Eureka High School

Course Catalog &
Academic Planning Guide

2027-2028

Every Learner, Every Day:
Engaged, Empowered, and Future-Ready

Policy 0410: Nondiscrimination In District Programs And Activities Status: ADOPTED
Original Adopted Date: 10/22/2018 | Last Revised Date: 10/09/2025 | Last Reviewed Date: 10/09/2025

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Board and the Superintendent in enacting policies and procedures that govern the district. (Education Code 234.1)

District programs, activities, and practices shall be free from unlawful discrimination against an individual or group based on one, or a combination of two or more, protected characteristics, which include, but may not be limited to, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; religious creed; age; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; reproductive health decision-making; breastfeeding or related medical conditions; parental, marital, and family status; and veteran or military status; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12920, 12926, 12940; 20 USC 1681-1688, 29 USC 621, 42 USC 2000d-2000d-7, 2000e-2)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Derogatory Native American terms, including Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Redskins, Savages, Squaw, and Tribe, shall not be used for any school or athletic team name, mascot, or nickname, unless permitted in accordance with Education Code 221.3.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

All complaints alleging unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 - Nondiscrimination in Employment, for employees.

Pursuant to 34 CFR 104.8 and 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed in accordance with Board Policy/Exhibit(1) 5145.6 - Parent/Guardian Notifications and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. Additionally, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of district services, programs, or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
Tel: 707-441-3363

How To Use This Handbook: A Quick Guide For Learners and Families

This handbook is designed to help learners and families choose classes with confidence. Read it with your learner and use the tools inside to build a realistic, goal-driven plan for the next school year and beyond.

Step-by-Step: How to Pick Classes

Start with Graduation Requirements

1. Begin with the graduation requirements - they outline the minimum credits and subjects needed for a Eureka High diploma. Use these as your foundation for all course choices.

Check College Entrance Requirements

2. If your student plans to attend college, compare their schedule with entrance requirements for:

- Community Colleges: Open access, but certain courses make the transition smoother.
- CSU/UC: Specific "A–G" subject and grade-level requirements. Courses that meet A–G are marked in the catalog.

Use the Math Flowchart

3. Review the recommended math sequence (Algebra → Geometry → Algebra II and beyond) to meet prerequisites and stay college-ready.

Explore Career & Technical Education (CTE) Pathways

4. CTE pathways (e.g., Ag Mechanics, Architectural Design) offer hands-on experiences and possible certifications.

- Look at sequence length, when to start, and opportunities like competitions or dual enrollment.

Practical Tips for Planning

- Work backward from goals. Identify when courses must be taken to complete a pathway or requirement.
- Balance rigor and well-being. Mix required classes with electives your student enjoys and leave room for study or support.
- Check prerequisites. Review course descriptions before enrolling.
- Keep options open. Even undecided students should complete A–G requirements to preserve college choices.
- Revisit annually. Goals change - adjust plans each year.

Using the Graduation Planning Worksheet

1. Fill in completed credits to see what's left.
2. Add required courses by year and term.
3. Include electives and CTE pathway classes.
4. Check which courses meet CSU/UC or community college guidance.
5. Review your plan with a counselor.

Final Notes

This handbook is a year-by-year planning tool - use it early, keep it updated, and revisit it often.
For help with course selection, graduation, or college planning, contact the Eureka High Counseling Department at (707) 441-1624.

Loggers Graduation Requirements

T-2-4

Subject	EHS Graduation Requirements, Trade School & Community College	CSU/UC/4 year UC GPA Requirements: minimum 3.0 GPA
Language Arts	4 years	4 years College Prep
Social Science	3 years World History/Geography US History Government/Personal Finance or AP Government in lieu of Gov/Personal Finance	2 Years of College Prep Social Studies Include 1 year of World History/Geography, plus 1 year of U.S. History CP or ½ year of U.S. History CP and ½ year of Civics/American Government
Math	2 Years *See Math Flowchart Must include 1 year of Algebra 1 or Alg. 1A/1B completion=Alg. 1	3 Years *See Math Flowchart (4 Years Recommended) Must include Algebra 1, Geometry, and Algebra 2. Math Analysis, AP Calculus, and/or AP Statistics are recommended
Science	2 Years 1 year of Biology 1 year of Physical Science	2 Years (3 Years Recommended) 1 year of CP Physical Science 1 year of CP Life Science
World Language	1 year World Language or 1 year Visual & Performing Arts CTE courses may be used to satisfy the diploma Fine Arts area requirement: Ag Mechanics, Accounting, Welding, Woodworking 1/2/3, Auto 1/2, Culinary 1, Computer Programming	2 Years (3 Years Recommended) must be same language
Visual& Performing Arts	1 year Visual & Performing Arts or 1 year World Language CTE courses may be used to satisfy the diploma Fine Arts area requirement: Ag Mechanics, Accounting, Welding, Woodworking 1/2/3, Auto 1/2, Culinary 1, Computer Programming	1 Year Visual & Performing Arts must complete 1 year or 2 semesters of the same subject
Electives	16 Semesters	1 year college-preparatory coursework required, chosen from: courses approved specifically in the elective (G) subject area, or courses approved in the subject area beyond those used to satisfy the requirements of the A-F subjects
Freshman Seminar	1 Year Includes state mandated health requirement.	
PE	2 Years Students must pass the FitnessGram test during Freshman PE	

Loggers Math Flowchart

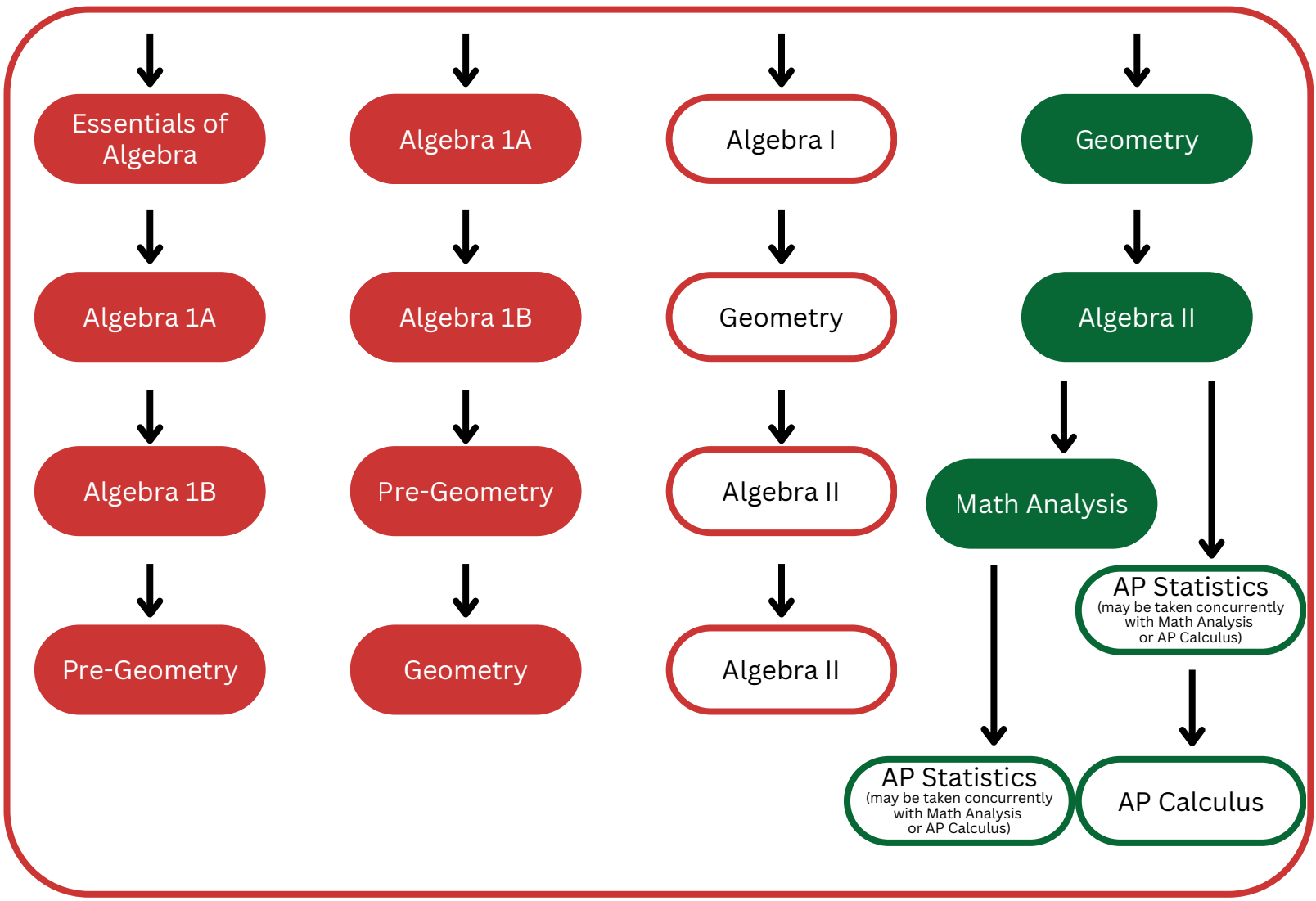
9TH GRADE MATH PLACEMENT

Math placement for incoming 9th graders is determined using a variety of data points. In 8th grade, learners will take a math placement test to help guide placement decisions.

The EHS Math Department also collaborates closely with middle school math teachers and considers teacher recommendations regarding each learner's overall math level, work habits, and understanding of the subject.

Learners who completed Algebra 1 in 8th grade will be placed in an appropriate math course based on data and criteria that demonstrate their level of understanding and mastery of Algebra 1 concepts.

If your child attends a school outside of Eureka City Schools and has not taken a math placement test, please contact the EHS Counseling Office to arrange for testing at the high school.



Eureka High School
10th -12th Grade
2027-2028 Course Options

AGRICULTURE
Ag Biology/Sustainable Agriculture CP (D)
Ag Earth Science CP (D)
Ag Chemistry and Agriscience CP (D)
Ag Adv. Agriscience Honors CP (D)
Ag Art History of Floral Design CP (F) *
Ag Art History of Floral Design 2 CP (F)
Veterinary Science+

ENGLISH
Sophomore
Sophomore English CP (B)
Sophomore English Honors CP (B)
Junior
Junior English CP (B)
AP English Lang. & Comp. CP (B)
Senior
Senior English CP (B)
AP English Literature CP (B)

MATHEMATICS
Essentials for Algebra
Algebra 1 CP (C)
Algebra 1A
Algebra 1B CP (C)
Pre-Geometry
Math 10 Geom B/Alg 2 CP (C)
Geometry CP (C)
Algebra 2 CP (C)
Math Analysis CP (C)
Math Analysis Honors CP (C)
AP Calculus AB CP (C)
AP Calculus BC CP (C)
AP Statistics CP (C)

PHYSICAL EDUCATION
PE 2 (Fall/Spring)
PE Weights/Fitness

BIOLOGICAL SCIENCE
Biology CP (D)
Biology & Community Health 1 CP (D)
Biology & Community Health 2 CP (D)
Advanced Marine Biology CP (D) 11-12
Anatomy & Physiology CP (D) 11-12
AP Environmental Science CP (D) 11-12

PHYSICAL SCIENCE
Geo Science CP (D)
Chemistry CP (D)
Chemistry Honors CP (D)
Physics CP (D) 11-12

SOCIAL STUDIES
Sophomore
World History/Geography CP (A)
AP World History/Geography CP (A)
Junior
U.S. History/Geography CP (A)
AP U.S. History/Geography CP (A)
Senior
Government CP (A)/Economics CP (G)
AP Gov. & Politics United States CP (A)

VISUAL & PERFORMING ARTS
Vocal
Choir CP (F) *
Limited Edition CP (F) *
Instrumental
Guitar CP (F) *
Guitar 2 CP (F) *
Symphonic Band CP (F)*
Jazz Ensemble CP (F) *
Orchestra CP (F) *
Performing
Theater Arts 2 Intermediate CP (F) *
Theater Arts 3 Advanced CP (F) *
Theater Arts 4 CP (F) *
Visual
Drawing and Painting CP (F)
Drawing and Painting 2 CP (F)
Yearbook* Grades 11-12
Jewelry Metals*
Pottery 1 CP (F)
Pottery 2 CP (F)
Graphic Design 1 *
Graphic Design 2*

WORLD LANUGAGE
German I CP (E)
German II CP (E)
German Ill CP (E)
German IV Honors CP (E)
Spanish I CP (E)
Spanish II CP (E)
Spanish Ill CP (E)
AP Spanish IV CP (E)
Yurok I CP (E)
Yurok II CP (E)
Yurok Ill CP (E)
Yurok IV CP (E)

CAREER TECHNICAL EDUCATION
Culinary Arts
Culinary Arts 1 (F)*
Culinary Arts 2 *
Business
Business Essentials+
Computer Science
Exploring Computer Science CP (D)
Computer Information Systems CP (G)
Education
Education 1: Intermediate Education
Education 2: Capstone
Engineering
Architectural Design CP (F) *
Architectural Design 2 (G)
Industrial Tech
Ag Mechanics*
Ag Welding 1*
AgWelding2
Auto 1
Auto 2
Woodworking 1*
Woodworking 2
Woodworking 3
Advanced Wood Production
Construction Technology+

SPECIAL COURSES
AVID 12 (G)
Leadership

Course selection subject to change
Courses that satisfy the UC/CSU A-G entrance requirement are followed by ( ). The letter representing the area satisfied is noted within the ( ). Grade level Indication: 10, 11, 12
+=Pending classes
*=meets visual & performing arts/career technical education diploma requirement

Graduation Planning Worksheet

After reviewing the graduation/T-2-4 requirements learners and adults should read the course catalog together and fill out this planning worksheet. Learners should have this worksheet when they register for courses with their counselors in November.

Minimum Credits Needed to Graduate 230 Credits	English 40 Credits 4 Years	Social Science 30 Credits 3 Years	Math 20 Credits 2 Years	Science 20 Credits 2 Years	Foreign Language or Fine Arts or CTE 10 Credits 1 Year	Elective 80 Credits	PE 20 Credits 2 Years	Freshman Seminar 10 Credits 1 Year
9th Grade Freshman 60 Credits								
10th Grade Sophomore 60 Credits								
11th Grade Junior 60 Credits								
12th Grade Senior 60 Credits								

Career Technical Education

EHS offers 12 CTE pathway programs in 9 Industry Sectors

At EHS, we are shaping future leaders by blending rigorous academic and technical skills with specific, hands-on career experience, empowering students to explore the evolving workforce through exceptional Career and Technical Education (CTE) Pathways. ***Pathway options at EHS include:***

Agriculture & Natural Resources

Agriculture Mechanics Pathway

Tackle real-life challenges and hands-on experience with cutting-edge tools and technologies. This pathway is ideal for individuals who enjoy working with their hands and exploring the field of agricultural engineering.

Agriculture & Natural Resources

Agriscience/Sustainable Agriculture Pathway

Learn eco-friendly farming practices, focusing on soil health, water conservation, and sustainable crop production. Get hands-on experience in modern agriculture, and explore cutting-edge techniques that prepare them for careers in sustainable farming, environmental science, and agricultural innovation.

Agriculture & Natural Resources

Floral Design Pathway

Learn the art of floral arrangement, event design, and plant care through hands-on challenges. Students emerge prepared for careers in floral design, event planning, and horticulture while expressing their artistic talents in vibrant ways.

Building & Construction Trades

Cabinetry, Millwork, & Woodworking Pathway

Take on the hands-on challenges by crafting custom furniture, cabinetry, and wood products. Learn design, precision, and craftsmanship while preparing for careers in woodworking, carpentry, and manufacturing, acquiring skills in high demand across various industries.

Arts, Media, & Entertainment

Design, Visual and Media Arts Pathway

Unleash your creativity through digital media, and visual storytelling. Students explore digital art, photography, and video production.

Business & Finance

Business Management Pathway

Explore core principles of business operations, financial management, accounting, and entrepreneurship. Develop critical thinking and leadership skills needed to manage business resources, analyze financial data, and prepare for careers in business administration, finance, and corporate management.

Education, Child Development, & Family Services

Education Pathway

Gain hands-on experience through classroom internships, learning instructional strategies, child psychology, and leadership skills, while exploring pathways to becoming a teacher, counselor, or early childhood educator.

Engineering & Architecture

Architectural Design Pathway

Explore building design, drafting, and 3D modeling. Gain hands-on experience with industry software while learning creative problem-solving and preparing for careers in architecture, engineering, or construction with skills in design, planning, and project management.

Hospitality, Tourism, & Recreation

Food Service & Hospitality Pathway

Get hands-on experience in culinary arts, event planning, cooking techniques, restaurant management, and hospitality skills to prepare for exciting careers in the fast-paced food industry and event planning professions.

Health Science and Medical Terminology

Biology & Community Health Pathway

Explore careers in medicine, healthcare, and public health through the Bio-Community Health Pathway. Gain practical skills and earn college credit through dual enrollment in College of the Redwoods' Medical Terminology course while preparing for your future in health science.

Information & Communication Technologies

Computer Science Pathway

Explore how technology shapes the world while building practical skills in computer systems, networking, databases, cybersecurity, and problem-solving. Earn college credit in the capstone course while learning how technology is used to solve real-world business and community challenges.

Transportation

Diagnostic, Service & Repair Pathway

Learn to troubleshoot, repair, and maintain automotive systems. Gain hands-on experience with tools and technology while preparing for high-demand careers in automotive repair, diagnostics, and service.

CTE Pathways embody the elements of the ECS mission: Every Learner, Every Day: Engaged, Empowered, and Future-Ready. At EHS, students are encouraged to take up the path that will guide them to career aspirations.

Eureka High School Administration and Staff

ADMINISTRATION

Superintendent of Schools	Gary Storts
Assistant Superintendent	Yousef Awwad
Assistant Superintendent	Jennifer Johnson
Director of Personnel Services and Public Affairs	Kristi Puzz
Director of Student Services	Lisa Claussen

HIGH SCHOOL ADMINISTRATION

Principal	Rob Standish
Associate Principal	Rebecca Baugh
Assistant Principal	Erica Scott
Assistant Principal/Athletic Director	Omar Khattab

REGISTRAR

Registrar, Information Specialist	Anita Lemley

COUNSELING STAFF

Counselor A-G	Jamie Bailey
Counselor H-PA	Melissa Nakoa
Counselor PB-Z	Enrique Gomez
Counseling Office, Information Specialist	Nancy Rodgers

DEPARTMENT LEADS & CONTENT COORDINATORS

Ag	Kara Forbes
AVID	Julia White
CTE	David Stevens
English/ASB	Mauro Staiano & Kaitlan DeHart
Freshman Seminar	Stacey Magana
Library	Savannah Polizzi
Math	Dana Clower & Matt Muldoon
Physical Education	Jeff Bird & Melaina Valdez
Science	Brian Boeing & Tera Sanchez
Social Science	Craig Parker
Special Education	Jen Fowler
VAPA - Performing Arts	William Giaquinto
VAPA - Visual Arts	Aaron Staack
World Language	Stacey Magana

Loggers

Mission, Values, Principles

Every Learner, Every Day: Engaged, Empowered, and Future-Ready

Our Beliefs and Guiding Principles About Learners and Learning:

Learner-Centered Experiences
We believe learners excel when they direct their learning with personalized support and high expectations.

Safe, Inclusive, and Belonging Environments
We believe learning flourishes in safe, inclusive spaces where students feel they belong.

Equitable Access for All
We believe learners learn at their own unique pace, in their own unique way, and deserve their own unique support.

Growth and Resilience
With a growth mindset, we believe learners overcome challenges and grow through effort.

Engagement and Relevance
We believe learning should be joyful, relevant, and connected to real-life experiences.

Eureka City Schools

Portrait of a Graduate

As emerging adults in the 21st century, Eureka graduates will shoulder responsibilities across six significant rings of growth, as illustrated in the following figures. These rings of growth serve as the focal points for the Portrait of a Graduate, which possess the power to shape all aspects of school curricula and influence instructional practices.

SIGNIFICANT RINGS OF GROWTH

The successful mastery and harmonization of this growth is crucial for today's learners. Our Portrait of a Graduate aims to rise to this challenge. Crafted with a forward-looking perspective and encompassing all facets of life, the Portrait of a Graduate delineates what learners must know, comprehend, and accomplish in order to flourish.

THE PORTRAIT OF A GRADUATE RINGS OF GROWTH ARE:

- ***Effective*** **COMMUNICATOR** — Successful writer, speaker, listener who has mastered the expression of ideas.
- ***Independent*** **CRITICAL THINKER** — Flexible, curious thinker who understands the value of research and accountability.
- ***Responsible*** **COLLABORATOR** — Compassionate, inclusive connector focused on interdependence.
- ***Community*** **ENGAGER** — Analyzes complex multifaceted issues within diverse groups of individuals.
- ***Global*** **STEWARD** — Explores worldwide issues from the perspective of those most impacted.
- ***Resilient*** **LEARNER** — Embraces a growth mindset and demonstrates skills of a lifelong learner.



Course Offerings

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

AGRICULTURE

Biology/Sustainable Agriculture CP (Yr.) **Grade: 9-10**

UC/CSU A-G area: D-Science

Prerequisites: Completed Algebra 1 or concurrently enrolled.

***This course is aligned to the State Board Approved Standards for Agriculture and State Board Approved Science Standards which include Next Generation Science Standards*.**

Biology in Sustainable Agriculture is a course designed to enhance a student's knowledge of biology through the lens of agriculture and the natural world. Students will explore biological concepts through hands-on laboratory activities, investigations, and real-world agricultural applications. Each unit will connect biological science to agriculture, environmental systems, and issues that affect people and the world around us. This course is designed for all students, regardless of their previous experience with agriculture, and provides an opportunity to explore biology in a hands-on, relevant, and engaging way. This is a college-preparatory course that meets the UC/CSU "D" laboratory science requirement for college admissions.

Ag Earth Science CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: D-Science

Prerequisites: Biology/Sustainable Agriculture CP

***This course is aligned to the State Board Approved Standards for Agriculture and State Board Approved Science Standards*.**

This course will focus on the development of the physical world in relation to agriculture. In-depth study of the formation of soil through the physical activities of water, air, and tectonic movement will enhance this course. This course will concentrate on (A) development of problem-solving skills applying the logic and principles of earth science, and (B) developing skills in devising and using models and maps. Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Agriculture and Soil Chemistry CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: D-Science

Prerequisites: "C" in Ag Biology CP or Biology CP and "C" in Algebra 1.

***This course is aligned to the State Board Approved Standards for Agriculture and the State Board Approved Science Standards*.**

This course explores the physical and chemical properties of soil and the relationships between soil, water, plants, and agricultural systems. Students will investigate how soil characteristics, nutrient availability, water quality, and land management practices influence agricultural production. Using scientific protocols and laboratory investigations, students will develop skills in scientific inquiry, measurement, data collection, and analysis while applying the scientific method to real-world agricultural problems. Throughout the course, students will study soil formation, soil classification, soil fertility, pH, cation exchange capacity, soil taxonomy, and sustainable soil management practices. Students will also examine the role of chemistry in agriculture through the study of atomic structure, the periodic table, chemical bonding, chemical reactions, fertilizers, plant nutrients, and biogeochemical cycles. Through hands-on laboratory activities, field investigations, and collaborative projects, students will apply scientific concepts to evaluate soil and water resources and develop practical solutions that support productive and sustainable agricultural systems. Throughout the course, students are graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Advanced Agriscience (Yr.) Grade: 11-12

UC/CSU A-G area: D-Science-Honors

Prerequisites: Completion of Sustainable Agriculture Biology and Agriculture and Soil Chemistry or teacher approval.

Dual Enrollment: This class is eligible for Dual Enrollment with College of the Redwoods

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

Veterinary Science (Yr.) Grade: 11-12

UC/CSU A-G area: D-Science

Prerequisites: Completion of Sustainable Agriculture Biology and Chemistry in Agriscience or teacher approval.

This course is designed to provide students with an opportunity to investigate different aspects of the animal health and care occupations. The content of this course will include: job- search skills, comparative anatomy and physiology, animal reproduction, basic pet grooming skills, animal restraint, nutrition and housing, medical terminology, animal welfare concerns, production practices, species and breed identification, animal by products, how animals are processed and marketed and disease control/ management. This course combines the fundamentals of academics to include communications, career planning and management, technology, problem solving and critical thinking, healthy and safety practices, ethics and legal responsibilities, leadership development and team work through active participation in FFA and SAE.

Ag Art History of Floral Design CP (Yr.) Grade: 10-12

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: None

This CTE course meets the EHS VPA/WL graduation requirement

This course sequence is designed to allow students to apply an artistic approach to floral design. Students will explore elements and principles of design, history of floral art, as well as arrangement styles and techniques. Seasonal, holiday and occasional designs will be made by students during each season of the year. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course will teach basic skills and concepts related to modern floral design. Portfolio development, interactive notebooks, record books, FFA and Supervised Occupational Experience will be utilized in this course.

Ag Art History of Floral Design II CP (Yr.) Grade 10-12

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Completion of Ag Art History of Floral Design CP or teacher approval.

This CTE course meets the EHS VPA/WL graduation requirement.

This course builds on the introductory course with increased focus on the art of design, handling of cut flowers and the mechanics of floral design while including the selection of quality flowers and greens, budgeting, retail pricing and presentation. This course also includes the addition of marketing, sales, economics, cash flow and management of the retail and wholesale floral business. This will include how to prepare a bid for floral products and services for events.

Ag Mechanics (Yr.) Grade: 9-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

Prerequisites: None

This CTE course meets the EHS VPA/WL graduation requirement

This course is designed to stimulate interest, increase knowledge, and develop hands-on skills. Beginning machine shop students will utilize welders, layout and hand tools as well as various measurement techniques. Projects include sheet metal, concrete, plumbing, electrical, and welding. Basic welding and welding systems techniques are introduced and practiced. This class also provides basic skills needed for career training in modern agriculture and trades. Emphasis is on basic safety, assembly and disassembly of a Briggs and Stratton or Kohler engine, with emphasis on major components of ignition, compression, carburetion, lubrication and fuel systems.

Ag Welding 1 (Yr.) Grade: 10-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

This CTE course meets the EHS VPA/WL graduation requirement

Dual Enrollment: This class is eligible for Dual Enrollment with College of the Redwoods

Prerequisites: Agriculture Mechanics or per instructor's approval.

This class provides basic skills used in the welding industry. The students improve on the skills learned in Ag Mechanics. Students will learn welding techniques used in out of position (horizontal, vertical and overhead) for Arc welding and MIG welding as well as oxy-fuel cutting and plasma cutting. Students will also learn basic blueprint symbols. The students will be expected to design, fabricate, and weld projects or help with projects being built.

Ag Welding 2 (Yr.) Grade 10-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: Welding 1 and instructor's approval.

This CTE course meets the EHS VPA/WL graduation requirement

Dual Enrollment: This class is eligible for Dual Enrollment with College of the Redwoods

This class provides skills used in the welding industry. The students improve on the skills learned in Welding 1. Students will also have the opportunity to learn how to TIG weld steel, aluminum, and stainless steel. Use of the Plasma CNC machine and laser engraver to design projects or fabricate equipment will be provided. The students will be expected to design, fabricate, and weld projects or help with projects being built.

ENGLISH

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

Freshman English CP (Yr.) — Grade: 9

UC/CSU A-G area: B-English

Prerequisites: None

Based on the Common Core State Standards, this comprehensive language arts course explores reading, writing, listening and speaking. Texts include short stories, poetry, and nonfiction selections, in addition to longer works of fiction such as *Romeo and Juliet*, *Dear Martin*, and choice novels. Students will write argumentative, narrative, informative/explanatory, and research texts, practicing writing in all of its stages: pre-writing, drafting, editing, and revising.

Sophomore English CP (Yr.) — Grade: 10

UC/CSU A-G area: B-English

Prerequisites: None

Based on the Common Core State Standards, this is an integrated writing and literature course. The composition element of the course bridges the gap between expressive and expository writing. Literature includes novels, short stories, poetry, drama and nonfiction selections. Students write a wide range of essays, including persuasive, timed writing and expository essays. Some papers require documentation and reflection. In this course, students will engage with texts and curricula that also fulfill the new Ethnic Studies graduation requirement for the state of California. Coursework will focus on connecting to our identities, deepening our empathy, learning about the cultures in our community, and telling untold stories.

Sophomore Honors English CP (Yr.) — Grade: 10

UC/CSU A-G area: B-English-Honors

Prerequisites: Teacher recommendation, English grades better than an 80% in 9th grade, minimum 800 IXL English diagnostic score, and an overall GPA of 3.0. This course has a weighted GPA and satisfies UC/CSU subject requirement as an honors course.

This year-long class requires students to challenge themselves with advanced analytical skills at a higher level than a standard college preparatory Sophomore English class. The emphasis is to develop students who can master reading, writing, speaking, and critical thinking skills, moving them to become self-directed learners. Students will read and analyze fiction and non-fiction essays in order to locate, understand, and critique the author's style and argument development, as well as synthesize various arguments within their own compositions. The readings serve as catalysts for the development of effective writing skills demonstrated in both formal and timed writings, and will prepare students for future AP English courses. In this course, students will engage with texts and curricula that also fulfill the new Ethnic Studies graduation requirement for the state of California. Coursework will focus on connecting to our identities, deepening our empathy, learning about the cultures in our community, and telling untold stories.

Junior English CP (Yr.) — Grade: 11

UC/CSU A-G area: B-English

Prerequisites: None

Based on the Common Core State Standards, this course provides extensive practice with the writing process (pre-writing, writing, responding, revising, and editing) while exploring argumentative, expository, and reflective writing for various purposes and audiences. Readings focus on American literature and include fiction and nonfiction texts. Students will practice various modes of writing, such as research papers including correct MLA citation and argumentative essays including timed writings. Applying critical thinking in supporting, interpreting, and evaluating texts is at the core of this course.

AP English Language and Composition (Yr.) — Grade: 11

UC/CSU A-G area: B-English

Prerequisites: Teacher recommendation, English grades better than 80% in 10th grade, minimum 900 IXL English diagnostic score, and overall GPA of 3.0. Contract Required.

Advanced Placement (AP) English Language and Composition is a college-level course designed to help exceptionally motivated language arts students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and to prepare these students to pass the AP English Language and Composition Exam and receive college credit for English. Students enrolled will become skilled writers who can compose for a variety of purposes. The course emphasizes expository, analytical, and argumentative writing through the extensive study of primarily American literature of various genres - novels, essays, speeches, and plays. This course may have a mandatory summer reading list.

Senior English CP (Yr.) — Grade: 12

UC/CSU A-G area: B-English

Prerequisites: None

Based on the Common Core State Standards, students in this college-prep course will refine skills in non-fiction academic writing in preparation for English placement exams and college coursework. Major papers and projects will include personal narrative, response to literature and film, research synthesis essay, and documented argument. Literary offerings will represent a broad selection of diverse works representing multiple eras and perspectives. Reading and writing will be augmented with discussions, formal class presentations, and creative projects.

AP English Literature and Composition CP (Yr.) — Grade: 12

UC/CSU A-G area: B-English

Prerequisites: Students must value and be motivated by the study of literature, and have English grades better than 80% in 11th grade, a minimum 1000 IXL English diagnostic score, and an overall GPA of 3.0. Contract Required.

Advanced Placement English is a college-level course, preparing students to pass the Advanced Placement Literature and Composition Exam and receive college credit for English. This course involves extensive reading at home, detailed reading in class, seminar-style discussions, academic presentations, frequent timed compositions, and several multi-draft essays. The reading list changes from year to year, but includes approximately five full-length novels and four plays, as well as short stories, essays, and poems. Texts studied span western literature from the ancient Greeks through today. This course has mandatory summer reading. Through a partnership with College of the Redwoods, students may dual enroll in English C1000 second semester and earn college credit.

ELD 1 and ELD 2 — Grade: 9-12

ELD 1 is a designated ELD program for students who have not yet reclassified and/or have recently arrived in the country and are newcomers. ELD 2 is also a designated ELD program for students who have not yet reclassified but have already taken ELD 1 or whose proficiency levels reflect the need for additional designated supports. Both ELD 1 and 2 classes use the Systematic E.L. Achieve curriculum. ELD 1 uses the Systematic ELD 5th and 6th grade beginning curriculum. ELD 2 uses Systematic ELD 2 curriculum, they also use Systematic Secondary curriculum for Expanding and Bridging.

Co-Taught English — Grade: 9-12

English 9, 10, 11 and 12 CP are also offered as a co-taught class. Co-taught classes are designed to support students in their learning through having two teachers work together to scaffold students' needs in a college-prep ELA class.

English Loop — Grade: 9-12

English 9, 10, 11 and 12 CP are also offered as an integrated ELD/ELA class that supports students who are English Learners or Long Term English Learners. This class serves as a student's designated ELD time as well as their college-prep class and a grade level college prep-class.

MATHEMATICS

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

Essentials for Algebra (Yr.) — Grade: 9-11

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: 9th grade placement is based on 8th grade teacher recommendation, current math grades, EHS placement test score, and 7th grade CAASPP scores. 10th and 11th grade placement is based on teacher recommendations.

Essentials for Algebra is a course which targets foundational pre-algebra skills and introduces key algebra standards to prepare students for success in an Algebra 1A course. Daily homework is to be expected. Completion of course does NOT satisfy the graduation requirement for Algebra 1.

Algebra 1A (Yr.) — Grade: 9-11

UC/CSU A-G area: C-Math with completion of Common Core Algebra 1B

Prerequisites: 9th grade placement is based on 8th grade teacher recommendation, current math grades, EHS placement test score, and 7th grade CAASPP scores. 10th through 11th grade students must have passed both semesters of Essentials for Algebra with a grade of "D-" or higher, or EHS placement test score or with teacher recommendation.

Algebra 1A is the first course in a two-year sequence that covers the entire scope and sequence of Common Core Algebra 1 CP. The curriculum includes concepts and methods which allow students to represent situations which involve variable quantities with expressions, equations, and inequalities. By operating on expressions and solving sentences, students will develop the technical facility which will allow them to focus on conceptual understanding: algebra as a means of representation, and on algebraic methods as a problem-solving tool. Daily homework is expected.

Algebra 1B (Yr.) — Grade: 10-12

UC/CSU A-G area: C-Math

Prerequisites: 10th through 12th grade students must have been enrolled in both semesters of Common Core Algebra A with a grade of "D-" or higher.

Algebra B is the second course in a two-year sequence that covers the entire scope and sequence of Common Core Algebra 1 CP. The curriculum includes concepts and methods which allow students to represent situations which involve variable quantities with expressions, equations, and inequalities. By operating on expressions and solving sentences, students will develop the technical facility which will allow them to focus on conceptual understanding: algebra as a means of representation, and on algebraic methods as a problem-solving tool. Daily homework is expected.

Algebra 1 CP (Yr.) — Grade: 9-12

UC/CSU A-G area: C-Math

Prerequisites: 9th grade placement is based on 8th grade teacher recommendation, current math grades, EHS placement test score, and 7th grade CAASPP scores. 10th through 12th grade students must have passed both semesters of Essentials for Algebra with a grade of "A" or higher, passed Algebra 1A with a grade of A or EHS placement test score or with teacher recommendation.

Algebra I CP is the first course in the college preparatory sequence. The curriculum includes concepts and methods which allow students to represent situations which involve variable quantities with expressions, equations, and inequalities. By operating on expressions and solving sentences, students will develop the technical facility which will allow them to focus on conceptual understanding: algebra as a means of representation, and on algebraic methods as a problem-solving tool. Daily homework is expected.

Pre-Geometry (Yr.) — Grade: 10-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: "D-" or higher in both semesters of Algebra I CP or Algebra 1B.

This course is designed to prepare a student for the Geometry CP course. It will include a review of Algebra I and an introduction to plane geometry, but the entire scope of standards will not be covered. Daily homework is expected.

Geometry CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: C-Math

Prerequisites: Must have a grade of "C-" or higher in both semesters in Algebra I CP or Pre-Geometry. 9th grade placement is based on EHS placement test score.

Geometry CP is a traditional course designed for college prep students. Topics include proofs, plane figure properties, geometric calculations, statistics, and problem-solving. Daily homework is expected.

Math 10 Alg. 2/Geom B CP (Yr.) **Grade: 10**

UC/CSU A-G area: C-Math

Prerequisites: Must have a grade of "C" or better in Math 9.

This course is the second of a two-year sequence that will allow 10th graders the opportunity to take AP Calculus in their 12th grade year. During the course of the year, the students will finish the Geometry Common Core CP course from the prior year and the entire Algebra II Common Core CP course.

Algebra 2 CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: C-Math

Prerequisites: Must have a grade of "C-" or higher in both semesters in Algebra I and "C-" or better in both semesters of Geometry CP.

This course covers intermediate and advanced Algebra topics in depth. Daily homework is assigned. This course is designed to prepare students for the Math Analysis course. Daily homework is expected.

Math Analysis CP (Yr.) **Grade:10-12**

UC/CSU A-G area: C-Math

Prerequisites: Must have a second semester grade of "C-"in Algebra II CP.

This course is a prerequisite for the study of calculus, and is necessary for the understanding of higher mathematics, science, engineering, applied science and computer programming. Math Analysis has two major objectives: (1) to review all mathematics from elementary algebra to trigonometry and (2) to preview and introduce the major concepts of beginning differential and integral calculus.

Math Analysis Honors CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: C-Math-Honors

Prerequisites: "C-" or higher in both semesters of Math 10 or Algebra II CP.

This course is designed to be more rigorous than the regular version of Math Analysis and is taught at the collegiate level with a weighted GPA. Daily homework is expected.

AP Calculus AB CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: C-Math

Prerequisites: Completion of Math Analysis Honors with a minimum grade of "C-."

This is an Advanced Placement course. It is taught at the same level and standards as college classes in differential and integral calculus. The curriculum is in full compliance with AP requirements. Daily homework is expected. Dual enrollment option is available through partnership with College of the Redwoods for college credits.

AP Calculus BC CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: C-Math

Prerequisites: Completion of Calculus AB CP with a minimum grade of "B."

This is an Advanced Placement course: Calculus BC. It is taught at the same level and standards as the second semester college classes in differential and integral calculus. The curriculum is in full compliance with AP requirements. Daily homework is expected.

AP Statistics CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: C-Math

Prerequisites: Completion of Algebra II CP with a minimum grade of C-.

AP Statistics is designed as the equivalent of a one-semester, introductory college course. It will introduce students to the art and science of collecting, analyzing, and drawing conclusions from data. The four main concepts will be exploring data, designing studies/experiments, probability models and simulation, and statistical inference. Graphing calculators will be used frequently in this class. Daily homework is expected.

PHYSICAL EDUCATION

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

PE 1 (Yr.) Grade: 9-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: None

This course is designed to further develop individual and dual sport motor skills and the health-related components of fitness. Rules, regulations, game strategy, and safety are emphasized for each unit and activity. Social skills and cooperation are focused on throughout the entire curriculum. Students learn the principles of wellness and experience it through various components. The freshman year in Physical Education is designed to facilitate the students' transition to a high school physical education program, which includes both academic and fitness components. During the year, students will participate in 3- to 4-week units that will create flexibility. The mandated California FitnessGram test will be administered to all freshmen. 9th grade students who do not pass the FitnessGram are required to take a year of PE 2 in the 10th grade year.

PE 2 (Fall)/(Spring) (Sem.) Grade: 10-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: PE 1

This course is designed for students to gain skill acquisition and knowledge competency necessary to become a lifelong healthy person that will value and maintain health. Students will participate in a variety of team sport related activities as well as cardiovascular and muscular endurance workouts. PE 2 could include a combination of the following with an emphasis in team sports and fitness.

Rackets

Tennis, badminton, and pickleball skills will be taught. Students will be able to demonstrate advanced knowledge and skills through participation in skill development and tournament play.

Team Sports

A variety of skills related to team sports (may include basketball, soccer, volleyball, fleetball, and Ultimate Frisbee) will be taught. Students will be able to demonstrate advanced knowledge and skills through participation in skill development and tournament play.

Strength & Conditioning

This part of the class is designed to prepare and train for general life fitness. Students will regularly participate in upper and lower body core conditioning workouts, personal weight lifting routines designed to meet individual students' needs and goals, and cardiovascular fitness-building activities.

PE Weights/Fitness (Yr.) Grade: 11-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

Prerequisites: PE 1 and PE 2.

This class is designed for any students who want to prepare and train for athletics or general life fitness. A typical week will include upper body, lower body and core conditioning workouts, personal weight lifting routines designed to meet individual students' needs and goals, visualization to meet peak performance and sport-specific drills as needed. In addition, athletic team participants will also be given class time to do prescribed workouts (preseason, in season, and postseason) from their coach. This course will offer basic foundational skills and progress to advanced skills in strength and conditioning as needed for each individual athlete's experience.

SCIENCE

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

BIOLOGICAL SCIENCE

Biology CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: D-Science

Prerequisites: Completion of Algebra 1 with a "C" or higher or concurrently enrolled in Algebra 1, or teacher recommendation.
This course is fully aligned with the Next Generation Science Standards (NGSS) to include biological science content, and science and engineering practices. Students will develop an understanding of the processes involved in scientific inquiry through hands-on experiments and the creation and development of a lab-based curriculum.

Biology and Community Health CP (Yr.) **Grade:11-12**

UC/CSU A-G area: D-Science

Prerequisites: "C" in Biology CP.

This is a college preparatory laboratory science course aligned with NGSS and integrated with public and community health standards. This course is designed to expand students' understanding of biological concepts through the study of the effect of disease on public and community health. Students will engage in experiments, conduct research, complete simulations and apply knowledge of cellular physiology to understand the spread of disease. Units will include cell physiology, genetics, evolution and ecology emphasizing how each affects public health. Students will develop extensive medical vocabulary used in health care occupations through the study of root words, prefixes and suffixes. Students will also investigate various local community health careers with guest speakers and field trips, and will become CPR and First Aid certified.

Advanced Marine Biology CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: D-Science

Prerequisites: "C" in Biology CP.

Students study the diverse types of sea life and how they have adapted to survive in the many marine habitats - from the coral reefs to the unexplored depths. Particular emphasis is given to the disciplines of geology, zoology, anatomy and physiology, evolution, and ecology. This course provides an excellent foundation for future college courses, and throughout life. Class activities and laboratory work emphasize a hands-on investigatory approach. Local organisms are especially studied on field trips to the Ma-le'l Dunes, intertidal visits to Sue-Meg State Park or Trinidad, and a classroom session at Cal Poly Humboldt's Telonicher Marine Laboratory. Students study organisms in class, learn to properly use scientific equipment, hear guest speakers, and gather data to analyze current challenges facing marine biologists. All aspects of marine life are studied - from the microscopic to the great whales. Humboldt County is an excellent setting for this in-depth study of life in the ocean.

Anatomy & Physiology CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: D-Science

Prerequisites: "C" in Biology CP.

This course examines the structure and functions of the human body from the molecular level to the organ systems. The basic facts and principles of anatomy and physiology are stressed through labs, dissections, critical thinking exercises and research. Students will have the opportunity to visit the Human Anatomy Lab at Cal Poly Humboldt as part of this course.

AP Biology CP (Yr.) (Offered for the 2025-26 school year; rotating with AP Environmental Science) **Grade: 11-12**

UC/CSU A-G area: D-Science

Prerequisites: "B" or better in 2 years of CP science including Chemistry and Biology or teacher approval.

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during the first year of college. Two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. General topics to be covered include molecules and cells, heredity and evolution and organisms and populations. Guided and open inquiry laboratory exercises will be assigned that provide the maximum opportunity for students to learn a variety of skills and those facts, principles and concepts covered in a general biology course.

AP Environmental Science CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: D-Science

Prerequisites: "B" or better in Biology CP; "C" or better in Chemistry OR "B" or better in Geo Science CP.

This AP Environmental Science (APES) course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of scientific disciplines, including biology, environmental studies, chemistry and geology. This course includes a strong laboratory component in which the process of inquiry is stressed through question development, analysis, and extensive text reading and writing. The APES course studies science as a process, energy conversion, interconnected Earth systems, environmental problems within cultural and social contexts, sustainable systems, and human altering of the natural environment. Passing of the AP Exam will allow for the opportunity for college credit.

AP Biology CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: D-Science

Prerequisites: "B" or better in 2 years of CP science including Chemistry and Biology or teacher approval.

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during the first year of college. Two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. General topics to be covered include molecules and cells, heredity and evolution and organisms and populations. Guided and open inquiry laboratory exercises will be assigned that provide the maximum opportunity for students to learn a variety of skills and those facts, principles and concepts covered in a general biology course.

AP Environmental Science CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: D-Science

Prerequisites: "B" or better in Biology CP; "C" or better in Chemistry OR "B" or better in Geo Science CP.

This AP Environmental Science (APES) course is a full-year course designed to be the equivalent of a one-semester, introductory college course in environmental science. Unlike most other introductory-level college science courses, environmental science is offered from a wide variety of scientific disciplines, including biology, environmental studies, chemistry and geology. This course includes a strong laboratory component in which the process of inquiry is stressed through question development, analysis, and extensive text reading and writing. The APES course studies science as a process, energy conversion, interconnected Earth systems, environmental problems within cultural and social contexts, sustainable systems, and human altering of the natural environment. Passing of the AP Exam will allow for the opportunity for college credit.

PHYSICAL SCIENCE

Geo Science CP (Yr.) — Grade: 9-12

UC/CSU A-G area: D-Science

Prerequisites: Completion or concurrently enrolled in Algebra 1A or higher.

This course involves an in-depth study of geology with a strong emphasis on local geologic history and tectonic setting. Other areas of study include astronomy, meteorology and oceanography. This college prep course focuses on (1) development of Problem-solving skills applying the logic and principles of the earth sciences, and (2) developing skills in devising and using models and maps.

Chemistry CP (Yr.) — Grade: 10-12

UC/CSU A-G area: D-Science

Prerequisites: "C" in Biology CP and "C" in Algebra 1.

Provides a supportive environment for the student who is interested in chemistry or science, but who needs to have information presented at a moderate pace. Chemistry incorporates a strong lab program which emphasizes process and application. Students will be guided through technique-building activities and then asked to apply these techniques to new and unique situations in student designed and implemented labs. The goal of this course is to provide students with an understanding of how the diversity and complexity of our world can arise from the basic elements.

Chemistry Honors CP (Yr.) — Grade: 10-12

UC/CSU A-G area: D-Science-Honors

Prerequisites: "B" in Biology CP and "B" in Algebra 1.

This class is a more in depth and faster paced alternative to Chemistry CP. This course is ideal for students who are academically motivated, curious about the world, enjoy hands-on learning, and want to develop a deeper understanding of the science that shapes everyday life. Labs present an opportunity for students to learn many transferable skills while observing chemical reactions firsthand. Major emphasis is placed on application of chemistry to real-life problems and on analytical skills necessary for becoming a successful problem-solver. Chemistry students will engage in projects and prepare presentations, become more accomplished problem-solvers, and learn many facets of both quantitative and qualitative chemistry.

Physics CP (Yr.) — Grade: 11-12

UC/CSU A-G area: D-Science

Prerequisites:Completion of 2 years of high school college prep science with a grade of "B" or better, and a "B" or better in Algebra 1.

Want to learn how the world works? Take Physics! Physics includes the study of motion, Newton's laws, momentum, energy, heat, electricity, magnetism, waves, sound, light and optics. Hands-on laboratory work, demonstrations, problem-solving and classroom discussions are the core of the course. This course is designed to provide a supportive environment for the student who is interested in physics or science. Emphasis is placed on students mastering a topic, before proceeding to the next idea. Physics incorporates a strong lab program which emphasizes process and application. Mathematical problem-solving is integral to the course, but the emphasis is placed on conceptual understanding and real-world applications.

SOCIAL SCIENCE

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

World History/Geography CP (Yr.) — Grade: 10

UC/CSU A-G area: A-History

Prerequisites: None

This course fulfills the high school graduation requirement. It emphasizes the major turning points that shaped the modern world - from the late eighteenth century through the present - and includes the cause and course of the two world wars. Students trace the rise of democracy and develop an understanding of the historical roots of current world issues. Students learn that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world.

AP World History/Geography CP (Yr.) — Grade: 10

UC/CSU A-G area: A-History

Prerequisites: Enrollment limited. Selection is based on Social Science and English grades, CAASPP scores, and teacher recommendation. Concurrent enrollment in Sophomore English Honors recommended. Contract required.

AP World History is for the exceptionally curious, studious and motivated sophomore who wishes to earn college credit in high school through a very intense, fast-paced academic program. This class approaches the history of the world in a non-traditional way in that it focuses upon the common threads of humanity over the past 1,000 years. Drawing heavily from primary source documents, world literature, and all other social science disciplines (especially geography), students will develop an interdisciplinary perspective on global processes, connections and exchanges over time. Throughout the year, tests, quizzes and detailed writing prompts and skills will prepare students to pass the AP World History exam. Summer reading/writing assignments may be required.

U.S. History/Geography CP (Yr.) — Grade: 11

UC/CSU A-G area: A-History

Prerequisites: None

This course fulfills the high school graduation requirement. In this course students will selectively review United States history, with an emphasis on America's Founding Ideals, including Rights, Opportunities, Liberty, Equality and Democracy. Students will examine major turning points in American history during the 18th–20th century. Certain themes will be emphasized including: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for minorities and women; and the role of the United States as a major world power.

AP U.S. History/Geography CP (Yr.) — Grade: 11

UC/CSU A-G area: A-History

Prerequisites: Enrollment limited. Selection is based on English/Social Science grades from 9th & 10th grades along with CAASPP scores, teacher recommendation, and successful completion of summer reading/writing assignments. Concurrent enrollment in Junior AP English Language and Composition recommended. Contract required.

This course fulfills the high school graduation requirement in U.S. History, and prepares students to take the AP test in U.S. History. The advanced placement program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made in full-year introductory college courses including college-level writing assessments. This course has mandatory summer reading and assignments.

Government CP (Sem.) Grade: 12

UC/CSU A-G area: A-History

Prerequisites: None

This course fulfills the high school graduation requirement and is required of all graduating seniors. Offered in either semester, students will study the institutions of American Government and what is required of citizens in a representative democracy. Students will learn about behaving politically to resolve the issues facing America today. Students will examine why people disagree on issues.

Units on the political culture, basic democratic beliefs, socialization, socioeconomic status, alienation and loyalty will be studied. This course will prepare students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. Voter participation, political parties and campaigns will be examined. Students will pursue a deeper understanding of the roles, qualifications, and decision-making of the president, congressmen, federal judges, and government bureaucrats.

Personal Finance CP (Sem.) Grade: 12

UC/CSU A-G area: G-Elective

Prerequisites: None

This standalone, semester-long course fulfills California's high school graduation requirement established by Assembly Bill 2927 (AB 2927) and equips high school seniors with essential financial literacy skills. Students will explore crucial topics including banking fundamentals, budgeting and cash flow management, understanding income and taxes, credit and debt management, saving and investing, consumer protection, and risk management/insurance. The course emphasizes real-world applications through practical simulations, case studies, and structured decision-making frameworks to ensure students are fully prepared to navigate financial independence, make informed economic decisions, and achieve long-term financial well-being.

AP Government and Politics United States (Yr.) Grade: 12

UC/CSU A-G area: A-History

Prerequisites: Enrollment is limited. The criteria used in selecting students will be based upon academic achievement in English and Social Science classes. Contract Required.

This course fulfills the Civics and Economics high school graduation requirements and prepares students to take the AP test in United States Government and Politics. AP US Government and Politics is a challenging course that will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. The US Constitution, the Bill of Rights and subsequent amendments will be the basis for all assignments and discussions. It also requires familiarity with the various institutions, group's beliefs, and ideas that constitute U.S. politics. Political theory and everyday practice that direct the daily operation of our government and shape will be explored. This course is taught at a college level and requires a substantial amount of reading and preparation for every class.

VISUAL & PERFORMING ARTS

Course offerings may change because of student demand, staffing, or facility needs.

Parents and students should confirm final course availability and sections with the Counseling Office before registration.

VOCAL

Choir 1 CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: None

Choir is a beginning vocal class and accepts all students who wish to sing (no audition required). Students will learn basic vocal productions and music fundamentals including scales, tonal memory, and part singing. Students will develop an awareness of teamwork and aesthetic response. The class will emphasize the value of music and develop the understanding of our musical heritage, compositions, and composers, types of music, styles and cultural differences. Students will perform all styles of music including rock, jazz, modern, and classical.

Limited Edition CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Audition and/or approval of the Music Director.

The Eureka High School Limited Edition class is a select group of vocal students with an emphasis on vocal jazz performance. Students are selected by the instructor based on their vocal ability and knowledge of music. Students will develop an awareness of teamwork, participate in performances, value music as an artistic and creative endeavor and understand the techniques related to the rehearsal and performance of vocal

INSTRUMENTAL

Guitar 1 CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: None. Students are provided their own instrument.

This semester course is available to all students who are interested in learning to play a guitar. They will learn musical notation and how to play the guitar using simple notes and chords. Styles will include blues, rock, country, classical and jazz; all of which will heighten their appreciation of music and encourage lifelong association with musical activities.

Guitar 2 CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Guitar 1 or teacher approval. Students are provided their own instrument.

This course is a continuation of basic guitar technique and development. In addition to a more in-depth study of guitar technique, there will be an emphasis on performance, composition, improvisation and music theory. Students will be given opportunities to study famous guitarists and learn to transcribe solos. Development of accompaniment and rhythm guitar technique as well as solo guitar technique will be addressed. Styles will include blues, rock, country, classical and jazz.

Symphonic Band CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Participation in a middle school/8th grade instrumental program or Director's consent.

This course will include exposure to a wide variety of styles of band literature designed for the advancement of students' musical development and enjoyment. An emphasis will be placed on developing technical proficiency and the performance aspect of music as well as music theory and history. In addition to class participation, students will be expected to follow a regular practice routine at home and to attend concerts, festivals, parades, and various school/community events. The ensemble may include a rehearsal and performances outside the school day.

Jazz Ensemble CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Audition required and concurrent enrollment in Symphonic Band highly encouraged.

Jazz Ensemble is a select performing group that focuses on the "American" art form called jazz. The course focuses on theory, technique, and improvisation. A variety of styles will be explored, including swing, blues, bop, Latin, funk, fusion, and more. In addition to class participation, students will be expected to follow a regular practice routine at home and to attend concerts, festivals, and various school/community events. The ensemble rehearses and performs outside the school day.

Orchestra CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Participation in a Middle School/Eighth Grade String Program or Director's consent.

This course will include exposure to a wide variety of orchestral literature designed for further advancement of students' musical development and enjoyment. An emphasis will be placed on developing technical proficiency, as well as musical performance for the purpose of preparing for participation in community orchestras or other musical endeavors after leaving high school. Students will increase their knowledge of music theory and history through literature and performance practice. In addition to class participation, students will be expected to follow a regular practice routine at home, to attend concerts, festivals and various school/community events. The ensemble performs outside the school day.

AP Music Theory Honors CP (Yr.) (Offered for the 2024-2025 school year; rotating with AP Art History) **Grade: 11-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Concurrent enrollment in a performance based music class & teacher approval.

This course teaches fundamentals of music, including scales, chords, rhythms and intervals. The course will also include music history, composition, transposition, terminology, orchestration, ear training and music technology. Students will prepare to take the Advanced Placement Music Theory examination. Offered alternatively with AP Art.

PERFORMING

Theater Arts 2 CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: None

This intermediate drama class builds on the basic performance skills and intensifies acting, improvisation, production values, and script writing and analysis.

Theater Arts 3 CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: "B" or better in Theater Arts 2.

This advanced drama class offers serious drama students a rigorous, challenging environment in which to build on previously learned skills. Practical applications in stagecraft, direction, and acting are intensified. Video production as a performance tool is introduced. Scene and play writing components are expected. This class produces the fall and spring EHS Players shows. Students must be willing to participate in after school rehearsals and performances.

Theater Arts 4 /Stagecraft CP (YR.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: Must be willing to participate in rehearsals and performances after school and on weekends.

This drama workshop class explores the art of theater from a backstage perspective. The course focuses on hands-on skills: set design and construction, lighting, costuming, makeup and hair styling, props, special effects and promotion.

VISUAL

Drawing and Painting 1 CP (Yr.) — Grade: 9-12

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: None

This is a beginning-level course in drawing and painting. Projects will include the use of various drawing and painting media such as graphite pencil, colored pencil, oil pastel, pen and ink, watercolor and tempera paint. Emphasis will be placed on the creativity, self-expression, and experimentation of the student. In this class a variety of subject matter and approaches to drawing and painting will be explored.

Drawing and Painting 2 CP (Yr.) — Grade: 10-12

UC/CSU A-G area: F-Visual/Performing Art ***Prerequisites:***

"C" in Drawing and Painting 1.

This class teaches advanced skills and techniques of drawing and painting. Projects will include the use of various drawing and painting media such as graphite pencil, alcohol markers, paint pens, acrylic and watercolor paint, and more Learners will develop projects that align with their individual technical goals and reflect their personal creative perspectives while building a robust digital portfolio.

Yearbook (Yr.) — Grade: 11-12

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: "B" or higher in the last English class taken, or by recommendation of English instructor.

Yearbook is a production course that produces our annual student yearbook, *The Sequoia*. Students learn all aspects of journalism and publishing: layout design, copy and caption writing, photography, editing, and proofreading, as well as interpersonal skills required of a diversified staff working within project deadlines. There is ample room for creativity in the creation of the class product - the yearbook. This course requires commitment and responsibility from all staff members in order to ensure that the yearbook is completed in a thoughtful and timely manner.

Jewelry Metals CP (Yr.) — Grade: 9-12

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: None

This course provides students with an opportunity to gain skills working with a variety of metal fabricating materials, tools, techniques, equipment and processes. Students will learn how to enamel, roller print, texture, patina, rivet, anneal, and also how to solder copper and brass sheet metal and wire to fabricate rings, earrings, chains, charms and pendants. All projects emphasize specific design elements, technical processes and techniques. Display and marketing skills are also introduced and explored. Jewelry Metals will provide students with strong marketable skills and experiences that are beneficial on any job resume or college or scholarship application.

Pottery 1 CP (Yr.) — Grade: 9-12

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: None

This course offers students an opportunity to learn the basic skills needed to produce handmade ceramic art and pottery. The class includes hand building, wheel throwing, surface, design and glazing techniques including High-Fire Cone 10, Low-Fire, and a Japanese glazing technique called RAKU.

Pottery 2 CP (Yr.) — Grade: 10-12

UC/CSU A-G area: F-Visual/Performing Art

Prerequisites: "C" in Pottery 1.

Advanced Pottery is designed to help students develop a sense of style and mastery of clay. Students will continue to improve on skills learned in Beginning Pottery by creating more fun, interesting and challenging forms. Projects include a human bust, tea pot, chalice, a functional place setting, and more!

Graphic Design 1 (Yr.) Grade: 9-12

UC/CSU A-G area: F-Visual/Performing Arts

Prerequisites: None

Intro to Graphic Design teaches the basics of visual communication and design skills through fun, hands-on projects. Learners will use illustration and photo editing software like Adobe Illustrator and Photoshop to create unique designs, while learning how design works in the real world. This dual-enrolled CR course helps learners think creatively, solve problems, and get ready for future classes or jobs in graphic design. Learners will end up with a website, a personalized mug, a functional board game, and more!

Graphic Design 2 (yr) Grade: 10-12

UC/CSU A-G area: F-Visual/Performing Arts *Prerequisites: None*

Prerequisite: "C" in Graphic Design 1

Advanced Graphic Design focuses on building a strong, professional portfolio. Learners work on real-world projects for actual clients in a creative, team-based setting. Explore your style and skills through digital animations, typographic design, mascots, and more.

WORLD LANGUAGE

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

German I CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in English or teacher approval.

This course develops speaking, listening, reading, and writing skills in an integrated way. Students engage in interactive exercises and activities to strengthen communication and comprehension. Cultural study is an essential component, providing context for language use. Grammar instruction is delivered in English, while practice and application take place primarily in German. Students are expected to use German as much as possible.

German II CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in German I or teacher approval.

Students continue to develop the four skills learned in German I. Longer reading selections will be presented and more German will be used in the classroom by both teacher and students. More emphasis will be placed on communicative skills and the use of the language in authentic everyday situations. Cultural studies and activities continue to be an important part of this course.

German III CP (Yr.) & IV Honors CP (Yr.) Grade: 11-12 **Grade: 11-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in prior year German or teacher approval.

This course is offered as a combination of German III and IV in the same classroom. This course builds on your intermediate grammar foundation and helps you move past standard rules, dive deeper into more nuanced grammar topics, and enter real, confident communication. You'll practice expressing complex ideas, diving into lively discussions, and handling everyday social or professional interactions via individual or group projects and oral or written presentations. German IV students are encouraged to participate in and prepare for the California Seal of Biliteracy.

Spanish I CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in English or teacher approval.

The skills of speaking, listening, reading, and writing are emphasized concurrently. Students practice these skills by means of oral, written, and listening comprehension, exercises, and activities. Cultural studies and activities are also an integral part of the program. Students are expected to use Spanish as much as possible. The class will be primarily conducted in Spanish.

Spanish II CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in Spanish I or teacher approval.

Students continue to develop the four skills learned in Spanish I. Longer reading selections will be presented and more Spanish will be used in the classroom by both teacher and students. More emphasis will be placed on communicative skills and the use of the language in authentic everyday situations. Classroom projects will be one way to achieve the above-mentioned goals and activities.

Spanish III CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in Spanish II or teacher approval.

Intensive use of the four skills continues with emphasis on proficiency in the language. A variety of texts will be used as a springboard for higher-level thinking activities. Discussion of current and cultural events will encourage idiomatic language use and more global awareness. Individual and group oral presentations will be an essential part of gaining language fluency. Class will be conducted in Spanish, and students will be expected to participate on a daily basis.

Spanish IV AP CP (Yr.) **Grade: 11-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in Spanish III or teacher approval.

The course will be based on advanced studies of authentic written and spoken sources and in-depth cultural projects. There will be an emphasis on interpersonal and presentational speaking and writing as well as comprehension. The class will be conducted in Spanish, and students are expected to participate on a daily basis. This course prepares students for the AP Exam in Spanish Language.

Yurok I CP (Yr.) **Grade: 9-12**

UC/CSU A-G area: E-Language

Prerequisites: None

This course provides students with opportunities to communicate effectively in the language and to appreciate the local Native American culture. As this language culture has only recently developed writing systems (since the 1980s), a special emphasis will be placed on oral communication as is appropriate in the cultural context. Yurok 2 will be a more in-depth study of the language. Lessons will build upon the four areas of competency: listening, speaking, reading, and writing.

Yurok II CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in Yurok I or teacher approval.

Yurok II is designed for any student interested in this native language as well as for college preparatory students. This course provides students with more advanced opportunities to communicate effectively in the Yurok language and to appreciate the local Native American culture. Students will be introduced to subjunctive verbs, bi-personal verbs, non-collective, and collective plurals. This class will create or translate one story into Yurok and make a movie or a book.

Yurok III CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in Yurok II or teacher approval.

Students will learn the advanced syntax and morphology of the Yurok language, including bi-personal verbs, passive, subjunctive verbs, and plural imperatives. They will also translate stories and compose their own stories, both written and orally. Students will be immersed in the language for approximately 50% of the class.

Yurok IV CP (Yr.) **Grade: 10-12**

UC/CSU A-G area: E-Language

Prerequisites: "C" or better in Yurok III or teacher approval.

This course will consist of more advanced syntax and morphology of the target language. Student assessment will consist of written, audio translations, and speaking assessments. By the end of the year students must pass the Intermediate High level of assessment by at least 75% to achieve proficiency in the Yurok Language. The main textbook the class will use will be "Basic Yurok" written by Dr. Andrew Garrett, Professor of Linguistics at UC Berkeley.

World Language Department

Protocol for when students request or need to move up a language level:

1. In order for a student to be moved up a level, we shall:
   a. Get input from all involved teachers and counselors (middle school included)
   b. Get previous language grades (middle school included)
   c. Get teacher recommendations (middle school included)
2. If the previous teacher made recommendations at the end of the school year, that recommendation stands.
3. In addition to the recommendation on file or if student requests to be moved up a level, student shall:
   a. Be given cumulative assessment from Descubre and;
   b. Be given a writing assessment
4. If all involved teachers agree and the student earns a B or better on the challenged assessment, the student may be moved up.

California Seal of Biliteracy

The California “State Seal of Biliteracy" was established per Assembly Bill 815 (Brownley) to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. It takes the form of a gold seal affixed to the high school diplomas of qualified students.

Why earn a Biliteracy Seal on your diploma?

The demand for employees to be fluent in more than one language is growing rapidly throughout the world. This is a way for students to verify language skills to colleges and future employees.

Seal Requirements:

1. Each of the following five requirements shall be met:

a. Students must have completed all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.

b. Students must score proficient on the Standard English Exam.

c. Students must demonstrate proficiency in one or more languages other than English through one of the following methods:

i. Pass a foreign language Advanced Placement (AP) exam, with a score of 3 or higher.

Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.

ii. Pass a test in your language that meets the rigor of a four-year high school course of study in that world language.

iii. Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher. d. Students must proficiently complete the Biliteracy Seal Essay.

e. Students must pass an oral language proficiency assessment.

When all above criteria are met, students will be honored at a county-wide awards ceremony.

CAREER TECHNICAL EDUCATION

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

BUSINESS

Business Essentials (Yr.) **Grade: 10-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

In Business Essentials, students explore core business disciplines including business fundamentals, ethics, leadership, operations, marketing, and finance. They further examine business organizational structures, management theories, operational workflows and become familiar with looking at financial statements and interpreting them. They also cultivate essential professional competencies in financial literacy, communication, and problem-solving. This is the concentrator course for the Business Pathway. Students can dual enroll in the corresponding CR course.

CULINARY ARTS

Culinary Arts 1 (Yr.) **Grade: 10-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.
This CTE course meets the EHS VPA/WL graduation requirement.

This course prepares students for entry-level work in the food service industry. Students are required to demonstrate competency in safety and sanitation practices, basic food preparation skills in hot and cold food production, basic baking, and portion control and customer service. The course is primarily lab-oriented. Integrated throughout this course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

Culinary Arts 2 (Yr.) **Grade: 11-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: "C" or higher in Culinary Arts 1.

This course continues theories and techniques found in a modern professional kitchen first introduced in Culinary Arts 1. The emphasis of the course is on classical cooking techniques and the study of and training on commercial equipment, tools, ingredients, and basic cooking methods of the modern professional kitchen. Students will explore a variety of cuisines and replicate traditional recipes. Students will refine techniques in hot and cold food production, baking, portion allocation, food plating, and teamwork. Students will participate in catering events for Eureka City School and outside organizations.Classes will include guest speakers from local food businesses and restaurants. Integrated throughout this course are career preparation standards including the Food Handlers permit.

COMPUTER SCIENCE

Exploring Computer Science (Yr.) **Grade: 9-12**

UC/CSU A-G area: G-Elective
This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: None

This year-long course consists of five units designed to introduce all students, regardless of grade, to the wide range of topics within the computer science discipline. No prior programming experience is required or necessary. Assignments and instruction are interactive, socially relevant, and meaningful. The units are Computer Hardware & Software, Problem Solving, Data and Computing, Programming, and Robotics. This is the perfect course for entry to the Information Technology Pathway.

Computer Information Systems (Yr.) **Grade: 9-12**

UC/CSU A-G area: G-Elective

This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: None

This year-long course consists of five units designed to introduce all students, regardless of grade, to the wide range of topics within the computer science discipline. No prior programming experience is required or necessary. Assignments and instruction are interactive, socially relevant, and meaningful. The units are Computer Hardware & Software, Problem Solving, Data and Computing, Programming, and Robotics. This is the perfect course for entry to the Information Technology Pathway.

EDUCATION

Education 1: Intermediate Education(Yr.) **Grade: 9-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

This CTE course meets the EHS VPA/WL graduation requirement.

Education 1 is designed for students interested in working in education. Students will learn about teacher conduct, strategies of teaching, colleges that offer teaching credentials, tactics to motivate students, learning styles, and more. It explores the history of education, various career paths within the field, and the influence of human development on learning. Students will also examine social issues, the impact of technology, ethical and legal considerations, effective teaching strategies, and diversity in education. The course may include practical experiences like classroom observations and reflections on the teaching profession.

Education 2: Capstone (Yr.) **Grade: 9-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

This CTE course meets the EHS VPA/WL graduation requirement.

Prerequisites: Education 1

This capstone course in the Education Pathway prepares students for future careers or postsecondary studies in education and related fields. Building upon the foundation of *Education I*, students will deepen their understanding of the field through hands-on experiences at a variety of elementary and secondary education sites. Throughout the course, students will explore current social issues, the impact of technology, ethical and legal considerations, effective teaching strategies, and the importance of diversity in education. Education II could include a dual or concurrently enrolled college course. By the end of *Education II*, students will be ready to take the next step toward becoming thoughtful, skilled, and future-ready educators.

ENGINEERING

Architectural Design CP (CAD) (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art

This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: None

Through the use of computer technology, students will learn the fundamentals of residential home design. Students will gain a historic, as well as a modern, perspective of design characteristics that go into designing a well-thought-out home. Upon completion of the class, students will have completed one full set of house plans. This course meets the "F" requirement in the A-G series.

Architectural Design 2 (CAD) (Yr.) **Grade: 10-12**

UC/CSU A-G area: F-Visual/Performing A *Prerequisites: Architectural Design CP.*

This course provides an opportunity for the vocational/technical architectural drafter and pre-engineer architectural student to acquire depth and proficiency in the preparation and presentation of architectural drawings. Critical thinking, academic application and CAD are integrated essential elements of instruction.

INDUSTRIAL TECH

Ag Mechanics (Yr.) Grade: 9

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: None

This course is designed to stimulate interest, increase knowledge, and develop hands-on skills. Beginning machine shop students will utilize welders, layout and hand tools as well as various measurement techniques. Properties of brass, bronze, and steel are studied. Heat treating procedures are conducted. Projects include sheet metal, small fabrication, and hot forming processes. Basic welding and welding systems techniques are introduced and practiced. This class also provides basic skills needed for career training in modern agriculture. Emphasis is on basic safety, assembly and disassembly of a Briggs and Stratton or Kohler engine, with emphasis on major components of ignition, compression, carburetion, lubrication and fuel systems. Troubleshooting and repairing engines brought in from students/community members will provide students with projects to work on throughout the year.

Ag Welding 1 (Yr.) Grade: 10-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements This

CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: Ag Mechanics or per instructor's approval.

This class provides basic skills used in the welding industry. The students improve on the skills learned in Ag Mechanics. Students will learn welding techniques used in out of position (horizontal, vertical and overhead) for Arc welding and MIG welding as well as oxy-fuel cutting and plasma cutting. Students will also learn basic blueprint symbols. The students will be expected to design, fabricate, and weld projects or help with projects being built. The course will be dual enrolled with College of the Redwoods.

Ag Welding 2 (Yr.) Grade: 11-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements This

CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: Welding 1 and instructor's approval.

This class provides skills used in the welding industry. The students improve on the skills learned in Welding 1. Students will also have the opportunity to learn how to TIG weld steel, aluminum, and stainless steel. Use of the Plasma Cam machine to design projects or fabricate equipment will be provided. Students are expected to design, fabricate, and weld projects or help with projects being built.

Auto 1 (Yr.) Grade: 10-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: None

Students in Auto I will learn the function and inner workings of all major vehicle systems via in-class lecture, shop demonstrations, and hands-on tear-down of various vehicle components. Areas covered include: tools/shop safety, engines/powertrain, suspension/steering/brakes, auto electrical, and other minor systems. This is an introductory-level class, with no prior auto experience necessary.

Auto 2 (Yr.) Grade: 11-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: Completion of Auto 1 with a minimum grade of "C."

Building upon what has been learned in Auto I, students in Auto II will learn how to service, repair and maintain all aspects of vehicle systems. Students will work on a variety of shop owned vehicles, and they will also be able to earn the ability to work on their own vehicles in the shop. Auto II students will be exposed to the local auto industry, including field trips, guest speakers, and possible job/internship opportunities. Automotive experience is highly recommended for this course.

Woodworking 1 (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Art requirement

Prerequisites: None

Students will receive instruction in shop drawing, measuring, safety, and the proper use of hand and power tools. A series of small projects of increasing complexity will be constructed.

Woodworking 2 (Yr.) **Grade: 10-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements This CTE course meets the EHS VPA/WL graduation requirement Prerequisites: "C" or higher in Woodworking 1.

This course involves furniture and cabinetmaking. Students will hone their woodworking skills through the construction of more complex projects. Approach instructor for details.

Woodworking 3 (Yr.) **Grade: 11-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: "C" or higher in Woodworking 2.

This course provides further studies of woodworking machinery involving the construction of mortise and tenon furniture, individual project work, and advanced topics in woodworking. Approach instructor for details.

Advanced Wood Production (Yr.) **Grade: 11-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

This CTE course meets the EHS VPA/WL graduation requirement

Prerequisites: Completion of Woodworking 3 with a minimum grade of "C."

In Advanced Wood Production students will further hone their woodworking and design skills to produce a project of their choosing. This course is articulated with College of the Redwoods, providing an opportunity for students to earn college credit for CT21A Survey of Wood Technology. Approach instructor for details.

Construction Technology (Yr.) **Grade: 12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements.

Prerequisite: Enrollment in or completion of Wood 3. Space is limited

Explore the building trades through hands-on learning in construction safety, hand and power tools, blueprint reading, plan checking, and essential construction techniques necessary for a career in construction. Integrate math, English, and communication skills while developing industry-recognized competencies and exploring careers in the construction industry. Offered in partnership with the Humboldt County Office of Education, this course provides a strong foundation for future training and employment in the building trades.

MEDIA STUDIES

Introduction Graphic Design (Yr.) **Grade: 9-12**

UC/CSU A-G area: F-Visual/Performing Arts

Prerequisites: None

Graphic Design introduces and emphasizes the development of professional design skills in visual communications and graphic design. The course is project-based learning and is a rigorous framework of reading, writing, class discussions, and design exercises. This enables each student to master a foundation of techniques and skills they apply to assigned projects using illustration or image-editing software. They acquire an awareness and appreciation for contemporary design in today's global environment and learn to value the nuances of graphic communication. The course objective is to enable unique and effective critical problem-solving skills to organize students for an entry-level career or for more advanced studies in graphic communications.

Media Productions (Yr.) Grade: 10-12

UC/CSU A-G area: F-Visual/Performing Arts

Prerequisites: None

This course provides students with a basic understanding of the technology behind audio and video as an information medium and some of the ways in which it is created to achieve its desired effect on an audience. Students are given instruction on equipment/software operation (Audacity and Final Cut Pro) and ongoing guidance as the projects progress. Upon completion, students should be able to demonstrate production skills and techniques as it relates to producing video for a variety of audiences. The course will consist of short lectures and demonstrations followed by students performing a variety of audio and video production skills, both individually and in groups of 2-3. Example projects include producing instructional safety videos, community documentaries, and promotional commercials. Additional activities include guest speaker and field visitations to support units of study and career readiness, small cooperative group teams, career awareness and employment portfolio.

Advanced Media Productions (Yr.) Grade:11 -12

UC/CSU A-G area: F-Visual/Performing Arts

Prerequisites: None

This course provides students with a basic understanding of the technology behind audio and video as an information medium and some of the ways in which it is created to achieve its desired effect on an audience. Students are given instruction on equipment/software operation (Audacity and Final Cut Pro) and ongoing guidance as the projects progress. Upon completion, students should be able to demonstrate production skills and techniques as it relates to producing video for a variety of audiences. The course will consist of short lectures and demonstrations followed by students performing a variety of audio and video production skills, both individually and in groups of 2-3. Example projects include producing instructional safety videos, community documentaries, and promotional commercials. Additional activities include guest speaker and field visitations to support units of study and career readiness, small cooperative group teams, career awareness and employment portfolio.

SPECIAL COURSES

Course offerings may change because of student demand, staffing, or facility needs.
Parents and students should confirm final course availability and sections with the Counseling Office before registration.

AVID (Advancement Via Individual Determination) (Yr.) Grade: 12

UC/CSU A-G area: G-Elective

Prerequisites: Special application available in the counseling office.

AVID is an academic, regularly-scheduled elective program based on writing as a tool of learning, inquiry method, and collaborative grouping. The three main components of the program are academic instruction, tutorial support, and motivational activities. The goal of AVID is to educate the "whole student." This is achieved by unifying six important elements of education: students, curriculum, faculty, tutors, parents and community. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. To ensure success in college-prep coursework, students work individually, as well as in tutor-led collaborative groups. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities. The AVID Curriculum focuses on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). AVID's mission statement is to close the achievement gap by preparing all students for college readiness and success in a global society. Additionally, AVID 9 will meet the state health education requirement.

Freshman Seminar (Yr.) Required 9th Grade Course Grade: 9

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: None

This class is designed to ensure that all freshmen have a successful transition from middle school to high school. The class will include development in academic skills, academic support, technology skills and ten-year planning. Additionally, the class will meet the state health education requirement.

Office Assistant (Sem.) Grade: 11-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: Teacher approval. Requires special application available in the counseling office.

Students are placed in either the Main Office, Attendance Office, Counseling Office or the Textbook Room performing various clerical duties. These duties can consist of filing, collating, duplicating, etc. Students must get approval from the particular office prior to placement.

Peer Tutoring (Sem.) Grade: 11-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: Teacher approval. Requires special application available in the counseling office.

Duties in this class include: working one-on-one with a student, working with small groups of students, taking notes for students who cannot or are absent, and teaching lessons to students who have missed classes. You must have excellent attendance to enroll in this class.

School Service (Sem.) Grade: 11-12

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: Teacher approval. Requires special application available in the counseling office.

Students work under the supervision of teachers, who may use them to type, prepare materials for lab situations, duplicate papers, clean equipment, etc. Students need to obtain teacher's permission for acceptance into the program.

Leadership (Yr.) **Grade: 9-12**

UC/CSU A-G area: This course does not satisfy UC/CSU A-G subject area requirements

Prerequisites: Election or Appointment to Office.

Students who are elected or appointed to associated student body offices are required to enroll in this leadership class. Students perform their duties and responsibilities according to their job description, as well as plan, execute, and participate in various other classes and school-wide activities throughout the year including but not limited to: Homecoming, athletic events, special engagements, and graduation. Classroom atmosphere and environment simulates a variety of real-world work experience.