

# SOUTH TAHOE HIGH SCHOOL

*Home of the Vikings*



**2018-2019**

**Course Catalog and  
College Planning Guide**

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# LAKE TAHOE UNIFIED SCHOOL DISTRICT

## Vision Statement

*The Lake Tahoe Unified School District, working collaboratively with parents and the community, will provide a quality learning environment in which all students develop competence in basic skill areas and are prepared to be responsible, contributing citizens.*

***Creating Learning Opportunities for Every Child to Achieve Success***

### **BOARD of EDUCATION**

Barbara Bannar  
Angela Swanson  
Troy Matthews  
Larry Reilly  
Bonnie Turnbull

### **DISTRICT ADMINISTRATION**

Dr. James R. Tarwater,  
Superintendent

### **STHS ADMINISTRATION**

Carline Sinkler, Principal  
Pat Harnett, Asst. Principal  
Justin Zunino, Asst. Principal

The Lake Tahoe Unified  
School District website is  
available at:

[www.ltusd.org](http://www.ltusd.org)

South Tahoe High School  
<http://sths.ltusd.org>

Twitter  
@SouthTahoeHS

## Core Values

*"We believe that unity will be a product of this collective vision."*

### **High Expectations**

High standards of achievement for all students and staff are expected. Expectations will be clearly defined and tools for their attainment will be provided. Opportunities and a structure for students and staff to set high goals and evaluate their attainment will be established

### **Literacy**

Our community values and supports literacy and believes it is the foundation for all learning. We expect every child, by the end of second grade, to be able to read fluently and comprehend what has been read. A program of reading intervention will be provided for those students who need additional time to achieve this goal.

### **Technology**

Technology will be integrated effectively in all curricular areas and be driven by educational needs. Students will be provided with opportunities to acquire technology skills that are needed to empower them as lifelong learners, and to prepare them for higher education or the work force. To support this goal, the district will create, finance, and implement a structure that provides ongoing technical support, and staff training for current and future technologies.

### **Parity**

The District will develop and implement a plan that embraces the diversity within our schools and community. All students will be provided with equal educational opportunities that allow them to reach their highest levels of achievement, and instill an appreciation of different cultural values

Welcome to South Tahoe High School, a public, four-year comprehensive school with 1100 students. In addition alternative education programs accommodate approximately 200 students.

STHS is fully accredited by the Western Association of Schools and Colleges and the California Department of Education. The school has consistently received the highest accreditation possible and has been awarded "California Distinguished High School"

South Tahoe High School offers a comprehensive curriculum including Honors and AP courses in many academic areas, a diverse elective program with choices in every discipline including science, social science, English, math, visual and performing arts, and world languages. In addition, numerous electives can be selected in various areas including Career and Technical Education courses in film, culinary art, dentistry, digital media, automotive technology, photography, construction technology and sports medicine. Our AVID program is renowned as a premier National Demonstration Site. STHS strives to meet the needs of all students through our comprehensive course offerings and program support. The 4X4 schedule at STHS allows students the opportunity to take 8 classes per year. Additionally, we encourage family involvement in all areas through various avenues including School Site Council, Performing Arts Booster Association and Athletic Booster Clubs. We are proud of all our programs and know we can challenge and accommodate your student.

### **POLICIES AND PROCEDURES**

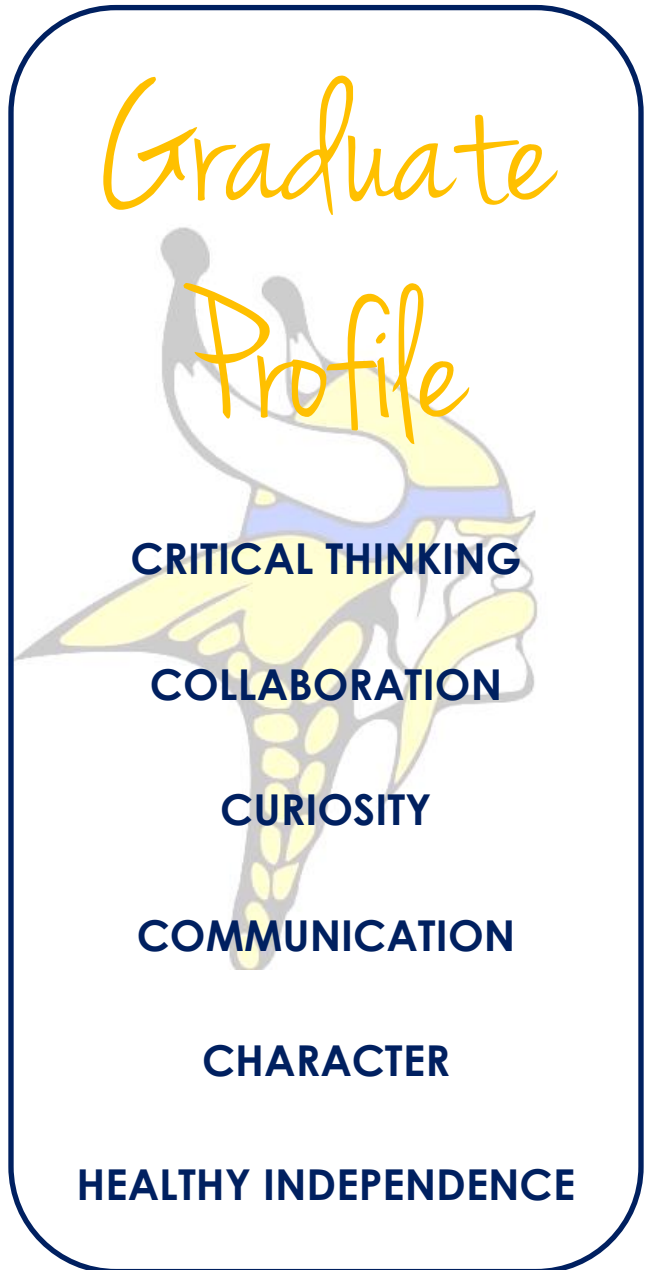
**Report Cards:** Report cards (semester grades) are mailed to parents/guardians at the end of each semester (4x per year). These grades are permanent grades that are posted to transcripts (with the exception of year-long courses; year-long courses ONLY post to transcripts at the end of each term). Progress grades are issued at mid-marking period (4x per year) for each semester and can be viewed online through your Aeries Parent Portal Account. Progress grades are NOT permanent grades and are not reflected on student transcripts. If you wish to have paper progress grades mailed to you, please notify the high school registrar in writing.

**Homework:** Students can expect homework 3-5 days per week for one hour each evening in every academic class. Students taking more rigorous coursework such as honors and advanced placement can expect to study up to 3 or more hours 3-5 evenings per week. You or your student may also obtain homework by contacting a student with the same class, via email directly with the teacher, or from your Aeries account or through the counseling office.

**Attendance:** Attendance in school is mandatory. Should a student need to be absent from school for illness, doctors appointment, or family emergency, all absences must be cleared by a parent, guardian or doctor writing a note to be hand carried to the school by the student, or parent calling the attendance office at 541-4111. The school will determine if the absence is excused. Short term independent study (5-15 days) requires five business days' notice.

**Leaving Campus:** Lunch-FRESHMEN MAY NOT LEAVE CAMPUS FOR LUNCH. Upperclassmen leaving campus at lunch have the responsibility to get back to class on time. Irresponsibility in this area may result in loss of off-campus privileges and/or driving privileges. Students must receive staff permission before leaving the campus during the day by "checking out" through Attendance Office and obtaining a "Permit to Leave School."

Please see our "Code of Conduct" located on the ABOUT STHS page on our website at [www.sths.ltusd.org](http://www.sths.ltusd.org).



# Guidance Department

Our academic planning goal in South Tahoe High School's Counseling Department is to guide our students toward academic success and future employment. The education that students receive in our school prepares them for many future opportunities. Therefore, careful planning and thoughtful course selection are critical for students to make the most of their four years at our school.

The introductory sections explain the 4 x 4 schedule, course selection, class change policies, class withdraw policy, career planning, graduation requirements, university admissions requirements and other special school programs. Course offerings are described departmentally with notations for what our high school offers.

This publication is intended for students and parents to review together and make informed decisions about educational programs that will interest and challenge the students intellectually. Students should be encouraged to select an academically rigorous program in order to develop their full potential.

School guidance counselors are available to advise both students and parents regarding course selection and college/career preparation. Please attend parent nights and contact your counselor at the school any time during the registration process for assistance.

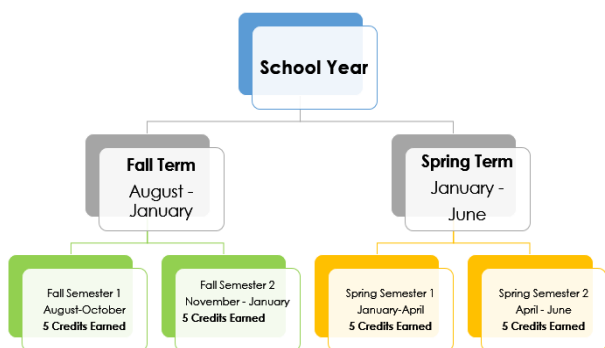
## 4 X 4 BLOCK SCHEDULE OVERVIEW

The school year is divided into two terms; First Term is from September to the middle of January. Second Term begins January and goes through the end of the school year in June. The four classes taken during the First Term are completed in January; students will begin their next four courses for the second term in January. Students complete 6 to 8 classes each school year. The schedule consists of four 85 minute blocks of instructional time each day. Students can complete an entire two-semester course in one term. PE I, II and World Geography and World History courses are on year-long A/B schedules.

Students who take a full day of classes during all four years of high school would take 32 courses compared to a total of 24 in the traditional six period day schedule. This permits students to study particular subject areas in depth without giving up elective course choices. Also, students who need additional academic assistance may receive support during the school day. In addition, this schedule permits students the opportunity of repeating failed courses during the school year since we

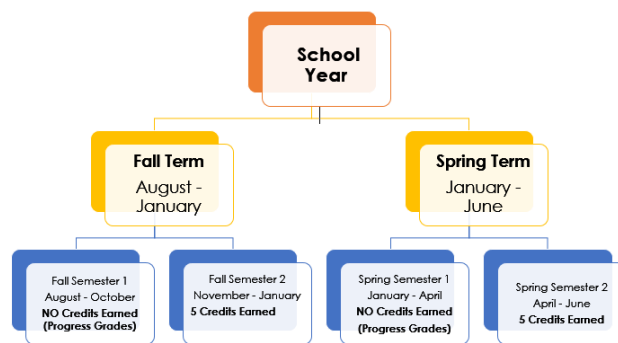
### STHS TERM CLASSES

(Meet **Every Day** for One Term)



### STHS YEAR-LONG CLASSES

(Meet **Every Other Day** for Entire School Year: A/B Days)



**If you have any questions, please contact the STHS Counseling Office at (530) 541-4111**

Director of Guidance: **Michelle Reilly** (M-Z) Ext. 1837

[mreilly@tUSD.org](mailto:mreilly@tUSD.org)

School Counselor: **Bob Sullivan** (A-L) Ext. 1823

[bsullivan@tUSD.org](mailto:bsullivan@tUSD.org)

School Counselor: **Amy Jackson** (Alternative Education Programs – Mt Tallac, ILA, online and TLC) 541-2267

[ajackson@tUSD.org](mailto:ajackson@tUSD.org)

Intervention Counselor: **Stephanie McClendon**: Ext. 1926

[smcclendon@tUSD.org](mailto:smcclendon@tUSD.org)

Student Advocate: **Amanda Morozumi** Ext. 1825

[amorozumi@tUSD.org](mailto:amorozumi@tUSD.org)

School Psychologist: **Natalie Collin** Ext. 1993

[ncollin@tUSD.org](mailto:ncollin@tUSD.org)

# Course Selection 2018-2019

It is extremely important that students adhere to the guidelines listed below when selecting their courses for the 2018-2019 year. Students and parents are expected to:

Read the instructions on the course selection forms before starting to make course selections.

1. Review their transcripts and complete or revise their four-year educational plans. Students must complete all graduation requirements. In addition, they should select courses that support their plans for college and other training.
2. Make certain that they meet the pre-requisites for the courses selected. If a course requires a teacher's permission, they must obtain the proper signature on the course selection form and must follow the application or placement procedures for a designated course.
3. Complete course selections, obtain parent or guardian's signature and submit the selection form on the expected date.

The course descriptions contained in this catalog will help students understand what each course will offer and will assist them in making final selections for registration. Students and parents may also access this catalog on the high school website <http://sths.ltusd.org/>

*The assignment of teaching staff for the 2018-2019 year will be determined by the data gathered from your course selections. The number of students requesting each course offered will determine which courses will be offered and the number of teachers needed to teach these courses. Therefore, students and parents should plan to select courses carefully. It will be extremely difficult to change a course once a selection has been made.*

## CLASS CHANGES

The counseling department will make class changes based on the following reasons:

1. Obvious schedule errors, or;
2. Class at incorrect level, inappropriate placement or complete pre-requisite

## CLASS CHANGE PROCESS

**ALL** CLASS CHANGES MUST BE INITIATED THROUGH THE STUDENT'S COUNSELOR BY COMPLETING THE SCHEDULE CHANGE REQUEST FORM INCLUDING APPROPRIATE SIGNATURES.

**ALL** CLASS CHANGES MUST BE COMPLETED DURING THE FIRST WEEK OF A NEW TERM.

### **If a student has a concern about a class/teacher, the counselor will recommend the following procedure:**

1. At the first sign of difficulty, the student will contact the teacher. This will make the teacher aware of the student's concerns or frustrations and will facilitate getting additional help from the teacher.
2. If the student feels he/she has tried the suggestions of the teacher and continues to struggle, a parent conference should be scheduled. Appointments could be scheduled by phone or e-mail for a parent/teacher/student conference or a parent/teacher/student conference scheduled by the counselor.
3. If both student and teacher have tried to improve the student's progress in the class, the parents can appeal for the administrative action with an assistant principal. The assistant principal will then meet with the parent, student, teacher and counselor to determine if there is anything else that can be done to resolve the conflict in the class.

This process is designed with the intent of placing effort and responsibility with the student. We hope that the parent teacher conference will improve communication and promote a more positive learning environment for all students.

## COURSE WITHDRAWAL POLICY

Students wishing to drop a class prior to the start of school need to make an appointment with their counselor in August. Two days will be set aside to accommodate these students. Students wishing to drop a class after the start of school must fill out a Schedule Change Request form and complete the process by the second week of school. Students will not be allowed to drop a class if, in the opinion of their counselor, doing so will adversely impact the student's academic progress or create undue hardship on the school staff or other students.

Course Withdrawal (Drop) Policy – Students will receive a withdrawal (drop) "F" grade if any class is dropped after the first 2 weeks of the term or semester.

Only appropriate level changes will be considered following the mid-quarter grading period. Math, Science or Foreign Language level changes will be considered with a teacher and parent approval only. If no appropriate level change can be made, the only way a student can exit the class is with a "W" withdrawal grade. If the student is failing at that time of withdrawal they will receive a "WF" grade

Special Education class changes will be reviewed on an individual basis.

# Graduation Requirements

- Satisfactory citizenship and attendance
- Pass Algebra I or High School Math I
- Complete Senior Project
- Must earn 250 credits including the following required subjects.
- Requirements must be met with a grade of at least a "D" or better in classes below:

Subject	# of Classes	Credits
<b>English:</b> (Grades 9, 10, 11, and 12 with Senior Project)	4	40
<b>Social Science:</b> (10-Geography; 10-World History; 10-US History; 5-Civics; 5-Economics)	5	40
<b>Math:</b> (Completion of High School Math I or Algebra I Required)	3	30
<b>Science:</b> (10 Life; 10-Physical)	2	20
<b>PE I and II:</b> (PE I in Grade 9, PE II in Grade 10, 11 or 12)	2	20
<b>Health/CCC 10 Year Plan</b>	2	10
<b>VAPA/LOTE</b>	1	10
<b>Electives</b>	8	80
<b>TOTAL CREDITS REQUIRED</b>		<b>250</b>

## SENIOR PROJECT REQUIREMENT

All twelfth grade English students are required to complete a Senior Project in the senior English class to graduate from South Tahoe High School or any school in the Lake Tahoe Unified School District. In most cases, this work becomes the focus of the entire second semester of the class. This assignment requires the student to choose an area to explore, and then complete a fifteen-hour project, a research paper, and an oral presentation on the subject of the student's choice. Satisfactory completion of all three components of the Senior Project is required for a passing grade in English 12.

# Recommended Course Sequences

## Sample Program for Apprenticeships, Trade or Business School Preparation

English 9	Math	World Geog	PE I	Health/CCC	Science	LOTE	Elective
English 10	Math	World History	PE II	VPA	Science	LOTE	CTE
English 11	Math	US History	ROP or CTE	Elective	Science	Elective	Elective
English 12	Elective	Civics/Econ	ROP or CTE	Elective	Elective	Elective	Elective

## Sample Program for 4-Year College Preparation

English 9 or H	Math	World Geog	Health/CCC	PE I	VPA	LOTE	Elective
English 10 or H	Math	World History or AP	Biology/STEAM	PE II	VPA	LOTE	Elective
English 11 or AP	Math	US History or AP	Chemistry	CTE	Elective	LOTE	Elective
English 12 or AP	Math	Civics/Econ or AP	Physics, Honors or AP	CTE	Elective	LOTE	Elective

**Each college or university has their own high school preparation requirements. See your counselor about specific course sequences.**

# Career Planning

One of the primary goals of high school is to prepare students for work and post-secondary education. When selecting courses, students are strongly encouraged to consider their career and educational plans and select courses which will best help them reach their goals. The counseling office offers:

1. Assistance in decision making;
2. Specific information on jobs and training requirements;
3. Identification of high school prerequisites for college;
4. Identification of high school courses to prepare for various occupations;
5. Information on Career and Technical Education; and
6. Information on financial assistance for college.

The counselors are available to assist students with making their course selections, developing four year plans, exploring careers and searching post-secondary educational plans. In addition helping all students complete the admission requirements such as (A-G College Preparation Course, Assessment Testing, Academic Reports etc.).

**Additional Career Resources:** [www.whodouwant2b.com](http://www.whodouwant2b.com)    [www.californiacolleges.edu](http://www.californiacolleges.edu)    [www.mapping-your-future.org](http://www.mapping-your-future.org)

## FOUR YEAR PLAN

The purpose of this four year plan is to assist with your long-range goals. A meeting with your counselor each school year will assure that you are meeting all the graduation requirements for high school while working toward these goals.

### Post-secondary Goal:

- 4 year college/university                       2 year community college                       2 year community/4 year transfer  
 Career Tech Ed/Trade School                       Military                       Other

College Major: \_\_\_\_\_ Career Goal: \_\_\_\_\_

- ➔ Write in grades for the courses you have passed, as well as additional courses taken but not listed on form
- ➔ Write in the courses you plan to take in the future
- ➔ Write counselor –approved college course you have completed
- ➔ Check off the graduation requirements as you complete them

FRESHMAN		SOPHOMORE		JUNIOR		SENIOR	
	Grades		Grades		Grades		Grades
English 9		English 10		English 11		English 12	
World Geography		World History		US History		Econ/Civics	
Math		Math		Math			
Physical/Life Science		Physical/Life Science					
Physical Ed I		Physical Ed II					
Health/CCC							

*\* We strongly encourage recommend that students preparing for college continue to take Math & Science*

High School Math I     Senior Project

## COLLEGE ENTRANCE EXAM

10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
PSAT (October)	PSAT NMSQT (October)	SAT I (October-December)
	SAT I (March-April)	SAT II (October-December)
	SAT II (May – June)	ACT (October-December)
	ACT (March – April)	



# The A-G College Admissions Requirements

REQUIREMENT	UNIVERSITY OF CALIFORNIA (UC)	CALIFORNIA STATE UNIVERSITY (CSU)
Social Science (a)	2 Years	2 Years
English (b)	4 Years	4 Years
Math (c)	3 Years (4 recommended)	3 Years
Science (d)	2 Years (3-4 recommended)	2 Years
Language Other Than English (LOTE) (e)	2 Years (3 recommended)	2 Years
Visual Performing Arts (VPA) (f)	1 Year	1 Year
Electives (g) – <i>Must be College Prep Courses</i>	1+	1+
Minimum GPA– <b>No D or F Grades Admissible</b>	3.0	2.0
Required Testing	SAT or ACT	SAT or ACT
Essay Required	Yes	No
More information found at	<a href="http://www.universityofcalifornia.edu">www.universityofcalifornia.edu</a>	<a href="http://www.calstate.edu">www.calstate.edu</a> <a href="http://www.csumentor.edu">www.csumentor.edu</a>
Please see course descriptions for UC/CSU status of specific courses.	<i>Requirements must be met by completing 11 out of 15 college preparatory courses with a grade of C or better by the end of 11th grade.</i>	

Students planning to attend college after graduation should take A-G college preparatory courses. Most private universities and state colleges require completion of these courses for their minimum admission requirements. In addition, many private universities and state colleges have additional course requirements. You should check with the universities directly for additional admission requirements. Students may need higher GPA, ACT and/or SAT scores to be competitive for admission acceptance to many popular colleges and universities. Students who plan to attend a community college should take and pass as many of the A-G courses as possible to be prepared for rigorous college work. Students who complete A-G requirements in high school will be prepared to complete an AA Degree or Transfer Guarantee Agreement sooner than students who do not challenge themselves in high school.

# Future Educational Options

**UNIVERSITY OF CALIFORNIA** The UC System includes nine four-year universities offering a variety of BA and BS degrees. Master's and Doctoral postgraduate programs are also available. UC's mix of academic excellence, research prowess and its commitment to social mobility propel its campuses to the top of many college ranking lists. To qualify for entrance students must have a high school diploma. Students must follow a university preparatory program and **must successfully complete 11 courses by the end of junior year listed above with a C or better. Students must have a high school grade point average of a 3.0 or higher to be eligible for the UC System.** Those with GPA of below a 3.3 must score proportionately higher on the ACT or SAT College Entrance Examinations. In addition to the ACT or SAT Examination, UC applicants must take two SAT subject tests in two different fields chosen from the following: English, history and social studies, mathematics (Level 2 only), science or language other than English. **No subject test requirement for class of 2012 and beyond. Note: Entrance GPA and Examination requirements may vary depending on the major area of study and campus selected.**

See more at: [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

**CALIFORNIA STATE UNIVERSITY** The CSU System includes 23 four-year universities offering a variety of BA and BS degree programs. Master's degree programs are also available. To qualify of entrance students must have a high school diploma. Students must follow a college/university preparatory program and **must successfully complete the courses listed above with a grade of C or better. Students must have a high school grade point average of 2.0 or higher to be eligible for the CSU system.** Those GPA's below 3.0 must score proportionately higher on the ACT or SAT College Entrance Examination. Entrance GPA and requirements may vary depending on major area of study and a campus selected.

See more at: [www2.calstate.edu/apply/eligibility-index/](http://www2.calstate.edu/apply/eligibility-index/) [www.csumentor.org](http://www.csumentor.org)

**PRIVATE UNIVERSITIES:** There are many private universities and colleges in California and around the country. Many selective private universities have similar entrance requirements to those of the University of California or California State University systems. Other admissions factors may include courses taken, teacher and counselor recommendations, college prep course grades, personal essays, class rank, Standardized College Admissions Tests (SAT I, SAT II, and/or ACT with Writing). Please consult college catalogs or each school prospective student admissions web site for detailed clarification.

See more at: [www.californiacolleges.edu](http://www.californiacolleges.edu) [www.fihe.org](http://www.fihe.org) [www.aiccu.edu](http://www.aiccu.edu)

**COMMUNITY COLLEGE:** The California Community College system includes 114 campuses which offer AA or AS degrees and certificates as well as training in the many trades and technical fields. Community colleges also provide a two-year college transfer program where the classes taken for credit can be transferred to the University of California or California State University and private universities or colleges.

See more at: <http://www.cccco.edu/> [www.assist.org](http://www.assist.org) [www.csumentor.edu/General/transferinfo.html](http://www.csumentor.edu/General/transferinfo.html)

**TECHNICAL AND BUSINESS SCHOOLS:** These schools offer certificates for training in a variety of vocational occupations. Most of these schools require a high school diploma or its equivalent. Students who take advantage of high school preparation courses can complete training in a minimum amount of time. Some of these schools are available as close as Carson City or Sacramento.

See more at [www.rwmorg/rwm](http://www.rwmorg/rwm)

## ADDITIONAL RESOURCES

### All College and Universities in US

[www.californiacolleges.edu](http://www.californiacolleges.edu)  
[www.allaboutcolleges.com](http://www.allaboutcolleges.com)  
[www.princetonreview.com/have.asp](http://www.princetonreview.com/have.asp)  
[www.collegenet.com](http://www.collegenet.com)  
[www.campustours.com](http://www.campustours.com)

### Test Prep

[www.collegeboard.org](http://www.collegeboard.org)  
[www.actstudent.org](http://www.actstudent.org)  
[www.kaplan.com](http://www.kaplan.com)  
[www.princetonreview.com](http://www.princetonreview.com)  
[www.testu.com](http://www.testu.com)  
[www.petersons.com](http://www.petersons.com)

### Local Community Colleges

LTCC: [www.ltcc.edu](http://www.ltcc.edu)  
Sierra College: [www.sierra.cc.ca.us](http://www.sierra.cc.ca.us)  
American River College: [www.arc.losrios.edu](http://www.arc.losrios.edu)  
Sacramento City College: [www.scc.losrios.edu](http://www.scc.losrios.edu)

### College Rankings

[www.usnews.com/usnews/edu/college/rankings/rankindex\\_brief.php](http://www.usnews.com/usnews/edu/college/rankings/rankindex_brief.php)  
[www.princetonreview.com](http://www.princetonreview.com)

# Special Programs

## ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is a program designed to help underachieving high school students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills. The AVID program teaches the students how to study, read for content, take notes, and manage time. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a higher level of understanding. Students apply for selection in the program during spring of 8<sup>th</sup> grade and will be allowed in later only if room is available.

## COMMUNITY COLLEGE CONCURRENT COURSES

Some high school students like to take enrichment courses at the community college while they still attend STHS. These courses offer students the opportunity to expand breadth of their academic program and take higher level courses. Consult LTCC catalogue or counselors for more information. All students must:

1. Have a 2.0 GPA higher
2. Must have an Academic Enrichment form signed by your counselor
3. Must submit high school transcripts with Parent and Students signatures on the Academic Enrichment form
4. Students are responsible for the registration process with LTCC
5. Students must maintain enrollment in at least 6 STHS classes

## ENGLISH LANGUAGE DEVELOPMENT (ELD/SPECIAL DESIGNED ACADEMIC INSTRUCTION IN ENGLISH SDAIE)

Program is designed to act as an integrated program to meet the academic, cultural and social needs of English Learners (EL). The focus of these classes is on the development of language acquisition through the use of different instructional approaches modified to meet the students' needs. ESL provides three levels of English Language Development (ELD) – beginning, intermediate and advanced – as well as Special Designed Academic Instruction in English (SDAIE) in the core areas of social science, math and science. Each student is provided whole class instruction in an academic program consistent with the student's assessed needs CELDT. Results of all assessments are recorded on the student's Bilingual Individual Learning Plan (BILP)

## HONORS/ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is a cooperative educational endeavor of the College Board and high schools. Based on the fact that many young people can complete college-level studies in their secondary schools, it represents a desire of schools and colleges to foster such experiences. These courses are provided for college bound students who want to take the most rigorous challenging classes available in high school. Most AP classes are comparable to first-year college courses, so they aren't easy. The extra effort and time your child will put into an AP course are definitely worth it. Students will have the opportunity to study a subject in-depth, at the college level, so she will be more prepared for college work. If a student receives a qualifying grade on an AP Exam, he/she may be eligible for advanced placement or course credits at the vast majority of colleges and universities in the United States. More than 1,400 institutions in the United States alone grant a full year's credit to students with satisfactory grades on enough AP Exams. It's called "sophomore standing." Examination fees of approximately \$94.00 are charged for each exam. Fee reductions may be available through the AP Coordinator.

Honors classes are available for all students. Enrollment in honors classes are based upon specific school criteria which includes standardized assessments, teacher recommendations and evidence of student skills and motivation. An extra grade point will be added to the calculation in the college and cumulative GPA for student's high school transcript. Students enrolled in Honors and Advanced Placement courses will receive the extra grade point for earning grade of C or better in the course.

Students who choose to participate in the AP programs will be required to take the AP Exams and mandatory attendance to this class. **The College Board recommends that students be enrolled in no more than two honors or AP classes during a school term. STHS does not recommend students to take 4 AP/Honors classes per year or two terms. Students and parents requesting to enroll in more classes than recommended must petition for this exception.** These courses are very rigorous, time intensive and impact extra-curricular activities. Therefore, students and families need to carefully consider enrollment in these courses and the time required for success in Advanced Placement or Honors classes. Since there are a limited number of sections each year and these courses are traditionally smaller than regular courses students will not be allowed to drop these classes once they are scheduled.

## SPECIAL EDUCATION

The program is open to students who have exceptional learning needs and have an active Individualized Educational Plan (IEP). Several special education programs are available in the Lake Tahoe Unified School District for individuals with exceptional learning needs. All students will have the opportunity to replace an elective with academic support provided by special education certified instructors in our Learning Center.

# Alternative Education Programs

## MT. TALLAC HIGH SCHOOL

Lake Tahoe Unified School District provides a continuation and credit recovery school options for students who are deficient in the credits needed to graduate or who have been referred for other reasons. The alternative educational program at Mt. Tallac smaller than the comprehensive high school, thus enabling teachers and staff greater flexibility to focus on individual student needs. Students who are interested in attending an alternative educational program must be referred by the comprehensive high school administrator or counselor and the final decision will be made by the principal.

Most students who attend an alt ed school do so with the intention of remaining in school. Some students may wish to return to the comprehensive high school and will be given a plan from the alternative education counselor that clearly states what would be necessary in order for that student to return. Students are generally referred to these alternative high school programs for being deficient in credits. The high school graduation requirements at Mt. Tallac are only slightly different than those of the comprehensive high school STHS. The alternative schools use a system of positive credit accumulation awarded for productive attendance. To earn credits, students must attend class and complete all assigned coursework. Students may earn partial credits for the work that is completed. Students should be aware that it may be difficult and, in some cases, impossible to successfully make up credits and return to the comprehensive high school for graduation. These students must meet academic and behavior criteria to be considered for continued enrollment.

The curriculum at each school aligns with the standards and benchmarks established by LTUSD. Graduates receive a high school diploma authorized by the Lake Tahoe Unified School District Board of Education. It is the goal of the alternative education school to assist students in getting the best education possible. The continuation school will individually evaluate each student's academic progress and will assist them to develop the necessary skills to graduate. Your student's counselor and/or administrator will contact you or you may contact your school for addition information.

## INDEPENDENT LEARNING ACADEMY

In addition to a continuation school Lake Tahoe Unified School District opened the Independent Learning Academy to provide an educational alternative to students who are not credit deficient but for numerous reasons cannot fully attend South Tahoe High School. Some students have to work to help support their families or are involved in some demanding extra-curricular activity and will miss too much time at school to continue earning credits at STHS. Students interested in transferring to the ILA must initiate the move by meeting with their high school counselor. ILA students must take a minimum of three academic core subjects independently and may choose to blend their schedule by taking any number of

courses at the comprehensive high school or Lake Tahoe Community College if necessary. The alternative education counselor will meet with each family after the high school counselor makes a referral to an alternative education program. Students in the ILA will be assigned a weekly appointment with their teacher who will provide educational support and direction. Students attending ILA will complete all of the LTUSD requirements prior to graduation and will participate in the STHS graduation ceremony.

## TRANSITION LEARNING CENTER (TLC)

4 Terms Grade Level(s): 11-12

30 credits recovery earn alternative education diploma  
Requirements Fulfilled: HSGR

The Transitional Learning Center (TLC) creates a learning environment that supports students who have struggled to complete and pass courses in the comprehensive high school. Students who need credits to graduate from high school but are not quite ready to do the work necessary to pass core courses in college preparation curriculum are appropriate for this alternative education path. Students will remain on the main campus of STHS which will continue to support their development of positive attitudes, positive behaviors and constructive academic skills to promote successful transition from high school to post-secondary education and careers. The staff of TLC works within a small class size with an independent study model to assist students with achieving the goal of graduation from high school. Students who take 3 or more classes in the TLC will receive an alternative education diploma and walk in the alternative graduation ceremony with Mt. Tallac at the end of the school year.

## YOUNG PARENTS PROGRAM (YPP)

4 Term Elective Program: Grade Level(s): 9 – 12

20 credit max; not to exceed 40 credits towards graduation

Requirements Fulfilled: Elective  
Young Parents Program Mission Statement: To ensure that all young parent-students reach their educational goals including passing the GED or passing the CHSPE or complete a program leading to a high school diploma. The YPP program includes the following goals: increasing the retention of teens and school-age parents in high school and parenting/life skills for young parents; creating a support network for participants to include community based agencies which results in stronger students and families and an atmosphere that fosters student success; recruiting young parents not currently enrolled in an academic or vocational program; assisting students in reaching their educational and career goals; providing "wrap around" support which promotes healthy lifestyles and allows students to succeed in school including transportation, case management, tutorial support, child care, access to academic and vocational curriculum and counseling, building of self-esteem and personal responsibility thus decreasing the risk of repeat pregnancy in young parents.

# Preparing for College – A Step By Step Guide

## FRESHMAN

- Remind your counselor that you want to attend a 4-year college or university
- Take High School Math I or II and a Language Other Than English
- Maintain A's and B's in all subjects, and do at least 1 hour of homework each night
- Form a study group with friends who also plan to go to college, and study together often
- Create a personal resume file to save: report cards, diplomas and certificates presented to you, list of honors and awards you receive, list of school and community activities you join, a list of offices you hold in these organizations, a list of jobs you hold (paid or volunteer). Update this file each semester.
- Begin visiting local community colleges, state universities, and an independent college or university with your family and friends. Call the admissions office for information about campus tours
- Participate in academic enrichment programs

## SOPHOMORE

- Review your freshman and sophomore grade class schedule with your family and/or a counselor to make sure you are taking more rigorous college prep classes.
- Maintain A's and B's and do at least one to two hours of homework every night
- Continue to form study groups with friends
- Update your personal resume file
- Continue to visit local community colleges, state universities and private schools
- Take the PSAT in October, Prepare for SAT and ACT over the summer
- Continue to participate in academic enrichment programs. Many are held on college campuses and some offer scholarships.

## JUNIOR

- Maintaining grades of A's and B's is especially important during your junior should be doing a minimum of two hours of homework each night and continuing to participate in study groups
- Prepare for and take the PSAT in October. The results will give you an idea of your strengths and the areas you need to improve as you prepare for college admission
- Challenge yourself with more rigorous courses. If you take AP Courses prepare for the exams, passing scores may earn you college credit
- Do Research on college majors, admissions, financial aid and create a file on colleges that seem to be the right fit. Visit potential colleges
- Prepare for college entrance exams SAT Reasoning, ACT w/ writing and SAT Subject (If necessary) Schedule tests in the Winter or Spring to allow for retesting to improve
- Complete the NCAA clearinghouse initial eligibility application (Athletes)

## SENIOR

- Register for SAT or ACT exams in August
- Complete the College Scholarship Profile (CSS/Profile) registration form in September
- Begin completing online applications for all schools in October. Learn about financial aid and scholarship opportunities at each school. Begin the FAFSA process.
- Keep a file or spread sheet on each school that includes all required admissions items, such as transcripts, application fees, recommendations, essays, test scores etc. Pay close attention to deadlines put them on your calendar. Apply Early
- Complete applications on CSU Mentor and UC admissions websites in November.
- Attend Financial Aid Meetings and encourage parents to complete income tax statements as soon as possible for financial aid consideration at most schools
- Complete Cal Grant GPA verification forms (Under 18 yrs. need parents signature)
- Complete Free Application for Federal Student Aid (FAFSA) online in early January
- Continue to form study groups and complete two to three hours of homework nightly. Maintain A's and B's your grades are still important
- Check with career center for information about scholarships awarded by your school, local companies or community groups
- After receiving acceptance letters. Decide which school with best financial package is and mail your commitment by May 1<sup>st</sup>. Inform other colleges of your decision
- Prepare to and take AP exams in May

# 2018-2019 SAT, ACT and AP Test Dates

Early plans should be made in developing a high school course schedule. Everyone knows that high school grades count for admission to college, but many people do not realize that a college education also builds on the knowledge and skills acquired in each student's earlier years. Your transcript of high school courses and grades is the first prediction of your success in college and your college entrance examination is the second indication. The SAT (Scholastic Aptitude Test), SAT Subject Test and ACT (American College Test) are some of the tests required by many colleges and universities. These tests should be taken prior to the student's senior year. We recommend taking both exams because every student is different and may prefer one over the other.

Your high school preparation for college entrance begins with the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). This test identifies the National Merit Scholarship candidates in the junior year and predicts the score for your SAT exam. It tells you your strengths and weaknesses and provides a focus for your SAT preparation. Students are encouraged to discuss college plans and testing with their school counselors and to register using the dates below. Students should register for the PSAT in the Associated Student Body Office at STHS in September.

<b>Advanced Placement (AP) Examinations 2019</b>		
May 6-May 10, 2019 and May 13-May 17, 2019		
The PSAT examinations are offered in October: Register at ASB		
SAT 2018-2019: REGISTER AT <a href="http://www.collegeboard.com">www.collegeboard.com</a>		
Test Dates	Regular Deadline	Late Fee Deadline
August 25, 2018	July 27, 2018	August 10, 2018
October 6, 2018	September 7, 2018	September 21, 2018
November 3, 2018	October 5, 2018	October 19, 2018
December 1, 2018	November 2, 2018	November 16, 2018
March 9, 2019	February 8, 2019	February 22, 2019
May 4, 2019	April 5, 2019	April 19, 2019
June 1, 2019	May 3, 2019	May 17, 2019
<b>ACT 2018-2019: REGISTER AT <a href="http://www.actstudent.org">www.actstudent.org</a></b>		
September 8, 2018	August 3, 2018	August 17, 2018
October 27, 2018	September 21, 2018	October 5, 2018
December 8, 2018	November 2, 2018	November 16, 2018
February 9, 2019	January 4, 2019	January 18, 2019
April 13, 2019	March 8, 2019	March 22, 2019
June 8, 2019	May 3, 2019	May 17, 2019
July 13, 2019	June 14, 2019	June 21, 2019

## SAT / ACT TEST INFORMATION

Many colleges accept ACT or SAT: Check with the college or university website of your choice to make sure what the testing requirements are for admissions. On both the SAT and ACT, students will be asked to write an essay: these sections are optional. Students will need to check with specific colleges to see if they want to opt out of the writing component of these exams. Most schools still want this information even if it is not required. They will use the assessment to determine English Language Placement.

### SAT

The SAT is a three-hour-and-forty-five-minute test that measures the critical thinking, mathematical reasoning, and writing skills. A student's SAT score gives admission

officers an idea about how well he or she might perform academically at college. Each SAT section is scored on a scale of 200-800.

### SAT SUBJECT TESTS

Most of the SAT Subject Tests measure the student's knowledge or achievement in specific fields. Each test is one-hour long. Up to two tests may be taken on a single test date. Students should consider taking the Subject tests in a particular subject at the end of the subject term or year in which they have completed the course. If a student is confident about knowledge of biology for example, then seriously consider taking the biology subject test after completing the course while it is still fresh in your mind. Students are encouraged to use the free College Board test preparation booklet, "Taking the SAT: Subject Tests" or download it from their website. This publication provides useful information and provides a description of the test format, as well as a statistical breakdown of the test content for each test.

### ACT

The ACT (American College Testing) Program consists of four subject tests: English, Math, Reading and comprehension and scientific reasoning. The ACT offers a 30-minute writing Test as an optional component. The ACT motivates students to perform to their best ability. Test scores reflect what students have learned throughout high school and provide colleges and universities with information for recruiting, advising, placement, and retention. Many times, students who are not considering higher education rethink their plans when they see their ACT test results. To support college and career planning, the ACT also offers a career exploration component to help students identify career options.

### REGISTERING FOR TESTS

Information bulletins about the SAT and ACT examinations are posted in Counseling. Students should review, meet with counselor or visit the website for detailed information regarding registration procedures and testing dates. Students typically can register online. Remember: Students must plan carefully to complete their testing by their college application deadlines, which can be as early as October of their senior year. ACT/SAT has school and organization codes known as the CEEB Codes that they require for reporting. The CEEB code for STHS is 050-075. When taking these exams, it is recommended to send the scores directly to prospective colleges and organizations that may need this information.

### STUDENTS WITH DISABILITIES

Some students with a documented learning disability are eligible for "extended time" "extra breaks" or other necessary accommodations on standardized tests. These students are currently receiving extended time on tests in high school as part of an Individual Education Plan or 504 Accommodation Plan. A student must apply to the testing company for the right to receive any accommodations on these standardized tests. The process takes several weeks. If you think you might be eligible, see your counselor. The testing services may require additional testing and deny some requests, so it is advisable to begin this process early.

# Applying for Financial Aid

Financial aid is awarded based on merit (Academic Achievement), financial need, or some combination of both. Some schools will offer merit scholarships to attract students who are high achieving relative to the school's applicant pool. Few schools maintain "need-blind" admissions, meaning that applicants are admitted without regard to their ability to pay. Schools who do maintain need blind admissions will state this in their financial aid information because they are proud of this fact.

Probably more than half of all student applicants apply for financial aid. Colleges themselves are the greatest sources of financial aid because they distribute money made available through the US Government. Aid from colleges is usually awarded as a package consisting of:

- A grant, this is a gift and does not have to be repaid
- A student loan, this must be repaid by the student
- Work-study, this is an opportunity to work for pay for a certain number of hours per week on campus.

The FAFSA, the Free Application for Federal Student Aid, is required by all colleges in order to apply for financial aid. File on the web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). However, you must first apply for a PIN number, because you need a PIN to electronically sign your FAFSA. Once you apply for your PIN on the FAFSA web page, your PIN number will be emailed to you. The FAFSA cannot be filed until January 1<sup>st</sup> of the year in which the student plans to attend college.

From detailed financial information reported in the FAFSA, formulas produce the expected family contribution, or EFC. This sum is considered an amount that the family can be reasonably expected to pay over time, not just currently from income and assets. Each December the counseling department invites students and parents to informational meetings in preparation for completion of the FAFSA.

In addition to the FAFSA, some colleges also require the CSS College Profile when applying for financial aid. The Profile is offered through the College Scholarship Service, which is the financial aid division of the College Board. One can apply online at [www.collegeboard.com](http://www.collegeboard.com). The family must complete the CSS College Profile for many private or independent colleges. The FAFSA is free but the Profile costs money. If a college requires it, however, you must complete this form. The CSS College Profile collects even more information about the finances of the student and parents.

All Citizens of California are eligible for the Cal Grant. If you are not a citizen, but attended a California high school for at least three years or graduated early from a California high school with the equivalent of at least three years of credits and attended three years of elementary and secondary school, graduated from a California high school or the equivalent, and are or will be attending an accredited California college or university, you should file the California Dream Act Application.

Some colleges also require students to fill out a financial aid form from the college as well. Be sure to check with the colleges you are applying to be sure that you complete all of the necessary forms. Be aware of financial aid deadlines as well, these differ from one college to another.

After the colleges themselves, the best sources of financial aid are local. In Lake Tahoe the El Dorado County Website is where many students can apply for local awards. If you have more questions about possible scholarships consult with your counselor.

## ADDITIONAL RESOURCES

- ➡ [www.csac.ca.gov](http://www.csac.ca.gov)
- ➡ [www.fastweb.com](http://www.fastweb.com)
- ➡ [www.salliemae.com](http://www.salliemae.com)
- ➡ [www.finaid.com](http://www.finaid.com)
- ➡ [www.srnexpress.com](http://www.srnexpress.com)
- ➡ [www.freschinfo.com](http://www.freschinfo.com)
- ➡ [www.gotocollege.com](http://www.gotocollege.com)
- ➡ [www.scholarsite.com](http://www.scholarsite.com)
- ➡ [www.absolutelyscholarships.com](http://www.absolutelyscholarships.com)
- ➡ [www.mapping-your-future.org](http://www.mapping-your-future.org)
- ➡ [www.icanaffordcollege.com](http://www.icanaffordcollege.com)

# Course Offerings 2018-2019

## ENGLISH

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### **English 9**

1 term: Grade Level(s): 9

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement

Prerequisites: Satisfactory reading and writing skills as indicated by previous grades, standardized test scores, and teacher recommendation.

English language arts for 9th grade is designed to give students wide ranging opportunities to read, write, and speak for different audiences and purposes. The focus is on developing skills using literature and non-fiction as crucial sources for discussion, analysis, critical thinking, discovery, debate, and writing. This course provides an opportunity to connect with a variety of texts and places emphasis on reading, research, writing, speaking, analysis and critical thinking. This course requires work with narrative, argumentative and expository writing; fiction and non-fiction reading; collaborative speaking and listening; public presentation; vocabulary acquisition and development; and language, spelling, grammar and usage.

### **English I Language Takes the Stage**

1 term: Grade Level(s): 9

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement

Prerequisites: Satisfactory reading and writing skills as indicated by previous grades, standardized test scores, and teacher recommendation.

This course is an alternative to the traditional high school freshman English course. It provides students an opportunity to learn about literature and writing in the context of performance. This course also provides students with an opportunity to explore and evaluate their personal relationship to literature and theater. By being guided through relevant and meaningful instruction relating performance with reading and writing, in this ninth grade, college preparatory English class, the literature comes to life. In addition to analyzing, researching, and writing about text, students take an active role in transforming text to actual performances. Language, theater, culture, and self are the driving themes of this course.

### **English 9 Pre-AP**

1 term: Grade Level(s): 9

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement; 5.0 grading scale

Prerequisites: 8th grade teacher recommendation or transfer from another Honors/AP program.

English 9 Pre-AP is designed as a pre-requisite to English 10 Pre-AP. Students will read from the "cannon" of literature and non-fiction text, conducting literary and rhetorical analyses. They will demonstrate mastery of college-readiness writing by completing multiple on-demand writing assessments, including practice with AP Literature and Language essay prompts. Students will also work with practice AP multiple choice questions, collaborative discussions, Socratic seminars, and speaking and listening skills. Students will conduct research for both primary and secondary sources, as well as analyze development of complex characters and central ideas. They will develop strong thesis statements that answer practice AP essay prompts, using a formal and objective essay structure and tone. Students will consider the impact of diction and tone in both their own writing and authors' writing. They will identify and explain Biblical, mythical, and historical allusions. They will evaluate the credibility of media, speaker's point of view, and evidence of rhetorical strategies. They will also use digital media to create formative and summative assessments of their learning.

### **English 10**

1 term: Grade Level(s): 10

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement; 4.0 grading scale

Prerequisites: Satisfactory reading and writing skills as indicated by previous grades, standardized test scores, and teacher recommendation.

This college prep English course *Bullets of Truth: Search for justice in a world of injustice* is integrated with the Public Services CTE Sector that enables students to understand where the skills of English intersect with the elements of public service. Throughout the course, students are provided an authentic, rigorous pathway to learn about public service theories, skills, backgrounds, and professions that prepare them for further education and career opportunities in the field of Public Service. Students will demonstrate critical thinking, communication, and collaboration skills by writing multiple essays and engaging in formal academic discourse. Students will access and utilize a variety of technological and multimedia tools by creating online polls, blogs, and presentations.



### **English II Get Reel: English through Your Lens**

1 term: Grade Level(s): 10

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement

Prerequisites: Completion of English I

This course integrates 10<sup>th</sup> grade college preparatory English content with a focus on Arts, Media, and Entertainment. The course is designed to help students develop a thorough understanding of 10<sup>th</sup> grade English through a course rich in connections to Media and Design Arts that will generate interest in English and increase student success. The applications throughout the course allow students to make connections between English learning and content structures as they apply to a career in Media and Design Arts. This course challenges 10<sup>th</sup> grade students through intensive analysis of text including visual media informational writing and fiction. Students develop the abilities and skills necessary to effectively produce powerful video messages, oral presentations, and written works.

### **English 10 Pre AP**

1 term: Grade Level(s): 10

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement; 5.0 grading scale.

Prerequisites: "A" or "B" in Honors English I, transfer from another Honors/AP program and teacher recommendation  
English 10 Pre-AP is designed as a precursory course to 11<sup>th</sup> grade Advanced Placement English Language and Composition. Students will be required to read a variety of seminal literary and non-fiction texts and conduct style analyses of the literary/rhetorical devices authors use to develop purpose for their pieces. The course will focus on examining the relationship between an author's purpose for his or her piece and how the literary techniques used contribute to the overall meaning as a whole. They will commonly demonstrate mastery over the structure of multiple genres of writing through on-demand compositions and multi-step synthesis process papers based on released AP Literature/ Language and Composition free response questions. To refine logical inference skills, students will periodically respond to multiple-choice questions similar to those that will appear on the Advanced Placement in Literature/Language and Composition Exam. Additionally, students will participate in a range of collaborative discussions, Socratic seminars, and multi-media presentations in order to refine their speaking and listening skills and demonstrate 21<sup>st</sup> century communication.

### **English 11**

1 term: Grade Level(s): 11

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("B") requirement

Prerequisites: Completion of English II

College Preparatory English 11: Constructing Identities, Values, and Politics polishes our high school students' abilities to communicate effectively through written and oral formats. Activities are introduced to expose students to short fiction and poetry from authors around the world, so students learn to read in preparation for collegiate level college English classes. The course focuses on two components: helping students to build their reading skills and critical analysis skills and working on evaluating fiction, poetry, and expository texts from print, digital, and online sources. Analytical and evaluation skills are sharpened through the constructive revision process, literary response and discussion, debate, and persuasive, expository and research writing processes. Listening skills emphasize following directions, clear comprehension, evaluation and response to a speaker's position or argument and the relevance/validity/sufficiency of evidence supporting claims. Reading materials include an examination of short fiction, poetry, and expository pieces by authors from various countries, cultures, and political time periods, including significant works of American literature and non-fiction. In addition, students will prepare for college-level English by continuing to build vocabulary and mastery of grammar, conventions, syntax and sentence structure.

### **Advanced Placement (AP) English Language and Composition**

1 term: Grade Level(s): 11

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement; 5.0 grading scale

Prerequisites: A or B in Honors English II, Teacher Recommendation,

Advanced Placement English Language and Composition is a one term, college course designed for the student who has completed two terms of Honors English with grades of "A" or "B". The course work will be college level, and students are expected to work accordingly. The class will require extensive outside reading, and each student should make allowances for substantial study time. A research project is required. Students can earn college credit by passing the College Board AP exam given in May each year. This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.

### **English III Communication and Design**

1 term: Grade Level(s): 11

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement

Prerequisites: Completion of English II

This course introduces students to multiple, current modalities of written and verbal communication. Through reading, writing, and research, students compare and contrast the validity of sources and appropriate choice of media to convey a message. Students will develop a proficiency in speaking, listening and conveying information for multiple audiences and purposes in a variety of authentic analytical and persuasive tasks. This course integrates the two worlds of English and Visual Design and Media Arts by giving students the ability to communicate to different audiences in a variety of formats as it applies to analog media, digital media, and real-world digital representations. Students show the breadth of proficiency with a portfolio.

## **English 12**

1 term: Grade Level(s): 12

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement

Pre-requisites or Co-Curricular Requirements: English 1 (ninth grade), English 2 (tenth grade), and English 3 (eleventh grade).

This college preparation course English 12 will focus on the most popular genre of storytelling, the coming of age genre and theme is not confined to classic novels and plays such as Shakespeare's *Romeo and Juliet* or Hemingway's *Nick Adams Stories* but also finds its expression in modern films, television shows and even in the lyrics and videos of pop songs. Its timeless appeal and popularity is grounded in the plot structure and the crisis of its archetypal characters: Coming of age stories are about maturation and the journey the hero or heroine embarks on as this literary genre focuses on children who are in the process of becoming adults who along the way have to face struggle and pain, disillusionment and life changing experiences – growing up is never easy. Students will study the essentials of the genre and read, write, discuss and relate to a wide variety of coming of age texts and their complexity about a protagonist's moral and psychological growth. In light of the interdisciplinary expectations of the new common core standards, this course is also enriched with various expository texts that provide relevant background information and viewpoints to allow students to interpret and evaluate coming of age texts also in their historical and cultural context to further their understanding of the adolescent search for values.

The successful completion of a Senior Project by all graduating seniors is a mandated requirement by Lake Tahoe Unified School District. Integrated into this senior level English course, the Senior Project is designed to involve high school seniors in metacognition and self-reflection in support of effectively completing an in-depth independent project. Through project-based learning, students will develop advanced levels of reading, writing, speaking, listening, and language skills and academic competence needed for success in college and career readiness. Senior Project focuses on self-reflection, research, critical reading, writing, and oral presentation skills, along with systematic vocabulary and grammar development. The central focus of the course is an in-depth independent project, which incorporates skills and academic competence needed for success in college-level work and beyond. The Senior Project itself is comprised of four main components: 1) a 2000-word minimum research paper, 2) a physical project which requires a minimum of fifteen hours of work with a mentor, 3) a portfolio, and 4) an oral presentation of 8-12 minutes.

## **Advanced Placement (AP) English Literature and Composition**

1 term: Grade Level(s): 12

10 credits

Requirements Fulfilled: HSGR; CSU/UC English ("b") requirement; 5.0 grading scale

Prerequisites: "A" or "B" in AP Language and Composition, teacher recommendation

Advanced Placement English Literature and Composition is a one term, college-focused, literature-based course designed for the student who has completed three terms of Honors English with grades of "A" or "B". The class work will be college level, and students are expected to work accordingly. The class will involve extensive reading; thus, reading for the course will be on the student's own time; allowances should be made by each student for substantial study time. Large and small group discussions, lectures, and timed-writing assignments will be the focus of the class period. Senior Project is required.

Students earn college credit by passing the College Board AP exam given in May each year. **SENIOR PROJECT**

**REQUIREMENT IN SENIOR ENGLISH CLASSES:** *All twelfth grade English students are required to complete a Senior Project to graduate from South Tahoe High School. This work is a large part of the entire second semester of the class. This assignment requires the student to choose an area to explore, and then complete a fifteen hour project, a research paper, and an oral presentation on the subject of choice. Satisfactory completion of all three components of the Senior Project is required for a passing grade in English. Seniors who successfully complete AP English Literature in the first term may take senior project on an independent study basis second term provided the student is on track to graduate.*

## **Journalism**

1 term: Grade Level(s): 11, 12

10 credits

Requirements Fulfilled: HSGR; CSU/UC Elective ("g") requirement; 5.0 grading scale

Prerequisites: None

This course offers real-world experience in conjunction with the responsibility of producing a newspaper (electronic) and/or website. Students gather information, write and edit news stories and columns, and obtain photographs for publication of the school newspaper (electronic) and/or website. They are responsible for newspaper design and layout using modern professional publishing software, computers and cameras. Students will analyze published articles, news blogs, photos, and books by studying how the articles are written and how rhetorical devices are used. They will be responsible for similar analyses after watching broadcast/video news. Students will research, write, edit, and take photos for journalistic purposes that enrich the school community. Heavy emphasis will be placed on ethics, credibility, accuracy, and professionalism. The ultimate goal is to have the website support South Tahoe High School's mission and vision.

# ENGLISH LANGUAGE DEVELOPMENT

## **ELD English I**

1 term: Grade Level (s): 9 – 12 10 credits  
Requirements Fulfilled: HSGR;  
Prerequisites: Beginning level on the ELPAC exam, placement testing.

This class is designed for beginning level English Learners. This course emphasizes oral language skills for communication and vocabulary development, combined with the study of beginning-level reading and writing, and listening and speaking practice. The student should leave this course prepared for English Language Development (ELD) II.

## **ELD English II**

1 term: Grade Level (s) 9 – 12 10 credits  
Requirements Fulfilled: HSGR  
Prerequisites: Early Intermediate Level on ELPAC exam, placement testing

This course is designed for early intermediate English Learners. This course refines oral language skills and vocabulary development combined with the study of Early Intermediate-level reading and writing and listening and speaking practice. The student should leave this course prepared for English Language Development (ELD) III.

## **ELD English III**

1 term: Grade Level (s) 9 – 12 10 credits  
Requirements Fulfilled: HSGR  
Prerequisites: Intermediate level on ELPAC exam, placement testing

This course is designed for intermediate English Learners. This course emphasizes multi-paragraph and composition development, academic vocabulary development, combined with the study of Intermediate-level reading and, English language grammar and usage. The student should leave this course prepared for English I.

## **STEEL: English I**

1 term: Grade Level (s) 9 – 12 10 credits  
Requirements Fulfilled: HSGR  
Prerequisites: Intermediate level on ELPAC exam, placement testing

The STEEL English I course is specially designed for students identified as Long-Term English Learners (LTEL). The STEEL English I course is designed to accelerate student language skills through targeted instructional routines for vocabulary, reading, writing, speaking, and listening skill acceleration. The purpose of this course is to fast-track the acquisition of academic English skills of LTEL students. Successful completion of this course will better equip students for success in college-preparatory courses, high school graduation as well as post-secondary endeavors. Upon course completion, students will also be better prepared to achieve Re-designated Fluent English Proficient (RFEP) status. This course is aligned with California English Language Development Standards for grades 9-10 as well as English Language Arts Common Core State Standards for grades 9-10. STEEL English I focuses on contemporary social issues that directly affect the lives of teenagers. Working in the context of each issue, students will explore various genres of writing including: magazine, opinion and news articles, blog posts, poetry, newsletters, essays, novel excerpts, and drama. Students will engage in academic debates as well as persuasive essay writing which will prepare them for success in college-preparatory courses and beyond.

## LANGUAGE OTHER THAN ENGLISH

### **Spanish I**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC LOTE ("e") requirement

Prerequisites: The department recommends a grade of "C" or better in English.

The focus of Spanish I is to acquire basic skills in the target language in an immersion-based classroom. Students develop second language skills in listening, reading, written expression, and oral communication. Teaching Proficiency through Reading and Storytelling® allows students to acquire language in the classroom. TPRS® is based on the idea that the brain needs an enormous amount of comprehensible input in the language. Students use learned vocabulary to construct sentences in both oral and written manners on a variety of topics. Through audio and video resources, one-on-one interactions within the classroom, and online activities, students gain additional communication skills which incorporate aspects of culturally relevant topics. Students will be capable of interacting with the aforementioned four manners of communication (listening, reading, writing, and speaking) on these familiar topics in different verb tenses, and forming and answering questions

### **Spanish II**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC LOTE ("e") requirement

Prerequisites: Successful completion of Spanish I (Level One) with a grade of B- or higher.

This course reviews and broadens concepts of grammar through the practice of more detailed structures and increased vocabulary. This course also provides more opportunity to practice the four basic language skills, while emphasizing fluency and accurate pronunciation. Grammar would include review and refinement of present, preterit, and progressive tenses and the introduction of imperfect, future, conditional and present perfect tenses. The course will also present information pertaining to the life and culture of the people.

### **Spanish III**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC LOTE ("e") requirement

Prerequisites: Successful completion of Spanish II (Level Two) with a grade of B- or higher.

Reviews and broadens grammatical concepts through practice of more complex structures and more extensive vocabulary. This course provides further opportunity to practice the four basic language skills, with emphasis upon fluency and accurate pronunciation. Grammar would include review and refinement of present, preterit, and progressive tenses and introduction of imperfect future, conditional and present perfect tenses. The course will also present information pertaining to life and culture of the people.

### **Spanish IV (Honors)**

1 term: Grade Level(s): 10-12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC LOTE ("e") requirement; 5.0 grading scale

Prerequisites: Successful completion of Spanish III (Level Three) with a grade of B- or better.

This course provides further opportunity to practice the four basic language skills, with emphasis upon fluency and accurate pronunciation, and the life and culture of the Spanish speaking countries. Students will review and refine understanding of tenses from previous courses and the introduction of the imperfect subjunctive and perfect tenses. Units will include Spanish artists and authentic Spanish literature and poetry, essay writing and more extensive oral presentations.

### **Native Spanish I**

1 term: Grades 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC LOTE ("e") requirement

Prerequisites: Must be age 16 years of age

This course is designed for Hispanic students, whose first language is Spanish and who never had any formal instruction in reading and writing their language. This course will familiarize the students with the history and culture of Latin America and Spain. Reading and writing is taught through literature, which, together with the history and culture, gives the students a broad perspective of their roots. The literature studies will cover a variety of themes as well as authors from Latin America and Spain. This class helps to prepare students to continue, if so desired, to Native Spanish II and Spanish Language AP class.

### **Native Spanish II**

1 term: Grades 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC LOTE ("e") requirement

Prerequisites: Completed Native Spanish II or have equivalent experience and/or coursework.

This course is a continuation of Native Spanish I. It will continue to make use of students' prior knowledge of their native language while advancing their Cognitive Academic Language Proficiency Skills (CALPS). Improvement of CALPS will in turn enhance their performance and understanding of a second language. Topics covered include a more profound study of the grammar, orthography, culture, literature, and history of the Spanish-speaking world.

### **Spanish for Native Speakers III (H) for Health Careers**

1 term: Grades 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC LOTE ("e") requirement

Prerequisites: Completed Native Spanish II or have equivalent experience and/or coursework.

This course meets the standards of a third year Native Speaker Spanish course while incorporating Health Science and Medical Technology (HSMT) themes, with a focus on the Public and Community Health Pathway. Taught exclusively in the target language, this course begins with a focus on personal health, then broadens the context and scope to include family, community and public health, and health careers. Students acquire knowledge of a range of public health issues including physical, mental and social. They apply their understanding of public policies to promote health-positive behaviors among individuals, families and the community. Through a range of real-world situations, students demonstrate understanding of culturally appropriate Spanish and the nuances of language across the Spanish-speaking world, as they engage in advanced listening, speaking, reading and writing activities. Students use a full range of academic Spanish vocabulary, with emphasis on health terminology, in present, past, future, subjunctive and perfect tenses. This course is aligned with the new Health Science and Medical Technology CTE sector standards in the Public and Community Health Pathway.

### **Advanced Placement Spanish Language**

1 term: Grade Level(s): 10-12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC LOTE ("e") requirement; 5.0 grading scale

Prerequisites: Advanced Spanish speakers or students have successfully completed Spanish IV (H).

This course is designed for advanced Spanish speaking students and for those students who have successfully completed a Spanish Language V class. The students must have a basic knowledge of the language and culture of Spanish-speaking peoples and must be reasonably proficient in four language skills: listening, speaking, reading and writing. The course prepares the students for the AP Spanish Language Examination. Students earn college credit by passing the College Board AP exam given in May of each term.

### **Advanced Placement Spanish Literature and Composition**

1 term: Grade Level(s): 10-12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC LOTE ("e") requirement; 5.0 grading scale

Prerequisites: Advanced Spanish speakers or students have successfully completed Spanish IV (H).

AP Spanish Literature and Culture is designed to introduce students to the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course aims to develop students' critical reading and analytical writing skills in Spanish as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons. This class will be conducted entirely in Spanish appropriate to this level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order within each theme. Students are expected to discuss literary texts and their different historical, socio-cultural and geopolitical contexts in a variety of interactive oral and written formats in Spanish. Additionally, students will analyze themes and features of artistic representations, audiovisual materials and audio sources in Spanish related to course content.

### **Spanish V Cinema: Identities**

1 term: Grade Level(s): 10-12

10 credits

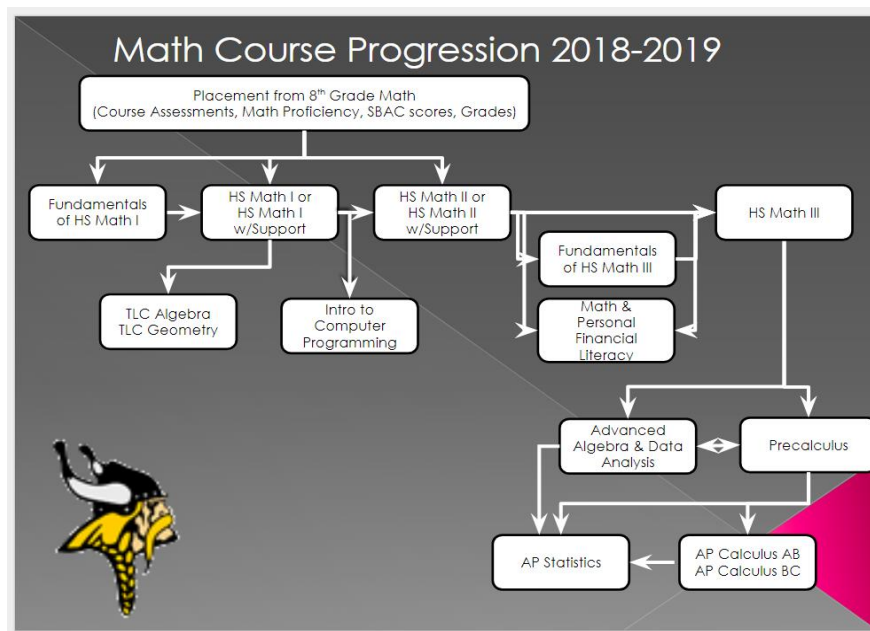
Requirements Fulfilled: HSGR; elective; CSU/UC LOTE ("e") requirement; 5.0 grading scale

Prerequisites: Advanced Spanish speakers or students have successfully completed Spanish IV (H).

In Spanish Cinema: Identities, students will be challenged in this exciting college-prep, elective, integrated, multi-media course entirely conducted in Spanish. This class has been designed to develop the global competency of each student in order to use their language skills to cultivate positive relationships with future neighbors, allies, and clients in the twenty-first century and beyond. This class incorporates World Readiness Standards for Learning Languages as established by the California State Board of Education; Content, Communication, Cultures, Structures, and Settings. Also included are the standards of the American Council on the Teaching Foreign Languages; Communication, Cultures, Connections, Comparisons, and Communities. In order to meet the goals of these standards, students will navigate through content presented and learn to express themselves naturally and effortlessly in Spanish using the three modes of communication: Interpersonal, Interpretive, and Presentational. The curriculum of this course utilizes current films and contemporary literature to provide a base for discussion and exploration of the following themes: personality, love, and lifestyles.

The primary purpose of this course is to further develop Spanish skills and gain an understanding of a variety of topics revolving around personal identity. These topics will allow students to make connections between their own culture and those of Spanish-speaking cultures. This course will introduce topics through a variety of media: film shorts, feature films, engaging fiction and non-fiction selections, essays, opinion pieces, and television, in an environment where students are elicited to consider problems and/or issues that they face in their own lives, through the perspectives of others around the globe.

# MATHEMATICS



## **Fundamentals of HS Math I**

1 term: Grade Level(s): 9-11

10 credits

Requirements Fulfilled: HSGR; elective

Prerequisites: Teacher placement

This course provides a review of the state math standards. Students will work on sample problems and sample and develop competency using an online program ALEKS. This class is for students who have not passed the general math class at STMS. This class will provide the skills necessary for students to move into the High School Math I course.

## **High School Math I**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; CSU/UC math ("c") requirement

Prerequisite: Student is entering the 9<sup>th</sup> grade, or teacher recommendation from STHS.

This course is aligned to the Common Core State Standards for Mathematics, specifically Mathematics 1. It is the first course of a three-course sequence including High School Math II and High School Math III. This is a first-year high school integrated math course in which students will extend their mathematical knowledge in the domains listed in the California Common Core State Standards following areas. High School Math 1 provides students the opportunity to study linear and exponential expressions and functions as well as, some absolute value functions. They will also study congruence, expressing geometric properties with equations and in the area of probability and statistics, interpret categorical and quantitative data. More specifically, students will extend their understanding of numerical and algebraic manipulation, interpret and build functions, deepen and extend their understanding of linear relationships, use rigid motions to understand congruence, apply the Pythagorean Theorem to the coordinate plane, make geometric constructions, use coordinates to prove geometric theorems algebraically, and summarize, represent, and interpret categorical and quantitative data.

## **High School Math I with Support**

2 terms: Grade Level(s): 9 – 12

20 credits

Requirements Fulfilled: HSGR; CSU/UC math ("c") requirement 10 math / 10 Support

Prerequisite: Student is entering the 9<sup>th</sup> grade, or teacher recommendation from STHS.

This will be a regular High School Math I class that will be supported in the schedule by allowing the students the entire school year to learn the material instead of the accelerated option. This course is aligned to the Common Core State Standards for Mathematics, specifically Mathematics 1. It is the first course of a three course sequence including High School Math II and High School Math III. This is a first year high school integrated math course in which students will extend their mathematical knowledge in the domains listed in the California Common Core State Standards following areas. High School Math 1 provides students the opportunity to study linear and exponential expressions and functions as well as, some absolute value functions. They will also study congruence, expressing geometric properties with equations and in the area of probability and statistics, interpret categorical and quantitative data. More specifically, students will extend their understanding of numerical and algebraic manipulation, interpret and build functions, deepen and extend their understanding of linear relationships, use rigid motions to understand congruence, apply the Pythagorean Theorem to the coordinate plane, make geometric constructions, use coordinates to prove geometric theorems algebraically, and summarize, represent, and interpret categorical and quantitative data.

### **High School Math II**

1 terms: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; CSU/UC math ("c") requirement

Prerequisite: Completion of HS Math I (or equivalent), with a grade of C- or better.

This course is aligned to the Common Core State Standards for Mathematics, specifically Mathematics ii. It is the second course of a three course sequence including High School Math i and High School Math III. This is a second year high school integrated math course in which students will extend their mathematical knowledge in the domains listed in the California Common Core State Standards.

### **High School Math II with Support**

2 terms: Grade Level(s): 9 - 12

20 credits

Requirements Fulfilled: HSGR; CSU/UC math ("c") requirement 10 math / 10 Support (elective)

Prerequisite: Completion of HS Math I (or equivalent), with a grade of C- or better.

This will be a regular High School Math II class that will be supported in the schedule by allowing the students the entire school year to learn the material instead of the accelerated option. This course is aligned to the Common Core State Standards for Mathematics, specifically Mathematics II. It is the second course of a three-course sequence including High School Math I and High School Math III. This is a second-year high school integrated math course in which students will extend their mathematical knowledge in the domains listed in the California Common Core State Standards.

### **Fundamentals of High School Math III**

1 term: Grade Level(s): 10-12

10 credits

Requirements Fulfilled: HSGR; Elective

Prerequisite: Completion of HS Math II with a C- or better

This course is designed for the student who has passed HS Math II and intends to take HS Math III. It will provide the review for the student who was not proficient in HS Math I and II to be successful in HS Math III. This course will cover both HS Math I and II standards and introduce HS Math III standards. It covers systems of equations and inequalities, quadratic and other polynomial functions, powers, root, radicals, exponential functions, rational equations and functions (including complex numbers), rational functions, and basic probability and statistics.

### **Mathematics and Personal Financial Literacy**

1 term: Grade Level(s): 11, 12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC math ("c") requirement  
(Course submitted for UC certified course list approval)

Prerequisites: Completion of HS Math II with a C- or better

This course explores multiple concepts related to personal finance and uses statistics and probability to summarize and interpret data from various models. Coursework will integrate current research in finance and case studies modeling real-life scenarios. The data from current research will be in various formats and will be explored, analyzed, and interpreted with the use of mathematical reasoning and logic. Inferences and abstractions will be determined from these explorations in order to weigh the financial risk versus reward of different courses of action based on the various situations presented.

### **High School Math III**

1 terms: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR; CSU/UC math ("c") requirement

Prerequisite: Completion of HS Math II (or equivalent), with a grade of C- or better.

High School Mathematics III is the third of a sequence of three courses from High School Mathematics I, II and III. The purpose of HS Math III is for students to develop an understanding of polynomial, radical, and rational functions by building on the content students learned with linear functions in HS Math I and quadratic functions in HS Math II. HS Math III also expands trigonometry to include general triangles. The course expands the study of probability and statistics to include drawing conclusions and inferences from data. This course aligns with the California Common Core State Standards for Mathematics III.

### **Advanced Algebra and Data Analysis**

1 term: Grade Level(s): 11 – 12

10 credit

Requirements Fulfilled: HSGR; elective; CSU/UC math ("c") requirement

Prerequisites: Completion of HS Math III (or equivalent), with a grade of C- or better.

This course is designed for students who have completed HS Math III with a C- or higher who would like to solidify their conceptual understanding of mathematics and increase procedural fluency. Students will also be exposed to introductory statistics then can be directly applied to the world in which we live. It will help students who would like to increase their SAT math scores, prepare for college entrance exams, or prepare to move on to Honors Pre-Calculus or AP Statistics.

### **Pre-Calculus Honors**

1 term: Grade Level(s): 11 – 12

10 credit

Requirements Fulfilled: HSGR; elective; CSU/UC math ("c") requirement; 5.0 grading scale

Prerequisites: Completion of HS Math III (or equivalent), with a grade of B or better.

Pre-calculus is a preparatory course for students intending to take A.P. Calculus or a college-level equivalent. The course will cover functions, conics, trigonometry, and beginning Calculus topics. Upon successful completion of this course students will be able to connect algebra to geometry through analytical methods, graph all manner of functions and graphs through calculus topics of limits, derivatives and integrals.

### **Advanced Placement Statistics**

1 term: Grade Level(s): 11 – 12

10 credit

Requirements Fulfilled: HSGR; elective; CSU/UC math ("c") requirement

(This course is offered every other year)

Prerequisites: Completion of HS Math III (or equivalent), with a grade of C- or better.

This course prepares students for the required Advanced Placement Examination in Statistics. It will expose students to four broad conceptual themes: exploring data-observing patterns and departures from patterns; planning a study-deciding what to measure and how to measure it; anticipating patterns in advance-introducing probability and simulation; and statistical inference-confirming models for explanations of patterns. It is a college-equivalent course and is paced as such. Students earn college credit by passing the College Board AP exam given in May of each term.

### **Advanced Placement Calculus AB**

1 term: Grade Level(s): 12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC math ("c") requirement; 5.0 grading scale

Prerequisites: A grade of "B" or better in Pre-Calculus and teacher recommendation.

This course includes instruction in the following areas: derivatives of algebraic, trigonometric, and logarithmic functions; continuity, elementary differential equations, plane analytic geometry, indefinite and definite integrals, L'Hopital's Rule, techniques of integration, and application of integration. This course prepares students for the required Advanced Placement Calculus AB Exam. Students earn college credit by passing the College Board AP exam given in May of each term.

### **Advanced Placement Calculus BC**

1 term: Grade Level(s): 12

10 credits

Requirements Fulfilled: HSGR; elective; CSU/UC math ("c") requirement; 5.0 grading scale

Prerequisites: A grade of "B" or better in Calculus AB and teacher recommendation.

This course continues where the Calculus A/B course ends and prepares students for the required Advanced Placement Calculus BC Exam. Topics covered with include Functions, graphs and limits; Derivatives; Integrals Polynomials approximations and series. Students completing this course will be preparing to earn college credit by passing the College Board AP exam given in May.



## VISUAL ARTS

### **Art and Design I**

1 term: Grade Level (s): 9 - 12

10 credits

Requirements Fulfilled: HS Graduation; elective; CSU/UC VAPA ("f") requirement

Prerequisites: None

Art I is an introduction into the fundamentals of drawing, painting, ceramics, art appreciation, art history, and aesthetic judgment. Projects in the class will emphasize the elements of art and principles of design in a variety of visual media. Visual art terminology is learned and used in the critique of works of art. Connections are made throughout the course to cultural heritage in art, and to how art is influenced by historical, social, political, economic and technological events.

### **Art II**

1 term: Grade Level (s): 10-12

10 credits

Requirements Fulfilled: HS Graduation; elective; CSU/UC VAPA ("f") requirement

Prerequisites: Excellence in completion of Art I, and recommendation of instructor.

Art II continues to build on skills introduced in Art I. Additional topics in drawing, painting, calligraphy, layout, graphic arts, photography, video, computer arts, ceramics and sculpture are explored. Class projects continue to emphasize the elements of art and principles of design. Visual art terminology continues to build and is used to critique works of art. Connections are made throughout the course to explore cultural heritage in art and how art is influenced by historic, social, political, economic and technological events. The class analyzes and assesses works of art according to the elements of art, principles of design, and aesthetic qualities.

### **Art III**

1 term: Grade Level (s): 11-12

10 credits

Requirements Fulfilled: HS Graduation; elective; CSU/UC VAPA ("f") requirement

Prerequisites: Excellence in completion of Art I, Art II, and recommendation of instructor.

Art III provides an opportunity for talented art students to have art experiences for three and four terms. This is for only the most motivated art student who can work independently on self-directed topics. Students specify their own projects based on their interests in art. They must identify topics in writing and independently do historical research, gather materials, establish procedures and make written reports. Goals to be achieved are agreed upon by the student and the instructor. Final presentations are critiqued and a portfolio of the student's work is created and maintained for evaluation.

### **CTE Digital Media Arts I**

1 term: Grade Level (s): 9-12

10 credits

Requirements Fulfilled: HS Graduation; elective

Prerequisites: None

This class lays the foundation for students studying Digital Media Arts. The class includes training in video production, drawing and sketching, the principals of art and design, television/film acting and directing, production, and beginning web and print design. This class operates in a wheel so students are exposed to the content from a variety of perspectives and instructors.

### **CTE Digital Media Arts II**

1 term: Grade Level (s): 10-12

10 credits

Requirements Fulfilled: HS Graduation; elective

Prerequisites: Digital Media Art I

This class continues the study of Digital Media Arts. The course concentrates on the 4 major areas: Web Design, Sound Recording, Video Editing and Animation. The class will reintroduce students to the Adobe Creative Suite and build on their knowledge base. The course moves on with the introduction of Pro Tools and Final Cut Pro. Students continue to study the influences that digital media has on society and its role in the field of Marketing and Advertising. This course ends with investigations into 3D modeling and Autodesk Maya Software.

### **CTE Digital Photography I**

1 term: Grade Level (s): 10 - 12

10 credits

Requirements Fulfilled: HS Graduation; elective;

Prerequisites: None

Think of this as an art class that uses a camera instead of paints or pencils. Students will be using a camera, computers and software programs to learn fine art photography and career skills using visual digital technology. As with all art classes which are project based, students will be able to be successful in Digital Photography as long as they commit themselves to learning and the art making process and develop their photography skills. This project-based nature of the class. Students will learn at their own pace and create pieces to add to their portfolios.

## **CTE Digital Photography II**

1 term: Grade Level (s): 10 - 12

10 credits

Requirements Fulfilled: HS Graduation; elective;

Prerequisites: Digital Photography I

This course builds on the lessons of the Digital Photography I course and places the student into an occupational or career environment. The coursework will focus on the student's artistic interests and aesthetic valuing applying it to a more commercial use of photography. Students will produce art photography that will include Portrait, Fine Art, Fashion, Product Advertisement, Illustration, Journalistic, Architectural, Food, Wedding and Event, Promotional Illustration, Music, and Sports Photography. Career focus lessons will include discussions on careers in photography, student resumes and portfolios and interaction with professionals. It is the goal of Digital Photography II to gain real-life skills that will benefit them regardless of their choice of profession.

## **PERFORMING ARTS: MUSIC**

### **Advanced Wind Ensemble**

1 term: Grade Level (s): 9 – 12

10 credits

Requirements Fulfilled: HSGR; elective, CSU/UC VAPA ("f") requirement

Prerequisites: Four terms of experience in playing and reading music for any of these instruments: flute, oboe, English horn, the clarinet family, bassoon, the saxophone family, French horn, trumpet, trombone, baritone (euphonium), tuba, drums, percussion, string bass or electric bass or piano. Students must have instructor permission and audition to enroll.

**Co-curricular Requirements:** Students must be available for concerts, demonstrations, festivals, competitions and additional rehearsals as scheduled. This class features students that have two (2) or more terms experience on their instrument. The best of band literature is studied with emphasis on 20<sup>th</sup> century composers. The Advanced Wind Ensemble performs at school concerts, community functions, athletic competitions, intra-school concerts, public gatherings and festivals. Light singing is required for pitch and rhythm exercises.

### **String Orchestra**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: Two terms of experience in playing and reading music for any of these instruments: violin, viola, cello, string bass or piano.

**Co-curricular Requirements:** Students must be available for concerts, demonstrations, festivals, competitions and additional rehearsals as scheduled. This class features students that have two (2) or more terms experience on their instrument. The best of orchestra literature is studied with emphasis on 18<sup>th</sup> and 19<sup>th</sup> century composers. The String Orchestra performs at school concerts, community functions, intra-school concerts, public gatherings and festivals. Light singing is required for pitch and rhythm exercises.

### **Jazz Band**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: Two terms of experience in playing and reading music for any of these instruments: flute, oboe, English horn, the clarinet family, bassoon, the saxophone family, French horn, trumpet, trombone, baritone (euphonium), tuba, drums, percussion, string bass, electric bass or piano.

**Co-curricular Requirements:** Students must be available for concerts, demonstrations, festivals, competitions and additional rehearsals as scheduled. This class features students who have been in music for quite some time and focuses on American Jazz music from the 20<sup>th</sup> century to present day music. **The jazz band plays gigs for the school-and awesome personality is required.**

### **Symphonic Band**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: Two terms of experience in playing and reading music for any of these instruments: flute, oboe, English horn, the clarinet family, bassoon, the saxophone family, French horn, trumpet, trombone, baritone (euphonium), tuba, drums, percussion, string bass, electric bass or piano.

**Co-curricular Requirements:** Students must be available for concerts, demonstrations, festivals, competitions and additional rehearsals as scheduled. This class features students that have two (2) or more terms experience on their instrument. The best of band literature is studied with emphasis on 20<sup>th</sup> century composers. The Symphonic Band performs at school concerts, community functions, athletic competitions, intra-school concerts, public gatherings and festivals. Light singing is required for pitch and rhythm exercises.

### **Chorus**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective CSU/UC VAPA ("f") requirement

Prerequisites: Entry level course. Students are not required to read music, but must be able to match pitch and be available for public performances.

**Co-curricular Requirements:** Students must be available for concerts, demonstrations, festivals, competitions and additional rehearsals as scheduled. Students perform a variety of popular choral and solo literature. Members receive vocal/choral training and perform at various concerts and occasions. The Concert Chorus performs at school concerts in the community.

### **Advanced Chorus**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR; Elective

Prerequisites: Completion of Concert Chorus and instructor permission

Students perform a variety of advanced popular choral and solo literature. Members receive advanced vocal/choral training and perform at various concerts and occasions. The Concert Chorus performs at school concerts in the community.

### **Beginning Guitar**

1 term: Grade Level (s): 9 – 12

10 credits

Requirements Fulfilled: HSGR; Elective,

Prerequisites: Entry-level course. No prerequisite.

This class is an introduction to the study of musical instruments using the guitar. The skills of reading and playing music will be learned through this elective course.

### **Garage Band**

1 term: Grade Level (s): 9 – 12

10 credits

Requirements Fulfilled: HSGR; Elective,

Prerequisites: Entry-level course. Beginning Guitar or foundation in music

Using music fundamentals and previous musical skills the students in this class will investigate the multi-faceted world of rock and pop music and create performing groups to play cover and original songs. Students will also learn to use Garage Band © to compose for their group. Students will also be exposed to basic recording techniques.

## **PERFORMING ARTS: THEATER**

### **Concepts of Acting (Drama I)**

1 term: Grade Level (s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: Entry-level course. No prerequisite.

**Co-curricular Requirements:** Students are required to attend selected community and school performances for the purposes of composing theatre critiques and reports. This course is designed to give an overall view of the theatre, fundamentals of acting, stage movement, vocal techniques, and the history of theatre will be taught along with fundamentals of stagecraft, including: costuming, lighting and scenery. Students will use improvisation, mime, theatre games, art and puppetry work, character readings and scene performances to demonstrate their proficiency. In addition, careers in the performing arts field will be investigated along with connections to other fine and performing arts disciplines.

### **Dance I**

1 term: Grade Level(s): 9 – 12

10 credits

Requirements Fulfilled: HSGR; Elective

Prerequisites: None

A beginning level, instructional dance class with emphasis on ballet, tap, jazz and lyrical technique. This class will be a practicum in which the student will learn formal dance basics as well as the historical basis for both folk and modern dance forms. The class will culminate in a small dance recital. Students may need to purchase ballet, jazz and/or tap shoes to participate in this course.

### **Directing and Film Production**

1 term: Grade Level(s): 9 – 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: None

This class is designed to provide the technical skills of film production. Students will learn more advanced video editing techniques as well as sound and film production skills. They are expected to learn to use state of the art digital video equipment to produce a quality short film. Through assigned collaborative group projects and individual projects students will be expected to demonstrate the proper use of equipment and the ability to create visual story telling. Final project will be to work in small groups to create a film using the technical skills of producing, directing, editing the project.

### **Musical Theater and Dance**

1 term: Grade Level(s): 9 – 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: None

This class will cover the 3<sup>rd</sup> year of physical education requirement and does not require any previous experience. A beginning level, instructional dance class with emphasis on ballet, tap, jazz and lyrical technique. This class will be a practicum in which the student will learn formal dance basics as well as the historical basis for both folk and modern dance forms. The class will culminate in a small dance recital. Students may need to purchase ballet, jazz and or tap shoes to participate in this course.

### **Theatre Costuming**

1 term: Grade Level (s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective

Prerequisites: None

This course is designed to develop an appreciation and basic knowledge of costuming and makeup for the stage by studying the following elements: design, script analysis, techniques of theatrical costume and makeup, history of costume, pattern drafting, construction and fitting, maintenance and repair, and review of professional productions. Application of these elements will be expressed through costume and makeup design projects and construction. This class will also explore employment opportunities in the theater and the entire production process.

### **Theatre and Film**

1 term: Grade Level (s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: Entry level class. No prerequisite.

**Co-curricular Requirements:** Students are required to attend community and school performances and films for the purposes of producing play/film reports. This course is a beginning theatre course designed to give the student and overview of both live theatre and film. It will also give students the ability to compare and contrast the two mediums. The course will focus on acting and performance techniques, as well as the visual and production techniques of both art forms. The history of theatre and film and the use of dramatic literature are fundamental to this class. Students will be expected to critique films and plays for production values and technical attributes.

### **Intermediate Acting (Drama II)**

1 term: Grade Level (s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: Successful completion of Concepts of Acting or Theater and Film or audition with Instructor.

**Co-curricular Requirements:** Students are required to attend community and school performances for the purposes of producing play reports. Students are also asked to perform skits at school functions. This course is designed to give an overall view of the theatre with a focus on acting and performance techniques. Included in the class will be instruction in stage movement, vocal techniques, and the fundamentals of stagecraft. The class will build upon experiences in the Concepts of Acting Class to help students refine their scene work. The class will also write and perform a one-act play, as well as perform in one acts of major playwrights.

### **Advanced Acting and Theatre Productions (Drama III)**

1 term: Grade Level (s): 9 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC VAPA ("f") requirement

Prerequisites: Successful completion of Intermediate Acting or Instructor permission.

**Co-curricular Requirements:** Students are required to attend community and school performances for the purposes of producing play reports. Students are also asked to perform skits at school functions. Advanced Acting and Television Production will give the advanced drama student a solid working understanding of acting techniques, performance techniques and advanced scene work. Through varied uses of dramatic literature, the student will refine skills and concepts learned in Intermediate Acting. Students will also prepare and refine scenes and monologues appropriate for future use in both amateur and professional auditions. The class will also participate in a play project to be performed before the public. In the second semester of the class, the students, in conjunction with Viking Television, will learn techniques of television performance and production.

## PHYSICAL EDUCATION

### **PE I**

1 term: Grade Level(s): 9

10 credits

Requirements Fulfilled: HSGR; Elective

This course delivers instruction in physical fitness and activity. Students will learn the skills necessary to perform a variety of physical activities. Through participation in team sports weight training/conditioning, aquatics, dance/rhythms and group participation strategies, students will create goals and integrate their knowledge into a life-long pattern of wellness and fitness.

### **PE II**

1 term: Grade Level(s): 10 – 12

10 credits

Requirements Fulfilled: HSGR; Elective

Pre-requisites or Co-curricular Requirements: Completion of PE I or instructor permission. Students are required to participate in and keep a log of activity hours in the alternate term. Completion of the AMP program is required.

This course delivers instruction in physical fitness and activity. Students will learn the skills necessary to perform a variety of physical activities. Through participation in individual and dual activities, gymnastics/tumbling, weight training/conditioning, and combative fundamentals, students will create goals and integrate their knowledge into a life-long pattern of wellness and fitness.

### **Advanced Basketball PE**

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR; Elective,

Prerequisites: Completion of PE I and PE II and passing the Fitness gram

This class will cover the 3<sup>rd</sup> year of physical education requirement and is primarily for the student who wishes to participate competitively in varsity or junior varsity basketball or whose skill level is highly developed. The focus of this class is on physical conditioning, mental discipline, basketball fundamental development and Viking Basketball Team strategy. Competition and actual play will be limited and structured. Running, conditioning and intense fundamental drills, both offensively and defensively will be the focus of the course.

### **Lifetime Fitness**

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR; Elective,

Prerequisites: Completion of PE I and PE II and passing the Fitness gram

This course is designed to teach a variety of skills and techniques used to perform aerobic and strength training activities. The students of this class will participate in a variety of fitness related activities such as weight training, circuit training, yoga, step aerobics, hiking, core training, and various aerobic dance styles. Students will learn the importance of exercise as well as how to live a healthy lifestyle now and for future well-being. The class will develop personal fitness goals that will be revisited throughout the term. Students will be expected to design and implement some fitness concepts/routines during the course of the term.

### **Soccer PE**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: HSGR; Elective

Prerequisites: Completion of PE I and PE II and passing the Fitness gram

This class will cover the 3<sup>rd</sup> year of physical education requirement and does not require any previous experience. In this course students will develop skills, coordination, and confidence in the games of soccer. The course will introduce students to the rules, fundamentals and team play necessary to compete in the sports of soccer.

### **Strength and Conditioning**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR; Elective

Prerequisites: None

Strength and Conditioning is an exercise-based class focused on proper movement patters, strengthening, conditioning and pre-habilitation.

### **Adapted PE**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: Graduation requirement Elective

Prerequisites: Recommended by Individual Educational Plan Team

Adapted Physical Education provides a range of physical education options including: consultation with student making their own modifications with or without support in a regular class, regular Physical Education plus supplemental services, part-time Adapted Physical Education, full-time Adapted Physical Education, individualized Adapted Physical Education. The program is directed toward individual goals. Student goals may be written in the affective, psychomotor and/or cognitive/integrative areas.

## SCIENCE

### **Health**

1 semester: Grade Level(s): 9

5 credits

Requirements Fulfilled: HSGR

Prerequisites: None

This course provides information regarding physical fitness and nutrition, weight management and eating disorders, mental and emotional health, building self-esteem, managing stress, suicide prevention, decision-making skills, goal setting, use, misuse, and abuse of legal and illegal drugs, communication, reproductive anatomy, pregnancy, childbirth, teen-parenting and pregnancy options, relationships, responsible sexual decision making, consequences of irresponsible sexual decision making, preventing and dealing with abuse and violence, sexually transmitted diseases, and AIDS education.

### **CCC 10 Year Plan**

1 semester: Grade Level(s): 9

5 credits

Requirements Fulfilled: HSGR

Prerequisites: None

This is a Career and Life Planning Course that helps students make the connection between expectations, effort and success. All 9<sup>th</sup> grade students will have this class to help them develop a vision of a productive, self-sufficient future by becoming career focused. This planning is the key to success in both secondary and post-secondary settings. The Career Choices curriculum will guide students through numerous student-centered exercises. Leading them through a process that culminates in the development of a personalized career inclusive 10 year education plan.

### **STEAM I**

1 term: Grade Level(s): 9

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC elective ("g")

Prerequisites: None

STEAM is an interdisciplinary approach to learning through inquiry and project based lessons that blend science, technology, engineering, art and math. The curriculum of this introductory STEAM course will expose students to a breadth of STEAM concepts centered on hands-on engineering challenges in four key areas; energy and sustainability, game design/coding, animation/design and engineering/architecture. The purpose of this course is to give students a working foundation in science, art and engineering. Students will extend their previous knowledge of science, math, art and engineering by solving real world issues with 21<sup>st</sup> century skills in programming, design and engineering protocol. Students will work in teams and develop communication and collaborative skills while becoming familiar with the entire design, prototype, testing and redesign processes used in industry. This course will also introduce students to different career pathways in the STEAM fields to support the Career Readiness curricula students are exposed to throughout high school. Students finishing this course will benefit by being prepared for more advanced critical thinking in and beyond high school.

### **Biology**

1 term: Grade Level(s): 10 – 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC Lab Science ("d") requirement

Prerequisites: Concurrent enrollment or completion of English I or higher and Algebra I or higher with a grade of "C" or better.

This will be an introductory science course for most 9<sup>th</sup> grade students. Biology promotes an understanding of the living world. Students will gain an understanding of scientific concepts, laboratory skills, and attitudes. The main areas of study are Ecology, Cells, Genetics, Evolution, Classification, Plants, and the Human Body.

### **Earth Science**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC elective

Prerequisites: None

Earth Science is the introductory course in our science department. It is a physical science course that provides a conceptual basis for physics, chemistry, astronomy and earth science. Students are expected to learn in both lab and lecture situations.

### **Chemistry I**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC Lab Science ("d") requirement

Prerequisites: Previous science course and completion of Geometry with a grade of "C" or better.

Chemistry I examines some of the relationships between matter and energy and the formulation of new molecules in chemical reactions. The course is a laboratory science applicable towards the laboratory science requirement for entrance to most colleges and universities.

### **Human Anatomy and Physiology**

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC Lab Science ("d") requirement  
(Course submitted for UC certified course list approval)

Prerequisites: Completion of Biology and Chemistry I with a grade of "B" or better and concurrent enrollment in Algebra II is recommended,

Human Anatomy and Physiology explores the systems comprising the human body by emphasizing physiological mechanisms and a thorough understanding of how anatomical structure fits function to provide an integrated view of the human body. This is a rigorous third year science course recommended for those students pursuing a college major in the biological sciences or health care field. This course has a substantial laboratory component, including a cat dissection. It is a college preparatory class with an emphasis on hands-on learning, labs, and critical thinking.

### **Physics**

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC Lab Science ("d") requirement

Prerequisites: Completion of Chemistry I with a grade of "B" or better and concurrent enrollment in Algebra II is recommended,

Physics is designed for students pursuing a science or engineering major in college and/or a career in a technical field. Technical careers such as electronics, media, health services, and computer science require an understanding of physics. Physics is a comprehensive introductory level physics course. It is built around a conceptual and mathematical framework of contemporary physics and shows how theory dictates and illuminates experimentation. Laboratory work is used to reinforce the theory and illustrate practical applications of physics.

### **Comparative Physiology**

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR, Elective, (Course submitted for UC certified course list approval)

Prerequisites: Completion of Chemistry I with a grade of "B" or better and concurrent enrollment in Algebra II is recommended, course is also a recommended prerequisite for AP Biology enrollment.

This course is a required course for AP Biology. Students will take the course concurrently with AP Biology. It will be offered every other year. This course was designed to help students in AP Biology with a foundation in physiology. California State Science Standards for the Biological Sciences require all students to master areas of biology that focus on the central dogma of biology including ecology, biochemistry, cells, genetics, DNA/RNA, evolution. Importantly, more specialized areas of focus are deleted or omitted, classically the comparative biology of flora and fauna, in all their diversity in structure and function.

### **Advanced Placement Biology**

1 term: Grade Level(s): 10 – 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC Lab Science ("d") requirement, 5.0 grading scale

Prerequisites: Completion of Biology and Chemistry with a grade of "B" or better or Teacher recommendation.

Co-requisite: Must enroll in Comparative Physiology

Course will be offered every other school year

Students who sign up for this course must also enroll in Comparative Physiology. The Advanced Placement Biology course is designed to introduce students to concepts which will lead to their understanding of life on earth from a molecular and cellular level up to ecosystem relationships. Students will study biological chemistry, cells, energy transformations, molecular genetics and evolution, plants, animals, taxonomy, and ecology. Students will perform a series of labs to reinforce all concepts. Students earn college credit by passing the College Board AP exam given in May of each term.

### **Chemistry II Honors**

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC Lab Science ("d") requirement, 5.0 grading scale

Prerequisites: Completion of Chemistry I with a grade of "B" or better & completion or concurrent enrollment in Algebra II.

Course will be offered every other school year

Chemistry II Honors is a rigorous college level Chemistry course designed to prepare students to take and pass the AP Chemistry exam. It will be offered every other year. The class emphasizes concepts of chemistry, mathematical problem solving skills applied to chemistry problems, critical thinking skills utilized in class and in written assignments, and hands-on experiences.

## SOCIAL SCIENCE

### **World Geography**

1 Term: Grade Level(s): 9

10 credits

Requirements Fulfilled: HSGR, CSU/UC History ("a") requirement

Prerequisites: None

A focus on current events, global concerns, and issues directs and sometimes revises the curriculum semester to semester. Population issues, environmental threats and issues, nationalism, terrorism etc. are just a few of the topics reviewed in this course. This course also teaches the physical and political geography of the following cultural regions of the world: Anglo American; Latin America; Africa; Europe; Middle East; and Asia (including Australia). (This course will also be offered in Spanish for students who are fluent in the language).

### **World History**

1 term: Grade Level(s): 10

10 credits

Requirements Fulfilled: HSGR, CSU/UC History ("a") requirement

Prerequisites: None

Utilizing a highly interactive delivery approach to learning, students participate in lectures, discussions, group and individual projects, simulations, etc. to study modern World History. Emphasis is on Western European traditions that have greatly influenced American culture, politics, and economics. Other regions surveyed could include Latin America, Africa, the Middle East, and Asia. (This course will also be offered in Spanish for students who are fluent in the language).

### **United States History**

1 term: Grade Level(s): 11

10 credits

Requirements Fulfilled: HSGR, CSU/UC History ("a") requirement

Prerequisites: None

Via a highly interactive approach, students participate in a study of American History from the post-Civil War era to the present. After participating in lectures, projects (group and individual), presentations, press conferences, simulations, and discussions, student analyze and formulate opinions concerning their role as citizens in this country.

### **Advanced Placement United States History**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: HSGR; CSU/UC History ("a") requirement; 5.0 grading scale.

Prerequisites: Full school-term completion of World History, C or better 3.0 GPA and a recommendation from English instructor.

Following a review of the nation's beginnings and the impact of the Enlightenment on American religious and democratic ideals, students learn about the progressive and industrial era that dramatically changed America forever at the turn of the twentieth century. They then learn how this era served as a springboard for significant events of the 20th century; WWI, Great Depression and the New Deal, WWII, Cold War, Korean conflict, Vietnam War, etc. AP students follow a more rigorous curriculum including research papers, Document Based Essays, textbook homework, etc. Students earn college credit by passing the College Board AP exam given in May of each term.

### **Economics**

1 semester: Grade Level(s): 12

5 credits

Requirements Fulfilled: HSGR, CSU/UC History ("a") requirement

Prerequisite: None

Economics is the study of how finite resources are used to satisfy unlimited human wants. Most economic issues arise from the fact that there are limited amounts of desired resources and goods. Economists are concerned with how goods and services, which consumers demand, get sufficiently produced and justly distributed (i.e. too many people sharing too few resources).

### **Civics**

1 semester: Grade Level(s): 12

5 credits

Requirements Fulfilled: HSGR, CSU/UC History ("a") requirement

Prerequisites: None

The objective of Civics is to help the student understand all levels of American Government from the local level through the country, state, and federal levels, and to help the student develop the skills of inquiry and evaluation of social processes necessary for participating citizenship.



### **Advance Placement U.S. Government and Politics/Economics**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: HSGR, Elective, CSU/UC History ("a") requirement, 5.0 grading scale

Prerequisites: Successful completion of 9th, 10th, 11th grade social science and Teacher or Counselor recommendation.

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course covers the following subjects: Constitutional Underpinnings of the U.S., Political Beliefs and Behaviors, Political Parties, Interest Groups and Mass Media, Institutions of National Government, Public Policy and Civil Rights and Civil Liberties. Students can earn college credit by passing the College Board AP exam given in May of each term.

### **Psychology**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC Elective ("g") requirement

Prerequisites: None

This course is an introductory course in the study of psychology with the objective of assisting the student in understanding himself and others. Specifically, communication, biological basis of behavior, learning, memory, human growth and development, motivation and emotion, sensation and perception, status of consciousness, personality, abnormal behavior, and therapy will be studied.

### **Advanced Placement Psychology**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC Elective ("g") requirement; 5.0 grading scale

Prerequisites: Overall grade point average of 3.0 and counselor recommendation

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will study the history, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. Students can earn college credit by passing the College Board AP exam given in May of each term.

### **Sports Psychology**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR; Elective, CSU/UC Elective ("g") requirement  
(Course submitted for UC certified course list approval)

Prerequisites: None

Sports Psychology is designed to introduce the student to the field of sport and exercise psychology by providing a broad overview of the major topics in the sports psychology field. This class explores various psychological theories and research related to sport and exercise. Psychological theories and research behavior paired with success in the academic arena are integrated throughout the course. The course explores such topics as personality, competition, self-confidence, exercise and fitness, importance of recovery, motivation, goal setting, school/sports/family balance, attitude, relaxation, focus, character development, leadership, coach/athlete relationship, anxiety control, sportsmanship, and burnout.

### **Philosophy**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: Elective, CSU/UC Elective ("g") requirement

Prerequisite: Satisfactory reading and writing skills as indicated by previous grades, standardized test scores, and counselor/teacher recommendation.

Philosophy is a course designed to give an introduction to this forerunner of all the sciences. Questions that have long concerned humankind will be discussed such as the meaning of our existence, the nature of reality, knowledge, truth, freedom and more. Ethics, logic, social contract theory, metaphysics, epistemology, and other sub-fields in philosophy will be used to gain perspective on many of life's great questions. An introduction to ancient as well as modern philosophers and their ideas through reading, discussion, and writing will be a mainstay of the course.

## CAREER AND TECHNICAL EDUCATION: TRANSPORTATION

### Small Engine Repair

1 term: Grade Level(s): 9-10

10 credits

Requirements Fulfilled: Elective

Pre-requisites: None

Small Engines Repair is a one term course designed to introduce students to the principles that govern the operation and repair of small air cooled engines, i.e. lawn mowers, snow blowers, etc. Approximately 60% of the student's time will be spent in the lab tearing down and rebuilding five different engine models. The balance of their time will be spent in the classroom learning the basics of how an internal combustion engine operates. This is required as a prerequisite for ROP Auto.

### Auto I

1 term: Grade Level(s): 10 – 12

10 credits

Requirements Fulfilled: Elective

This is an introductory course in the automotive service industry. Students will explore automotive fundamentals and gain a working understanding of how all the systems on the modern automobile function. Engine operation and rebuilding is a large part of this course. This course is required as a prerequisite for ROP Automotive Service.

### CTE Auto (A,B,C,D)

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: Elective

Prerequisites: Age 16 years or older.

Automotive Service is designed to prepare students for careers in the fast growing highly paid automotive service industry. The program consists of four modules: **Engine Performance (AUTO A), Steering, and Suspension (AUTO B), Brakes (AUTO C), Electrical Systems (AUTO D)**. Modules may be taken in any order. The content of each module is based on ASE standards. One module is covered each school term until the program is completed. Students are encouraged to enroll for four terms to complete the entire program. Students who satisfactorily complete all four modules will be credited with one of the two years of experience required to be an ASE certified automotive technician. Through this program students will explore automotive service technician field from the perspective of an entry-level employee. The combination of these four ASE areas serves to provide students with a good working base and overview of the standards and requirements needed for occupation in today's automotive service industry.

## CAREER AND TECHNICAL EDUCATION: BUILDING TRADES/CONSTRUCTION

### Fine Woodworking

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: Elective

Prerequisites: None

Using wood as the primary artistic medium, students will be provided with an in-depth experience in artistic perception, historical and cultural context, aesthetic valuing, creative expression and connections, relationships and applications by designing wood furnishings, sculptures and objects with various forms of wood species. This course will serve as a beginning course in the building trades and construction sequence of courses. Students are provided with an in-depth experience in visual and creative expression by designing wood furnishings, sculptures, and objects using various forms and materials including diverse wood species, reclaimed materials and techniques. Students study and analyze various cultural and historical art forms and articulate comprehension through the creation of personal and public art. Students create original works of art demonstrating mastery in art forms which reflect feelings, beliefs and points of view.

### Wood II

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: Elective

Prerequisites: Completion of Fine Woodworking or equivalent

This is an advanced course in the study of construction and manufacturing. This course is designed to allow the in-depth study into applications and processes used in product construction and basic home framing. During this course students will learn how to plan, select and use materials, including tools and machines to produce a finished product.

### Wood III Furniture Design and Construction

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: Elective

Prerequisites: Completion of Wood II

This course is a technical and aesthetic exploration of three-dimensional design through the media of wood, metal, glass, plastic and casting resins, with an emphasis on the artistic expressive possibilities of furniture. Included in the course will be basic drawing and planning skills, design skills, and advanced woodworking skills. Students will analyze the sculptural and architectural nature of furniture design, explore the elements of the contemporary art furniture movement and create their own interpretations of traditional and contemporary furniture concepts, which may serve as functional pieces and/or works of fine art. This class will meet the VPA requirement for entrance to the University of California and the California State University systems.

## CAREER AND TECHNICAL EDUCATION: HOSPITALITY/TOURISM/RECREATION

### **CTE Culinary Arts**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: Elective

Prerequisites: Must be 16 years or older

Students will continue to develop insight into the food and beverage industry. Topics include stocks and sauces, soups, beef, poultry, seafood, vegetables, starches and potatoes, salads and dressings, and plate presentation. Upon completion students will be prepared for an entry level position in the food and beverage industry.

### **CTE Advanced Culinary Arts**

1 term: Grade Level(s): 11 - 12

10 credits

Prerequisites: Must be 16 years or older, successful completion of ROP culinary arts and teacher recommendation.

Students will advance their knowledge of the food and beverage industry. The first semester will focus on preparing the student for the job market. In addition to improving entry level skills for the kitchen, students will learn HAACP, Hors D'oeuvres and Canapés, Charcuterie, buffet catering and plate presentation. The second semester will include international foods, American regional foods and desserts. Students will be expected to participate in at least one buffet catering and complete a restaurant project.

### **Recreation and Resort Management (RRM)**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisites: None

Recreation and Resort Management provides students with training and guidance for careers in the ever-expanding tourism recreation and retail market locally and world-wide. It is a broad-based course focusing on the tasks, knowledge, and skills required by students wishing to build their résumé for entry-level, supervisory and eventually managerial or entrepreneurial opportunities. The class utilizes a nationally recognized certification program as well as receives input from local industry to frame the course content. Students will be offered opportunities for job-shadowing and internships.

## CAREER AND TECHNICAL EDUCATION: HEALTH SCIENCE/MEDICAL TECHNOLOGY

### **CTE Dental Assisting I**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: Elective

Prerequisites: Must be 16 years or older

Students will learn the skills necessary to begin their career as an entry-level, back office dental assistant. Students cover an introduction to anatomy and microbiology. This is a career with the potential for advanced licensing as a Registered Dental Assistant or Dental Hygienist.

### **CTE Dental Assisting II**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: Elective

Prerequisites: Must be 16 years or older

Students will continue to learn skills to move into an advanced career in the medical/dental field. This includes an introduction to Radiology. Students successfully completing the class will receive a certificate in Entry-Level Dental Assisting. \*Completion of Dental I and Dental II meets articulation requirements for the Dental Radiation Safety Certification Course at Lake Tahoe Community College.

### **CTE Sports Medicine I**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisite: Suggested completion of biology

This course is designed to help students develop a general awareness of health careers and specific preparation for physical therapy and sports medicine occupations. Classroom instruction covers such topics as: medical terminology; human anatomy; emergency procedures; soft tissue and bone injuries; causes, symptoms and management of injuries; nutrition; physical fitness; and career opportunities. In addition to this ongoing classroom instruction, students will rotate through on-the-job training experiences with local physical therapists, chiropractors, athletic trainers, physical education instructors and recreational facility managers.

### **CTE Sports Medicine II: Injury Evaluation Care and Treatment**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisite: Completion of Sports Med I with C or better

Sport Medicine II is the second course designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition and other sport medicine related fields. In this course, students will learn the anatomy, physiology and biomechanics of multiple body systems and athletic training procedures. Students will do class work and lab methods in the following areas: training room operations, athletic injury assessment, injury prevention, treatment and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures, nutrition, sports psychology, therapeutic modalities, fitness/strength programs, and sports medicine careers. Students will investigate job shadowing, internships, and student trainer opportunities.

### **CTE Sports Medicine III**

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisite: Completion of Sports Med II with C or better

Sport Medicine III is an (advanced) course designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, physiology of exercise, kinesiology, nutrition and other sport medicine related fields. In this course, students will study the ways in which the human body works (kinesiology) and the aspects of sports medicine that focus on physical and physiological improvements (exercise physiology). Students study the following fields: sports conditioning & improvement, injury prevention program design, motion analysis, post-operative rehabilitation, sports nutrition/supplements/performance enhancing drugs and medical journal research. Students will learn proper athletic training procedures of injury assessment, injury prevention, injury treatment and injury rehabilitation by participating as a "Student Athletic Trainer" in the Sports Medicine training room or with an athletic team for a minimum of 50 hours under the supervision of a qualified instructor, athletic trainer or coach. Students will have the opportunity to work closely with STHS athletic teams as they implement their proposed kinesiology and exercise physiology programs designed to improve athletic performance

### **CTE Exercise Science 1: Exercise Technique**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisite: None

Exercise Science is designed for students interested in fields such as athletic training, physical therapy, strength and conditioning, personal training, medicine, fitness, physiology of exercise, kinesiology, nutrition and other sport medicine related fields. In this course, students will learn the basics of exercise technique, personal training, and injury prevention in a weight room setting. Students will leave with the opportunity to move on to Exercise Science 2 Injury Prevention and Conditioning where they will learn the aspects of coaching and how the techniques learned in this course affect injury rate of athletes. After ES 2, students should be able to pass the NSCA-CPT exam (National Strength and Conditioning Association - Certified Personal Trainer).

### **CTE Exercise Science 2: Injury Prevention and Conditioning**

1 term: Grade Level(s): 10 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisite: Completion of Exercise Science I or Sports Medicine I with C or better

This course provides an excellent opportunity for students to explore their interests in the field of health science and medicine, specifically focus towards careers in athletic training emergency field medicine and therapeutic services. This course is aligned with California Career Technical Education Model Curriculum Standards and investigates the field of the Certified Strength and Conditioning Specialist Certification Program as well as the NSCA -Certified Personal Trainer Program. This course is designed to familiarize the student with injury prevention programs, athletic conditioning and strength training. This class will prepare students in the knowledge of developing, tracking and learning about resistance training as it relates to athletics. Topics, which may be explored, include systematic strength training, plyometric (explosion) training, speed & agility training, physiology of exercise, and other training methods. Students will develop conditioning programs based on personal fitness goal.

## CAREER AND TECHNICAL EDUCATION: MEDIA/ARTS/ENTERTAINMENT

### **CTE Digital Media Arts I**

1 term: Grade Level (s): 9-12

10 credits

HS Graduation; elective (Course submitted for UC certified course list approval)

Prerequisites: None

This class lays the foundation for students studying Digital Media Arts I. The class includes training in video production, drawing and sketching, the principals of art and design, television/film acting and directing, production, costuming and beginning web and print design. This class operates in a wheel so students are exposed to the content from a variety of perspectives and instructors.

### **CTE Digital Media Arts II**

1 term: Grade Level (s): 10-12

10 credits

HS Graduation; elective (Course submitted for UC certified course list approval)

Prerequisites: Digital Media Art I

This class continues the study of Digital Media Arts. The course concentrates on the 4 major areas: Web Design, Sound Recording, Video Editing and Animation. The class will reintroduce students to the Adobe Creative Suite and build on their knowledge base. The course moves on with the introduction of Pro Tools and Final Cut Pro. Students continue to study the influences that digital media has on society and its role in the field of Marketing and Advertising. This course ends with investigations into 3D modeling and Autodesk Maya Software.

### **CTE Digital Photography I**

1 term: Grade Level (s): 9 - 12

10 credits

HS Graduation; elective; (Course submitted for UC certified course list approval)

Prerequisites: None

Think of this as an art class that uses a camera instead of paints or pencils. Students will be using a camera, computers and software programs to learn fine art photography and career skills using visual digital technology. As with all art classes which are project based, students will be able to be successful in Digital Photography as long as they commit themselves to learning and the art making process and develop their photography skills. This project based nature of the class. Students will learn at their own pace and create pieces to add to their portfolios.

### **CTE Digital Photography II**

1 term: Grade Level (s): 10 - 12

10 credits

HS Graduation; elective; (Course submitted for UC certified course list approval)

Prerequisites: Digital Photography I

This course builds on the lessons of the Digital Photography I course and places the student into an occupational or career environment. The coursework will focus on the student's artistic interests and aesthetic valuing applying it to a more commercial use of photography. Students will produce art photography that will include Portrait, Fine Art, Fashion, Product Advertisement, Illustration, Journalistic, Architectural, Food, Wedding and Event, Promotional Illustration, Music, and Sports Photography. Career focus lessons will include discussions on careers in photography, student resumes and portfolios and interaction with professionals. It is the goal of Digital Photography II to gain real-life skills that will benefit them regardless of their choice of profession.

### **CTE Television Production**

1 term: Grade Level(s): 9-12

10 credits

Requirements Fulfilled: Election, HSGR

Prerequisites: None

Students will produce short videos to be aired on Vike News (VTV) which promote school activities and a positive school climate. Students will take advantage of the state-of-the-art television studio. They will learn to write scripts, operate a camcorder, work cooperatively, and edit video. Students will also create news stories, documentaries, and other broadcast medium. Students will have a chance to learn real life TV production and editing skills.

## **SPECIAL EDUCATION**

Instructional Support Staff from the Special Education Department meet with personnel and parents to cooperatively decide appropriate high school class placements for students receiving special education services. Each student is evaluated and placements are based on the students' specific needs. All placements must have prior approval of the IEP team and an Individual Education Plan must be written before students can be placed in the classes.

### **Adaptive PE**

1 term: Grade Level(s): 9 - 12

10 Credits

Requirements Fulfilled: Graduation requirement Elective

Prerequisites: Recommended by Individual Educational Plan Team

Provides direct physical education services by an adapted physical education specialist to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and evaluation of motor skills performance and other areas of need.

### **Directed Studies**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisites: None (Special Education Class):

This class is designed to support a student in all areas of the regular education curriculum. Students with an Individual Education Plans (IEP) will have access to the Learning Center daily. Enrollment is limited to students who qualify for special education services under federal law, commonly known as IDEA. Students enrolled in Direct Study class will have access to small group instruction, led by special education teachers, assistance provided by special education aides, access to on-line computer services and access to needed support services, students are expected to complete homework, review material taught in regular education classes, prepare for tests, and work on selected goals as states in the students Individualized Education Program (IEP). In addition, Directed Study Classes are available in all content areas of the curriculum. Enrollment in subject specific directed study class is based upon IEP mandates. These classes are non-college prep oriented.

### **Special Day Class**

1 term: Grade Level(s): 9 - 12

10 credits

Requirements Fulfilled: HSGR, Elective

Prerequisites: None (Special Education Class):

This course is designed for students with an Individual Education Plan (IEP) in accordance with district, state and federal regulations. The SDC Program is a school-within-a-school program designed for special needs students. The intent of the program is to develop students academically, socially and vocationally to prepare them for life after high school. Students will receive instruction in all the required core academic areas leading to a high school diploma. A non-diploma option is also available for students pending an IEP team decision. In addition, the SDC program works closely with the Career and Technical Education Programs and Workability I to assist in career experience and job readiness skills.

## TRANSITIONAL LEARNING CENTER

**MISSION:** The Transitional Learning Center (TLC) creates a learning environment that supports students in the development of positive attitudes, positive behaviors and constructive academic skills to promote successful transition from high school to post-secondary education and careers. The staff of TLC works within a small class size instruction model where individual attention can be given to all students. Teachers work in teams with comprehensive high school teachers to provide the best learning environment for content area instruction. Students who take 3 or more classes in the TLC will receive an alternative education diploma and walk in the alternative graduation ceremony.

### TLC Algebra

1 term: (Repeatable) Grade Level (s) 11 – 12

10 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

This is a credit recovery math class. The curriculum parallels pre-algebra and algebra 1 with adjustment and individualization. Senior Algebra topics include linear equations, linear inequalities, systems of linear equations and inequalities, exponential rules and functions, quadratic functions, polynomials, rational functions, and radical expressions

### TLC Geometry

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR; elective

Prerequisite: Must be 16 years of age.

Integrated math will be a required course for juniors or seniors who have passed the California High School Exit Exam but need a third year of math. In the first semester the course will focus on topics covered on this test. Topics will include probability and statistics, number sense, reasoning, measurement, geometry, and algebra. During the second semester topics will be the study of these same subjects at a more advanced level in preparation for the 11th grade California Achievement Tests. This course will not fulfill the Algebra I requirement for graduation.

### TLC English

1 term: Grade Level(s): 11 - 12

10 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

This course allows upper division students to make up English credits in which they are deficient. Reading, writing, vocabulary development and grammar skills are emphasized.

### TLC Career English Career

1 term: Grade Level(s): 12

10 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

Career English is a course that emphasizes self-awareness, decision-making, and career exploration, including goal setting, decision-making, critical thinking, problem- solving, personal knowledge and responsibility, and career awareness, research, and planning. There is also emphasis on job-acquisition, living skills, and on-the-job skills, including critical thinking skills, organization skills, positive attitude, and listening, reading, writing and speaking skills. Senior Project is the focus for the second semester

### TLC Civics

1 semester: Grade Level(s): 12

5 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

This course provides upper division students with the means to acquire an understanding of Civics. The course is designed to help the student understand all levels of American Government from the local level through the country, state, and federal levels.

### TLC Economics

1 semester: Grade Level(s): 12

5 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

This course provides upper division students with the means to acquire Economics credits in which they study of how finite resources are used to satisfy unlimited human wants. Most economic issues arise from the fact that there are limited amounts of desired resources and goods

### TLC Integrated (Life / Physical) Science

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR

Prerequisites: Must be 16 years of age

Life Science promotes an understanding of the living world. Students will gain an understanding of scientific concepts, laboratory skills, and attitudes. The main areas of study are Ecology, Cells, Genetics, Evolution, Classification, Plants, and the Human Body. Students will also learn Physical Science provides a conceptual base for physics, chemistry, astronomy and earth science for ninth graders.

**TLC Geography**

1 term: Grade Level(s): 11-12

10 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

This course provides credit recovery for Geography requirement.

**TLC United States History**

1 term: Grade Level(s): 11-12

10 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

This course presents students with the contribution of the United States History from 1850, to the present. Materials and information presented via Text, Lecture, Films, Newspaper and Internet.

**TLC World History**

1 term: Grade Level(s): 11 – 12

10 credits

Requirements Fulfilled: HSGR

Prerequisite: Must be 16 years of age.

This course provides upper division students with the means to acquire Social Studies credits in which they are deficient. The course includes the study of historical events and concepts, geographical facts and current events as they relate to the World History



## AVID

### **AVID I**

2 Terms: Grade Level (s): 9

20 Credits

Requirements Fulfilled: Elective

Pre-requisite: 9<sup>th</sup> grade students with a 2.0-3.5 GPA who have the desire and determination to succeed in College preparatory curriculum, Application, Interview and instructor approval required.

AVID is a four-year series of elective courses designed for students who desire structured support for college preparation and admissions. AVID I focus is on foundational learning skills necessary for college preparatory curriculum. Writing inquiry, collaboration and reading skills are developed along with binder organization, time management and goal setting. Tutorials sessions are built into the curriculum and are supported by college bound student tutors.

### **AVID II**

2 Terms: Grade Level (s): 10

20 Credits

Requirements Fulfilled: Elective

Pre-requisite: 10<sup>th</sup> grade students with a 2.0-3.5 GPA who have the desire and determination to succeed in college preparatory curriculum. Application, Interview and instructor approval required.

Enrollment is limited to 10<sup>th</sup> grade students who have completed AVID I, maintained a 2.0 GPA and continue to have a desire and determination to succeed in college-preparatory curriculum. If space is available students meeting the above criteria may enter with interview and instructor approval. AVID is a four-year series of elective courses designed for students who desire structured support for college preparation and admission. AVID 10 students will be engaged in a rigorous college-prep curriculum designed to enhance their interpersonal and academic skills. PSAT preparation, writing and research skills along with college and career information will be covered. Collaborative learning with peers and college bound student tutors is emphasized.

### **AVID III**

2 Terms: Grade Level (s): 11

20 Credits

Requirements Fulfilled: Elective

Pre-requisite: 11<sup>th</sup> grade students with a 2.0-3.5 GPA who have the desire and determination to succeed in college preparatory curriculum. Application, Interview and instructor approval required.

Enrollment is limited to 11<sup>th</sup> grade students who have completed AVID II, maintained a 2.0 GPA and continue to have a desire and determination to succeed in college-preparatory curriculum. If space is available students meeting the above criteria may enter with interview and instructor approval. AVID is a four-year series of elective courses designed for students who desire structured support for college preparation and admission. AVID III students will prepare for SAT and ACT, work diligently on research and writing skills, as well as take advantage of opportunities to learn more about college and preparation for senior year decisions. Collaborative learning and college bound student tutorials continue to be emphasized.

### **AVID Senior Seminar**

2 Terms: Grade Level (s): 12

20 Credits

Requirements Fulfilled: HSGR; CSU/UC Elective ("g") requirement

Prerequisites: Previous enrollment in AVID lower-level courses for three terms. Additionally, student must be enrolled in at least one honors or Advanced Placement course.

The AVID Senior Seminar is the culmination of a student's terms in the AVID program. The course involves substantial critical reading and writing, and participating, as well as conducting regularly scheduled Socratic Seminars. The AVID students will receive assistance and guidance in applying for college, researching financial aid and housing, registering for entrance and placement exams, preparing for Senior Project, and preparing for external examinations in the spring. The AVID Senior Seminar is divided into four quarters of emphasis, leading to the student's acceptance at a four-term college or university. The course is structured into quarters including: Quarter One-Gaining Admission; Quarter Two-Becoming a college student; Quarter Three-Placement and External Exam Preparation; Quarter Four-Selecting a Major and Career Emphasis.

## MISCELLANEOUS

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### **Peer Assistance Mentor (PAM)**

1 term: Grade Level(s): 9 - 12  
Requirements Fulfilled: Elective  
Prerequisites: None

10 credits

Students will work closely with the teachers and special aides to provide assistance to our severely handicap students. This is an elective class for mainstream juniors and seniors who have an interest in helping disadvantaged peers. Similar to the program available at STMS where students work closely with Special Education teachers to provide the assistance and support severely handicap kids need.

### **Peer Assistance Leader**

1 term: Grade Level(s): 11 – 12  
Requirements Fulfilled: Elective  
Prerequisites: None

10 credits

This course is designed to encourage students with an interest in leadership for the teaching profession as a possible career for the future. The course will allow students who have successfully completed a class to return and share their expertise with fellow students to help them succeed in their studies. It will provide field experiences under the direction of a certificated teacher allowing participating students to help peers achieve academic success. Participants will be trained in a variety of helping skills including AVID methodologies, which will enable them to assist other students in having a productive school experience. Positive peer influence will be an important component of this assisted-tutorial program. Students will keep a log of their experiences and discuss them at weekly meetings. Careers in Education will be explored in the monthly sessions.

### **Yearbook**

1 term: Grade Level(s): 10 – 12  
Requirements Fulfilled: Elective  
Prerequisites: Student must submit application, approval of instructor, recommendation of current teachers, and history of regular attendance and responsibility.

10 credits

The Yearbook course stresses the fundamentals of compiling and publishing a high-school yearbook. Emphasis is on make-up, design and layout of pages, creative photography, and art-work, writing journalistic copy, and marketing and financing the publication. This course requires extensive work outside of the regular school day including attending functions and recording activities, marketing as well as collaboration on completion of the final yearbook product.