade: 9–12
Prerequisite: None
Credit: Determined by course placement
Online learning allows students an opportunity to take classes through the Edgenuity curriculum allowing students a variety of courses not offered through Page High School.

10008368 – ASU ONLINE LEARNING

Full Year
Grade: 9–12

Prerequisite: Meeting with School Counselor
Credit: Determined by course placement
Online learning allows students an opportunity to take classes through the Accelerate ASU Program, allowing students a variety of courses to earn for college credit. Each course will have a fee associated with registration. Students must meet with their school counselor to determine what courses they would take. Students on an Associates Degree Pathway will be required to take this course each year in order to earn the required credits.

10008361 – RELEASE TIME SEMINARY

Full Year
Grade: 9 – 12
Prerequisite: None
Credit: None
Seminary is a scheduled period during 1st - 3rd periods. Seminary is a four-year program in which youth study the gospel of Jesus Christ as found in the scriptures and the teachings of latter-day prophets. This program is sponsored by the Church of Jesus Christ of Latter-Day Saints and held at an off-campus building that students must walk to. **Students will not be allowed more than two release periods in their schedule. Exceptions to this must be approved by the principal.**

10008351 - RELEASE TIME

Full Year
Grade: 12
Prerequisite: Completed 19 credits
Credit: None
This release time requires the 12th grade student to be on track to graduate. Students on release time must leave campus or study in the library. Students are not allowed in and out privileges due to the disruptive nature. **Students will not be allowed more than two release periods in their schedule. Exceptions to this must be approved by the principal.**

10008357 - RELEASE TO COLLEGE

Full Year
Grade: 11- 12
Prerequisite: Completed 19 credits, acceptance to a post-secondary institution
Credit: None

This release time allows 11th and 12th graders to leave the campus of Page High School to attend classes at a post-secondary institution either online or in-person. **Students will not be allowed more than two release periods in their schedule. Exceptions to this must be approved by the principal.**

Career and Technical Education

Career & Technical Education prepares students to become successful, contributing members of society by training them in highly technical, highly skilled, and high demand jobs. The Career and Technical Education Department at Page High School uses State of Arizona and industry standards in determining requirements for each course and program. Page High School partners with the Coconino Association of Vocation, Industry and Technology (CAVIAT), Coconino Community College Arizona Programs of Study and regional businesses to deliver academic and career and technical education. This prepares students for postsecondary education and career success. Students earn industry credentials and/or college credit toward an Associate's and/or Bachelor's degree during high school.

Vision: Every Arizona student has a developed career pathway.

Mission: Career and Technical Education will engage Arizona learner's in relevant experiences leading to purposeful and economically viable careers.

ALL COURSES ARE OPEN TO BOTH MALE AND FEMALE STUDENTS.

We encourage male and female students to participate in nontraditional career fields. Nontraditional fields of work include careers in technology and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each occupation or field of work. For females, nontraditional fields include the Industrial Trades and STEM related careers. For males, these include home health aide and education professions careers. However, there are other nontraditional fields for both genders. We are committed to decreasing gender disparities in high skill, high wage and high demand occupations and recognize the important role that career and technical education plays in achieving this goal. CTE can help increase the pipeline of individuals prepared to pursue careers in nontraditional fields by encouraging students to explore nontraditional fields, providing relevant and rigorous training, and fostering the skills students need to persist and succeed in their respective work environments.

CULINARY ARTS

Culinary Arts/ 2-Year Program for Grades 10-12

Craft amazing and fun foods! Work to create gourmet foods, cakes and pastries, salads, appetizers, breakfast and lunch dishes with artistic preparation. This is a two-year program that will help prepare the learner for professional culinary programs, immediate employment, and further education. Earn 6 hours of Hotel Restaurant Management credit through Coconino Community College and Coconino County Food Handler's certification. Culinary Arts students participate in the FCCLA Career and Technical Student Organization.

10006157 - CULINARY ARTS I

Full Year
Grade: 10-11 (No 12th graders)
Prerequisite: None
Credit: 1.0 Vocational

Students will learn cooking basics and knife skills with an emphasis on creating different knife cuts, create a variety of foods with artistic presentation and earn the Coconino County Food Handler's certification. Students must pass both semesters to go on to Culinary II. **This course may have a Dual Enrollment (DE) option with (HRM 140- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006161/6162 - CULINARY ARTS II

Full Year-Two hours
Grade: 11-12
Prerequisite: Passing grades in both semesters of Culinary I
Credit: 2.0 Vocational

A continuation of Culinary Arts I with an emphasis on catering through the Sand Devil's Griddle to create original recipes to showcase in class competitions. Become a part of the team for state competitions. ServSafe Food Management Certification offered. **This course may have a Dual Enrollment (DE) option with (HRM 240- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006163 - CULINARY ARTS INTERNSHIP- IN CLASS

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior students an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006165 - CULINARY ARTS INTERNSHIP- IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will

consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

AUTOMOTIVE TECHNOLOGY

Automotive Technology/ 3-Year Program for Grades 9-12
Interested in still playing with cars and trucks? This is the program to jump start your career in the automotive service industry. Automotive Technology is a three year program where students can achieve ASE (Automotive Service Excellence) Industry Certifications. Automotive Technology students participate in SkillsUSA Career and Technical Student Organization.

10006251 - AUTO TECH I

Full Year
Grade: 9-10
Prerequisite: None
Credit: 1.0 Vocational

This class will cover shop safety, Basic Engine Mechanics, Basic Brake Fundamentals, and Steering Suspension in the first semester. The second semester will concentrate on Automotive Electricity, and Manual Transmissions and Automotive Transmissions.

10006255 - AUTO TECH II

Full Year
Grade: 10-11
Prerequisite: Auto Tech I with a passing grade
Credit: 1.0 Vocational

This is year two of the three-year program in Auto Technology. In the first semester the students will cover General brake system services, General Engine Diagnosis, Automatic Transmission and Transaxle Services. In the second semester the students will cover Staring System, Steering Components, Tire Pressure Monitor and Charging Systems.

10006259/6260 - AUTO TECH III

Full Year-Two hours
Grade: 11-12
Prerequisite: Auto Tech II or concurrently with Auto Tech II
Credit: 2.0 Vocational

This is year three of the three-year program in Auto Technology. In the first semester the students will cover Advanced Manual Transmissions and Automatic Transmissions, Advanced Suspension/Steering, And Advanced Engine Performance. In the second semester the students will be covering HVAC Systems and performing customer service and customer Work in the shop. ASE Entry Level Certification will be offered in this Course. **This course may have a Dual Enrollment (DE) option with (Aut 100: Automotive Basics-3 credits and Aut 106: Automotive Engines-3 credits) thru CCC.**

10006261 - AUTO TECHNOLOGY INTERNSHIP - IN CLASS

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational
The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.
ASE Entry Level Certifications are offered.

10006263 - AUTO TECHNOLOGY INTERNSHIP - IN INDUSTRY
Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE IN-INDUSTRY Internship program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. The student will be responsible for completing and turning in all necessary forms and report to class. The program gives you 120 hours of internship learning experience. The teacher/ coordinator will consult with the internship sire mentor regarding training plan and evaluation of your progress. The student is responsible for their conduct and attendance while in training. ASE Entry Level Certifications are offered.

AUTOMOTIVE COLLISION

Automotive Collision/ 3-Year Program for Grades 9-12
Students have the opportunity to take Automotive Collision. Automotive is a two year program where students can achieve A.S.E. (Automotive Service Excellence) Industry Certification and I-Car Certification.. ASE Entry Level Certifications are offered in this program. Automotive Collision students can participate in SkillsUSA Career and Technical Student Organization.

10006271– AUTO COLLISION I
Full Year
Grade: 9 – 10
Prerequisite: None
Credit: 1.0 Vocational

This course is designed to introduce students to the Automotive Collision Repair Industry. Students will learn fundamental metal straightening, welding, surface preparation, and refinishing procedures according to ASE standards. Body filler, masking, and sanding procedures will also be emphasized. Interpersonal relations will be developed through group activities and industrial interactions.

10006255 - AUTO COLLISION II
Full Year-Two class periods
Grade: 10-12
Prerequisite: Auto Collision I with a passing grade both semesters
Credit: 2.0 Vocational

This course builds on the basic skills learned in Auto Collision I. In addition, students will focus on ASE standards in plastic repair, welding, corrosion protection, detailing, and estimating. In-depth study of metal preparation and painting techniques are taught, with safety emphasized throughout. This advanced course will focus on honing learned skills to prepare the student for the Automotive Collision Repair Industry. Students may also bring in personal projects in addition to required coursework as per instructor's approval.

10006279 - AUTO COLLISION INTERNSHIP - IN CLASS
Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

ASE Entry Level Certification is offered.

10006281 - AUTO COLLISION INTERNSHIP - IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

WELDING TECHNOLOGY

Welding Technology/ 2-Year Program for Grades 9-12
For all welding classes, students need to purchase boots, gloves, and denim jeans. The estimated cost is $50.00 to $150.00. Students who need financial assistance must fill out an application in the CTE office. OSHA 10 Certification (Construction) is offered in the program.Welding students are encouraged to participate in the SkillsUSA Career and Technical Student Organization (Welding Club).

100063601 - WELDING I

Full Year
Grade: 9-11
Prerequisite: Industrial Tech recommended but not required
Credit: 1.0 Vocational

This class is designed to introduce the students to oxy-fuel and plasma cutting, along with shielded metal arc welding theory and techniques. Blueprint reading and weld symbol interpretation will also be covered. Students will learn job communication, employable skills, and what to expect from a job interview. The course is for both career and non-career minded students. Students will be required to complete all competencies listed before moving on to the next level. Boots, gloves, denim jeans, and safety glasses will be required. The school will provide all other equipment. **This course may have a Dual Enrollment (DE) option with (WLD 102- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006309/3610 - WELDING II

Full Year-Two class periods
Grade: 11-12
Prerequisite: Welding I with a passing grade in both semesters
Credit: 2.0 Vocational

This class is intended for the student who is considering welding as a career. Students will learn how to do a variety of specialized skills and tasks, including FCAW, GMAW, and GTAW welding of aluminum, stainless, and carbon steel plate. Blueprints and weld symbol interpretation will be an integral part of the course. Students will also be involved in identifying various metals used and the Metallurgy involved when welding. Students successfully completing this course will have a solid background for employment at an entry-level position**.** Students entering from another school may have the option to test into the program. OSHA 10 (Construction) certification will be offered in this course. Boots, gloves, denim jeans, and safety glasses will still be required. **This course may have a Dual Enrollment (DE) option with (WLD 106- 3 college credits) through CCC.** Students who wish to earn college credit must register with and meet the testing requirements set by Coconino Community College. See dual enrollment requirements.

10006313 - WELDING INTERNSHIP - IN CLASS

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006315 - WELDING INTERNSHIP - IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

ARCHITECTURE & CONSTRUCTION

Architecture and Construction/ 2-Year Program for Grades 10-12
Drafting and Construction students participate in SkillsUSA Career and Technical Student Organization.

10006401 - DRAFTING I

Full Year
Grade: 9-11
Prerequisite: Industrial Tech recommended but not required
Credit: 1.0 Vocational

This class is an introduction to technical drawing and the different projections involved in technical drawing. The students will learn how to draw single, two and three view projections, dimension drawings, and do other special drawings such as: sectional views, auxiliary views, working drawings, pictorial drawings, threads and fasteners and cams and gears. Students will also practice 2D and 3D AutoCAD. Autodesk certification offered.

10006411 – DRAFTING II ARCHITECTURAL DRAFTING/AUTOCAD 2D/REVIT

Full Year
Grade: 11-12
Prerequisite: Drafting I
Credit: 1.0 Vocational

This class is an introduction to residential house design and drafting. The students will study the fundamentals of designing and planning a residential home, building codes, and working drawings involved in residential home planning. Autodesk certification offered. This class can count as a 4th year Math Credit per Arizona State Standards.

10006433 - DRAFTING INTERNSHIP - IN CLASS

Full Year
Grade: 12

Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006435 - DRAFTING INTERNSHIP - IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

10006451 – CONSTRUCTION TECHNOLOGY I

Full year
Grade: 9-11
Prerequisite: Industrial Tech recommended but not required
Credit: 1.0 Vocational

This class will introduce the students to the fundamentals of residential construction. The students will be exposed to surveying and plot development. Students will also learn how to layout and construct foundation, floor, wall and roof systems. Throughout the year, students will use mathematics (ratios, Pythagorean Theorem and Geometry) to solve applied mathematical construction problems. Arizona State CTE Standards will determine the requirements for this course.

10006459/6460 – CONSTRUCTION TECHNOLOGY II

Full Year-Two class period
Grade: 11-12
Prerequisite: Construction Tech I
Credit: 2.0 Vocational

This class is a continuation of Construction Tech I, preparing the students to continue into the workplace or technical college. The students will continue their education in the layout and construction of foundation, floor, wall and roof systems. Students will use mathematics to solve applied construction problems. They will also experience the fields of electrical, mechanical and plumbing subcontracting. Arizona State CTE Standards will determine the requirements for this course. OSHA 10 certification is offered. This class can count as a 4th year Math Credit per Arizona State Standards.

10006455 - CONSTRUCTION INTERNSHIP - IN CLASS

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006457 - CONSTRUCTION INTERNSHIP - IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

COMMUNICATIONS MEDIA TECHNOLOGIES

Communications Media Technologies/ 2-Year Program for Grades 9-12
Communications Media Technologies students participate in the SkillsUSA Career and Technical Student Organization

10006519 - GRAPHIC DESIGN I

Full Year
Grade: 9-11
Prerequisite: None
Credit: 1.0 Vocational toward Graphic Design Program completion

The first year of the CTE Graphic Design Program introduces the student to the creative processes used in printed and digital media fields. Students will be exposed to: photography basics and how to operate a camera, recording music and sound engineering,create movies and special effects, create computer art such as posters, t-shirts and album covers.
Students will explore the Adobe Creative Suite which includes Photoshop, Illustrator, InDesign, Dreamweaver, Acrobat, etc… to create visually dynamic printed and digital products. Emphasis is placed on software operation, the creative process, project management and good work habits.

10006521 - GRAPHIC DESIGN II

Full Year
Grade: 10-12
Prerequisite: Passing grade in Graphic Design I
Credit: 1.0 Vocational toward Graphic Design Program completion

This course expands on the skills developed in Graphic Design I with an emphasis on digital photography, including image capture, image editing, and image output. Students will develop a more advanced operational skill set in the design software. Group and individual projects involving the use of photography in websites, brochures, posters and other popular marketing materials will be created. Industry certification exams for Adobe Certified Associate in Photoshop, Illustrator, InDesign, and Premiere are offered. Completion of this class and passing the state program assessment qualifies the student for CTE Graphic Design Program completion and a CTE honor cord at graduation.

10006527 - GRAPHIC DESIGN INTERNSHIP - IN CLASS

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006529 - GRAPHIC DESIGN INTERNSHIP - IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

INFORMATION TECHNOLOGY

Information Technology/ 2-Year Program for Grades 9-12
Information Technology students participate in the SkillsUSA Career and Technical Student Organization <www.azskillsusa.org>

10006582 - INFORMATION TECHNOLOGY

Full Year
Grade: 9-11
Prerequisite: None
Credit: 1 Vocational

Your information technology career can get off the ground here. In this class you will spend your time learning the basics of computer programming and how to plan and build custom websites. You will also learn how to build a computer from scratch and how networks, like the internet, function.

10006583 - TECHNOLOGY DEVICES MAINTENANCE

Full Year
Grade: 10-12
Prerequisite: Information Technologies, with a passing grade
Credit: 1 Vocational

Students will acquire the fundamentals of computer hardware and software as well as advanced concepts such as networking, security and the responsibilities of an IT professional. Students who complete this course will understand the elements and functions of hardware devices, techniques used in PC repair, the use of software and an overview of operating systems, and how computers communicate and are grouped to form networks. This course prepared students for IT support jobs and related IT certifications. **TestOut PC Pro Certification offered. Optional 12th grade: CompTIA A+ Certification**

100065845- TECHNOLOGY DEVICES MAINTENANCE (IN -CLASS)

Full Year
Grade: 12
Prerequisite: Technology Devices Maintenance
Credit: 1 Vocational
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The In-Class Internships is designed to provide students with quality in-class work-based experiences. The goal is to give the senior student an opportunity to expand their experience in the career cluster of their choice in the classroom setting.

10006584 - TECHNOLOGY DEVICES MAINTENANCE - IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director
Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

EARLY CHILDHOOD EDUCATION

Early Childhood Education/ 2-Year Program for Grades 10-12
The Early Childhood Education program is designed to prepare students for employment in early childhood settings. The Early Childhood Education program includes instruction in child growth and development, child health, nutrition, safety, planning, and supervision of developmentally-appropriate practices and learning activities. Child guidance, family relationships, parenting, and applicable legal and administrative requirements are also addressed. Preparation for the development and management of effective early childhood programs and facilities is included.

10006590 - EARLY CHILDHOOD EDUCATION I

Full Year
Grade: 10-11
Prerequisite: None
Credit: 1 Vocational
This course studies early childhood development. Units include ages and stages of development, safety, health, meal planning, story-telling, art activities, and puppetry. Students will develop skills to meet the needs and abilities of young children; birth to five years of age.

10006591/6593 - EARLY CHILDHOOD EDUCATION II

Full Year - Two Class Periods
Grade: 11-12
Prerequisite: Early Childhood Development I
Credit: 2 Vocational
This course is the continued study of early childhood development. Emphasis will be on preparation for the Child Development Associate (CDA) Certification and or Paraprofessional Praxis Certification.
Students also develop leadership, social, civic, and career skills through their participation in the state-recognized Career and Technical Student Organization Family, Community, and Career Leaders of America, or Educators Rising.

13.1210.70 - EARLY CHILDHOOD EDUCATION INTERNSHIP - IN INDUSTRY

Full Year
Grade: 12
Prerequisite: Students in their final year of program (concurrent) or program completer, approval of CTE teacher or CTE Director

10/2024

Credit: 1.0 Vocational

The CTE Internship Program is designed to provide students with quality work-based experiences. The goal is to give senior students an opportunity to expand their experience in the career cluster of their choice. The student is responsible for getting to work at the scheduled times and for doing quality work. You will be responsible for completing and turning in all necessary forms and reports to class. The program gives you 120 hours of internship learning experience. The teacher/coordinator will consult with the internship site mentor regarding the training plan and the evaluation of your progress. You are responsible for your conduct and attendance while in training.

LAW AND PUBLIC SAFETY

Law and Public Safety/2 Year Program for Grades 10-12
The Law Public Safety program prepares students for entry-level employment, further training, and/or postsecondary education for these and other occupations: Criminal Justice and Law Enforcement Teacher, Investigation and Security Service, Intelligence Analyst, Loss Prevention Managers, Protection Officer and Asset Protection Specialist.

10006610 - LAW AND PUBLIC SAFETY I

Full Year
Grade: 10-11
Prerequisite: None
Credit: 1 Vocational

This first-year course is an overview of the history and organization of local, state and federal law enforcement, including the practice and application of law and terminology of law enforcement. This course explains the elements of crime and criminal law, the goals of corrections, constitutional law, and public security. Leadership principles will be learned through a close association with a Career and Technical Skills Organization (CTSO). Dual enrollment may be offered for students to obtain college course credit.

10006620 - LAW AND PUBLIC SAFETY II

Full Year
Grade: 11-12
Prerequisite: Successful completion of I
Credit: 1 Vocational

This course reviews the application of law and functions of law enforcement for preparation of a career in law enforcement. This second-year course covers practical applications of policing such as ethical responsibilities, use of force, and crime scene security. Students will conduct hands-on applications involving necessary equipment for handcuffing, crime scene preservation, vehicle searches and fingerprinting. This course may be offered for dual enrollment for credit.

BUSINESS OPERATIONS

Business Operations/2 Year Program for Grades 10-12
The Business Operations instructional program prepares students to provide administrative support to managers and executives within large, medium, and small businesses and organizations. Students who successfully complete the Business Operations program's coherent sequence of instruction will develop an in-depth, practical understanding of operational and administrative business principles and practices. The Business Operations program includes instruction in office procedures, project operations, internal and external customer service, business communications, word processing, data entry, office machines operation and maintenance, public relations, records operations, report preparation, and business law and ethics. Throughout the Business Operations instructional program, students learn and practice valuable real-world email, word processing, presentation, desktop publishing, spreadsheet, and database skills using industry standard office productivity software.

10006601 - BUSINESS OPERATIONS I

Full Year
Grade: 10-11
Prerequisite: None
Credit: 1 Vocational

Course Description

10006603 - BUSINESS OPERATIONS II

Full Year
Grade: 11-12
Prerequisite: Successful completion of I
Credit: 1 Vocational

Course Description

SPECIAL EDUCATION

General Description

Special education courses serve exceptional learners by providing a specialized curriculum and instruction across a continuum of educational placements, from a least restrictive setting to those that provide more academic, physical, or behavioral support, depending upon individual student needs. A student must undergo an eligibility determination process consistent with the IDEIA (Individuals with Disabilities Education Improvement Act). The level of exceptional services a student receives is determined by the IEP team and an Individual Education Program (IEP). Further information regarding placement can be obtained from the District Exceptional Student Services office in B Building or from a student's school counselor.

10009121/10009122 - APPLIED ALGEBRA 1

Full Year
Grade: 9-11
Prerequisite: Placement by the IEP team and/or math teacher's approval
Credit: 1 Math

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon Arizona's High School state math standards and will be tailored to the student's needs and strengths. Topics covered in this course will include, but are not limited to: tools of algebra, equations, formulas, proportions, percent, inequalities, exponents, and polynomials.

10009124 - APPLIED GEOMETRY

Full Year
Grade: 9-11
Prerequisite: Placement by the IEP team and/or math teacher's approval
Credit: 1 Math

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon Arizona's High School state math standards. Course content will include: foundations of points, lines, planes, and angles, perpendicular and parallel lines, triangles, quadrilaterals, similarities, polygons, area, and volume. With the completion of this course, the student can be placed into Applied Algebra 2, Algebra 2, Financial Algebra, and Applied Financial Algebra.

10009127- FINANCIAL ALGEBRA: CONCEPTS OF CREDIT I & II

Full Year
Grade: 11-12
Prerequisite: Placement by the IEP team and/or math teacher's approval; Algebra I and Geometry
Credit: 1 Math

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. It is designed to give students mathematical life skills to become successful, independent adults. This course will include material in the areas of earning and budgeting money, buying groceries, buying clothing and products, managing a household, buying and maintaining a car, travel, banking, investing, paying taxes, and preparing for a career. Students will be completing projects that focus on those areas.

10009119 – APPLIED ENGLISH 9/10

Full Year
Grade: 9-12
Prerequisite: Placement by the IEP team and/or english teacher's approval
Credit: 1 English

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon the Arizona's High School State English standards. Topics for this class include sentence structure, parts of speech, paragraph formation, topic sentences, reading comprehension strategies, plot, characterization, setting, theme, and graphic organizers.

10009120 – APPLIED ENGLISH 11/12

Full Year
Grade: 9-12
Prerequisite: Placement by the IEP team and/or english teacher's approval
Credit: 1 English

This class is designed for students who need an individualized program to master skill gaps that interfere with his/her progress in the standard classroom. This class is based upon the Arizona's High School State English standards. Topics for this class include: sentence structure, parts of speech, 6-Traits writing, reading comprehension strategies, plot, characterization, setting, theme, and graphic organizers.

10003210- APPLIED BIOLOGY

Full Year
Grade: 10
Prerequisite: Teacher Recommendation
Credit: 1 Science

This is an introductory level course in biology. Its purpose is to give students a basic understanding of scientific investigation, problem solving, and key biological concepts. Applied Biology helps to prepare students to take the Arizona AIMS Science Exam by focusing on mastery of the most essential Arizona Science Standards related to scientific inquiry and life science.

10003302 - APPLIED CHEMISTRY

Full Year
Grade: 10-12
Prerequisite: General Biology or Applied Biology
Credit: 1 Science

This is an introductory level course in Chemistry. Its purpose is to give students a basic understanding of scientific investigation and problem solving using a framework of chemistry principles and procedures. This course focuses less on theory and more on practice than does Chemistry I. Students engage in a wide variety of labs and then perform mathematical analysis and interpretation of results to meet the Arizona Academic Content Standards applicable to the course. The class therefore requires an intermediate mathematical ability.

10009145 - LEARNING STRATEGIES 9/10

Full Year
Grade: 9-10
Prerequisite: IEP
Credit: 1.0 Elective

Learning Strategies is designed to support students with social, emotional, and behavioral challenges. This is a student-centered program that will focus on decision-making, goal setting, and coping skills.

10009146 - LEARNING STRATEGIES 11/12

Full Year
Grade: 11-12
Prerequisite: IEP
Credit: 1.0 Elective

Learning Strategies is designed to support students with social, emotional, and behavioral challenges. This is a student-centered program that will focus on decision-making, goal setting, and coping skills.

10009151 - LEARNING STRATEGIES

Full year
Grade: 9-12
Prerequisite: IEP
Credit 1.0 Elective

This course is designed to help students identify and use effective learning strategies in obtaining their vocational goals. The students will understand how they learn and how they can use their learning preferences to be successful in Page High School and in obtaining their postsecondary goals. This class is based upon the Arizona's High School state standards. The content in this course will include time management, organizational skills, hard and soft employability skills, study skills, test taking strategies, self-monitoring, disability law, vocational planning, disability awareness, and self-advocacy. Students will explore their strengths and areas of need through their own IEPs. They will acquire strong study habits and advocacy skills. Students will also be given the opportunity to focus on course content in their other classes, to apply newly acquired study/ learning strategies, stay organized, and improve their grades. These skills and strategies are designed to prepare the student for independent adult life. Prerequisite: Placement by the IEP team.

10009177 - LIFE SKILLS

Full Year
Grade: 9-12
Prerequisite: IEP
Credit: 1.0 Elective

Life Skills supports students with physical and cognitive challenges who spend the majority of their school day in a self-contained setting to focus on individualized instruction. Each student has an Individual Education Program (IEP) that is written to address each student's needs in an academic and social context.

10009190 - LIFE LANGUAGE ARTS

Full Year
Grade: 9-12
Prerequisite: IEP
Credit: 1.0 English or 1.0 Elective

Life Language Arts is designed for students with physical and cognitive challenges who spend the majority of their school day in a self-contained setting. Instructional programming will be specific to the student's language and communication needs, following the annual goal or goals outlined in the student's Individualized Education Program (IEP).

10009161 - LIFE MATH SKILLS

Full Year
Grade: 9-12
Prerequisite: IEP
Credit: 1.0 Math or 1.0 Elective

Life Math is designed for students with physical and cognitive challenges who spend the majority of their school day in a self-contained setting. Instructional programming will be specific to the student's needs, following the math related annual goal or goals outlined in the student's Individualized Education Program (IEP).

SCI199420 - LIFE SCIENCE

Full Year
Grade: 9-12
Prerequisite: IEP
Credit: 1.0 Science or 1.0 Elective

Life Science is designed for students with physical and cognitive challenges who spend the majority of their school day in a self-contained setting. Instructional programming will be specific to the student's needs, following the science related annual goal or goals outlined in the student's Individualized Education Program (IEP).

SPE805 - LIFE SOCIAL STUDIES

Full Year
Grade: 9-12
Prerequisite: IEP
Credit: 1.0 Social Studies or 1.0 Elective

Life Social Studies is designed for students with physical and cognitive challenges who spend the majority of their school day in a self-contained setting. Instructional programming will be specific to the student's needs, following the social studies related annual goal or goals outlined in the student's Individualized Education Program (IEP).

10005101 – UNIFIED SPORTS

Full Year
Grade: 9-12
Prerequisite: IEP and Teacher Approval
Credit: 1.0 Physical Education

This course will be taught with a combination of the Unified Special Olympics state standard curriculum and the Personal Fitness curriculum. It will be a combined class of students with and without disabilities. They will be taught leadership, sportsmanship, team-building, fitness, nutrition, and how to play a variety of different sports.