



2017-2018

# HIGH SCHOOL

## Course Selection Guide

- General Information
- Signature Programs
- Course Descriptions
- CTE Programs



### **DYSART HIGH SCHOOL**

11425 North Dysart Road  
El Mirage, Arizona 85335  
(623) 876-7500  
Fax: (623) 876-7572

### **SHADOW RIDGE HIGH SCHOOL**

10909 N. Perryville Road  
Surprise, AZ 85388  
623-523-5100  
Fax: 623-523-5111

### **VALLEY VISTA HIGH SCHOOL**

15550 North Parkview Place  
Surprise, Arizona 85374  
(623) 523-8800  
Fax: (623) 523-8811

### **WILLOW CANYON HIGH SCHOOL**

17901 West Lundberg Street  
Surprise, Arizona 85388  
(623) 523-8000  
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## **DYSART UNIFIED SCHOOL DISTRICT**

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# DYSART MISSION/STRATEGIC PLAN

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Educational Philosophy/School District Mission (Governing Board Goals)

## **Vision**

Power in the preparation... Excellence in the journey... Success for a lifetime...

## **Mission**

The mission of Dysart Unified School District is to create a safe, diversified and engaging learning environment where every student attains academic excellence and is empowered to achieve life-long success.

Through relevant and challenging curriculum, expanded learning opportunities and collaborative partnerships our students will be

- effective communicators.
- critical and creative thinkers.
- informed problem solvers and decision makers.
- responsible leaders.
- productive citizens.

Adopted: July 13, 2011 LEGAL REF.: Arizona State Constitution, Article XI, Section 1

## **Strategic Plan**

The Dysart Unified School District Strategic Plan provides the district a road map for excellence. The plan, which represents hundreds of hours of true community partnership, outlines goals and objectives which provide a clear direction for the Dysart School District.

The Dysart Strategic Plan addresses four major goals and objectives to drive the district forward down the path for excellence. The four goals include:

**GOAL A:** Academics

**GOAL B:** Culture and Leadership

**GOAL C:** Safety

**GOAL D:** Resources

The Strategic Plan is a living document that evolves as the district continually tracks, measures and celebrates the successes outlined within the document. The Dysart Strategic Plan is being revised for the 2017-18 school year.

## **Equal Opportunity**

The Dysart Unified School District No. 89 is an Equal Employment Opportunity Employer in compliance with Title VI of the Civil Rights Act of 1964, Civil Rights Act Title VII of 1972, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Dysart Unified School District does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in employment or in any of its educational programs or in the provisions of benefits and services to students.

**DYSART UNIFIED SCHOOL DISTRICT No. 89 IS AN  
EQUAL OPPORTUNITY ORGANIZATION**

# GUIDANCE AND COUNSELING

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## **American School Counselors Association National Model**

Dysart Unified School District's high schools' guidance and counseling programs are guided by the ASCA National Model framework. This model shifts attention away from what the counselor does and focuses on how students benefit from having counselors in the school. This approach provides students with the competencies they need to be successful in school, in a career, and in relationships. Counselors and staff work with all the students to facilitate successful demonstration of competencies in the Educational, Career, and Personal/Social Domains. All counselors work with students in the following areas toward these objectives:

- Educational planning
- Academic support
- Post-secondary planning
- Career counseling
- Accountability
- Prevention
- Interventions
- Ongoing student support

## **Services**

Guidance and Counseling services are available for all students. The emphasis of the Dysart Unified School District Guidance and Counseling Departments, in line with the ASCA model, is the student's personal/social development, academic success, and preparation/planning for post-secondary pursuits. The counselor's guidance with students begins with course selection activities in the eighth grade and continues throughout high school as they offer assistance in the areas identified in each domain. A tool available to high school student and parents is Naviance. This online resource is to assist students in college and career planning. See the school counselor for more information.

School guidance and counseling activities include but are not limited to:

- Student academic program planning including course selection
- Meaningful interpretation of cognitive, aptitude and achievement tests
- Collaboration with teachers to present guidance curriculum lessons
- Assisting students with personal and academic circumstances that might hinder their learning and personal growth
- Assisting students in analyzing academic measures such as credits and GPA in relation to goals and achievement
- Interpreting student records and conferring with students/parents regarding these records
- Assisting the school administration with identifying and resolving student issues, needs, and problems
- Advocating for students in their educational needs
- Collaborating with college, career and technical, and military representatives to enhance student awareness of post-secondary options
- Assisting students with post secondary endeavors which include financial aid, scholarships, admission applications and institutional choice
- Facilitating student accountability of educational plans and requirements to ensure graduation eligibility
- Facilitation of communication between school and home
- Facilitation of events/activities/programs that promote student opportunities
- Providing references to community resources
- Intervention in student crisis situations

# PROGRAMS AND SERVICES

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## **Comprehensive High School**

The Dysart Unified School District High Schools are comprehensive in scope. Each has a full four-year curriculum designed to prepare students for entry into a college or a university, for continued post-secondary career and technical training, and for productive citizenship.

## **Alternative High School Program**

The Dysart Unified School District has an alternative education program. The Sundown Mountain Alternative Education Program is housed at the Dysart Learning Center. Transportation is available. Students must be referred through their home school. The home school counselor may be contacted for more information. Sundown Mountain offers a selection of courses which enable students to earn their high school diploma.

## **Structured English Immersion (SEI) / English Language Development (ELD)**

The SEI/ELD program serves the needs of students whose native language is not English and who have not yet achieved a composite level of proficiency on the AZELLA. English learners are tested before entry into the program.

## **Special Education**

Students eligible for special education programs have access to all of the courses offered in the regular education curriculum. Courses designed to meet the unique needs of special education students have also been developed and are provided for those students who need them. Students receiving special education services complete a course of study that meets graduation requirements as prescribed in their Individual Education Plans. Each plan is evaluated and reviewed annually by the students' multidisciplinary team.

## **Signature Programs**

Each high school offers Signature Courses, which are academic and career-related and which focus on post-secondary opportunities. (Descriptions for these courses may be found at the end of this section.) Enrollment in signature courses falls under the Open Enrollment Guidelines if a student does not live within the school boundaries of that high school. Open enrollment status, however, does not guarantee a student's entrance into a signature class. Some signature programs may be available after school for enrollment by students from other campuses. Transportation is not provided for students who are open enrolled.

## **Open Enrollment**

Arizona state law allows students to apply for admission to any state public school based on available classroom space. Any family in Arizona may apply for Open Enrollment into a Dysart school. Open Enrollment applications are approved on a year-by-year basis with no guarantee of continued enrollment. While some campuses in the Dysart Unified School District will have space for Open Enrollment students, some campuses will have closed enrollment because of student populations.

Open enrollment applications are only available online at [www.dysart.org](http://www.dysart.org). Students will be notified if the application has been accepted, wait-listed or denied.

We continue to accept open enrollment applications throughout the school year. No open enrollment applications will be approved for in-district high school students after the second week of school for the first semester or after the first week of school for the second semester.

Students who have submitted applications will be considered in accordance with District Policy Section 10 - Students.

# ADVANCED COURSE LEVELS

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## Honors Classes\*

Critical analysis, exploration of content, critical thinking, increased attention to task, research, application, synthesis, and accepting constructive criticism are staples of the honors courses. Courses also:

- Rely on strong informational/explanatory and argumentative writing utilizing required research.
- Act as stepping stone alignment to the AP, IB or Dual Enrollment curriculum.
- Surpass the standards from non-honors classes in reading, writing, research, problem-solving, critical thinking.
- Use assessments that rely more on significant, performance-based assessments and less on conventional forms.
- Teach more sophisticated academic vocabulary.

All courses designated as honors will adhere to, align with, and reflect the standards established by the Arizona Department of Education (ADE). Curriculum pacing guides, essential questions, course outlines, and entry/exit requirements are to be distributed yearly to honors parents/students. Ultimately, all honors students will acquire the effective literacy skills necessary to thrive in a democratic society, to function effectively in organizational communication, and to become leaders in the collegiate arenas they attend. The honors programs are committed to providing the instruction, rigor, and support necessary to promote student success in Advanced Placement, dual credit, all honors level courses, PSAT/NMSQT, SAT, ACT, SAT II Subject Area Testing, CPT/PERT, Cambridge IGSCE, and Global IB Examinations. Consequently, honors students enter the postsecondary forum with the essential skills required to endure and thrive as they prepare for their respective careers.

\*Commitment forms may be signed by students and parents upon enrollment into an honors course.

## The International Baccalaureate Program (IB)

IB courses offered only at Willow Canyon High School challenge academically talented students to reach high levels of achievement in a broad range of subjects and allow two different participation tracks: IB diploma and IB Certificate. The core subjects of the IB program are arranged into six curricula: English, social studies, experimental sciences, foreign language, mathematics and electives. The diploma candidate is required to test in one subject from each curriculum. The certificate track allows students to self-select into areas of their academic

strengths, leading to IB subject-area tests in only selected areas. A fee is required for each IB exam. Students may earn higher grades in the course based on examination scores. (See p.18)

## Advanced Placement (AP)

AP is a program of college-level courses and examinations governed by the College Entrance Examination Board. Students who attain acceptable scores on the exams may qualify for college credits, advanced placement, or exemption from certain courses. Students are encouraged to take the AP exam in the spring. A fee is required for each AP exam. Several courses in the curriculum are designed to prepare students for the AP exams. These courses are designated “AP” in the course description section of this guide. Students enrolled in a fourth or fifth year foreign language course are also encouraged to take the AP exams. Specific prerequisite and course requirements are stated in the individual course descriptions. Students are encouraged to consult with the teachers and their counselors before enrolling in any of the AP Courses. Students may earn higher grades in the course based on examination scores. These classes also carry Honors Credit. (See p. 18)

## Cambridge Program

Cambridge courses are offered in over 100 countries and recognized by higher education institutions worldwide. The Cambridge program encourages student-centered learning and hands-on application of skills. Clearly defined learner outcomes and content ensure high expectations for all. Cambridge students are:

- Confident in working with information and ideas – their own and those of others.
- Responsible for themselves, responsive to and respectful of others.
- Innovative and equipped for new and future challenges.
- Engaged intellectually and socially; ready to make a difference.

Students who complete the lower division, 9<sup>th</sup>-10<sup>th</sup> grade, Cambridge curriculum are set for success in a dual enrollment, AP, IB, or CTE pathway for college and career advancements. By passing the Cambridge Board Examinations students are eligible for the Grand Canyon Diploma Credential, a diploma-credential that allows them early entry into community college courses and may earn higher grades based on examination scores. For further information related to the use of Cambridge assessments and data, refer to the Student and Parent Handbook.



# DUAL ENROLLMENT OFFERINGS

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## Dual Enrollment

These classes through Maricopa Community Colleges, in partnership with Dysart Unified School District, offer students college-level courses at the high school during regular school hours. The student may also:

- Earn college and high school credit simultaneously.
- Save money on college tuition and textbooks.
- Have access to scholarships based on financial need.
- Reduce college completion time.
- Eliminate duplication of coursework the freshmen year of college.

Students enrolled through the Maricopa County Community College system for dual enrollment credit may not re-take tests per the DUSD grading policy. Dual enrollment courses allow students the opportunity to begin their college career during high school in a convenient and affordable way. Dual Enrollment provides the choice, access and flexibility for students to achieve their educational goals. Tuition is handled directly through the community college.

### Dysart High School:

BI0160 - Introduction to Human Anatomy & Physiology  
CIS120DF - Computer Graphics: Adobe Photoshop  
ENG110/111 - English  
ENH101 - First year Composition I  
ENG102 - First year Composition II  
HIS103 - U.S. History to 1870  
HIS104 - U.S. History 1870 to Present  
MAT187 - Precalculus  
MAT151 - College Algebra  
MAT221 - Calculus w/Analytic Geometry I  
MAT206 - Statistics  
MAT 182 - Trigonometry  
MKT271 - Principles of Marketing  
PSY101 - Introduction to Psychology  
SPA101 - Elementary Spanish 1  
SC565 - Environmental Science

### Shadow Ridge High School:

CAD100 - Architecture  
CAD101 - Architecture  
CAD145 - Architecture  
CAD 215 - Architecture  
MAT 182 - Trigonometry  
HIS103 - U.S. History to 1870  
HIS104 - U.S. History 1870 to Present  
MAT187 - Precalculus  
MAT151 - College Algebra  
MAT206 - Statistics  
PSY101 - Introduction to Psychology  
ENG101- First Year Composition I  
ENG 102- First Year Composition II  
CHM 113 - Chemistry I

### Valley Vista High School:

BI0160 - Introduction to Human Anatomy & Physiology  
CIS120DF- Computer Graphics: Adobe Photoshop  
CIS220DF - Advanced Photoshop  
ENG101 - First year Composition I  
ENG102 - First year Composition II  
FON118 - Commercial Baking Techniques  
HES271 - Prevention & Treatment of Athletic Injuries  
HIS103 - U.S. History to 1870  
HIS104 - U.S. History 1870 to Present  
MAT 182 - Trigonometry  
MAT187 - Precalculus  
MAT151 - College Algebra  
MAT206 - Statistics  
MAT221 - Calculus w/Analytic Geometry I  
MKT271 - Principles of Marketing  
HES100 - Heathful Living

### Willow Canyon High School:

EDU221 - Introduction to Education  
MKT271 - Principles of Marketing  
PSY101 - Introduction to Psychology  
POS110 - American National Government  
SPA101 - Elementary Spanish 1

# PARTNERSHIPS

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## Glendale Community College

- Automotive Technology
- Drafting/Design Technology
- Fire Science
- Law and Public Safety
- Architecture
- ACE – The goal of the ACE Program is to help students achieve a college education. It is a scholarship-based college preparation program for juniors and seniors attending certain high schools located in the West Valley. Admittance into the ACE program is competitive. The program is designed for students to begin college while still enrolled in high school. Courses are not added to the transcript or calculated into a student's GPA.

## Rio Salado college

- Business and Marketing Education
- Culinary Arts
- Education Professions
- English
- Entrepreneur Studies
- Graphic/Web Design
- History
- Lab Assisting
- Mathematics
- Photography
- Science
- Sports Medicine
- Teacher Cadet

## Grand Canyon University

- Chemistry 101

## Estrella Mountain Community College

- Culinary Arts
- ACE – The goal of the ACE Program is to help students achieve a college education. It is a scholarship-based college preparation program for juniors and seniors attending certain high schools located in the West Valley. Admittance into the ACE program is competitive. The program is designed for students to begin college while still enrolled in high school. Courses may be considered for addition to a student's transcript and/or calculated into a student's GPA.

## West MEC\*

- Aesthetics
- Auto Collision Industry
- Automotive Technology
- Aviation Maintenance Technology
- Avionics Electronics
- Climate Control Technician
- Coding
- Cosmetology
- Emergency Medical Technician
- Energy and Industrial Technology
- Fire Science
- General Construction Technology
- IT Security
- Law Public Safety and Security
- Massage Therapy
- Medical Assisting
- Medium/Heavy Diesel Technology
- Pharmacy Technician
- Physical Therapy Technician
- Precision Manufacturing
- Veterinary Sciences
- Welding Technology

\*Students must provide their own transportation

# Graduation Requirements

## Dysart Unified School District

- English - 4 credits  
(English 1-2, 3-4, 5-6, 7-8)
- Math - 4 credits  
(Algebra 1-2, Geometry 1-2, Algebra 3-4 and one additional math course that includes significant mathematics content)
- Science - 3 credits  
(Recommended: Biology, Chemistry and one additional science course)
- Social Studies - 3 credits  
(World History, U.S./Arizona History 1-2, U.S. & Arizona Government (.5), Economics (.5))
- P.E./Health - 1 credit\*
- Fine Arts/CTE - 1 credit
- Electives - 6 credits\*

Total 22 credits\*\*

\*P.E./Health credit can be fulfilled by Marching Band, Color Guard (starting 2015-16), Dance or ROTC courses

\*\*Please Note: All graduation requirements shall be strictly enforced by year of graduation, NOT by a cohort.

<http://www.azed.gov/state-board-education/high-school-graduation-requirements/>

## Arizona Universities

- English - 4 credits  
(English 1-2, 3-4, 5-6, 7-8)
- Math - 4 credits  
(Algebra 1-2, Geometry 1-2, Algebra 3-4, and one additional math course with Algebra 3-4 as a pre-requisite)
- Lab Science - 3 credits  
(Biology, Chemistry and one additional science course)
- Social Studies - 2 credits  
(U.S. History and one other)
- Foreign Language - 2 credits  
(Of the same foreign language)
- Fine Arts/CTE - 1 credit

## Commencement Participation

A student may not participate in the commencement ceremony until all graduation requirements have been met and the checkout sheet is completed and approved. Fees involved with the commencement program are the responsibility of the student. Participation is optional.

## Early/Delayed Graduation

1. "Early Graduation Request" forms are available in the counseling office.
2. Request for sixth semester graduation must be submitted during junior year course selection.
3. Early graduation transcripts may be obtained through <http://www.parchment.com> will be available upon completion of requirements. The awarding of diplomas will occur quarterly when all graduation requirements have been met. Students failing to meet graduation requirements by the commencement date will not be eligible for early graduation.
4. Students are responsible for communicating with their counselor to assure that all course credits are earned prior to graduation.
5. Transcripts verifying credits completed online or through other outside options must be submitted to the home high school registrar two weeks prior to the graduation date.

## Move on When Ready

The Arizona state 'Move On When Ready' legislation provides a new pathway to graduation and has created the Grand Canyon High School Diploma Credential.

This pathway improves student performance through board examination systems and begins to move towards outcome-based learning. Achievement of a Grand Canyon Diploma Credential will signify that students are college and career ready. Students interested in earning the Grand Canyon Diploma Credential need to enroll in the lower division (9th and 10th grade) Cambridge courses offered at Dysart High School or Willow Canyon High School. Students must pass the Cambridge Board examinations.

## Civics Test - Graduation Requirement

The State of Arizona has passed legislation, the American Civics Act (HB2064), requiring students to pass a civics test in order to graduate high school beginning with the Class of 2017. Students must score at least a 60% or higher on a test based on the civics portion of the naturalization test used by the United States Citizen and Immigration Services. Further information about this legislation, testing requirements, and study guides can be found at: <http://www.azed.gov/hsgraduation> or <http://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test>.

# COLLEGE PREPARATION

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It is essential that students who intend to pursue a college degree are aware of college requirements. Each student should carefully examine the specific requirements and recommendations found in current college catalogs and specific college websites. Students interested in pursuing a college degree should meet with their high school guidance counselor frequently and should carefully research the specific requirements and recommendations essential for entrance to the college or university of choice. Competitive universities recommend a well-rounded and rigorous curriculum. Colleges and universities look at student's class rank (refer to Grade Point Average chart, p. 16). The student's course of study should include elective courses that will enhance leadership experiences and lead to attainment of current and future educational goals. Additionally, students should gain leadership experience through participation in extracurricular activities. Community service is also essential for scholarship consideration. The ACT or SAT examination is required for admission to four-year institutions. In addition, some scholarships require the ACT or SAT score for financial assistance. Additional college and university considerations:

- Rigorous courses have additional value for acceptance.
- Additional course work for admissions may be required.
- Dual enrollment through the Maricopa Community College District and AP courses are recognized differently.
- ACT or SAT must be taken prior to graduation.

To qualify for Assured Admittance to a state university in Arizona a student must meet one or more of the following criteria:

- Have a 3.0 (B) minimum unweighted grade point average (GPA) in competency courses\*
- Rank in the top 25% of his/her high school class
- Achieve a minimum SAT 1 score of 1040
- Achieve a minimum ACT score of 22

In addition, students must have no deficiencies in the required core competency areas. To be considered for admission to a state university in Arizona students must:

- Have a 2.5 (C) minimum unweighted grade point average in competency courses\* or rank in the top 50% of their high school class.
- Have no more than one deficiency in two areas, except both not in mathematics and laboratory sciences.
- Have a minimum GPA of 2.0 for each competency area.

\* The GPA is calculated using only the 16 core courses.

Competency Courses:

- 4 units of English (English I, II, III, IV)
- 4 units of mathematics (Algebra I, Geometry, Algebra II, Advanced Math for which Algebra II is a prerequisite)
- 3 units of laboratory science (one unit in at least three of the four areas - biology, chemistry, physics, earth science. An integrated lab science course may be allowed for one (1) of the three (3) required courses. An advanced level course in the last two years can be used for a third unit)
- 2 units social science (Dysart requires 3 units) - at least one unit in American History
- 2 units of the same foreign language
- 1 unit of fine arts or any combination of 2 semesters of fine arts/CTE

The Dysart School District provides the following testing schedule to allow students the opportunity to participate in career exploration, college entrance, and military and individual goal attainment.

**Sophomores**

PSAT  
ASSET/ACCUPLACER

**Juniors**

ACT/SAT  
PSAT/NMSQT  
ASVAB  
ASSET/ACCUPLACER

**Seniors**

ACT/SAT  
ASVAB  
ASSET/ACCUPLACER

# CREDIT

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## **Official Transcripts** <http://www.parchment.com>

Official transcripts of transferring students will be evaluated according to North Central Accreditation standards before credits are entered in the student's course history. No course begun by a student will be deleted from the transcript; all courses on the transcript are included in the calculation of the G.P.A. Advanced credit (weighted grades) will be awarded only for classes that are currently offered for advanced credit in the Dysart Unified School District. Class rank is updated on a continual basis, known as "rolling rank". The current graduating class rank is based on the 7th semester ranking.

## **High School Students in College Classes**

According to ARS 15-701.01, "Graduation requirements established by the Governing Board may be met by a pupil who passes courses in the required or elective subjects at a community college or university, if the course is at a higher level than the course taught in the high school attended by the pupil or, if the course is not taught in the high school, the level of the course is equal to or higher than the level of a high school course." Prior approval by the school administration is required. Students with administrative approval may be awarded course credit at the high school level upon successful completion of the course. Counselors at each high school have procedural information. The institution in which the course is taught must be accredited. The hours of the course must correspond with the amount of time that would normally be spent in the high school. A college or university course must carry three hours or more of credit in order to be granted a .5 high school credit. Courses may not be combined to receive the .5 credit. The grade earned for the college course will apply toward computation of the student's cumulative grade point average and class rank. Courses designated as Honors will be calculated with Honors credit if the course is also offered in the Dysart Unified School District.

## **Credit Minimums**

Students must show proof of enrollment in the minimum number of credits needed for graduation. Students should meet with their counselors to complete an Education and Career Action Plan (ECAP) to allow them to meet at least the minimum requirements\* for graduation. A total of 22 credits is the minimum required for graduation.

\*Prior administrative approval is needed for off-campus community college classes to be included in these minimum credit requirements.

## **Core Credits Required for Graduation**

Students must take any required courses remaining for graduation during their senior year at their home school unless permission is explicitly granted by the principal. This is to ensure that students receive the guidance they need to fulfill course requirements and graduate on time.

## **Credit Maximums**

Additional opportunities may be explored through correspondence courses (correspondence credits limited to four) and/or enrollment in college courses. No more than four credits may be approved at any one time for currently enrolled students. Exceptions may be approved by the home school principal. (Reference: Arizona Administrative Codes R7-1-302.04 and R7-2-601).

## **Independent Study Credit**

Independent study will be under the supervision of the school administration. There is a limit of one course per semester. Prior written approval of the department chair, supervising teacher and the assistant principal is necessary before enrollment. Independent study credit is open only to juniors and seniors holding a G.P.A. of 3.0 or higher in the department from which the course is developed and supervised. An exception to G.P.A., grade level and course selection may be granted by the principal. Honors, Accelerated, AP, and IB courses are not available for independent study. Exceptions may be approved by the principal.

NOTE: The National Collegiate Athletic Association does accept Independent Study credit to satisfy eligibility requirements.

# CREDIT: TESTING OUT, SPECIAL SITUATIONS

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## **Transcripts from Accredited Institutions**

Students with official transcripts from institutions with North Central Association accreditation (or similar regional organizations) will receive credit and letter grades according to those transcripts. Classification of credits (core or elective) is subject to Dysart District guideline for transfer of credits.

## **Home-Schooled Students**

Home-schooled student transcripts from an accredited agency will be evaluated on an individual basis by the school personnel for credit only. No letter grades will be given. Students without transcripts will be able to receive credit through the “testing out for credit” process.

## **Repeating Courses**

Courses that may be repeated for credit are noted in the Course Selection Guide in the course descriptions.

## **Re-taking Courses for Grade Improvement**

Courses designed to be taken once may be retaken. Transcripts for students repeating these courses will reflect all grades earned for that course. Only the highest grade will be used in computing the G.P.A., and credit will be given for the higher grade.

## **Distance and Online Education**

In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education is defined as instructional learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, or fiber optics. The instruction, which may supplement or supplant an entire course, provides for two-way interactive communication between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications. See credit maximums, p. 13. All Dysart iSchool online classes can be taken for either core or elective credit. As of May 15, 2011, current DUSD students who choose to enroll in online classes outside of the Dysart iSchool program will earn only elective credit. A student may request to take an examination for any core subject completed. Examinations must be taken within 90 calendar days of the request. If the student earns a score that demonstrates competency (70% or higher), the high school will accept the transferred credit as core subject credit.

## **Testing out for Credit**

The following are guidelines for students requesting to test out of (challenge) a course they have not yet taken for credit. This process is intended for courses required for graduation. Students transferring from a charter, private or home school situation may choose to test out of any core high school class for credit. However, the principal may allow this process to be used for elective classes if the department chair or teacher of record agrees that the elective course can appropriately be challenged.

1. The student meets with a counselor. This process must be completed within the first five days of entering the course for continuing students or the first five days upon enrollment for transferring students. The principal may waive the time requirement if special circumstances exist.
2. The Department Chair will administer the challenge exam(s) and evaluate the student’s performance. This process is expected to be completed within five days of the meeting identified in step one. Students may only challenge a course once; however, they may reject the grade earned on the challenge test and elect to enroll in the course on campus.
3. Students may not test out of a class which is at a lower level than a course they have already completed within a specific department.
4. It is the responsibility of the department chair to report the results to the school administration. If credit is earned (70% or higher), the grade earned on the Challenge Test will be the grade on the student’s transcript for that course as well as the grade factored into the G.P.A.

# SCHEDULING PROCEDURES

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## Registration Process

- A. Students request courses through the course selection process.
- B. Courses with insufficient enrollment are cancelled, and students are given an alternate course selection.
- C. Scheduling conflicts are resolved through alternate course selections.

## Schedule Changes

We encourage students to consider the courses they select very carefully during the course selection period. The school master schedule is created after all students have selected their courses and is based on the total number of course requests.

Schedule changes will be considered only in the case of incorrect placement or other valid reasons listed below. Schools cannot accommodate requests to change teachers, with the exception of cases where a student has previously failed a particular teacher's class. When dropping or adding, specific procedures must be followed and will be accommodated based on need or availability.

- A. Valid reasons for schedule changes are:
  - a. Errors appearing on computer schedules.
  - b. Changes needed to meet graduation requirements.
  - c. Failure of a prerequisite course.
  - d. Changes required for the health of student. (Doctor's documentation necessary.)
  - e. Successful completion of accredited course prior to the beginning of the current term.
  - f. Communication initiated with the teacher within the first 10 days of school.
- B. Parents may appeal a denial for schedule change to the school administration. The decision of the school administration will be final.
- C. Level changes may be considered when recommended by the teacher and approved by the administration.
- D. Administrative changes to balance classes or correct student misplacement will be made as soon as possible.

## Credit Loss

A student may withdraw from a class within the first 10 days without a record. A student who withdraws after the 10th day, but prior to the 75th day will receive a W/F or W/P on his/her record with no credit or grade points posted. A student who withdraws after the 75th day will receive a grade by calculating the current grade with no credit for the remaining assignment/test scores; then the corresponding credit and points will be posted.

## Late Enrollment

Late enrollment decisions will be reviewed by the school administration.

- Students who enroll after the 10<sup>th</sup> day of school who do not bring transfer grades, will be placed on audit status for the remainder of the semester.
- Students on audit status may earn credit based on their performance.
- Students who enroll after the 6<sup>th</sup> week, who do not bring transfer grades, may not be eligible for credit.

A late-start form is required.

# GRADE REPORTING

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## Report Cards/Progress Reports

Official report cards/progress reports are posted on the Parent Portal eight times a year, four each semester. Parents can access the Parent Portal at [www.dysart.org](http://www.dysart.org). Only the final grades on the first and second semester report cards are recorded on the official transcript.

The district grading scale on report cards reads:

- A - 90%
- B - 80%
- C - 70%
- D - 65%
- F - below 65%

## Appeal of Grades

See district procedures on the Dysart website.

## Loss of Credit Appeal

Any student who enrolls after the 10<sup>th</sup> day of school must petition for a credit appeal. A hearing with an administrator will be required.

## Grade Point Average (G.P.A.)

Numeric equivalents used to calculate Grade Point Average (G.P.A.) are as follows:

### Unweighted

(Student has NOT taken any H, AP, or IB Classes)

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

### Weighted

(Student HAS taken any H, AP, or IB Classes)

- A = 5 points
- B = 4 points
- C = 3 points
- D = 2 point
- F = 0 points

The Grade Point Average (G.P.A.) is determined by the sum of the numeric equivalents for the grades divided by the total number of semester classes.

Weighted G.P.A. is used only to determine class rank. Unweighted G.P.A. is used for admission to most colleges and universities and for scholarships at in-state schools. Class rank is updated on a continual basis, known as "rolling rank." Class rank for graduation will be based on a student's seventh semester G.P.A.



# GRADING GUIDELINES

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In order to implement a system of grading that reflects student performance rather than compliance, Dysart's grading guidelines require performance on assessments to account for 80% of a student's final grade. It is important to note that assessments are not restricted only to summative tests and exams. They include any number of measures to evaluate learning over the course of the grading period such as formative work, benchmark assessments and quizzes, writing assignments, progress monitoring, projects, labs or other rubric based assignments. In courses that include a project-based learning assessment component, student performance in tasks related to the project may account for up to 20% of the total course grade (reducing the assessment share described above to 60%). Since these projects often encompass several days or weeks of student work, a series of grades may be given to one project in order to reflect the project's essential components. Under the grading guidelines, final exams account for no more than 10% of a student's grade. Likewise, homework, class work and other "practice" activities do not exceed 10% of a student's final grade. The critical element of this policy – and perhaps the one which represents the greatest change – is that students are now permitted (and encouraged) to re-take assessments. Retaking an assessment is another opportunity for a student to demonstrate content mastery and may be a teacher's best chance to capture authentic measures of learning. This means that grade books "roll" throughout the grading period. Posted grades reflect the best of all assessments attempts. The chance to retake an assessment is not unconditional, however. Students must also have completed 80% or more of the class work/homework corresponding to an assessment and must provide the classroom teacher with documentation that they have received additional support for the assessment they wish to retake. Assuming a student has met these supports and assignment conditions, he or she may continue to re-test for content mastery up to four weeks from the original assessment or no later than the end of the quarter.

## **AP, IB and Cambridge Classes**

If a student participates in the AP, IB or Cambridge exam, the student is not required to take the course final. If the score on the AP exam is a 3, the student's grade gets moved up by one letter grade. If a student scores a 4 or 5 on the AP exam, the student will automatically earn an "A" in the AP course. If the score on the IB exam is a 4, the student's grade gets moved up by one letter grade. If a student scores a 5, 6, or 7 on the IB exam, the student will automatically earn an "A" in the IB course. If a student's score on the Cambridge exam is a "C" or "B," the student's final grade gets moved up one grade level (except for the FLE English Course). If a student's score is an "A" or "A,\*" the student will automatically earn an "A" for the final course grade. No final course grade changes are made for any exam grade below a "C." For the Cambridge FLE English Course, only an "A" or "B" will qualify for the grade-level change. In the FLE English Course, an exam grade of a "C" does not qualify for the grade-level change.

\*For more information about the grading guidelines, parents are invited to watch the video produced for students, families and community. It can be found by visiting [www.dysart.org](http://www.dysart.org).

# ATTENDANCE AND CREDIT

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## **Legal Requirement**

Arizona law requires students to attend school through the completion of the tenth grade or to age sixteen.

## **Excessive Absences**

A student must attend class regularly to receive a passing grade. A student who is absent from a class more than ten (10) times per semester may be placed on audit status. The student and/or parent may petition for credit appeal.

## **Student Earning Privileges**

Beginning with the class of 2020 (freshman class of 2016-17): to earn the following privileges, students must have earned credits to qualify as a junior or senior: Parking Pass, Prom

Beginning with the 2016-17 school year: to earn early release, seniors must be on track with credits for graduation with their cohort.

# NAIA ELIGIBILITY

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## **Sports in College**

In order to compete as an incoming freshman for a sports college that is a member of the National Association of Intercollegiate Athletics (NAIA), students must meet certain amateur and academic eligibility requirements. They will want to keep these requirements in mind during their college search to be qualified to play sports.

## **Academic Standards**

An entering freshman student must meet two of the following three requirements (Slight changes will go into effect August 1, 2016.):

- A composite score of 18 or higher on the ACT or an 860 total score or higher on the SAT Critical Reading and math sections
- A minimum overall high school grade point average of 2.000 on a 4.000 scale
- A top-half final class rank in the high school graduation class

Test scores must be sent directly to the colleges being considered. Results reported on high school transcripts are not acceptable. Students must be academically eligible in order to qualify for sports scholarships.

## **Determining eligibility for an NAIA sports college**

Knowing and fulfilling the eligibility requirements will help a student move toward being able to officially complete for an NAIA school. The institution in which a student enrolls is responsible for certifying eligibility.

Meeting eligibility requirements does not guarantee college admission. Eligibility requirements are just one aspect of the college information. Each school has its own admission policies, and a student must still apply for admission.

## **Amateur eligibility**

Engaging in the following activities prior to full-time enrollment will result in the loss of amateur stand:

- Signing a contract with a professional team or entering into an agreement to compete as a professional
- Competing as a professional
- Receiving compensation that exceeds actual expenses (travel, meals, etc.) when competing as an amateur
- Receiving compensation for media appearances that exploit athletic ability or fame
- Receiving compensation to promote products or services
- Entering into an agreement with an agent
- Receiving benefits from an agent

The following activities are generally acceptable as long as certain conditions are met:

- Competing as an amateur either with or against non-amateurs
- Coaching or officiating in amateur or recreation programs

To learn more about the conditions that accompany these activities and to understand the specifics of the amateurism rules, read about the NAIA amateur eligibility requirements at [www.naia.org](http://www.naia.org).

# NCAA ELIGIBILITY

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## Academic Standards

The National Collegiate Athletic Association (NCAA) Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics. College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or 14 core courses for Division II. (After August 1, 2013, student-athletes who wish to compete at Division II institutions must complete 16 core classes.)
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

For Division I student-athletes who will enroll in August 2015 and later, the requirements to complete in the first year will change. In addition to the above standards, prospects must:

- Earn at least a 2.3 grade-point average in core courses.
- Meet an increased sliding scale standard (for example, an SAT score of 1,000 requires a 2.5 high school core course GPA).
- Successfully complete 10 of the 16 total required core courses before the start of their senior year in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Prospects that earn between a 2.0 and 2.3 GPA and meet the current sliding scale standard (for example, an SAT score of 1,000 requires a 2.025 high school core course GPA) will be eligible for practice and athletically related financial aid but not competition. Division III college and universities set their own admission standards. The NCAA does not set initial eligibility requirements in Division III.

## Frequently asked questions

What is a core course? A core course is a four-year college preparatory class that is at or above a regular academic level in English, natural or physical science, social science, foreign language, comparative religion or philosophy that is at or above the regular academic level. No remedial classes or classes completed for credit-by-exam are accepted.

What is the timeline for completion of these courses? College-bound student athletes must complete core-course requirements in eight semesters beginning with their initial start in high school.

Are non-traditional classes counted as core courses? They can be. Classes that are taught through distance learning, online platforms, credit recovery or other means must be comparable in length, content and rigor to courses taught in a traditional classroom setting. They must also include ongoing access between the instructor and student, as well as regular interaction for purposes of teaching, evaluating and providing assistance. In short, course content and manner of instruction are what counts.

## Division I initial-eligibility changes beginning August 2016

Beginning in 2016, freshmen will have to meet a new standard to be eligible to compete in their first year though the standard for practicing and receiving a scholarship will remain the same.

- Minimum core course GPA of 2.3 required for competition
- Ten core courses required before beginning of senior year for competition
- Slight changes in GPA/test score index (sliding scale\*)

\* The full sliding scale and further information on NCAA Eligibility Guidelines can be found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) under Resources.

# EXTRACURRICULAR ELIGIBILITY

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## **Enrollment Rule**

In order to establish eligibility, a student's initial enrollment shall be no later than the fourteenth official school day of the semester. If a student's initial enrollment occurs after the fourteenth official day of the semester, he/she is ineligible for that semester. In case of initial enrollment after the first official school day and by the fourteenth official school day, a student shall have been in attendance for as many days as he/she missed from the opening day of the semester before eligibility can be established. If you have been enrolled in school for fifteen or more days during any one semester, it will count as one of the eight semesters of high school attendance during which you may possibly have eligibility.

## **Domicile Rule**

Except as otherwise stated in Arizona Interscholastic Association Bylaws, you, whether an adult or not, are privileged with eligibility for interscholastic competition only at the school in the district in which your parents are domiciled. In multi-school districts, you are eligible only at the school in the attendance zone in which your parents are domiciled.

## **Age Limit/Birth Record Rule**

If you become 19 years of age on or before September 1, you are NOT eligible for any part of that school year. You must submit an acceptable record of birth before your name is placed on an eligibility list for varsity competition.

## **Physical Examination Rule**

You must have a physician's record of physical examination on file with the principal stating that you are physically fit for interscholastic athletic competition. Your physical examination for the following year must be given on or after March 1. Arizona law mandate that schools provide concussion education to students, parents and coaches. Student athletes will need to take the AIA approved Brainbook concussion course prior to participating in practice or competition for their sport. The concussion course needs to be taken one time only.

## **Academic Rule**

A student must be enrolled in a minimum of four courses per semester the first six semesters of high school and a minimum as determined by the district during the seventh and eighth semesters.

## **Parent or Legal Guardianship Rule**

You must get signed permission to participate from your parents or guardian on a form provided by the school.

## **Maximum Participate Rule**

After you first enroll in the ninth grade, you have a maximum of eight semesters of opportunity and maximum of four seasons of opportunity in each sport or activity. The seventh and eighth semester must be consecutive. The other semesters need not be consecutive. Enrollment for at least fifteen school days during any semester, or participation in any interscholastic contest, constitutes a semester of opportunity and a season of opportunity.

## **Transfer Rule**

If you move with your parents to a new school district, you will be eligible at your new school provided you meet all other eligibility requirements. If you transfer schools and your parents do not move into the district of your new school, you will be ineligible for 365 days.

## **Amateur Rule**

You must be an amateur. This means that you have never used and are not using your knowledge of athletics or athletic skill in an athletic contest for financial gain. Amateur athletes shall participate and always have participated under their own name.

Per AIA Bylaw Articles 36.6 and 15.3.1, practices, competition and tryouts must be held during the season of activity. Students are eligible to tryout for the high school Spiritline during the season of activity, which is defined as the first week of football practice, once they are enrolled at the high school.

# SIGNATURE PROGRAMS

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## **Dysart High School**

11425 North Dysart Road El Mirage, Arizona 85335

Phone: (623) 876-7500

Fax: (623) 876-7572

### **Administration**

Principal: Amy Hartjen

Assistant Principals: Sunny Resch & Tyrus Timbrooks



### **AVID: Advancement Via Individual Determination**

AVID, an international program to increase student performance, is a four-year program for students who are capable of completing the most rigorous curriculum but are falling short of achieving their academic potential. AVID students are required to be enrolled in the school's toughest classes such as Advanced Placement as well as enrolled in the AVID elective throughout their high school career. The AVID elective provides academic instruction and support to prepare students for eligibility and success at a four-year college or university. AVID topics include note-taking, study skills, test taking, time management, college exam preparation, critical reading skills, inquiry and collaboration. The AVID program is only offered to those students who meet specific criteria and who are selected through an application and interview process.

### **Industrial Trades:**

#### **Automotive Technology**

The Automotive Technology program is designed to provide students the opportunity to gain knowledge and experience to diagnose and repair problems involving the brake system, engine, electrical system and suspension system of a vehicle. The capstone course in the program prepares students for the industry standard ASE certification.

Courses include: Automotive Technology 1-2, 3-4, 5-6 Honors, 7-8 Honors, Automotive Technologies Internship

### **Cambridge Program**

International General Certificate of Secondary Education

Courses include: See pp. 28-31.

### **JROTC**

The JROTC program helps prepare high school students for various responsible leadership jobs of choice in the civilian workforce, private enterprise or military service. The mission of JROTC is "to motivate young people to be better citizens." JROTC consists of both classroom and field experience. As a JROTC cadet, students will earn the privilege of participating in Spring Camp and Summer Camp. JROTC is an adventure in learning.

Competitive JROTC teams include: Raiders, Color Guard, Rifle, & Drill.

### **Communications Media:**

#### **Photo Imaging**

Photo Imaging provides students interested in areas such as Photo Journalism, Still Photography, Portraiture, or Digital Media an opportunity to gain experience with the latest graphic software, digital cameras, and studio equipment. Students will develop individual portfolios, have an opportunity to display their work, and, in the Intermediate and Advanced courses, expand their business sense by finding and serving actual clients both on and off campus. All students may elect to take the Adobe Certified Associate (ACA) exam, which is the graphic design industry's benchmark test.

Courses include: Photo Imaging 1-2, Photo Imaging 3-4 & Photo Imaging 5-6 Honors, Digital Photography Internship

# SIGNATURE PROGRAMS

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## **Shadow Ridge High School**

10909 N. Perryville Road Surprise, Arizona 85388

Phone: 623.523.5100

Fax: 623.523.5111



### **Administration**

Principal: Michael Hawkins

Assistant Principals: Arthur Greenway, Matthew Kuffel, & Cathie Sylvester

### **Industrial Trades:**

#### **Architectural Design**

Students interested in designing and drafting custom homes, commercial buildings and high-rise office buildings as well as designing landscape layouts and GIS will want to enroll in the Signature Architecture Program (SAP). Students will learn the latest industry-standard and state-of-the-art software. Class activities will include designing and testing of design, technical sketching, and architectural model building. Classes in this program are dual-enrollment eligible and lead to a college major. Career Technical Student Organization: SkillsUSA

Courses include: Architectural Design Drafting 1-2, 3-4 and Architectural Design Drafting 5-6 and 7-8 Honors, Architectural Drafting Internship

### **Engineering Sciences:**

#### **Engineering**

Students in this field will explore careers in technology, industry, and engineering. Students will explore entry, semi-professional, and professional levels of careers through hands-on projects in the area of engineering (transportation, electrical, mechanical, civil, power and construction). They will also participate in class activities and projects and hear speakers in the areas of engineering technology and industrial careers.

Courses include: Engineering 1-2, 3-4 and Engineering 5-6, 7-8 Honors, Engineering Internship

# SIGNATURE PROGRAMS

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## Valley Vista High School

15550 North Parkview Pl. Surprise, Arizona 85374

Phone: (623) 523-8800

Fax: (623) 523-8811

### Administration

Principal: Roberta Lockhart

Assistant Principals: Brad Larremore, Monika Krienitz, Lisa Parachini, & Steven Pierce



### **AVID: Advancement Via Individual Determination**

AVID, an international program to increase student performance, is a four-year program for students who are capable of completing the most rigorous curriculum but are falling short of achieving their academic potential. AVID students are required to be enrolled in the school's toughest classes such as Advanced Placement as well as enrolled in the AVID elective throughout their high school career. The AVID elective provides academic instruction and support to prepare students for eligibility and success at a four-year college or university. AVID topics include note-taking, study skills, test taking, time management, college exam preparation, critical reading skills, inquiry and collaboration. The AVID program is only offered to those students who meet specific criteria and who are selected through an application and interview process.

### **Family and Consumer Sciences:**

#### **Culinary Arts**

If you are interested in working with food, cooking a variety of menu items, and amazing patrons with the quality and display of culinary delights, then the Culinary Arts Program is for you. Culinary Arts provides students with the opportunity to learn how to prepare gourmet foods, how to display food to make it pleasing to the eye, and develop the skills for state and national competition. Students will plan and present culinary events for both the school and the community. The high school is in partnership with Estrella Mountain Community College to provide dual enrollment credit for the program. This program will assist high school students in meeting the Arizona's Career and Technical Education (CTE) standards and create post-secondary opportunities to meet the workforce needs of the culinary industry. One section of Culinary Arts 1-2 will be offered after school for enrollment by students not attending VVHS.

Courses include: Culinary Arts 1-2, 3-4, 5-6, Culinary Arts Internship

### **Community Service Careers:**

#### **Fire Science**

The training needed to help others is now available in the Fire Science program. Classroom and field activities in partnership with the City of Surprise Fire Department will provide students with a working knowledge and experience to be successful in the fire fighting career field. Courses are eligible for Dual Enrollment credit with Maricopa Community Colleges.

Courses include: Fire Science and Fire Science 3-4 Honors, Fire Science Internship **Law Enforcement and Public Safety**

If you ever dreamed of being a police officer, now is the time to live that dream through the Law Enforcement and Public Safety Program. This program provides students with the opportunity to learn about and experience the skills needed to be a police officer. The high school is in partnership with the City of Surprise Police Department and the Maricopa County Community College District to provide internship opportunities and dual enrollment credit for the program. This program will provide high school students the knowledge to meet Arizona's Career and Technical Education (CTE) standards and create post-secondary opportunities to meet the workforce needs of the Law and Public Safety industry.

Courses include: Law Enforcement 1-2, 3-4, 5-6, Law, Public Safety & Security Internship

# SIGNATURE PROGRAMS

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## **Willow Canyon High School**

17901 West Lundberg St. Surprise, Arizona 85388

Phone: (623) 523-8000

Fax: (623) 523-8097

### **Administration**

Principal: Jayne Wieferrich

Assistant Principals: Kim LoMazzo, Cheryl Pete, & John Williams



## **Cambridge Program**

International General Certificate of Secondary Education, Courses include: See pp. 28-31.

## **International Baccalaureate Program (IB)**

Willow Canyon is certified to offer the IB Diploma and coursework. The IB Program is a demanding pre-university course of study that leads to examinations. It is designed for highly motivated secondary school students aged 16 to 19. IB schools have earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. Students apply for the program for their junior and senior years. Once accepted, they are required to study both the humanities and sciences, and must select one subject from each of six groups – English, Second Language, Individuals and Society, Experimental Sciences, Mathematics and Computer Science, and the Arts. At least three, and not more than four, are taken at higher level (HL), the others at standard level (SL): HL courses represent a recommended minimum of 240 teaching hours, SL courses cover 150 hours. Courses include: See pp. 42-44.

## **Health Careers:**

### **Medical Lab Assistant**

Medical Lab Assisting is designed for students interested in any clinical-medical profession and offers hands-on experiences in the classroom lab including expertise in phlebotomy procedures, capillary punctures, urinalysis and blood smears. Upon successful completion of this course, students will have the opportunity to take two National Certification Exams for Medical Laboratory Assisting (CMLS) and Phlebotomy Technician (CPT).

Courses include: Medical Foundations 1-2, Medical Lab Assistant 1-2, Medical Lab Assistant Honors 3-4, Laboratory Assisting Internship

## **Communications Media:**

### **TV / Media Production**

This program is designed to provide students with the experience and skills needed to pursue a career in video production. Emphasis is given to training in all aspects of the video production “cycle” — preproduction, production and post-production. Included are experiences in effects, camera operation, composition, lighting and staging, on camera performance, directing, announcing and interviewing. Students gain experience with the latest in video software including sound and special effects. The video experience also includes exposure to green screens, multiple cameras and their platforms, various sound engineering equipment and professional grade dollies and jibs, thus preparing the student to move into the professional world of video production with a familiarity with industry standard experience. Students will complete the program with an all-encompassing portfolio having had multiple opportunities to compete, display their work and be assessed by clinicians, professionals in the field and in master classes.

Courses include: TV/Broadcast Production 1-2, 3-4 Honors, 5-6 Honors and IB Film 1-2, 3-4, Film & TV Internship





# **COURSE DESCRIPTIONS**

# COURSE PATHWAYS

## For English:

Grade	Career Ready/Community College	In or Out-of-State University
9	English 1-2	English Honors 1-2
10	English 3-4	English Honors 3-4
11	English 5-6 or English 5-6 Dual Enrollment	English 5-6, English 5-6 Dual Enrollment or AP English
12	English 7-8 or English 7-8 Dual Enrollment	English 7-8, English 7-8 Dual Enrollment or AP English
	Electives: Speech and Debate, Creative Writing, Advanced Creative Writing, Short Story, Philosophy, Mythology	Electives: Speech and Debate, Creative Writing, Advanced Creative Writing, Short Story, Philosophy, Mythology

Students do not have to start in or stay in an honors tract. They may opt in and out of honors or AP classes based on ability, desire and teacher recommendation.

## For Social Studies:

Grade	Career Ready/Community College	In or Out-of-State University
9	World Cultures and Human Geography	World History** or Honors World History or World Cultures and Human Geography
10	World History** or Honors World History	Sociology and/or AP U.S. History or U.S. Justice System * or US/AZ History **or World Cultures and Human Geography
11	US/AZ History** or Advanced Placement US History and Sociology or Human Rights or U.S. Justice System or World Cultures and Human Geography	AP U.S. Government and Human Rights and/or Psychology or World Cultures and Human Geography or U.S. Justice System or Sociology
12	American and Arizona Government** and Principles of Economics** or AP Government and Politics and Principles of Economics* and Psychology or World Cultures and Human Geography	American and Arizona Government** and Principles of Economics** and AP World History or AP Psychology or World Cultures and Human Geography or U.S. Justice System or Sociology

\*For students planning a career pathway leading to an advanced degree in the social sciences.

\*\*This class or its equivalent honors class is required for graduation

# COURSE PATHWAYS

## For Science:

Grade	Career Ready/Community College	In or Out-of-State University
9	Biology or Biology (H)	Biology or Biology (H)
10	Chemistry or Chemistry (H) or Environmental Science or Geo-Space Science	Chemistry or Chemistry (H) or Environmental Science or Geo-Space Science
11	Any of the above or any AP Science, Physics, Forensics or Anatomy/Physiology	Any of the above, AP Science, Physics or AP Physics 1-2 or Anatomy/Physiology
12		Any of the above. A 4 <sup>th</sup> year of science is recommended to show strength of program during the senior year.

Arizona university admissions require students to take one unit of lab science in at least three of the four areas: Biology, Chemistry, Physics, Earth Science. An advanced level, e.g. advanced placement (AP), IB or honors courses in a lab science taken in the last two years of high school in the same subject will satisfy the third course requirement. An integrated lab science course may be allowed for one (1) of the required courses.

The science portions of AIMS will be taken at the end of the biology year. College-bound students should carefully examine the specific requirements and recommendations found in current college catalogs and on specific college websites.

## For Mathematics:

Grade	Career Ready/Community College	In or Out-of-State University
9	Algebra 1-2 or Algebra Honors 1-2	Geometry Honors 1-2
10	Geometry 1-2 or Geometry Honors 1-2	Algebra Honors 3-4
11	Algebra 3-4 or Algebra Honors 3-4	Trig/Pre-Calc Honors 1-2
12	Trig/Pre-Calc or Financial Math or Trig/Pre-Calc Honors or Statistics or AP Statistics or Financial Mathematics	AP Statistics 1-2 or AP Calculus (AB) 1-2 or AP Calculus (BC) 1-2

# CAMBRIDGE CLASSES

Required Courses	Grade Level Offered
Cambridge IGCSE English/Language 1-2	9
Cambridge IGCSE English/Language Honors 1-2	9
Cambridge IGCSE English/Literature 3-4	10
Cambridge IGCSE English/Literature Honors 3-4	10
Cambridge IGCSE Mathematics I (US) 1-2	9
Cambridge IGCSE Mathematics I (US) Honors 1-2	9
Cambridge IGCSE Mathematics II (US) 3-4	10
Cambridge IGCSE Mathematics II (US) Honors 3-4	10
Cambridge IGCSE Biology 1-2	9
Cambridge IGCSE Biology Honors 1-2	9
Cambridge IGCSE Chemistry 1-2	10

Required Courses	Grade Level Offered
Cambridge IGCSE Chemistry Honors 1-2	10
Cambridge IGCSE World History	9
Cambridge IGCSE World History Honors	9
Cambridge IGCSE American History	10
Cambridge IGCSE American History Honors	10
Cambridge IGCSE Spanish Honors 1-2	9, 10
Cambridge IGCSE Spanish Honors 3-4	9, 10
Cambridge IGCSE French Honors 1-2	9, 10
Cambridge IGCSE French Honors 3-4	9, 10
Cambridge IGCSE Art and Design	9, 10
Cambridge IGCSE Art and Design Honors	9, 10

Description	Details
<p><b>Cambridge IGCSE English/Language 1-2 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            Cambridge IGCSE English/Language develops the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely. Students will compile a portfolio which will include 1.) an informative, analytical, and/or argumentative piece; 2.) an imaginative, descriptive, and/or narrative piece; and 3.) a response to a text or texts which contain facts, opinions and/or arguments that can be analyzed and evaluated by the candidate.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1  <b>Grade:</b> 9  <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE English/Language Honors 1-2 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            Cambridge IGCSE English/Language develops the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge English/Language also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. Students will compile a portfolio which will include 1.) an informative, analytical, and/or argumentative piece; 2.) an imaginative, descriptive, and/or narrative piece; and 3.) a response to a text or texts which contain facts, opinions and/or arguments that can be analyzed and evaluated by the candidate.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1  <b>Grade:</b> 9  <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE English/Literature 3-4 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            The focus of Cambridge IGCSE English/Literature enables students to read, interpret and evaluate texts through the study of literature in English. They develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognize and appreciate the ways in which writers use English to achieve a range of effects enabling them to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them. A portfolio will include two assignments, and the highly successful student will demonstrate an ability to sustain a perceptive and convincing response with well-chosen details and references to the text.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE English/Language</p> <p><b>Credit:</b> 1  <b>Grade:</b> 10  <b>Location:</b> DHS, WCHS</p>

# CAMBRIDGE CLASSES

Description	Details
<p><b>Cambridge IGCSE English/Literature Honors 3-4 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            The focus of Cambridge IGCSE English/Literature enables students to read, interpret and evaluate texts through the study of literature in English. They develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognize and appreciate the ways in which writers use English to achieve a range of effects enabling them to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them. A portfolio will include two assignments, and the highly successful student will demonstrate an ability to sustain a perceptive and convincing response with well-chosen details and references to the text. The student will also demonstrate a clear critical/analytical understanding of the author's intentions and the text's deeper implications as well as the attitudes it displays while communicating a considered and reflective personal response to the text.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE English/Language</p> <p><b>Credit:</b> 1  <b>Grade:</b> 10  <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Mathematics I (US) 1-2 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            This is an in-depth, two-year mathematics class with challenging requirements in algebra and geometry. Cambridge IGCSE Mathematics (US) enables students to better understand the mathematical world of not only critical thinking and problem solving but also the practices and processes leading to advanced techniques of creativity and perseverance. Students will be exposed to the use of technology as a tool to enhance the mathematical experiences. Prior to this course, students should be fluent in foundational algebraic and geometric standards in order to extend their learning to advanced concepts in such areas as functions, rational and polynomial expressions and sentences and vectors.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1  <b>Grade:</b> 9  <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Mathematics I (US) Honors 1-2 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            This is an in-depth two-year honors mathematics class will require fluency in algebra and geometry. Cambridge IGCSE Mathematics (US) enables students to better understand the mathematical world of not only critical thinking and problem solving but also the practices and processes leading to advanced techniques of creativity, perseverance and limits of accuracy. Prior to this course, students should be fluent in foundational algebraic, geometric and statistical standards in order to extend their learning to more advanced concepts in such areas as operations of matrices, advanced functions, rational and polynomial expressions and sentences, trigonometry and vectors.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1  <b>Grade:</b> 9  <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Mathematics II (US) 3-4 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            This is an in-depth, two-year mathematics class with challenging requirements in algebra and geometry. Cambridge IGCSE Mathematics (US) enables students to better understand the mathematical world of not only critical thinking and problem solving but also the practices and processes leading to advanced techniques of creativity and perseverance. Students will be exposed to the use of technology as a tool to enhance the mathematical experiences. Prior to this course, students should be fluent in foundational algebraic and geometric standards in order to extend their learning to advanced concepts in such areas as functions, rational and polynomial expressions and sentences and vectors.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE Math I (US) 1-2</p> <p><b>Credit:</b> 1  <b>Grade:</b> 10  <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Mathematics II (US) Honors 3-4 (1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D)</b>            This is an in-depth two-year honors mathematics class will require fluency in algebra and geometry. Cambridge IGCSE Mathematics (US) enables students to better understand the mathematical world of not only critical thinking and problem solving but also the practices and processes leading to advanced techniques of creativity, perseverance and limits of accuracy. Prior to this course, students should be fluent in foundational algebraic, geometric and statistical standards in order to extend their learning to more advanced concepts in such areas as operations of matrices, advanced functions, rational and polynomial expressions and sentences, trigonometry and vectors.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE Math I (US) 1-2 or Math I (US) Honors 1-2</p> <p><b>Credit:</b> 1  <b>Grade:</b> 10  <b>Location:</b> DHS, WCHS</p>

# CAMBRIDGE CLASSES

Description	Details
<p><b>Cambridge IGCSE Biology 1-2</b> This is a fast-paced, lab class with challenging requirements. Cambridge IGCSE Biology enables students to better understand the technological world in which they live and take an informed interest in science and scientific developments. Students learn about the basic principles of biology such as the study of the cell through complex organisms including humans. Students learn how science is studied and practiced and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Biology Honors 1-2</b> This is a fast-paced, lab class with challenging requirements. Cambridge IGCSE Biology enables students to better understand the technological world in which they live and take an informed interest in science and scientific developments. Students learn about the basic principles of biology such as the study of the cell through complex organisms including humans. Students learn how science is studied and practiced and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Chemistry 1-2</b> This is a fast-paced lab class with challenging requirements. Cambridge IGCSE Chemistry enables students to better understand the technological world in which they live and take an informed interest in science and scientific developments. Students learn about the basic principles of chemistry to include the study of the atom through organic chemistry. Students learn how science is studied and practiced and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE Biology 1-2</p> <p><b>Credit:</b> 1 <b>Grade:</b> 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Chemistry Honors 1-2</b> This is a fast-paced lab class with challenging requirements. Cambridge IGCSE Chemistry enables students to better understand the technological world in which they live and take an informed interest in science and scientific developments. Students learn about the basic principles of chemistry to include the study of the atom through organic chemistry. Students learn how science is studied and practiced and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE Biology 1-2</p> <p><b>Credit:</b> 1 <b>Grade:</b> 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE World History</b> Cambridge IGCSE World History investigates the major international issues of the nineteenth and twentieth centuries as well as the modern history of particular regions in depth. The emphasis is both on acquiring historical knowledge and on the critical thinking skills required for historical research. Students will learn about the nature of cause and effect, continuity and change and similarity and difference as they find out how to use and understand historical evidence as part of determining historical significance. Development of research skills are tied to case studies revolving around research questions and a student's development of written precision in describing and explaining the historical significance and relevant implications of the current world.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE World History Honors</b> Cambridge IGCSE World History investigates the major international issues of the nineteenth and twentieth centuries as well as the modern history of particular regions in depth. The emphasis is both on acquiring historical knowledge and on the critical thinking skills required for historical research. Students will learn about the nature of cause and effect, continuity and change and similarity and difference as they find out how to use and understand historical evidence as part of determining historical significance. Development of research skills are tied to case studies revolving around research questions and a student's development of written precision in describing and explaining the historical significance and relevant implications of the current world.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> DHS, WCHS</p>

# CAMBRIDGE CLASSES

Description	Details
<p><b>Cambridge IGCSE American History</b> This class investigates the issues of national development through historical research as well as issues of modern 20th Century America. The emphasis is on both acquiring historical knowledge and on the critical thinking skills required for historical research. Students learn about the nature of cause and effect, continuity and change and similarity and difference as they find out how to use and understand historical evidence as part of determining historical significance. Development of research skills are tied to case studies revolving around research questions and a student's development of written precision in describing and explaining the historical significance and relevant implications of the current world.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE World History</p> <p><b>Credit:</b> 1 <b>Grade:</b> 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE American History Honors</b> American History investigates the issues of national development through historical research as well as issues of modern 20th century America. The emphasis is on both acquiring historical knowledge and on the critical thinking skills required for research. Students learn about the nature of cause and effect, continuity and change and similarity and difference as they find out how to use and understand historical evidence as part of determining historical significance. Development of research skills are tied to case studies revolving around research questions and a student's development of written precision in describing and explaining the historical significance and relevant implications of the current world. Students will be expected to interpret, evaluate and use a wide range of sources evidence in their historical context. The thoughtful use of primary and secondary sources are consistently expected.</p>	<p><b>Prerequisite:</b> Cambridge IGCSE World History or Cambridge IGCSE World History Honors</p> <p><b>Credit:</b> 1 <b>Grade:</b> 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Spanish Honors 1-2</b> Cambridge IGCSE Spanish Honors is designed for students learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9, 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Spanish Honors 3-4</b> Cambridge IGCSE Spanish Honors is designed for students learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing.</p>	<p><b>Prerequisite:</b> IGCSE Spanish Honors 1-2</p> <p><b>Credit:</b> 1 <b>Grade:</b> 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE French Honors 1-2</b> Cambridge IGCSE French Honors is designed for students learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9, 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE French Honors 3-4</b> Cambridge IGCSE French Honors is designed for students learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing.</p>	<p><b>Prerequisite:</b> IGCSE French Honors 1-2</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9, 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Art and Design</b> This class is accepted by universities, art colleges, and employers as evidence of experiences and skills in developing and producing a range of artworks and designs showing visual knowledge and understanding along with critical and cultural awareness. It complements literary, mathematical, scientific, and factual subjects and is concerned with the development of visual perception and aesthetics.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9, 10 <b>Location:</b> DHS, WCHS</p>
<p><b>Cambridge IGCSE Art and Design Honors</b> Art and Design is accepted by universities, art colleges, and employers as evidence of experiences and skills in developing and producing a range of artworks and designs showing visual knowledge and understanding along with critical and cultural awareness. Art and Design complements literary, mathematical, scientific, and factual subjects and is especially concerned with the development of visual perception and aesthetics. The subject encourages visual communication and is a means of expressing ideas and feelings while gaining life-long skills including problem solving and developing new ideas.</p>	<p><b>Prerequisite:</b> None</p> <p><b>Credit:</b> 1 <b>Grade:</b> 9, 10 <b>Location:</b> DHS, WCHS</p>

# ENGLISH

Required Courses	Grade Level Offered
English 1-2	9
English Honors 1-2	9
English 3-4	10
English Honors 3-4	10
English 5-6	11
AP English - Literature & Composition	11 or 12
English 7-8	12
AP English – Language & Composition	11 or 12
Language Arts Strategies 1-2	9
Language Arts Strategies 3-4	10
Language Arts Strategies 5-6	11
Language Arts Strategies 7-8	12
Literacy and Language Arts Essentials	9-12

English Electives - 1 Credit	Grade Level Offered
Reading Strategies 1-8	9-12
Speech and Debate	10-12

English Electives - .5 Credit	Grade Level Offered
Standards Based English	11-12
Creative Writing	10-12
Advanced Creative Writing	10-12
Short Story	10-12
Philosophy	11-12
Mythology	9-12
Public Speaking	9-12

English for English Language Learners	Grade Level Offered
Conversational English/Vocab 1-2	9-12
Conversational English/Vocab 3-4	9-12
Academic English Reading 5-6	9-12
English Writing 1-2	9-12
English Writing 3-4	9-12
English Language Arts 3-4	9-12
English Language Arts 1-2	9-12
English Reading 1-2	9-12
English Reading 3-4	9-12
English Grammar 1-2	9-12
English Grammar 3-4	9-12
Academic English Writing/Grammar 5-6	9-12

Description	Details
<p><b>English 1-2</b> This course introduces the student to the concepts and genres of literature. With emphasis on the College and Career Ready Standards, students will review grammar as related to writing, expand their vocabulary, and study composition. Students will be assessed in the reading of literary and informational texts as well as in writing within the three CCRSS modes: narrative, expository and argumentative.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> All, iSchool</p>
<p><b>English Honors 1-2</b> This course is designed for students scoring well above grade level. Students will engage in rigorous academic activities including analyses of classic and contemporary literature as well as advanced composition assignments as preparation for the AP or IB programs</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> All, iSchool</p>



# ENGLISH

Description	Details
<p><b>English 3-4</b> This course introduces students to various genres of world literature as well as informational texts. With emphasis on the College and Career Ready Standards, students will continue to review grammar as related to writing, expand their vocabulary, and study composition. Students will be assessed in the reading as well as in writing within the three CCRSS modes: narrative, expository and argumentative.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 10 <b>Location:</b> All, iSchool</p>
<p><b>English Honors 3-4</b> This course is designed for students scoring well above grade level. It includes classic and contemporary novels, essays, drama and short stories. Students will engage in rigorous academic activities as preparation for the AP or IB programs in the 11th and 12th grades.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 10 <b>Location:</b> All, iSchool</p>
<p><b>English 5-6</b> This course introduces American literature with an emphasis on composition and research methods. Students will continue to work on vocabulary, composition, revision and editing skills. Students will be assessed in reading literary and informational texts and in writing with a multi-paragraph college application essay. Credit may be earned for ENG110. (3 college credits per year)</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11 <b>Location:</b> All, iSchool</p>
<p><b>AP English - Literature and Composition</b> This course is designed to challenge the advanced student to go beyond the district and state curriculum requirements. Students read works of literary merit and basic critical reviews, analyze forms and content, and write reactions and criticisms in preparation for the Advanced Placement exam given during the spring semester. This course also has required summer reading, advanced vocabulary study, and a research project. Also included in the course are required assignments in speaking/listening and viewing/presenting. May qualify for dual enrollment credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11, 12 <b>Fees:</b> AP Exam Fee applies if student takes test <b>Location:</b> All</p>
<p><b>English 7-8</b> This course is designed to prepare students for post-secondary schooling. Emphasis is on world and contemporary literature, research, and a senior project. Students will continue to work on vocabulary, composition, revision and editing skills. Students will be assessed in reading of literary and informational texts; they will be assessed in writing with a multi-paragraph literary analysis essay. Credit may be earned for ENH101/102. (3 college credits per semester or 6 for the year)</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11, 12 <b>Location:</b> All, iSchool</p>
<p><b>AP English - Language and Composition</b> This advanced-level course engages students in becoming skilled readers of prose written in a variety of periods and in becoming skilled writers who compose for a variety of purposes. Emphasis will be placed on writer's content, purpose, and audience to focus on student's writing. This course will prepare students to take the Advanced Placement Test in Language and Composition at the end of the year. May qualify for dual enrollment credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11 or 12 <b>Fees:</b> AP Exam Fee applies if student takes test <b>Location:</b> All</p>
<p><b>Speech and Debate</b> Students will focus on the various techniques of public speaking and prepare various types of speeches, such as persuasive, impromptu, and oratory. Students will additionally learn and practice the techniques of debate.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 10, 11, 12 <b>Location:</b> All</p>
<p><b>Standards Based English</b> This course is designed to reinforce instruction in the College and Career Ready ELA Standards to assist students with graduation requirements.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 repeatable (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Creative Writing</b> This course will serve as an introduction to the numerous forms of creative writing. In order to succeed in this course, the student will need to have an open mind. The student will spend part of the time in this class writing, and the other part sharing that writing with the rest of the class.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All, iSchool</p>

# ENGLISH

Description	Details
<p><b>Advanced Creative Writing</b> This is an intensive advanced workshop for fiction and poetry writers. Through a study of criticism and models for excellent fiction and through peer critiques, students can develop their talents at fiction writing to a high level.</p>	<p><b>Prerequisite:</b> Creative Writing <b>Credit:</b> .5 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Short Story</b> The course will include a survey of short story writers from 1900s to the present, analysis and evaluation of selected readings, and an examination of the genre and themes from a variety of perspectives, coupled with social issues.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Philosophy</b> Students will explore philosophical ideas such as reason and truth and will learn to construct logical, testable arguments. While surveying the five areas of philosophy, students will explore the writings of important philosophers who have fundamentally impacted the world through their thoughts. (Optional dual enrollment fees may apply.)</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Grade:</b> 11, 12 <b>Location:</b> All, iSchool</p>
<p><b>Mythology</b> First semester students will explore myths, legends and folklore from Greek, Roman, Mesopotamia, Far East and Oceanic, and Hindu writers through literary analysis and examination of cultural concepts. Second semester students will delve into Celtic, Arthurian, Norse, African, Native American and Egyptian myths, legend and folklore.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 per semester (can be taken as individual semesters) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Public Speaking</b> The art of public speaking is one which underpins the very foundations of Western society. This course examines those foundations in both Aristotle and Cicero's views of rhetoric, and then traces those foundations into the modern world. Students will learn not just the theory, but also the practice of effective public speaking, including how to analyze the speeches of others, build a strong argument, and speak with confidence and flair. By the end of this course, students will know exactly what makes a truly successful speech and will be able to put that knowledge to practical use.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All, iSchool</p>
<p><b>Conversational English/Academic Vocabulary 1-2</b> This yearlong course is designed for Level I Pre Emergent and Emergent students in order to provide building blocks for academic success. The course includes school climate and cultural norms. Vocabulary development is taught in a direct, explicit, systematic manner. Students will listen and speak in situations appropriate to language development.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Pre-Emergent or Emergent <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Conversational English/Academic Vocabulary 3-4</b> This yearlong course is designed for Level II Basic students in order to provide building blocks for academic success. This course includes school climate and cultural norms. Vocabulary development is taught in a direct, explicit, systematic manner. Students will listen and speak in situations appropriate to language development.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Basic <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Academic English Reading 5-6</b> This yearlong course is designed for Level III Intermediate students to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on effective reading strategies. Students will apply these reading strategies to various genres of text including informational text.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Intermediate <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>English Writing 1-2</b> This yearlong course is designed for Level I Pre Emergent and Emergent students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on 6-traits of writing and the writing process. Students will be exposed to all six types of writing with mastery of the basic five paragraph essay.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Pre-Emergent or Emergent <b>Credit:</b> 1 (English) <b>Grade:</b> 9-12 <b>Location:</b> All</p>

# ENGLISH

Description	Details
<p><b>English Writing 3-4</b> This yearlong course is designed for Level II Basic students in order to provide building blocks for academic success. It includes school climate and cultural norms. There will be direct, explicit, systematic instruction on 6-traits of writing and the writing process. Students will explore all six types of writing.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Basic <b>Credit:</b> 1 (English) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>English Language Arts 1-2</b> This yearlong course is designed for Level III Intermediate students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on 6-traits of writing, the writing process, and effective reading strategies. Students will continue exploration of the concepts and genres of literature utilizing a wide range of texts including fiction, non-fiction, classics and contemporary works. <i>Will be enrolled simultaneously in English Language Arts 3-4.</i></p>	<p><b>Prerequisite:</b> AZELLA composite score of Intermediate <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>English Language Arts 3-4</b> This yearlong course is designed for Level III Intermediate students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on 6-traits of writing, the writing process, and effective reading strategies. Students will continue exploration of the concepts and genres of literature utilizing a wide range of texts including fiction, non-fiction, classics and contemporary works. <i>Will be enrolled simultaneously in English Language Arts 1-2.</i></p>	<p><b>Prerequisite:</b> AZELLA composite score of Intermediate <b>Credit:</b> 1 (English) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>English Reading 1-2</b> This yearlong course is designed for Level I Pre Emergent/Emergent students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on effective reading strategies. Students will apply these reading strategies to various genres of text including informational text.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Pre-Emergent <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>English Reading 3-4</b> This yearlong course is designed for Level II Basic students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on effective reading strategies. Students will apply these reading strategies to various genres of text including informational text.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Basic <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>English Grammar 1-2</b> This yearlong course is designed for Level I Pre Emergent and Emergent students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on grammar concepts based on the Discrete Skills Inventory (DSI) and the English Language Proficiency (ELP) standards needed to become proficient in listening, speaking, reading and writing skills.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Pre-Emergent <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>English Grammar 3-4</b> This yearlong course is designed for Level II Basic students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on grammar concepts based on the Discrete Skills Inventory (DSI) and the English Language Proficiency (ELP) standards needed to become proficient in listening, speaking, reading and writing skills.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Basic <b>Credit:</b> 1 (elective) <b>Grade:</b> 9-12 <b>Location:</b> All</p>

# ENGLISH

Description	Details
<p><b>Academic English Writing /Grammar 5-6</b>            This yearlong course is designed for Level III Intermediate students in order to provide building blocks for academic success. This course includes school climate and cultural norms. There will be direct, explicit, systematic instruction on grammar concepts based on the Discrete Skills Inventory (DSI) and the English Language Proficiency (ELP) standards. Direct, explicit, systematic instruction on 6-traits of writing and the writing process will also be a focus of this course. This course is founded on a wide range of texts, including fiction, non-fiction, classics and contemporary works. Students will apply essential grammar concepts in order to master the six types of writing.</p>	<p><b>Prerequisite:</b> AZELLA composite score of Intermediate  <b>Credit:</b> 1 (elective)  <b>Grade:</b> 9-12  <b>Location:</b> All</p>
<p><b>Reading Strategies 1-8</b>            This course is designed to specifically target students who need instruction in basic reading and reading comprehension skills. Emphasis will be on reading comprehension, vocabulary development and strategies for accessing grade-level reading materials.</p>	<p><b>Prerequisite:</b> As determined by student's IEP  <b>Credit:</b> 1 (Elective)  <b>Grade:</b> 9-12  <b>Location:</b> All</p>
<p><b>Language Arts Strategies 1-2</b>            The course is designed to target students who need improvement in both basic reading and writing skills with targeted strategies in written expression. This course introduces the student to the concepts and genres of literature and informational text. Students will review grammar as related to writing and expand their vocabulary. Students will also focus on vocabulary development, oral communication, research skills, and accessing technologies to improve independent skills. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP  <b>Credit:</b> 1 /Repeatable  <b>Grade:</b> 9  <b>Location:</b> All</p>
<p><b>Language Arts Strategies 3-4</b>            The course is designed to target students who need improvement in both basic reading and writing skills with targeted strategies in written expression. This course introduces students to various genres of world literature as well as informational texts. Students will continue to review grammar as related to writing, expand their vocabulary, and write in narrative, expository, and argumentative modes. Students will be assessed in the reading as well as in writing. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP  <b>Credit:</b> 1 /Repeatable  <b>Grade:</b> 10  <b>Location:</b> All</p>
<p><b>Language Arts Strategies 5-6</b>            The course is designed to target students who need improvement in both basic reading and writing skills with targeted strategies in written expression. This course introduces American literature with an emphasis on composition and research methods. Students will continue to work on vocabulary, composition, revision and editing skills. Students will be assessed in reading literary and informational texts and in writing with a multi-paragraph essay. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP  <b>Credit:</b> 1 /Repeatable  <b>Grade:</b> 11  <b>Location:</b> All</p>
<p><b>Language Arts Strategies 7-8</b>            The course is designed to target students who need improvement in both basic reading and writing skills with targeted strategies in written expression. This course is designed to prepare students for post-secondary opportunities. Emphasis is on research and expository text. Students will continue to work on vocabulary, composition, revision and editing skills. Students will be assessed in reading of literary and informational texts; they will be assessed in writing a multi-paragraph essay. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP  <b>Credit:</b> 1 /Repeatable  <b>Grade:</b> 12  <b>Location:</b> All</p>
<p><b>Literacy and Language Arts Essentials 1-8</b>            This course is designed to address the basic reading and written language skills of students with significant disabilities who access the Arizona Alternative Academic Standards. Emphasis is on increasing and refining reading and written language skills necessary for independent living.</p>	<p><b>Prerequisite:</b> As determined by student's IEP  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> All</p>

# FINE ARTS – VISUAL ARTS

One-Credit Courses	Grade Level Offered
Intro to Art 1-2	9-12
Drawing 1-2	10-12
Drawing 3-4	11-12
Sculpture 1-2	9-12
Painting 1-2	9-12
Painting 3-4	11-12

One-Credit Courses	Grade Level Offered
Ceramics 1-2	9-12
Ceramics 3-4	10-12
Ceramics 5-6	11-12
Ceramics 7-8	12
Advanced Art Project/Studio Art	11-12
AP Studio Art	10-12

.5 Credit Courses	Grade Level Offered
Art History	11-12

Description	Details
<p><b>Intro to Art</b> This will introduce students to the elements and principles of design through experiences with both two and three dimensional materials and techniques. Areas of study include drawing, painting, graphic design, printmaking, and sculpture. Realistic, abstract, and non-objective styles will be explored.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Drawing 1-2</b> Students will learn basic drawing techniques including 1-and 2-point perspective, shading with a value scale, basic shapes/forms, ellipses, line design, graphic drawing, landscape and composition. Students will use a variety of media concentrating in pencil, colored pencil, pen/ink, charcoal, pens and scratch board. Art History will be incorporated into the units of study. All students will develop a portfolio.</p>	<p><b>Prerequisite:</b> Intro to Art or Cambridge Art <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Drawing 3-4</b> Students will learn advanced drawing techniques including 2-point, 3-point and exaggerated perspective, proportional drawing and gesture drawing. Students will further develop their drawing skills using media from Drawing 1 as well as dry pastels, oil pastels and brush/ink techniques. Focus will be on development of advanced skills, personal drawing style, originality and life drawings. Historic drawing masters will be taught through drawing projects. Portfolio development will continue for presentation/interview at the end of the semester. Exhibition of artwork is a required aspect of the class.</p>	<p><b>Prerequisite:</b> Drawing 1-2 <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Ceramics 1-2</b> Students in ceramics will concentrate primarily on hand building techniques - pinch, coil and slab - through the construction of functional, as well as sculptural, forms. Surface decoration such as glazing, staining and other techniques will be explored. It is recommended, but not required, that students complete Intro to Art prior to enrolling in Ceramics 1-2.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Ceramics 3-4</b> Students will use advanced techniques of ceramic production, glazing and firing. Functional and sculptural forms using hand building methods will be further explored. Basic wheel throwing and mold making will be introduced. A variety of clay bodies, glazes, decorative techniques and firing methods will be used. Students' use of creative problem-solving skills is central to this course, as well as developing independence in thinking &amp; working. Exhibition of artwork is a required aspect of the class.</p>	<p><b>Prerequisite:</b> Ceramics 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Ceramics 5-6 (7-8)</b> This course is designed for students who are determined to refine their throwing and hand building skills.</p>	<p><b>Prerequisite:</b> Ceramics 3-4 <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 11-12 <b>Location:</b> All</p>

# FINE ARTS – VISUAL ARTS

Description	Details
<p><b>Sculpture 1-2</b> Students will explore the elements and principles of design through a variety of techniques and materials in sculptural form. Students will create sculptures using additive and subtractive methods of modeling, casting, carving and assemblage. Students will have the opportunity to use the materials of clay, wood, plaster, glass and metal in their sculpture creations. Through the use of technology, the study of artists and their approaches to sculpture, both contemporary and historical, will be examined in this class.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Painting 1-2</b> This course develops students' understanding of color theory and painting skills. Students explore a variety of painting media, approaches, techniques, surfaces and technologies. They continue to critique their own art and the art of others. They are encouraged to relate beauty and meaning of art to their lives and to develop an understanding of values, beliefs, ideas and traditions of various cultures through the study of art. All students will develop a portfolio of their best work, which will be presented at the end of the semester.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Painting 3-4</b> Students in this advanced course will continue their studies of painting through the use of various media. Improvement in technical skill, critical thinking and problem solving are key components of this course. Portfolio development is continued in Painting 2. Exhibition of art work is a required aspect of this course.</p>	<p><b>Prerequisite:</b> Painting 1-2 <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Advanced Art Project/Studio Art</b> This course is intended for the serious student of art who is highly motivated and committed to building a superior portfolio. The course is time demanding and is based on quality, concentration of a particular mode of working, and a breadth of experiences. Art students will also pursue independent projects within a classroom setting. Upon instructor approval, the student will generate a body of work based on individual artistic interests in drawing, painting, ceramics, print making, sculpture etc. Students will create a portfolio, resume, and other necessary components to prepare for a future in the visual arts and college submission. Students will have the option to submit a portfolio for advanced placement. Exhibition of art work is a required aspect of this course.</p>	<p><b>Prerequisite:</b> Course Instructor Approval <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>AP Studio Art</b> Students will invest in a year-long, rigorous art program in one of three areas: 2-D design, 3-D design or drawing. They will be responsible for creating multiple artworks to cover three sections of submissions: breadth, concentration and quality. At the end of the course, the AP College Board will do a portfolio review and score the work based on a 6-point rubric. Students who receive a 4-6 on their portfolio will be eligible for college credit.</p>	<p><b>Prerequisite:</b> Portfolio Approval by Teacher <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Art History</b> This course introduces students to art history from its beginning to contemporary art movements. The development of civilizations and their artwork along with cultural influences will be emphasized in this class. Hands-on art projects to accompany the study of art history will make this course a unique experience.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Grade:</b> 11-12 <b>Location:</b> All, iSchool</p>

# PERFORMING ARTS – DANCE

One-Credit Courses	Grade Level Offered
Beginning Dance 1-2	9-12
Intermediate Dance 3-4	10-12
Advanced Dance 5-6	11-12
Dance Performance & Composition 1-2	10-12

Description	Details
<p><b>Beginning Dance 1-2</b> Students will study concepts of modern, jazz, ballet, and other cultural dance techniques. Students will study the development of movement quality and performance skills with emphasis on alignment, control, awareness of style and phrasing in dance. Concepts of dance history, production such as sound, staging, lighting, along with dance vocabulary and improvisational techniques, will also be explored. Performing is a required aspect of this course. Specific dress requirements will be mandatory for performances.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Intermediate Dance 3-4</b> Students will explore modern, jazz, ballet, and other cultural dance forms with greater emphasis on technique and physical conditioning. Students will continue to develop and explore movement quality, performance skills, sound, staging, vocabulary, history, and basic concepts of choreography. Performing is a required aspect of this course. Specific dress requirements will be mandatory for performances.</p>	<p><b>Prerequisite:</b> Beginning Dance 1-2 or Teacher Approval <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Advanced Dance 5-6</b> Students will focus on the technical aspects of modern, jazz, ballet, and other cultural dance forms and physical conditioning. Students will continue to develop and explore movement quality, performance skills, sound, staging, vocabulary, and history and intermediate concepts of choreography. Students will also explore careers in dance and university dance programs. Placement in advanced requires at least two semesters of intermediate dance and instructor approval by auditions. Performing is a required aspect of this course. Specific dress requirements will be mandatory for performances.</p>	<p><b>Prerequisite:</b> Beginning Dance 1-2 and Intermediate Dance 3-4 or Teacher Approval <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Dance Performance &amp; Composition 1-2</b> <i>(Dance Performance &amp; Composition Dance Performance Group is offered to students who have successfully completed two semesters of Intermediate Dance and/or Instructor approval)</i></p> <p>In this course, students will focus on the technical aspects of modern, jazz, ballet, tap, hip hop, and other cultural dance forms and physical conditioning, with an emphasis on composition and performance. Students will continue to develop and explore movement quality, performance skills, sound, staging, vocabulary, history and advanced concepts of choreography. Students will also explore careers in dance and university dance programs. As members of the school dance company, students will participate in school and community performances and field trips. Placement in Dance Composition and Performance course is by a Spring audition only for the following school year. Performing is a required aspect of this course. Specific dress requirements will be mandatory for performances.</p>	<p><b>Prerequisite:</b> Audition Only <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All</p>

# PERFORMING ARTS – MUSIC

General Music	Grade Level Offered
Music Appreciation	9-12
AP Music Theory	11-12

Choral One Credit Courses	Grade Level Offered
Mixed Chorus 1-2	9-12
Concert Choir 1-2	9-12
Vocal Ensemble 1-2	9-12
Show Choir	9-12

.5 Credit Courses	Grade Level Offered
Marching Band (Fall)	9-12
Concert Band (Spring)	9-12

Instrumental One-Credit Courses	Grade Level Offered
Beginning Band 1-2	9-12
Marching Band Color Guard 1-2	9-12
Concert Percussion Techniques 1-2	9-12
Intermediate Concert Band 3-4	10-12
Advanced Concert Band 5-6	11-12
Jazz Ensemble 1-2	9-12
Beginning Keyboarding/Piano 1-2	9-12
Intermediate Keyboarding/Piano 3-4	10-12
Guitar 1-2	9-12
Guitar 3-4	10-12

Description	Details
<p><b>Music Appreciation</b> Students will focus knowledge on the following components: listening, composition, music history and music theory. Students will learn the basics of music fundamentals including note reading, rhythms, dynamics, music vocabulary and ear training through the study of different musical styles. Through the use of technology, students will also explore historical and contemporary musicians and music styles.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Grade:</b> 9-12 <b>Location:</b> All, iSchool</p>
<p><b>AP Music Theory</b> AP Music Theory will develop a student's ability to recognize, understand and describe the instrumentation and processes of music that are heard or presented in a score. The course will provide understanding and mastery of aural skills and sight-singing skills through written, creative, and analytical exercises. Students will master rudiments and terminology of music including hearing and notation by working with a wide variety of music types and genres. The specific content and curriculum is derived from and aligned with the College Board Advanced Placement Music Theory Course Description found at <a href="http://www.apcentral.collegeboard.com">www.apcentral.collegeboard.com</a>.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Mixed Chorus 1-2</b> This class is for students interested in singing. Prior vocal experience is not required. The students will learn basic ear training, tone production, intonation and vocal techniques through various traditional and popular choir genres. Students will also learn basic music theory and music vocabulary concepts. Performing is a required aspect of this course.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Concert Choir 1-2</b> This class is for the intermediate vocalist. Prior vocal experience is required. The students will learn ear training, tone production, intonation and vocal techniques through various traditional and popular choir genres. Students will also learn music theory and music vocabulary concepts. Performing is a required aspect of this course.</p>	<p><b>Prerequisite:</b> Audition with Instructor <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>



# PERFORMING ARTS – MUSIC

Description	Details
<p><b>Vocal Ensemble 1-2</b> This class is for the skilled vocalist. Prior vocal experience is required. The students will continue to learn advanced ear training, tone production, intonation and vocal techniques through various traditional and popular small ensemble genres focusing on a cappella singing. Students will also continue to study advanced music theory and music vocabulary concepts. Performing is a required aspect of this course.</p>	<p><b>Prerequisite:</b> Audition with Instructor <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Show Choir</b> This class is for the skilled vocalist and performer. Prior vocal experience is required. The students will continue to learn advanced ear training, tone production, intonation and vocal techniques through various traditional and popular small ensemble genres focusing on a cappella singing. Students will also continue to study advanced music theory and music vocabulary concepts. Students will also learn technical dance forms and choreography. The successful completion of the show choir class fulfills the physical education requirements for students. Performing is a required aspect of this course.</p>	<p><b>Prerequisite:</b> Audition with Instructor <b>Credit:</b> 1 /Repeatable <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Beginning Band 1-2</b> This class is for the beginning band student. No prior instrumental skills are required. In this class, students will learn the basic skills necessary to play a band instrument as well as basic music theory, music vocabulary, ear training, intonation, tone production and rhythm through various traditional and popular band genres. Performing is a required aspect of this course.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Marching Band (fall)</b> This class is for band students at all ability levels. It is recommended but not required, that students have prior band experience before enrolling in this course. Students will learn basic ear training skills, tone production, intonation and instrumental techniques through various types of literature. Students will also learn marching techniques for the field, and parades, pep band techniques, and how to read marching band drill. The successful completion of the Marching Band class fulfills the physical education requirements for students. Performing is a required aspect of this course. Uniforms are provided.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Marching Band Color Guard 1-2</b> This class is for color guard students at all ability levels. It is recommended but not required, that students have prior music or dance experience. Students will learn basic body movement technique, rhythmic musicianship, flag choreography, rifle choreography, and visual drill through various styles of marching band literature. Students will also learn marching techniques for the field, and parades, pep band techniques, and how to read marching band drill. The successful completion of the Marching Band Color Guard class fulfills the physical education requirements for students. Performing is required.</p>	<p><b>Prerequisite:</b> Audition with Director <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Concert Percussion Techniques 1-2</b> This class is for students interested in the study, rehearsal, and performance of intermediate to advanced levels and styles of percussion music. The students will learn intermediate to advanced ear training, tone production, intonation and percussion techniques. Performing is required.</p>	<p><b>Prerequisite:</b> Audition with Director <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Concert Band (spring)</b> This class is for students interested in the study, rehearsal, and performance of varying levels and styles of music. The students will learn basic to advanced ear training, tone production, intonation and instrument techniques through various traditional and popular band genres. Students will also learn basic to advanced music theory and music vocabulary concepts. Performing is required.</p>	<p><b>Prerequisite:</b> Audition with Instructor <b>Credit:</b> .5 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Intermediate Concert Band 3-4</b> This class is for students interested in the study, rehearsal, and performance of intermediate levels and styles of music. Students will learn intermediate ear training, tone production, intonation and instrument techniques through various traditional and popular band genres. Students will also learn intermediate music theory and music vocabulary concepts. Performing is a required aspect of this course.</p>	<p><b>Prerequisite:</b> Audition with Director <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All</p>

# PERFORMING ARTS – MUSIC

Description	Details
<p><b>Advanced Concert Band 5-6</b> For advanced students interested in the study, rehearsal, and performance of advanced levels and styles of music, this class will focus on advanced ear training, tone, production, intonation and instrument techniques through various traditional and popular band genres. Performing is required.</p>	<p><b>Prerequisite:</b> Audition with Director <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Jazz Ensemble 1-2</b> This class is for students interested in performing music within the jazz genre. Students must have prior instrumental experience, and it is recommended they have prior band experience. Students will learn advanced ear training skills, tone production, intonation and instrumental techniques through various styles of jazz band literature. Students will also learn improvisational skills and basic jazz theory concepts. Students must audition with the director prior to enrolling in Jazz Ensemble. Performing is a required.</p>	<p><b>Prerequisite:</b> Audition with Instructor and ability to read music <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Beginning Keyboarding/Piano 1-2</b> This class is a performance based class using digital keyboards. Students will build a strong foundation in the knowledge of reading music, notation, and performance skills. Students will perform a variety of traditional and popular music, as well as explore music throughout history and various cultures. Performing is required.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Intermediate Keyboarding/Piano 3-4</b> This class is a performance-based class using digital piano keyboards. Students will continue development in reading music and performance skills. Students will perform a variety of intermediate to advanced traditional and popular music as well as continue the study of music throughout history and various cultures. Performing is a required.</p>	<p><b>Prerequisite:</b> Beginning Keyboarding/Piano <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Guitar 1-2</b> This class is a performance based class using guitars. Students will build strong foundation in the knowledge of reading music, notation, and performance skills. Students will perform a variety of traditional and popular music, as well as explore music throughout history and various cultures. Performing is required.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Guitar 3-4</b> This class is a performance based class using guitars. Students will further build strong knowledge in the reading of music, notation, and performance skills. Students will perform a variety of traditional and popular music, as well as explore music throughout history and various cultures. Performing is required.</p>	<p><b>Prerequisite:</b> Guitar 1-2 or teacher approval <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>

# PERFORMING ARTS – THEATER

General Music	Grade Level Offered
Beginning Theater 1-2	9-12
Intermediate Theater 3-4	10-12
Advanced Theater 5-6	11-12
Technical Theater 1-2	10-12
Rehearsal & Performance 1-2	9-12

Description	Details
<p><b>Beginning Theater 1-2</b> This class focuses on students learning the basics of acting. The elements of stage directions are incorporated into various acting activities that students will use to perfect their acting techniques. Performing is a required aspect of this course.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Intermediate Theater 3-4</b> This class is based on the concept that the actor is as great as his or her imagination. The student's knowledge of theater will be further developed with the use of short skits, cuttings from full-length plays and original skits written by students. Students will study character traits, relationship of character and the basic needs or wants of that character. Performing is required in this course.</p>	<p><b>Prerequisite:</b> Beginning Theater <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Advanced Theater 5-6</b> This course is designed to help advanced theatre students' focus on professional skills. It includes performance, movement, critical analysis, dance, and dialects. The class is suggested for students interested in in-depth exploration of all elements of theater. Performing is required in this course.</p>	<p><b>Prerequisite:</b> Intermediate Theater <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Technical Theater 1-2</b> Technical theater is the application of disciplines of theater which include scenery, props, make-up, costume, sound, lighting, and stage management to support and clarify the communication between the actor and audience during performance. The technical theater student will explore all the disciplines at the beginning level. Students will incorporate basic carpentry skills as well as knowledge of computerized design and operation programs with finished products. Students will become familiar with the vernacular of the profession and will be acquainted with the historical, legal, social and ethical issues relating to theatrical productions. This course supports student versions of professional organizations including, USITT, IATSE, SkillsUSA, ACTF and International Thespian Society.</p>	<p><b>Prerequisite:</b> None, though beginning theater is suggested <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Rehearsal and Performance 1-2</b> This class is designed to provide additional performance and rehearsal opportunities, strategies, and instruction to prepare students for real-life experiences. This course requires mandatory participation in a variety of performing arts activities across the music, theatre, and dance disciplines throughout the semester. This course includes evening and non-school day performance events. Students will be required to keep a record of all attendance and accomplishment to earn the credit for this course.</p>	<p><b>Prerequisite:</b> Director Approval <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>

# INTERNATIONAL BACCALAUREATE

One-Credit Courses (Year)	Grade Level Offered
Theory of Knowledge 1-2	11-12
IB Business Management SL 1-2	11-12
IB Instrumental Music SL 1-2	11-12
IB Theatre Arts SL 1-2	11-12
IB Theatre Arts HL 1-2, 3-4	11-12
IB Math Studies SL 1-2	11
IB Math SL 1-2	11
IB Psychology SL 1-2	11-12
IB Chemistry SL 1-2	11-12
IB Chemistry HL 1-2	11-12
IB Chemistry HL 3-4	11-12
IB Visual Arts SL 1-2	11-12
IB Film HL 1-2, 3-4	11-12

One-Credit Courses (Year)	Grade Level Offered
IB English 1A HL 1-2	11
IB English 1A HL 3-4	12
IB Spanish SL 1-2	11-12
IB Spanish HL 1-2	11-12
IB Spanish HL 3-4	11-12
IB French SL 1-2	11-12
IB French HL 1-2	11-12
IB French HL 3-4	11-12
IB Biology SL 1-2	11-12
IB Biology HL 1-2	11
IB Biology HL 3-4	12
IB History of the Americas HL 1-2	11
IB History of the Americas HL 3-4	12

Description	Details
<p><b>Theory of Knowledge 1-2</b> This is an interdisciplinary course that looks at all of the disciplines. Students learn to analyze and evaluate what they learn and how they think. Students will also be expected to think about how others in different cultures might view things differently.</p>	<p><b>Prerequisite:</b> Acceptance into IB Diploma Program <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> IB Candidate fees <b>Location:</b> WCHS</p>
<p><b>IB Business Management SL 1-2</b> This course will cover business organization, accounting/finance, marketing, and human resources. The course will examine business practices from a global perspective. This course will fulfill the free enterprise graduation credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>
<p><b>IB Instrumental Music SL 1-2</b> The IB Instrumental Music Course will give students a familiarity with musical genres and styles as they relate to the international picture. In their study of world music, students will examine musical structure, elements, terminology and notations, historical and cultural context. Students will be assessed in Performance and/or Composition, depending on the level selected.</p>	<p><b>Prerequisite:</b> Audition with Instructor <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> WCHS</p>
<p><b>IB Theater Arts SL 1-2 / IB Theater Arts HL 1-2, 3-4</b> Students may choose to take this course at the Standard or Higher Level. At both levels, students are required to participate in a school production as part of their exploration into theatre.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 per year <b>Grade:</b> 11 and/or 12 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>
<p><b>IB Math Studies SL 1-2</b> This course is a combination of statistics, trigonometry, calculus and real world/global math.</p>	<p><b>Prerequisite:</b> Algebra 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>

# INTERNATIONAL BACCALAUREATE

Description	Details
<p><b>IB Math SL 1-2</b> Mathematics SL is a course for students who already have a strong mathematics background in Algebra and Geometry. The course will focus on seven topics within mathematics, namely: Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics and Probability, and Calculus. The aims of the course focus on an appreciation for mathematics in the multicultural and historical viewpoints.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 each <b>Grade:</b> 11 <b>Fees:</b> Exam fees <b>Location:</b> WCHS</p>
<p><b>IB Psychology SL 1-2</b> This course is an exploration of human behavior. Students will examine psychology through the behavioral, cognitive, biological perspective. Students will also look at Social Psychology.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>
<p><b>IB Chemistry SL 1-2 / IB Chemistry HL 1-2 / IB Chemistry HL 3-4</b> Chemistry is an experimental science. It will focus on physical and chemical properties, equations, and reactions. Students will also examine states of matter, chemical bonds, kinetics, equilibrium, oxidation and organic chemistry. There will be a focus on laboratory experimentation and analysis.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; Chemistry 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>
<p><b>IB Visual Arts SL 1-2</b> This is a course for students who are seriously interested in the Visual Arts and includes studio work and Investigative Work Book which are quite demanding. The IB Visual Arts course stresses practice in the use of various 3-dimensional media, primarily clay, the acquisition of ceramics and sculpture techniques, the mature development of creative ideas and the ability to relate to all forms of art in their many social and historical contexts. The requirements for both HL and SL are the same at all levels, but there are some differences in the assessment criteria depending on the choice of level.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> IB Candidate Fees <b>Location:</b> WCHS</p>
<p><b>IB Film HL 1-2 / IB Film HL 3-4</b> Film is both a powerful communication medium and an art form. The Diploma Programme film course aims to develop students' skills so they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Programme film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from differing points of view.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> IB Exam Fee <b>Location:</b> WCHS</p>
<p><b>IB English 1A HL 1-2 / IB English 1A HL 3-4</b> This two-year course will provide students an opportunity to further their reading, writing and oral communications skills. Students explore a wide variety of literature from around the world in various genres.</p>	<p><b>Prerequisite:</b> English 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>
<p><b>IB Spanish SL1-2 / IB Spanish HL 1-2 / IB Spanish HL 3-4</b> This course will focus on advanced reading, writing, listening and speaking of the Spanish Language. The cultures of Spanish speaking countries will be strongly incorporated into the course.</p>	<p><b>Prerequisite:</b> Spanish 5-6 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> Exam Fees <b>Location:</b> WCHS</p>

# INTERNATIONAL BACCALAUREATE

Description	Details
<p><b>IB French SL1-2 / IB French HL 1-2 / IB French HL 3-4</b>            This course will focus on advanced reading, writing, listening and speaking of the French Language. French culture will be strongly incorporated into the course.</p>	<p><b>Prerequisite:</b> French 5-6  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Fees:</b> Exam fees  <b>Location:</b> WCHS</p>
<p><b>IB Biology SL 1-2 / IB Biology HL 1-2 / IB Biology HL 3-4</b>            This two-year course will be a scientific exploration of the biological sciences. Students will use the scientific method to evaluate class content and global concepts.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; Chemistry 1-2  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Fees:</b> Exam Fees  <b>Location:</b> WCHS</p>
<p><b>IB History of the Americas HL1-2 / IB History of the Americas HL 3-4</b>            This two-year course looks at the history of North America during the first year. During the second year, students explore 20<sup>th</sup> century world topics.</p>	<p><b>Prerequisite:</b> Acceptance into the IB Program  <b>Credit:</b> 1 each  <b>Grade:</b> 11-12  <b>Fees:</b> Exam Fees  <b>Location:</b> WCHS</p>

# MATHEMATICS

One-Credit Courses	Grade Level Offered
Algebra 1-2	9
Algebra Honors 1-2	9
AP Computer Science Principles 1-2 (elective)	10-12
AP Computer Science A (elective)	11-12
Geometry 1-2	9-10
Geometry Honors 1-2	9-10
Algebra 3-4	10-11
Algebra Honors 3-4	10-11
Statistics 1-2	11-12
AP Statistics	11-12
Precalculus	11-12

One-Credit Courses	Grade Level Offered
Precalculus Honors	11-12
AP Calculus AB	11-12
AP Calculus BC	11-12
Financial Mathematics	11-12
Math Strategies 1-2	9-12
Math Strategies 3-4	9-12
Math Strategies 5-6	9-12
Math Strategies 7-8	9-12
Math Essentials 1-8	9-12

.5 Credit Courses	Grade Level Offered
Math Lab 1-2 (elective)	9-10
Standards Based Mathematics (elective)	11-12

Description	Details
<p><b>Algebra 1-2</b> Algebra 1-2 focuses on the topics of solving and graphing linear equations, solving and graphing systems of linear equations and solving and graphing inequalities. Other topics of focus include numerical operations involving the real number system, analysis of change, radicals, exponents, factoring and statistics. This course meets the entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> All, iSchool</p>
<p><b>Algebra Honors 1-2</b> Algebra Honors 1-2 is a challenging course focusing on functions, quadratic equations, solving and graphing linear equations, solving and graphing systems of linear equations, solving and graphing inequalities. Other topics include numerical operations involving the real number system, analysis of change, radicals, exponents, factoring and statistics. Students will engage in rigorous academic activities as preparation for the AP or IB programs in the 11<sup>th</sup> and 12<sup>th</sup> grades. This course meets the entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> All, iSchool</p>
<p><b>AP Computer Science Principles 1-2</b> This course encourages the application of creative processes while developing artifacts to solve problems. The course focuses on the role and impact of technology and programming in society and on an iterative approach to the creation of programmatic and digital artifacts similar to the processes used by professional engineers and computer scientists. The course introduces students to a survey of computing topics and provides a comprehension of fundamental programming, the wide variety of applications of programming and programming trans-formative potential for our global society.</p>	<p><b>Prerequisite:</b> Algebra 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>

# MATHEMATICS

Description	Details
<p><b>AP Computer Science A</b>            The AP Computer Science A course is equivalent to the first semester of a college level computer science course. The course involves developing the skills to write programs or part of programs to correctly solve specific problems. AP® Computer Science A also emphasizes the design issues that make programs understandable, adaptable, and when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course.</p>	<p><b>Prerequisite:</b> Algebra 1-2  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> iSchool</p>
<p><b>Geometry 1-2</b>            Geometry 1-2 focuses on logic, foundational geometry, parallel and perpendicular lines, triangles, congruence and circles. Other topics covered include polygons, and quadrilaterals, similarity, right triangle trigonometry, surface area and volume, and transformational geometry. This course meets the entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> Algebra 1-2  <b>Credit:</b> 1  <b>Grade:</b> 9, 10  <b>Location:</b> All, iSchool</p>
<p><b>Geometry Honors 1-2</b>            Geometry Honors 1-2 is a challenging course focusing on geometric constructions, logic parallel and perpendicular lines, triangles, and circles. Other topics include polygons and quadrilaterals, similarity, right triangle trigonometry, surface area, volume, and transformational geometry. Students will engage in rigorous academic activities as preparation for the AP or IB programs in the 11<sup>th</sup> and 12<sup>th</sup> grades. This course meets the entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> Algebra 1-2 or Algebra Honors 1-2  <b>Credit:</b> 1  <b>Grade:</b> 9, 10  <b>Location:</b> All, iSchool</p>
<p><b>Algebra 3-4</b>            Algebra 3-4 focuses on solving linear equations and inequalities, absolute value equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices, polynomials, quadric functions and inequalities, polynomial functions, rational expressions and equations and exponential and logarithmic relations. A graphing calculator is strongly recommended. This course meets the university entrance requirements. For success in this course, a graphing calculator is strongly recommended.</p>	<p><b>Prerequisite:</b> Geometry 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-11  <b>Location:</b> All, iSchool</p>
<p><b>Algebra Honors 3-4</b>            This is a challenging course focusing on algebraic expressions, equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, systems of equations, matrix operations, conic sections, and logarithmic expressions and equations. This course is for students who will pursue Trigonometry/Pre-Calculus Honors. Students will engage in rigorous academic activities as preparation for AP or IB programs. This course meets the entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> Geometry 1-2 or Geometry Honors 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-11  <b>Location:</b> All</p>
<p><b>Statistics 1-2</b>            Students may also enroll in this course for Dual Enrollment, Math 206 Statistics. This course includes the following topics: study of statistical methods used in business research, analysis and decision making; preparation and presentation of data, frequency distributions, measures of central tendency and dispersion, statistical inference, regression &amp; correlation. For success in this course, a graphing calculator is strongly recommended.</p>	<p><b>Prerequisite:</b> Algebra 3-4  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> All</p>



# MATHEMATICS

Description	Details
<p><b>AP Statistics</b> This is a college-level course which provides students the opportunity to receive credit and/or placement from institutions of higher learning. Topics covered in this course include: Exploratory analysis of data with an emphasis on interpreting information from a variety of sources (i.e. graphical, numerical displays &amp; summaries); Planning and conducting a study through the use of sampling and experimentation; Anticipating patterns utilizing probability and simulation; Statistical inference-specifically estimating population parameters and testing hypotheses. For success in this course, a graphing calculator is strongly recommended.</p>	<p><b>Prerequisite:</b> Algebra 3-4 or Algebra 3-4 Honors <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>Precalculus</b> Students may also enroll in the course for Dual Enrollment, Math 151 College Algebra and/or Math 182 Trigonometry. This course focuses on properties, solving and graphs of functions including polynomial, rational, exponential, logarithmic, and trigonometric. Trigonometric identities are incorporated to connect the solutions and algebra skills for trigonometric functions. Students successfully completing this course may enroll in AP Calculus AB or an IB Program. This course meets the entrance requirements for university admission. For success in this course, a graphing calculator is strongly recommended for this course.</p>	<p><b>Prerequisite:</b> Algebra 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All, iSchool</p>
<p><b>Precalculus Honors</b> Students may also enroll in this course for Dual Enrollment, Math 187 PreCalculus. PreCalculus Honors 1-2 is a challenging course focusing on the properties of trigonometric functions and graphs; trigonometric identities and equations; analytical trigonometry and applications of trigonometry; linear, quadratic, polynomial and rational functions and their graphs; oblique triangles, vectors, exponential, natural and logarithmic functions; sequences, series, limits and differential calculus. For success in this course, a graphing calculator is strongly recommended. Students will engage in rigorous activities as preparation for the AP or IB programs. This course meets the entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> Algebra 3-4 or Algebra Honors 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All, iSchool</p>
<p><b>AP Calculus AB</b> Students may also enroll in this course for Dual Enrollment, Math 221 Calculus. This is a college-level course which provides students the opportunity to receive credit and/or placement from institutions of higher learning. Topics covered in this course include: properties of functions, limits, differential calculus and integral calculus. For success in this course, a graphing calculator is strongly recommended. This course meets entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> Precalculus or Precalculus Honors <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP Calculus BC</b> Students may also enroll in this course for Dual Enrollment, Math 231 Calculus. This course quickly reviews differential calculus, as well as slope fields and Euler's method for solving differential equations, logistic growth, approximation of functions by infinite series and an introduction to vector calculus. Students who complete this course are expected to take the appropriate Advanced Placement Exam. For success in this course, a graphing calculator is strongly recommended. This course meets entrance requirements for university admission.</p>	<p><b>Prerequisite:</b> AP Calculus AB <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>Financial Mathematics</b> Students may also enroll in the course for Dual Enrollment, Math 142 College Mathematics and/or Math 206 Elements of Statistics. Financial Mathematics introduces students to basic financial planning concepts and illustrates how these concepts apply to everyday life. Topics covered include career planning and development, goal setting, personal budgeting, cash flow analysis, financial statements, tax planning, use of credit, savings and investment programs, changes in housing situations, major consumer purchases, insurance needs, retirement, and estate planning. Students will experience applications supporting the Arizona Academic Math Standards. For success in this course, a graphing calculator is strongly recommended.</p>	<p><b>Prerequisite:</b> Algebra 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All, iSchool</p>

# MATHEMATICS

Description	Details
<p><b>Math Strategies 1-2</b> This course is designed to specifically target students who need basic instruction in math strategies and skills development. This course will focus on strengthening students' problem-solving and computational skills that will be applied to all levels of mathematics. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 /Repeatable <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Math Strategies 3-4</b> This course is designed for students showing proficiency in basic number sense skills but who need further instruction in working with rational numbers. The course builds the necessary skills for successful entry into Algebra. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 /Repeatable <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Math Strategies 5-6</b> This course is designed for students who are proficient with number sense skills and rational numbers. Course focus will include numerical operations involving the real number system, factoring and statistics. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 /Repeatable <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Math Strategies 7-8</b> This course is designed for student who need to focuses on logic, foundational geometry, parallel and perpendicular lines, triangles, congruence and circles. Other topics covered include polygons, and quadrilaterals, similarity, right triangle trigonometry, surface area and volume, and transformational geometry. This course will support students post-secondary transition plan.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 /Repeatable <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Math Essentials 1-8</b> This course is designed to address the basic functional math skills for students with significant disabilities who access the Arizona Alternative Academic Standards. Emphasis is on increasing and refining math skills necessary for independent living.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Math Lab 1-2</b> This course focuses on the concepts of number sense, numerical operations as it applies to the rational and irrational number systems, estimation, statistics, probability, systematic listing and counting, patterns, functions and relationships, and algebraic representations. Math Lab must be taken concurrently with an additional math class.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) repeatable <b>Grade:</b> 9-10 <b>Location:</b> All</p>
<p><b>Standards Based Mathematics</b> Standards Based Mathematics is designed to provide instruction in the state math standards for graduation. Topics include number sense, data analysis, probability and discrete mathematics, geometry and measurement and structure logic. Elective credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 5 (elective) repeatable <b>Grade:</b> 11-12 <b>Location:</b> All</p>

# NON-DEPARTMENTAL COURSES

One-Credit Courses	Grade Level Offered
Student Council	9-12
JROTC (Army)	9-12
Academic Strategies	9-12
Academic Tutorial	11-12

One-Credit Courses	Grade Level Offered
Ready to Work 1-8	9-12
School to Work Extension	18-22 Years Old
Community, Home and Life Extension 1-8	18-22 Years Old

Description	Details
<p><b>Student Council</b> Student Council represents the nucleus of student leaders. Their basic function is student participation in school administration. This class gives practical experience in the areas of planning, conducting, coordinating, and developing leadership and responsibility. Students are elected in a student body election.</p>	<p><b>Prerequisite:</b> Elected as a student body officer <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>JROTC (Army)</b> JROTC helps prepare students for various responsible leadership jobs of choice in the civilian workforce, private enterprise or military service. The stated mission is “to motivate young people to be better citizens.” It consists of both classroom and field experience. As a cadet, students will earn the privilege of participating in Spring Camp and Summer Camp. Competitive teams include: Raiders, color guard, rifle, and drill.</p>	<p><b>Prerequisite:</b> Written Consent Parent/Guardian <b>Credit:</b> 1 (May be repeated for credit) <b>Grade:</b> 9-12 <b>Location:</b> DHS</p>
<p><b>Academic Strategies</b> This course is designed to teach skills in organization, reading, note taking, test taking, study skills, time management skills, communication and self-advocacy with an emphasis on application of strategies to content areas.</p>	<p><b>Prerequisite:</b> Determined by student IEP <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Academic Tutorial</b> The focus of Academic Tutorial is on completion of general classroom assignments pre-teaching and/or re-teaching of key concepts from the general education curriculum.</p>	<p><b>Prerequisite:</b> Determined by student IEP <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Ready to Work 1-8</b> This course is based on the Individuals’ with Disabilities Education Act and is designed to address the basic, workplace skills of students with significant disabilities who access the Arizona Alternate Academic Standards. The focus of Ready to Work is on prerequisite career development skills. It introduces students to the world of work and develops programs that involve students in real, workplace situations. Students will complete activities that focus on work readiness such as effective oral, written, and listening communication skills. Student will also complete activities that focus on decision-making in school or the workplace. The course is aligned to the Arizona Workplace Standards.</p>	<p><b>Prerequisite:</b> Determined by student IEP <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>School to Work Extension 1-8</b> This is a vocational course that provides job readiness experience and possible training on a job site within the school or community. Areas addressed will include job readiness skills, self-advocacy/self-determination and independent living.</p>	<p><b>Prerequisite:</b> Determined by student IEP <b>Credit:</b> 1 <b>Grade:</b> 18-22 Years Old <b>Location:</b> All</p>
<p><b>Community, Home and Life Extension 1-8</b> This program provides students with a learning environment along with activities that are age/ability appropriate in socialization and independence in the domestic, recreational/leisure and community domains which will occur in a variety of integrated settings. Students will receive instruction through activities that include hygiene, health and safety, appropriate work behavior and money skills.</p>	<p><b>Prerequisite:</b> Determined by student IEP <b>Credit:</b> 1 <b>Grade:</b> 18-22 Years Old <b>Location:</b> All</p>

# PHYSICAL EDUCATION & HEALTH SCIENCES

.5 Credit Courses	Grade Level Offered
Lifetime Sports	10-12
Aerobics	10-12
Physical Conditioning Boys	10-12
Physical Conditioning Girls	10-12
Advanced Physical Conditioning	10-12
Physical Education: Sports Fundamentals 1-8	9-12

One-Credit Courses	Grade Level Offered
Boys/Girls Physical Education/Health Sciences	9

Description	Details
<p><b>Boys/Girls Physical Education/Health Sciences</b> Students will take Physical Education for one full academic year. Students will develop skills in team and individual sports, personal fitness and health related activities. Physical Education clothes are required. The health portion of the course will include students studying the complexities of body and mind, information on maintaining good health related to eating and exercising.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9 <b>Fees:</b> Uniform/Locker Fee <b>Location:</b> All, iSchool</p>
<p><b>Lifetime Sports</b> Students will participate in a variety of lifetime sports such as golf, tennis, bowling, badminton, pickle ball and other recreational and leisure activities.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Aerobics</b> This is an active participation class using a variety of music and exercise tapes. The student will improve personal fitness with the use of light weights, stretch tubes, high/low impact aerobics, kickboxing, and step aerobics. Physical Education clothes and athletic shoes are required. This course may be repeated for credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Fees:</b> Locker Fee <b>Location:</b> All</p>
<p><b>Boys Physical Conditioning / Girls Physical Conditioning</b> Students will participate in a variety of physical fitness activities including fitness testing. Emphasis will be on weight training principles and developing a sport-specific training program to improve athletic performance. Student athletes who want to increase speed, strength, endurance or size can take this class to learn how. This course may be repeated for credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Fees:</b> Uniform/Locker Fee <b>Location:</b> All, iSchool (1 semester)</p>
<p><b>Advanced Physical Conditioning</b> Students will participate in a variety of physical training activities. The class will focus on Olympic style lifts, plyometrics, speed training, and nutrition. Time will be spent in the classroom for lecture, notes, writing prompts and exams. Students will be expected to demonstrate competency of strength training by creating their own workout, as well as instructing other students in class on proper lifting techniques and safety. This class is only for the student that is serious about taking their strength training, conditioning, and agility to their maximum potential.</p>	<p><b>Prerequisite:</b> Physical Conditioning <b>Credit:</b> .5 (May be repeated for credit) <b>Grade:</b> 10-12 <b>Fees:</b> Uniform/Locker Fee <b>Location:</b> All</p>
<p><b>Physical Education: Sports Fundamentals 1-8</b> This course is designed to provide the fundamental skills needed to participate in life-long sports activities according to the student's ability and need. This course may be repeated for credit.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>

# SCIENCE

One-Credit Courses	Grade Level Offered
Biology 1-2	9
Biology Honors 1-2	9
Environmental Science 1-2	10-12
Geo-Space Science 1-2	10-12
Chemistry 1-2	10-12
Chemistry Honors 1-2	10-12
Anatomy/Physiology 1-2	11-12
Botany and Zoology 1-2	11-12
Forensics 1-2	11-12
Physics 1-2	11-12

AP Physics 1: Algebra-Based	11-12
AP Physics 2: Algebra-Based	11-12
AP Physics C: Electricity and Magnetism	11-12
AP Biology	11-12
AP Chemistry	11-12
AP Environmental Science	11-12
Science Essentials (1-8)	9-12
Science Electives - .5 Credit	Grade Level Offered
Great Minds in Science	9-12
Introduction to Manufacturing Product Design and Innovation	9-12
Introduction to Renewable Technologies	9-12

Description	Details
<p><b>Biology 1-2</b> This is a laboratory science course that meets the entrance requirements for university admission in Arizona. It includes the study of the cell, the molecular basis of heredity, interdependence of organisms, biological evolution, energy and organization in living systems, to include humans. Labs will include use of the microscope, cell exploration and genetics.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> All, iSchool</p>
<p><b>Biology Honors 1-2</b> This is a fast-paced lab and project-based class covering all of the concepts of Biology 1-2 but with the increased academic rigor and requirements inherent in an 'honors' level course; requiring self-discipline and responsibility on the part of the student. This laboratory science course meets the entrance requirements for university admission and is designed to establish a firm foundation in biological concepts for students intending to pursue higher-level courses.</p>	<p><b>Prerequisite:</b> Exceeds/Meets on Science and Math Benchmark and teacher recommendation <b>Credit:</b> 1 <b>Grade:</b> 9 <b>Location:</b> All, iSchool</p>
<p><b>Environmental Science 1-2</b> This is an integrated laboratory science course that meets the entrance requirements for university admission in Arizona. This course examines the relationships of living organisms to both living and non-living components of ecosystems. Human impact on natural systems will also be explored. May qualify for dual enrollment credit.</p>	<p><b>Prerequisite:</b> Biology 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Geo-Space Science 1-2</b> This is a laboratory science course that meets the entrance requirements for university admission in Arizona. In this class, students will study geochemical cycles, internal and external energy in the earth system, origin and evolution of the earth and the universe.</p>	<p><b>Prerequisite:</b> Biology 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All, iSchool</p>
<p><b>Chemistry 1-2</b> This is a laboratory science course that meets the entrance requirements for university admission in Arizona. This is a practical laboratory science course, that focuses on the atom, atomic energy and structure, trends of the periodic table of elements, formation of compounds, chemical reactions and calculations, gas laws, and acids and bases, with emphasis on writing laboratory reports.</p>	<p><b>Prerequisite:</b> Biology 1-2 and concurrent enrollment in Algebra 1-2 or higher <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All, iSchool</p>

# SCIENCE

Description	Details
<p><b>Chemistry Honors 1-2</b> This is an accelerated laboratory-based science course specifically designed for students who are ready for a challenging and rigorous study of chemistry. This class studies periodic trends, behavior of gases, bonding and structure, thermo chemistry, chemical reactions, acid/base solutions, and reaction rates. A significant degree of academic motivation, and a firm foundation in algebraic skills is required for students to be successful in this class; critical analysis and quantitative problem solving is continually emphasized.</p>	<p><b>Prerequisite:</b> Biology 1-2 and concurrent enrollment in Algebra 3-4 or higher <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All, iSchool</p>
<p><b>Anatomy/Physiology 1-2</b> This is an advanced lab course that explores the structures and functions of the human body in health and disease. Specific chemistry concepts are studied as they relate to the human body. This course serves as a strong introduction to the medical sciences with in-depth laboratory work, possibly including dissection, as well as clinical applications and case studies related to medical occupations. May be offered for dual enrollment.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; Chemistry 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Botany and Zoology 1-2</b> Botany and Zoology is a laboratory science. Botany, the study of plants, will focus on plant structure and function, growth, development and reproduction. Zoology, the study of animals, will be explored through the classification of the animal kingdom. This lab class involves numerous dissections and has a strong emphasis on writing scientifically through lab reports. This course is approved as a biology credit for Arizona Board of Regents; therefore, it is only recommended as a fourth science credit.</p>	<p><b>Prerequisite:</b> Biology 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Forensics 1-2</b> This course is designed to provide the skills and background to apply the principles of forensic science. The students will learn how to lift fingerprints, footprints and collect other evidence. They will also learn about DNA and the rudiments of fiber, hair, and other trace analysis. Students will participate in mock crime scene investigations.</p>	<p><b>Prerequisite:</b> Biology 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All, iSchool</p>
<p><b>Physics 1-2</b> This is a laboratory science course that meets the entrance requirements for university admission in Arizona. This course will focus on the study of motion, forces, energy, and energy conservation. Emphasis is on scientific inquiry and problem solving and analyzing laboratory results.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; Chemistry 1-2 and concurrent enrollment in Algebra 3-4 or higher <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>AP Physics 1: Algebra-Based</b> This two-semester lab science course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Previously: Physics Honors 1-2.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; Chemistry 1-2 and concurrent enrollment in Algebra 3-4 or higher <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>

# SCIENCE

Description	Details
<p><b>AP Physics 2: Algebra-Based</b> This two-semester lab science course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.</p>	<p><b>Prerequisite:</b> Physics 1-2 or AP Physics 1 (1-2) <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>AP Physics C: Electricity and Magnetism</b> This is a lab science course that meets entrance requirements for university admission in Arizona. This course forms the foundation of the college sequence for students majoring in the physical sciences or engineering. The sequence is parallel to or preceded by mathematics courses including calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course principally deals with mechanics, electricity, and magnetism.</p>	<p><b>Prerequisite:</b> Physics 1-2 or AP Physics 1 or AP Physics 2 and concurrent enrollment in Calculus <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP Biology</b> This is a laboratory science course that meets the entrance requirements for university admission in Arizona. It is designed for students who have a strong interest in, or desire to pursue a career in, the sciences. The AP Biology course is designed to offer students topics that are covered in a freshman Biology course at the university level. Students will study the biochemistry, structure and function of organelles and cells, energy transformations in photosynthesis and respiration, the development of the chromosomal theory of inheritance, ecology, classification of organisms, and human anatomy. College credit may be earned if the student achieves a score of 3 or higher on the AP test. May qualify for dual enrollment credit.</p>	<p><b>Prerequisite:</b> Biology 1-2 &amp; Chemistry 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP Chemistry</b> This is a laboratory science course that meets the entrance requirements for university admission in Arizona. This course is designed for students who have a strong interest in, or desire to pursue a career in, the sciences, engineering, or medicine. This course follows the recommendations of the Advanced Placement Chemistry Program and is equivalent to a first year college chemistry course. The lab work includes exercises in both qualitative and quantitative analysis, as well as those exercises typically found in a college general chemistry course. College credit may be earned if the student achieves a score of 3 or higher on the AP test. May qualify for dual enrollment credit.</p>	<p><b>Prerequisite:</b> Chemistry 1-2 and concurrent enrollment in Algebra 3-4 or higher <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fees:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP Environmental Science</b> This science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students identify and analyze environmental problems that are natural and human-made. They evaluate the relative risks associated with these problems and examine alternative solutions for resolving or preventing problems. Laboratories support students content mastery in both hands-on and virtual experiences.</p>	<p><b>Prerequisite:</b> Algebra 1-2, 2 yrs of HS Science <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> iSchool</p>
<p><b>Science Essentials 1-8</b> This course is designed to address the basic health and science skills of students with significant disabilities who access the Arizona Alternative Academic Standards. Students will actively use the scientific process to understand content and make connections to real life. Emphasis is on promoting healthy, independent living skills that help students approach responsible decision-making, exercise and physical fitness, nutrition principals, personal care and appearance, mental and emotional health, stress management, and first aide.</p>	<p><b>Prerequisite:</b> As determined by student's IEP <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>

# SCIENCE

Description	Details
<p><b>Great Minds in Science</b> Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, the scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on 10 of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> iSchool</p>
<p><b>Introduction to Manufacturing, Product Design, and Innovation</b> Think about the last time you visited your favorite store. Now picture the infinite number of products you see. Have you ever wondered how all those things actually made it to the shelves? Whether video games, clothing, or sports equipment, the goods we purchase must go through a manufacturing process before they can be marketed and sold. In Introduction to Manufacturing: Product Design and Innovation, you will learn about the different types of manufacturing systems used to create the everyday products we depend on. Discover the various career opportunities in the manufacturing industry, including those for engineers, technicians, and supervisors. As a culminating project, you will plan your own manufacturing process and create an entirely original product! If you thought manufacturing was little more than mundane assembly lines, this course will show you just how exciting, creative, and practical this industry can be.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> iSchool</p>
<p><b>Introduction to Renewable Technologies</b> Interested in transforming energy? With concerns about climate change and growing populations' effects on traditional energy supplies, scientists, governments, and societies are increasingly turning to renewable and innovative energy sources. In the Introduction to Renewable Technologies course, you'll learn all about the cutting-edge field of renewable energy and the exciting new technologies that are making it possible. You'll explore new ways of generating energy and storing that energy, from biofuels to high-capacity batteries and smart electrical grids. You'll also learn more about the environmental and social effects of renewable technologies and examine how people's energy decisions impact policies.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> iSchool</p>



# SOCIAL STUDIES

One-Credit Courses	Grade Level Offered
World History	9-10
World History Honors	9-10
US/Arizona History	11
AP Macroeconomics	11-12
AP Microeconomics	11-12
Social Studies Essentials	9-12
.5 Credit Courses	Grade Level Offered
American and Arizona Government	12
Principles of Economics	12

Social Studies Electives - 1 Credit	Grade Level Offered
AP United States History	11
AP United States Government and Politics	12
AP World History	11-12
AP Psychology	11-12
AP Human Geography	11-12
Sociology	10-12
Psychology	10-12

Social Studies Electives - .5 Credit	Grade Level Offered
World Cultures and Human Geography	9-12
World Religions	9-12
Human Rights	10-12
U.S. Justice Systems	10-12
Archeology	9-12
Introduction to Sports and Entertainment Marketing	9-12
Real World Parenting	9-12

Description	Details
<p><b>World History</b> Students will compare and contrast their lives to the lives of people throughout time. The course will focus on Greece and Rome; Middle Ages; Renaissance; French-American and English Revolutions; World War I; World War II; and Cold War. Students will analyze the human experience through time to recognize the relationships of events and people and interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. This class or its equivalent is required for graduation.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9, 10 <b>Location:</b> All, iSchool</p>
<p><b>World History Honors</b> Students will compare and contrast their lives to the lives of people throughout time. The course will focus on Ancient Egypt, Greece and Rome; the Middle Ages; the Renaissance; the French-American and English Revolutions; World War I; World War II; and the Cold War. There will be special emphasis on research writing and critical thinking. Students will engage in rigorous academic activities as preparation for the AP or IB programs in the 11<sup>th</sup> and 12<sup>th</sup> grades.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9, 10 <b>Location:</b> All, iSchool</p>
<p><b>US/Arizona History</b> This class will give each student a working knowledge of landmark events and people who have shaped our state and nation. The course will focus on the common heritage that is shared and will prepare each student to be a responsible United States citizen. Study will include Arizona history and perspectives to meet the state standards. This class or its equivalent is required for graduation.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Grade:</b> 11-12 <b>Location:</b> All, iSchool</p>

# SOCIAL STUDIES

Description	Details
<p><b>AP Macroeconomics</b>            You have been called upon to assist the leader of the Macro Islands who is running for reelection next year. The economy is in shambles, and you need to come up with some feasible solutions. This will not only help the people of the Macro Islands but will also ensure a victory for your employer. You were hired over the Internet and received a first class ticket to the Macro Islands where you can learn first hand about the situation. You arrive at Pineapple Airport in the middle of the day and are met by a man with a briefcase who is holding a sign with your name on it. You approach the man and introduce yourself. "I'm Mr.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5  <b>Grade:</b> 11-12  <b>Location:</b> iSchool</p>
<p><b>AP Microeconomics</b>            Students must take the Advanced Placement Exam in order to receive AP credit. Students who do not the the AP Exam will be awarded Honors level credit. You traveled to Macro Islands to assist the leader in winning re-election. You came for a job, but you realized as you were working that you loved the islands and wanted to make your home there. Because you are adept at giving economic advice to the leader, you have been appointed as the new President of of the Sunny Seas Shell Company. As part of your role in assuming the leadership duties of the company, you will need to brush up on microeconomics. The Board of Directors has appointed Ms. Equilibrium to act as your personal assistant and advisor as you transition into your new role. You will be learning all you can about microeconomics and will be required to exhibit your knowledge in May at the annual Board of Directors' meeting (the AP Exam).</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5  <b>Grade:</b> 11-12  <b>Location:</b> iSchool</p>
<p><b>Social Studies Essentials 1-8</b>            This course is designed to address the basics of history, geography, government and economics for students with significant disabilities who access the Arizona Alternative Academic Standards. Students will actively use research skills to understand content and make connections to real life. Emphasis is on promoting awareness of the students' place in the world, including cultural and economic awareness, that helps them approach responsible decision making and tolerance in real-life contexts.</p>	<p><b>Prerequisite:</b> As determined by student's IEP  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> All</p>
<p><b>American and Arizona Government</b>            One semester, this course is designed to prepare students for the responsibilities and obligations of living in a democratic society. Students study the principles of the Constitution, sources and history of founding documents, rights and responsibilities of citizenship, and the processes and procedures of the federal, state and local government structures and how each level of government functions together in fulfillment of the Constitutional mandate. This class or its equivalent is a .5 requirement for graduation.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5  <b>Grade:</b> 12  <b>Location:</b> All, iSchool</p>
<p><b>Principles of Economics</b>            In this one semester course students will use economic data to investigate how the components of the free market economy operate, as well as the effects of micro and macro economic decisions. They will apply the basic principles of economics to patterns of international trade, governmental policy decisions as well as personal finance decisions. This class fulfills that the graduation requirement for .5 credit of economics.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5  <b>Grade:</b> 12  <b>Location:</b> All, iSchool</p>
<p><b>World Cultures and Human Geography</b>            One semester course focuses on Modern Cultures and Human Geography by analyzing the cultural similarities and differences between and among world regions. Student research will include analysis of demographic data, news analysis and investigations of the political, social, economic and environmental factors and interactions. Participation in Socratic seminars, acquisition and interpretation of new information and its application for digital publication and communication are routinely required.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> .5  <b>Grade:</b> 9-12  <b>Location:</b> All, iSchool</p>

# SOCIAL STUDIES

Description	Details
<p><b>World Religions</b> Throughout the ages, religions from around the world have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taosim. Students will trace the major developments in these religions and explore their relationships with social institutions and culture. The course will also discuss some of the similarities and differences among the major religions and examine the connections and influences they have.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> iSchool</p>
<p><b>AP United States History</b> This course is designed to prepare students for intermediate and advanced college courses. In addition, students will learn to assess and interpret historical material. They will do supplementary reading, library research and written essays. Taking the AP exam will be optional and at the student's expense. Summer reading assignments are required. Study will include Arizona history and perspectives to meet the state standards.</p>	<p><b>Prerequisite:</b> World History <b>Credit:</b> 1 <b>Grade:</b> 11 <b>Fee:</b> AP Exam Fee (Dual Enrollment if applicable) <b>Location:</b> All</p>
<p><b>AP United States Government and Politics</b> The topics addressed include: Constitutional Underpinnings of the United States Governmental political parties, interest groups and mass media; institutions of national government; public policy and civil liberties prepares for the competitive and intense advanced nature of today's colleges and universities. This course will prepare students who choose to take the Advanced Placement Test in US Government &amp; Politics.</p>	<p><b>Prerequisite:</b> US/AZ History <b>Credit:</b> 1 <b>Grade:</b> 12 <b>Fee:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP World History</b> The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. The six course themes are: the impact of interaction; the relationship of change and continuity; the effects of technology, economics, and demography; systems of social structure and gender structure; cultural, intellectual and religious interactions among and within societies; changes in functions and structures of states.</p>	<p><b>Prerequisite:</b> World History 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fee:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>AP Psychology</b> This course is an exploration of human behavior. Students will examine psychology through the behavioral, cognitive, and biological perspective. Students will also look at Social Psychology to prepare students to take the AP exam at the end of the year.</p>	<p><b>Prerequisite:</b> Psychology <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fee:</b> AP Exam Fee <b>Location:</b> All, iSchool (Sem. 1)</p>
<p><b>AP Human Geography</b> The AP Human Geography course is designed to provide college level instruction on the patterns and processes that impact the way humans understand, use, and change Earth's surface. Students use geographic models, methods, and tools to examine human social organization and its effect on the world in which we live. Students are challenged to use maps and geographical data to examine spatial patterns and analyze the changing interconnections among people and places.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 (elective) <b>Grade:</b> 11-12 <b>Location:</b> iSchool</p>
<p><b>Sociology</b> This course is a study of human interactions and group behavior. Students will explore topics such as socialization, social structures, deviance, race/ethnicity, religion, gender, social institutions, and collective behavior.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All, iSchool</p>
<p><b>Psychology</b> This course will study the human mind and behavior. It will survey the science of psychology, including the history of psychology, development, health, learning, perception, motivation, personality and intelligence.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>

# SOCIAL STUDIES

Description	Details
<p><b>Human Rights</b> This course is a comprehensive historical overview of the theory and practice of human rights, a term used to describe rights and entitlements that inherently belong to every human being. This course explores the different kinds of human rights, as well as human rights violations and conflicts and the actions taken to protect and enforce them.</p>	<p><b>Prerequisite:</b> World History <b>Credit:</b> .5 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>U. S. Justice System</b> This class will introduce students to the basic concepts that form our civil and criminal judicial systems. Emphasis will be placed on individual rights, procedural and substantive due process and knowledge of law as related to daily rights and responsibilities.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Archeology</b> George Santayana once said, “Those who cannot remember the past are condemned to repeat it.” The field of archeology helps us to better understand the events and societies of the past that have helped to shape our modern world. This course focuses on this techniques, methods, and theories that guide the study of the past. Students will learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students will learn about the relationship of material items to culture and what we can learn about past societies from these items.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> iSchool</p>
<p><b>Introduction to Sports and Entertainment Marketing</b> Have you ever wished to play sports professionally? Have you dreamed of one day becoming an agent for a celebrity entertainer? If you answered yes to either question, then believe it or not, you've been fantasizing about entering the exciting world of sports and entertainment marketing. Although this particular form of marketing bears some resemblance to traditional marketing, there are many differences as well, including a lot more glitz and glamour! In this course, you'll have the opportunity to explore basic marketing principles and delve deeper into the multi-billion dollar sports and entertainment marketing industry. You'll learn about how professional athletes, sports teams, and well known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> iSchool</p>
<p><b>Real World Parenting</b> What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are some of the topics covered in this course.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> .5 (elective) <b>Grade:</b> 9-12 <b>Location:</b> iSchool</p>

# WORLD LANGUAGES

One-Credit Courses	Grade Level Offered
Spanish 1-2	9-12
Spanish 3-4	10-12
Spanish for Native Speakers 1-2	9-12
Spanish for Native Speakers 3-4	10-12
Spanish 5-6 Honors	11-12
AP Spanish Language and Culture	11-12
French 1-2	9-12
French 3-4	10-12
French 5-6 Honors	11-12

One-Credit Courses	Grade Level Offered
AP French Language and Culture	11-12
Japanese 1-2	9-12
Japanese 3-4	10-12
Japanese 5-6 Honors	11-12
Japanese 7-8 Honors	12
Latin 1-2	9-12
Latin 3-4	10-12
American Sign Language 1-2	9-12
American Sign Language 3-4	10-12
American Sign Language 5-6 Honors	11-12

Description	Details
<p><b>Spanish 1 -2</b> This course will begin with a familiarization of the Spanish alphabet and general overview of what is to come. Grammar, proper verb forms (i.e., agreement of verb and subject as well as gender), basic everyday expressions, and vocabulary will be stressed throughout the year. In addition, the students will be introduced to the cultures and geographies of Spanish-speaking countries.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All, iSchool</p>
<p><b>Spanish 3-4</b> Spanish 3-4 offers an in-depth study of new and old grammar, affords opportunities for students to practice Spanish in meaningful ways, helps students develop their listening, speaking, reading, and writing skills in Spanish and enhance their knowledge and understanding of Hispanic culture.</p>	<p><b>Prerequisite:</b> Spanish 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All, iSchool</p>
<p><b>Spanish for Native Speakers 1-2</b> This is an introductory course specifically designed to meet the unique needs of the native Spanish speaker. This course has a strong focus on grammar and writing that prepares them to enter a multilingual world. All five competencies will be addressed in this course to refine speaking, reading, writing, listening, culture and geography.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Spanish for Native Speakers 3-4</b> This is an intermediate course designed to meet the unique needs of the native Spanish speaker. This course has a strong focus on grammar and writing that continues to prepare them to enter a multilingual world. All five competencies will continue to be addressed in this course to include speaking, reading, writing, listening, culture and geography.</p>	<p><b>Prerequisite:</b> Spanish for Native Speakers 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Spanish 5-6 Honors</b> Students will be able to speak with somewhat longer utterances and begin to display an ability to connect phrases and sentences to show relations between ideas expressed. Although patterns of errors are still common, students will learn to speak and write extemporaneously in past, present and future tense using vocabulary related to their own lives and interests. Accent and intonation will generally begin to be accurate although pauses and false starts may still be common as students give simple instructions and directions, make comparisons, solve problems together, and engage in conversations on a range of topics including leisure activities, professions and current events. In written work, students' spelling and punctuation will be mostly accurate; and they will learn to organize their ideas well.</p>	<p><b>Prerequisite:</b> Spanish 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>

# WORLD LANGUAGES

Description	Details
<p><b>AP Spanish Language and Culture</b> The AP Program offers exams for two Spanish courses: Spanish Language and Spanish Literature. Each is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to such advanced-level college courses as Spanish Composition and Conversation or an Introduction to Latin-American or Peninsular Literature. Students may take both exams if they choose thereby demonstrating achievement in both language and literature at the third-year college level. Each exam presumes at least one academic year's college-level preparation, although many schools find a two-year program more satisfactory.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fee:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>French 1-2</b> Students will learn to speak the language of love and diplomacy and art. In this class, students will learn how to greet people, ask for necessities, understand the answers and talk about everyday activities in school, family situations and leisure activities such as sports and shopping. Students will read and write simple French, as well as get acquainted with France, its people and culture.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>French 3-4</b> Students will increase their fluency in French. This class offers a practical study of both academic grammar and current language as it is spoken today in France and French-speaking countries around the world. Students will learn to talk about everyday activities and future and past events. They will improve skills in speaking, understanding, reading and writing. The students will also gain a deeper understanding of the French culture. This course will prepare students for a college-level French class.</p>	<p><b>Prerequisite:</b> French 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>French 5-6 Honors</b> Students will continue with French and strengthen their skills. This course includes role-play and writing skits to build vocabulary and fluency, as well as an increase in knowledge of French culture.</p>	<p><b>Prerequisite:</b> French 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>AP French Language and Culture</b> This is an advanced placement course for students who wish to pursue French beyond classroom experience. It requires active daily participation as well as gaining experience in French culture through novels, plays, poetry and music.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fee:</b> AP Exam Fee <b>Location:</b> All</p>
<p><b>Japanese 1-2</b> Japanese will focus on reading and writing skills in the target language. Additionally, a stronger emphasis will be placed on phonology and orthography. Connections will be made to the students' first language. A discussion of how Japanese provides an understanding of how language works and through the study of Japanese, the students will be provided with a broader cultural and humanistic perspective.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Japanese 3-4</b> In this class, students will learn 250 introductory Kanji, onomatopoeia and slang terms, learn self-expression of hobbies, know how to describe a variety of objects as well as their future plans. Students will be fluent in writing both Hiragana and Katakana charts by the end of the class. This class has a prerequisite of Japanese 1-2 or proof of knowledge to the same degree through the Japanese 1-2 final.</p>	<p><b>Prerequisite:</b> Japanese 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>

# WORLD LANGUAGES

Description	Details
<p><b>Japanese 5-6 Honors</b> In this course students will pursue functional fluency through the study of 250 complete Kanji symbols, past tense expressions, locatives of animate and inanimate, school subjects and health. By the end of this course, students will be fluent in both Hiragana and Katakana writing systems as well as some basic Kanji.</p>	<p><b>Prerequisite:</b> Japanese 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Japanese 7-8 Honors</b> In this course students will pursue functional fluency through the study of 250 complete Kanji symbols, shopping topics, mealtime topics, and Japanese celebrations. Students will also be involved with the local Japanese community through projects. By the end of this course, students will be fluent in both Hiragana and Katakana writing systems as well as basic Kanji.</p>	<p><b>Prerequisite:</b> Japanese 5-6 Honors <b>Credit:</b> 1 <b>Grade:</b> 12 <b>Location:</b> All</p>
<p><b>Latin 1-2</b> This class will introduce the fundamentals of Latin used by medical and legal professionals including the basic vocabulary, syntax and grammar. This course will focus on communicative and reading/writing competence. In additions, Latin 1-2 will introduce cultural knowledge and increase understanding by identifying the parts of the world where Latin either originated or was used.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Latin 3-4</b> This class will introduce the fundamentals of Latin used by medical and legal professionals including the basic vocabulary, syntax and grammar. This course will focus on communicative and reading/writing competence. In additions, Latin 3-4 will introduce cultural knowledge and increase understanding by identifying the parts of the world where Latin either originated or was used.</p>	<p><b>Prerequisite:</b> Latin 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>American Sign Language 1-2</b> This class will introduce the fundamentals of ASL used by the Deaf Community including the basic vocabulary, syntax, fingerspelling and grammatical non-manual signals. This course will focus on communicative competence. It will develop gestural skills as foundation for ASL enhancement. ASL 1-2 will introduce cultural knowledge and increase understanding of the Deaf Community.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>American Sign Language 3-4</b> This class will continue to introduce the fundamentals of ASL used by the Deaf Community including the basic vocabulary, syntax, finger spelling and grammatical non-manual signals. This course will focus on communicative competence. It will develop gestural skills as foundation for ASL enhancement. ASL 3-4 will introduce cultural knowledge and increase understanding of the Deaf Community.</p>	<p><b>Prerequisite:</b> American Sign Language 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>American Sign Language 5-6 Honors</b> This class will advance the fundamentals of ASL used by the deaf community including advanced vocabulary, syntax, fingerspelling, and grammatical non-manual signals. ASL 56 will further the knowledge of the culture and increase the understanding of the deaf community. Focus will be on target language and application.</p>	<p><b>Prerequisite:</b> American Sign Language 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>

# CTE – BUSINESS AND MARKETING

Professional Sales & Marketing One-Credit Courses	Grade Level Offered
Business and Marketing with Economic Application 1-2	9-12
Business and Marketing with Economic Application 3-4 Honors	10-12
Business and Marketing Specialization 5-6 Honors	11-12
Business and Marketing Internship	12

Description	Details
<p><b>Business and Marketing with Economic Application 1-2</b>            This class is designed to provide students with an overview of marketing occupations. It introduces students to personalities in business, business math communications, cash register operation, change making, employee cooperation, career opportunities, product knowledge, consumer buying motives, and personal selling. It introduces the marketing functions. Concepts covered include receiving, merchandising, budgeting, pricing, markups and markdowns, retailing, and sales promotion. Instruction in current marketing techniques is utilized with hands-on experience in the school store. Students will be required to work in the school store. DECA is highly recommended for all students in this class.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> All</p>
<p><b>Business and Marketing with Economic Application 3-4 Honors</b>            This class will continue to prepare students for marketing occupations. We will cover the principles of successful business, personnel, marketing and distribution, marketing research, stock control, buying and pricing. We will also focus on budgeting, credit, collections, fundamentals of operating a new business. There is a large research component built into this class. Students will be required to work in the school store. DECA is highly recommended for all students in this class. College credit may be offered through dual enrollment with Maricopa County Community College District. (3 college credits can be earned in this class)  <i>Upon completion of Business Marketing 1-2 and 3-4, students may earn a .5 Economic credit.</i></p>	<p><b>Prerequisite:</b>            Business and Marketing with Economic Applications 1-2 or teacher approval  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> All</p>
<p><b>Business and Marketing Specialization 5-6 Honors</b>            This course is for students that have completed School Store 3 – 4 and wants to explore several specialty marketing areas including Sports and Entertainment, E-Commerce, Travel and Tourism, Hospitality Services, Restaurant Management, Apparel and Accessories, Business Services, Retail Merchandising, Financial Services Management, Vehicle and Petroleum Marketing and Entrepreneurship. Students will demonstrate expertise in one or more of the specified areas by completing a Marketing Management Simulation Project. Students will participate in the supervision of the school store and participate in DECA competition and conferences. Three college credits are available for this class.</p>	<p><b>Prerequisite:</b>            Business and Marketing with Economic Applications 3-4 Honors  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> All</p>
<p><b>Business and Marketing Internship</b>            This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b>            Application  <b>Credit:</b> .5 /Repeatable  <b>Grade:</b> 12  <b>Location:</b> All</p>



# CTE – COMMUNICATIONS MEDIA

Graphic Web Design - One-Credit Courses	Grade Level Offered
Computer Graphics and Digital Design 1-2	9-12
Computer Graphics and Digital Design 3-4	10-12
Computer Graphics and Digital Design 5-6 Honors	11-12
Graphic Design Production 1-2	10-12
Graphic Design Production 3-4	10-12
Graphic Design Production 5-6 Honors	11-12
Graphic Design Production 7-8 Honors	11-12
Graphic/Web Design Internship	12

Journalism	Grade Level Offered
Media Communication/Journalism 1-2	9-12
Media Communication/Journalism 3-4, 5-6, 7-8	10-12
Media Communication/Journalism Internship	12

Photography	Grade Level Offered
Photo Imaging 1-2	9-12
Photo Imaging 3-4	10-12
Photo Imaging 5-6 Honors	11-12
Digital Photography Internship	12

Animation	Grade Level Offered
Computer Animation 1-2	9-12
Computer Animation 3-4	10-12
Computer Animation 5-6 Honors	11-12
Animation Internship	12

Film & TV - One Credit Courses	Grade Level Offered
TV/Broadcast Production 1-2	9-12
TV/Broadcast Production 3-4 Honors	10-12
TV/Broadcast Production 5-6 Honors	11-12
IB Film HL 1-2, 3-4	11-12
Film & TV Internship	12

Description	Details
<p><b>Computer Graphics and Digital Design 1-2</b>            This career and technical education course will introduce the design principles used in Graphic Design and Digital Communication fields. This is a survey course in which students will learn about the basic elements and principles of art and design through the use of photography and the Adobe Creative Suite including InDesign, Illustrator and Photoshop. Students will study color management, basic digital camera work, photographic compositional elements and elements of design including line, color, shape, texture and size as well as basic terminology, file naming conventions, storage and transfer of digital media and basic image manipulation. Students will learn many aspects of digital art including history and aesthetics as well as look critically at digital art and how it relates to and impacts the world. The class will be project-based with an emphasis on career and personal use. This is a challenging course, and each student is expected to be self-motivated, responsible and able to work independently to meet deadlines. College credit may be offered through dual enrollment with Maricopa County Community College District.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> All</p>

# CTE – COMMUNICATIONS MEDIA

Description	Details
<p><b>Computer Graphics and Digital Design 3-4</b>            This project-based course is designed to go beyond the skills developed in Introduction to Digital Communication. The course emphasis will be on teaching students advanced Adobe Photoshop, Illustrator, InDesign, and Acrobat techniques. Additionally, students will apply sophisticated layout, design and graphic creation processes in the production of a wide variety of real-world print, web, and digital media artifacts. College credit may also be offered via dual enrollment through the Maricopa Community College District.</p>	<p><b>Prerequisite:</b>            Computer Graphics and Digital Design 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> All</p>
<p><b>Computer Graphics and Digital Design 5-6 Honors</b>            In this project-based course, students will function as real-world, freelance, graphic communications entities. During the course of the year, students will acquire clients from the school, school district, or local community fulfilling their individual graphic communication needs. At the end of the course, students will have created a digital and/or print portfolio of their work to be used for job interviews, college admissions packages, and internship assignments. College credit may also be offered via dual enrollment through the Maricopa Community College District.</p>	<p><b>Prerequisite:</b>            Computer Graphics and Digital Design 3-4  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> All</p>
<p><b>Graphic Design Production 1-2</b>            In this course students will be responsible for the production, management and distribution of the school's annual publication (yearbook). Students will further develop skills in writing, marketing, layout design, art/graphics, photography, teamwork and leadership with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication. This course will emphasize positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. After-school work to meet deadlines and to research stories and photograph school functions is required. <i>(Available to 9th grade upon teacher approval.)</i></p>	<p><b>Prerequisite:</b>            Computer Graphics and Digital Design or Media Communications/Journalism  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> All</p>
<p><b>Graphic Design Production 3-4</b>            In this course students will be responsible for the production, management and distribution of the school's annual publication (yearbook). Students will further develop skills in writing, marketing, layout design, art/graphics, photography, teamwork and leadership with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication. This course will emphasize positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. After-school work to meet deadlines and to research stories and photograph school functions is required.</p>	<p><b>Prerequisite:</b> Graphic Design Production 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> All</p>
<p><b>Graphic Design Production 5-6 Honors</b>            In this course students will be responsible for the production, management and distribution of the school's annual publication (yearbook). Students will further develop skills in writing, marketing, layout design, art/graphics, photography, teamwork and leadership with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication. This course will emphasize positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. After-school work to meet deadlines and to research stories and photograph school functions is required.</p>	<p><b>Prerequisite:</b> Graphic Design Production 3-4  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> All</p>
<p><b>Graphic Design Production 7-8 Honors</b>            In this course students will be responsible for the production, management and distribution of the school's annual publication (yearbook). Students will further develop skills in writing, marketing, layout design, art/graphics, photography, teamwork and leadership with a standards-based approach to the basic concepts in information Technology/Graphic Arts Communication. This course will emphasize positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. After-school work to meet deadlines and to research stories and photograph school functions is required.</p>	<p><b>Prerequisite:</b> Graphic Design Production 5-6 Honors  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> All</p>

# CTE – COMMUNICATIONS MEDIA

Description	Details
<p><b>Graphic/Web Design Internship</b>            This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application  <b>Credit:</b> .5 /Repeatable  <b>Grade:</b> 12  <b>Location:</b> All</p>
<p><b>Media Communications/Journalism 1-2</b>            This course will help the student develop skills in listening, note taking, research, writing and editing which are necessary for newspaper production. Students will learn the various types of journalistic writing including writing news, feature, editorial and sports stories as well as page design and desktop publishing. The mechanics, organization, and responsibilities of production will also be stressed.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> All</p>
<p><b>Media Communications/Journalism 3-4, 5-6, 7-8</b>            Students will use the skills learned in Introduction to Journalism and continue to develop skills to produce a professional school print and/or online newspaper. Emphasis is placed on refining writing, editing, layout and production. Students need to be adaptable, creative and analytical - all skills in demand in the competitive world. Emphasis is on positive work attitudes and employment skills while expanding knowledge of basic business concepts and procedures. Students must be able to work independently as well as in a group. After-school work is required to meet deadlines, research stories and photograph school events.</p>	<p><b>Prerequisite:</b> Media Communications/Journalism 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> All</p>
<p><b>Media Communication/Journalism Internship</b>            This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application  <b>Credit:</b> .5/ Repeatable  <b>Grade:</b> 12  <b>Location:</b> All</p>
<p><b>Photo Imaging 1-2</b>            Students will develop basic composition, lighting, and camera operation skills using digital cameras. They will explore photography-related careers. This course will introduce students to several industry-related computer programs including Adobe Photoshop. The outcome of the course is a basic portfolio that reflects the course's objectives and the student's photographic style.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> DHS</p>
<p><b>Photo Imaging 3-4</b>            Students will deepen their photographic skills using film and 35mm film cameras, plus medium and large format cameras. Additionally, students will explore traditional film development, printing and design and produce advanced skills Adobe Photoshop projects, create a business plan for a photography business, apply scenario-based learning to actual "real world" photo assignments, and apprentice with a master photographer.</p>	<p><b>Prerequisite:</b> Photo Imaging 1-2 or a transferred photo course  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> DHS</p>

# CTE – COMMUNICATIONS MEDIA

Description	Details
<p><b>Photo Imaging 5-6 Honors</b> As the capstone course, Photo Imaging 5-6 Honors places select students in an Independent Studies Program that includes apprenticeships and internships with area graphics industry stakeholders. Students will be encouraged to perform campus and district photography assignments; further, they will develop and submit proposals for photo-based products to the district, local government, and businesses. Students will strive for advanced certification in Adobe software. The outcome of Photo Imaging 3 is multiple-format portfolios for specific markets, a resume that reflects on-the-job photography experience, references from three graphics industry resources, and a multi-year plan of post-secondary education or an industry-approved business plan. Photo Imaging 3 students will be prime candidates for scholarships, grants, and other aids to advance their development as professionals in Graphic Communications.</p>	<p><b>Prerequisite:</b> Photo Imaging 3-4 or a similar transferred photo course <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> DHS</p>
<p><b>Digital Photography Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 (Repeatable) <b>Grade:</b> 12 <b>Location:</b> DHS</p>
<p><b>Computer Animation 1-2</b> This project-based course introduces techniques for computer animation in the areas of 2-D and 3-D animation. The three phases of production (pre-production, production and post-production) are taught in detail and used for all projects. Specific topics that are covered are storyboarding, keyframing, scene composition and lighting, Stop Action animation, Rotoscoping, Web Banners, 3-D modeling, and basic coding. Computer animation concepts will utilize software applications such as Adobe Flash and Blender. Students will create 2-D and 3-D animations to produce engaging, real world, digital experiences. Students will begin to explore career options.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> VVHS, SRHS</p>
<p><b>Computer Animation 3-4</b> This project-based course allows students to continue on the career path laid out in Computer Animation 1-2. This includes further investigation into 2-D and 3-D techniques such as lip syncing, game design, video integration, creation of complex 3-D worlds, custom textures, and advanced coding. Computer animation concepts may utilize programs such as Blender, Autodesk Maya, Adobe Creative tools and HTML5. Students will construct engaging animation clips as well as short games. Students will explore further career opportunities as well as possible internships in animation and game design.</p>	<p><b>Prerequisite:</b> Computer Animation 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> VVHS, SRHS</p>
<p><b>Computer Animation 5-6 Honors</b> Students will use the knowledge gained from previous courses to create and individualized, personal learning experience geared toward their future career interests. The course will focus on creating a professional electronic portfolio, demo reel that can be used in industry or college interview situations, and a service learning project in which they will provide a service to an organization or business. All information will be documented using Production notebooks that will follow each project to its completion. Additional areas of focus will be software certification and understanding the business side of working on a team and/or as a freelance artist.</p>	<p><b>Prerequisite:</b> Computer Animation 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> SRHS, VVHS</p>

# CTE – COMMUNICATIONS MEDIA

Description	Details
<p><b>Animation Internship</b>            This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application  <b>Credit:</b> .5 /Repeatable  <b>Grade:</b> 12  <b>Location:</b> VVHS, SRHS</p>
<p><b>TV/Broadcast Production 1-2</b>            This year-long course emphasizes the technical computer application side of video and multimedia production as it relates to over-the-air, cable, and closed circuit broadcasting. Students will develop advanced techniques in digital video capturing, editing, multi-camera usage, lighting techniques, green screen methods, basic news gathering, teleprompter management, microphone utilization, and pre- and post-production work with an emphasis on teamwork and leadership. Students will also be introduced to studio functions in the production of live and pre-recorded media. These students will be responsible for the production of the school’s daily video announcements, as well as students’ own location and studio projects which will be rebroadcast on the local public access channel and will be made available for download as podcasts. This course requires after-school work to meet deadlines and may be repeated for credit. Built into each unit work will be bell work, technique, skill building, math, reading, language arts and homework activities.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> WCHS, DHS</p>
<p><b>TV/Broadcast Production 3-4 Honors</b>            This year-long course emphasizes the technical computer application side of video and multimedia production as it relates to over-the-air, cable, and closed circuit broadcasting. Working from the foundational skills developed in the TV/Broadcast Production 1-2 course, students will develop advanced techniques and skills. Students will also be responsible for key studio functions such as anchors and managers in the production of live and pre-recorded media acting as lead persons for the production of the school’s daily video announcements as well as students’ own location and studio projects. Daily video announcements and production packages will be rebroadcast on the local public access channel and will be made available for download as podcasts. This course requires after-school work to meet deadlines and cover newsworthy events. Built into each unit of work will be bell work, technique refinement, skill building, math, reading, language arts and homework activities.</p>	<p><b>Prerequisite:</b> TV/Broadcast Production 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> WCHS, DHS</p>

# CTE – COMMUNICATIONS MEDIA

Description	Details
<p><b>TV/Broadcast Production 5-6 Honors</b></p> <p>This year-long course emphasizes the portfolio creation aspect of video and multimedia production as it relates to over-the-air, cable, and closed circuit broadcasting. Working from the intermediate skills developed in the two previous TV/Broadcast Production courses, students will develop advanced techniques in interviewing, story development, on-air talent, multi-camera usage, lighting techniques, news gathering, sound utilization, and pre- and post-production work with an emphasis on broadcast journalism, teamwork, and leadership as they build a strong portfolio of work throughout the year for college, internship, and job applications. Students will also be responsible for team lead studio positions of responsibility such as main anchors and managers in the production of live and pre-recorded media. These students will be responsible for mentoring, leading, and training underclassmen during the production of the school's daily video announcements, as well as students' own location and studio projects. Daily video announcements and production packages will be rebroadcast on the local public access channel and will be made available for download as podcasts. This course requires after school work to meet deadlines and cover newsworthy events throughout campus, the district, and community. Built into each unit of work will be bell work, technique refinement, skill building, leadership, math, reading, language arts, and homework activities.</p>	<p><b>Prerequisite:</b> TV/Broadcast Productions 3-4 Honors <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> WCHS, DHS</p>
<p><b>IB Film HL 1-2; IB Film HL 3-4</b></p> <p>Film is both a powerful communication medium and an art form. The Diploma Program film course aims to develop students' skills so they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Program film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from differing points of view.</p>	<p><b>Prerequisite:</b> TV/Broadcasting 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Fee:</b> IB Exam Fee <b>Location:</b> WCHS</p>
<p><b>Film &amp; TV Internship</b></p> <p>This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> DHS, WCHS</p>

# CTE – COMMUNITY SERVICE CAREERS

Law and Public Safety One-Credit Courses	Grade Level Offered
Law Enforcement 1-2	9-12
Law Enforcement 3-4	10-12
Law Enforcement 5-6	11-12
Law, Public Safety & Security Internship	12

Fire Science One-Credit Courses	Grade Level Offered
Fire Science 1-2	9-12
Fire Science 3-4 Honors	10-12
Fire Science Internship	11-12

Description	Details
<p><b>Law Enforcement 1-2</b> This course is a career-based class that will introduce students to the basic concepts of the civil and criminal judicial systems. Special emphasis will be placed on physical conditioning, discipline and basic law enforcement principles and practices in daily life.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> VVHS</p>
<p><b>Law Enforcement 3-4</b> This course prepares students to apply academic and technical knowledge and skills to a variety of settings within law enforcement. Students will be exposed to various aspects of law enforcement. Participation in the Police Explorer Program is encouraged. Students will be subjected to a background check and fingerprinting as a part of this course.</p>	<p><b>Prerequisite:</b> Law Enforcement 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> VVHS</p>
<p><b>Law Enforcement 5-6</b> This course prepares students to apply advanced technical knowledge and skills to a variety of settings within law enforcement. Students will be exposed to various aspects of law enforcement administrative functions. Participation in the Explorer program is encouraged. Students will be subject to background check and fingerprinting as part of this course.</p>	<p><b>Prerequisite:</b> Law Enforcement 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> VVHS</p>
<p><b>Law, Public Safety &amp; Security Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> VVHS</p>

# CTE – COMMUNITY SERVICE CAREERS

Description	Details
<p><b>Fire Science 1-2</b>            This course prepares students to apply academic, technical knowledge and skills to a variety of settings within the firefighting response. This course is designed with lessons in fire behavior, safety, building construction, nutrition and wellness, fire department equipment and tools as well as the history and culture of the fire service. A partnership with Surprise Fire Department and hospitals will provide experiences and resume-building opportunities. Students will collaborate in community service projects with local charities, the Surprise Fire Department and the Surprise Firefighter Charities. Opportunities for Industry certification are available in AHA CPR for the Healthcare Provider, first aid, and NIMS100/700 courses and hazmat awareness.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> VVHS</p>
<p><b>Fire Science 3-4 Honors</b>            This course prepares students to apply advanced academic knowledge, technical knowledge, and skills to a variety of settings within fire fighting and emergency response. This course is designed to acquaint students with various aspects of the firefighting professions through training in rope rescue, vehicle extrication, fire hydraulics, the chemistry of fire behavior, helicopter operations, command procedures, public life safety education projects, oral board interviewing, and more. A partnership with the Surprise Fire Department and hospitals will provide the opportunity for off-campus experiences or a professional internship. Industry certifications are possible in NIMS 200, hazmat operations training, and recertification in AHA CPR. Participation in the program's Career and Technical Student Organizations is required. Students in this class will compete locally, regionally, and nationally.</p>	<p><b>Prerequisite:</b> Fire Science 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> VVHS</p>
<p><b>Fire Science Internship</b>            This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work.. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application  <b>Credit:</b> .5 /Repeatable  <b>Grade:</b> 11-12  <b>Location:</b> VVHS</p>



# CTE – EDUCATION AND TRAINING

Education Professions - One-Credit Courses	Grade Level Offered
Education Professions 1-2	10-12
Education Professions 3-4	11-12
Education Professions 5-6 Service Learning	12
Education Professions Internship	12

Description	Details
<p><b>Education Professions 1-2</b> This course is an elective designed to give insight and experience to students who are interested in a career in the field of education including teaching, coaching, counseling and administration. Students will begin to develop their Educational Philosophy through knowledge of the learner, teacher and the school environment. Students will spend a minimum of 25 hours in an on-going field experience with a mentor teacher at a local elementary school. Dual credit may be obtained from the Maricopa County Community College system for this program. Students enrolled in the Ed Professions program will participate and be affiliated with the national organization, Future Educators of America.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Education Professions 3-4</b> This course is an elective that continues to prepare students to work in the field of education enabling them to investigate the profession on a deeper level. Units emphasize communication skills, classroom responsibilities, educational issues and professional development. Students will develop these skills by completing 75 hours of field experiences in local elementary schools. Lesson planning, teaching methods and classroom management skills are emphasized throughout. Dual credit may be obtained from the Maricopa County Community College system for this program. Students participating in Education Professions 3-4 will be members of, and affiliated with, the national organization, Future Educators of America.</p>	<p><b>Prerequisite:</b> Education Professions 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Education Professions 5-6 Service Learning</b> This course is an elective that continues to prepare students to work in the field of education by using community-based learning done through service projects that benefit community organizations. Students will foster civic responsibility by creating and implementing a service-learning project and complete 50 hours at a local agency. The class supports and provides resources for hands-on individual and student group volunteering. Dual credit may be obtained from the Maricopa County Community College system for this class. Students participating in Education Professions 5-6 will be members of, and affiliated with, the national organization, Future Educators of America.</p>	<p><b>Prerequisite:</b> Education Professions 3-4 <b>Credit:</b> 1 <b>Grade:</b> 12 <b>Location:</b> All</p>
<p><b>Education Professions Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> All</p>

# CTE – ENGINEERING SCIENCES & INFORMATION TECHNOLOGY

Engineering One-Credit Courses	Grade Level Offered
Engineering 1-2	9-12
Engineering 3-4	10-12
Engineering 5-6 Honors	11-12
Engineering 7-8 Honors	12
<u>Engineering Internship</u>	12

Software Development One-Credit Courses	Grade Level Offered
Foundations in Information Technology	9-12
Coding 1-2	10-12
Computer Maintenance 1-2	10-12
Networking and Security	10-12
Website Development 1-2	10-12
Information Technology Internship	12

Description	Details
<p><b>Engineering 1-2</b> Robotics and engineering is for all students interested in design, engineering and robotics programming. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. This project-based class allows students to employ engineering and scientific concepts in the problem-solving process. Students will use state of the art 3D solid modeling design software and VEX robotics systems. Student Organization: SkillsUSA</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> SRHS</p>
<p><b>Engineering 3-4</b> Students will address the most contemporary technological content using “informed” design: activities. The students will develop a further understanding of engineering and technology, address design problems using a solution-finding process and select optimal design. Intermediate Engineering provides students with the opportunity to develop skills and understanding of course concepts through activity-, project- and problem-based learning. Students will use interactive 3D design engineering software, VEX robotic systems, CNC Machining technology as well as 3D and Laser printing technologies. Student Organization: SkillsUSA</p>	<p><b>Prerequisite:</b> Engineering 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> SRHS</p>
<p><b>Engineering 5-6 Honors</b> Students will address the most contemporary technological content using “informed” design activities. The students will develop a further understanding of engineering and technology, address design problems using a solution-finding process and select optimal design. Advanced Engineering provides students with the opportunity to develop skills and understanding of the different concepts and disciplines of engineering through activities, projects and problem-based learning. Students will design and build a solar go-kart as well as building competition robots. Students will use interactive 3D design engineering software, VEX robotic systems, CNC Machining technology as well as 3D printing and Laser engraving technologies. Concepts will include the study of simple machines, circuits, mechanics of material, static and dynamics. Student Organization: SkillsUSA</p>	<p><b>Prerequisite:</b> Engineering 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> SRHS</p>
<p><b>Engineering 7-8 Honors</b> Students will use the engineering process to gather information about problems in their community and develop working solutions. The projects will span various disciplines of the engineering spectrum and will vary depending on the community’s needs. The course will follow the framework of the EPICS program developed by ASU. Students will form design teams for the community projects. Each group will research possible community projects that are feasible for the classroom setting, the engineering process will be followed to find a workable solution. The project will also include forming relationships with community leaders, engineering firms and teachers in other subjects. The class is designed to be a capstone to the engineering curriculum and combine the skills students have developed in high school in all of their classes. Students will be required to use their knowledge of computers, mathematics, technology and report writing along with sciences classes such as physics and chemistry. Student Organization: SkillsUSA.</p>	<p><b>Prerequisite:</b> Engineering 5-6 Honors <b>Credit:</b> 1 <b>Grade:</b> 12 <b>Location:</b> SRHS</p>

# CTE – ENGINEERING SCIENCES & INFORMATION TECHNOLOGY

Description	Details
<p><b>Engineering Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> SRHS</p>
<p><b>Foundations in Information Technology</b> Learning how information technology systems operate is becoming more and more important for students as they pursue their career goals. This course introduces principles of computers with an emphasis on basic concepts of computer maintenance, network technologies, software development and web page development. Students will also acquire an understanding of the IT industry, computer mathematics, and the evolution of the computer.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> TBD</p>
<p><b>Coding 1-2</b> This course prepares students to apply software theory and programming methods to the solutions of authentic business data problems. This course will offer the skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification.</p>	<p><b>Prerequisite:</b> Foundations in IT <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> TBD</p>
<p><b>Computer Maintenance 1-2</b> This program prepares students to apply technology knowledge and skill in PC hardware and software systems with an emphasis on PC repair and maintenance. This option will offer skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification.</p>	<p><b>Prerequisite:</b> Foundations in IT <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> TBD</p>
<p><b>Networking and Security 1-2</b> This option prepares students to apply technology knowledge and skills to install, configure and troubleshoot basic networking hardware, protocols, and services. In addition to learning basics of network security, students will learn the skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification.</p>	<p><b>Prerequisite:</b> Foundations in IT <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> TBD</p>
<p><b>Website Development 1-2</b> This course prepares students to become familiar with the foundational and basic skills of Internet Technologies, writing code manually, using graphical user interface authoring tools and learning basic infrastructure networking. This course will offer the skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification.</p>	<p><b>Prerequisite:</b> Foundations in IT <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> TBD</p>
<p><b>Information Technology Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5/Repeatable <b>Grade:</b> 12 <b>Location:</b> All</p>

# CTE – INDUSTRIAL TRADES

Automotive Technology One-Credit Courses	Grade Level Offered
Automotive Technology 1-2	9-12
Automotive Technology 3-4	10-12
Automotive Technology 5-6 Honors	11-12
Automotive Technology 7-8 Honors	12
Automotive Technologies Internship	12

Architecture One-Credit Courses	Grade Level Offered
Architecture Design Drafting 1-2	9-12
Architecture Design Drafting 3-4	10-12
Architecture Design Drafting 5-6 Honors	11-12
Architecture Design Drafting 7-8 Honors	11-12
Architecture Drafting Internship	12

Description	Details
<p><b>Automotive Technology 1-2</b> This course is an introduction to automotive systems for the general public/consumers. Auto 1 will have an emphasis on general work safety. Following units focus on working with hand tools, electric equipment, pneumatic and hydraulic tools, and basic car maintenance and systems inspection. Auto 2 allows students to continue to explore automotive systems by using interactive computer training equipment that simulates real automotive systems along with work on real auto parts. This is a great course for anyone interested in knowing more about cars.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> DHS</p>
<p><b>Automotive Technology 3-4</b> This course is a continuation of the exploration of automotive systems for student who are interested in a career in the Automotive field. Students will perform standard inspections, maintenance and repair of: HVAC, Auto Transmission, Manual Transmissions, Engine, Steering and Suspension and Electrical systems. Students will train to use industry standard automotive service and test equipment such as ECU scan tools, computerized wheel alignment equipment and wheel mounting equipment, and advanced engine performance diagnostic equipment.</p>	<p><b>Prerequisite:</b> Automotive Technology 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> DHS</p>
<p><b>Automotive Technology 5-6 Honors</b> This course is for students who want to work in the automotive industry as an Engineer, Technician, Parts and Service Management, or Business Management. Students will prepare for taking the ASE national tests, entering advanced automotive training programs, and working in entry level automotive positions. Students will participate in authentic learning experiences in which they will provide a service to an organization or business.</p>	<p><b>Prerequisite:</b> Automotive Technology 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> DHS</p>
<p><b>Automotive Technology 7-8 Honors</b> This class is designed to provide Auto Tech 5-6 Honors students with additional classroom lab time for extended hands-on experiences. These real world, authentic activities reinforce workplace skills necessary to master this Career and Technical Education Program. Students will participate in authentic learning experiences in which they will provide a service to an organization or business.</p>	<p><b>Prerequisite:</b> Automotive Technology 5-6 Honors <b>Credit:</b> 1 <b>Grade:</b> 12 <b>Location:</b> DHS</p>
<p><b>Automotive Technologies Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> DHS</p>

# CTE – INDUSTRIAL TRADES

Description	Details
<p><b>Architectural Design Drafting 1-2</b>            This is a general education course designed to explore and acquaint the student with the field of architecture. All of the areas will be explored using CAD software such as Softplan Pro with Softplan Review and other state-of-the-art software. The course explores in-depth the following areas: architectural styles, floor and plot plan considerations, floor plans, plot plans/site plans, elevations, detail sheets, making a house model, drawing to code. Manual drafting “tools” for formal drafting, technical sketching, and computer-aided drafting software and hardware will also be utilized. Classes in this program are dual enrollment eligible and can lead to a college major in architecture.</p>	<p><b>Prerequisite:</b> None  <b>Credit:</b> 1  <b>Grade:</b> 9-12  <b>Location:</b> SRHS</p>
<p><b>Architectural Design Drafting 3-4</b>            This intermediate level course will cover more advanced residential and commercial architectural design including floor plans, foundation plans, building sections, site plans and related construction details and working drawings. Manual drafting “tools” for formal drafting, technical sketching, and computer-aided drafting software and hardware will also be utilized during this course. Classes in this program are dual enrollment eligible and can lead to a college major in Architecture.</p>	<p><b>Prerequisite:</b>            Architectural Design Drafting 1-2  <b>Credit:</b> 1  <b>Grade:</b> 10-12  <b>Location:</b> SRHS</p>
<p><b>Architectural Design Drafting 5-6 Honors</b>            If you are interested in designing custom homes, commercial buildings, school campus buildings, high-rise office buildings, structural steel detailing and modeling, designing landscape layouts, and working with Geographic Information Systems, then Signature Architecture Program (SAP) is your choice. Students will learn the most advanced and latest industry software while completing their academically rigorous and industry-authentic, hands-on projects. Class activities will include designing and testing of designs, technical illustration and displaying work. SAP students will also build numerous types of residential, commercial, and high-rise models of their designs. Classes in this program are dual enrollment eligible and can lead to a college major in Architecture.</p>	<p><b>Prerequisite:</b>            Architectural Design Drafting 3-4  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> SRHS</p>
<p><b>Architectural Design Drafting 7-8 Honors</b>            This Course will cover extremely advanced architectural working drawings, structural steel detailing/modeling and Geographical Information Systems mapping projects. Manual drafting “tools” for formal drafting, technical sketching, and computer-aided drafting software and hardware will also be utilized during this course. Classes in this program are dual enrollment eligible and can lead to a college major in Architecture.</p>	<p><b>Prerequisite:</b>            Architectural Design Drafting 5-6 Honors  <b>Credit:</b> 1  <b>Grade:</b> 11-12  <b>Location:</b> SRHS</p>
<p><b>Architectural Drafting Internship</b>            This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application  <b>Credit:</b> .5 /Repeatable  <b>Grade:</b> 12  <b>Location:</b> SRHS</p>

# CTE – FAMILY & CONSUMER SCIENCES

Culinary Arts - One-Credit Courses	Grade Level Offered
Culinary Arts 1-2	9-12
Culinary Arts 3-4	10-12
Culinary Arts 5-6 Honors	11-12
Culinary Arts Internship	12

Description	Details
<p><b>Culinary Arts 1-2</b> This course is an introduction to health and safety standards for food preparation including government regulation of food and nutrition. Food preparation and presentation techniques are practiced in authentic lab experiences emulating commercial food service operations.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> VVHS</p>
<p><b>Culinary Arts 3-4</b> Students expand on professional skills used in the food-service industry. In-depth culinary skills taught include Garde Manger, Saucier, front and back-of-the-house operations, cost v. profit, as well as restaurant and kitchen management in the fine dining environment. While enrolled in this course, students are encouraged to be active members in the Family Career and Community Leaders of America (FCCLA).</p>	<p><b>Prerequisite:</b> Culinary Arts 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> VVHS</p>
<p><b>Culinary Arts 5-6 Honors</b> This class is designed to provide additional classroom and lab experiences related to culinary operations. These real-world, authentic activities reinforce workplace skills necessary to master the culinary arts career and technical education program. Students will participate in authentic learning experiences in which they will provide a service to an organization or business.</p>	<p><b>Prerequisite:</b> Culinary Arts 3-4 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> VVHS</p>
<p><b>Culinary Arts Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> VVHS</p>

# CTE – HEALTH CAREERS

Allied Health Services One-Credit Courses	Grade Level Offered
Medical Foundations 1-2	9-12
Medical Lab Assistant 1-2	11-12
Medical Lab Assistant 3-4 Honors	12
Laboratory Assisting Internship	12

Allied Health Services One-Credit Courses	Grade Level Offered
Sports Medicine 1-2	9-12
Sports Medicine 3-4 Honors	10-12
Sports Medicine & Rehabilitation Internship	11-12

Description	Details
<p><b>Medical Foundations 1-2</b> This is an introductory course for those interested in pursuing medical and biotechnical careers, or who plan to enroll in an allied health career program. Lab theory, hands-on technological and biotechnological work will be performed in addition to human anatomy and physiology, human diseases, disorders and treatment and medical terminology/abbreviations. This course prepares students for certification as a lab assistant, EMT, dental assistant, athletic trainer and other allied health or medically related fields or post secondary education. May qualify for dual enrollment credit.</p>	<p><b>Prerequisite:</b> None <b>Credit:</b> 1 <b>Grade:</b> 9-12 <b>Location:</b> All</p>
<p><b>Medical Lab Assistant 1-2</b> In this course, students attain skills in phlebotomy procedures, specimen procurement and sample processing, basic laboratory testing, patient processing, medical terminology, office procedures/skills, and medical laboratory techniques. Instruction includes communication, interpersonal and professional skills, appropriate scientific principles of microbiology, chemistry, and hematology integrated into skill development and clinical learning.</p>	<p><b>Prerequisite:</b> Medical Foundations 1-2 <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> WCHS</p>
<p><b>Medical Lab Assistant 3-4 Honors</b> This course is a continuation of Medical Laboratory Assistant 1-2 and the culmination of this Allied Health strand. In addition to attaining expertise in phlebotomy procedures and building on the skills developed in the prior course, this course offers hands-on experiences in the classroom lab including capillary punctures, urinalysis and blood smears. Upon successful completion of this course, students will have the opportunity to take a National Certification Exam for Phlebotomy Technician (CPT).</p>	<p><b>Prerequisite:</b> Medical Lab Assistant 1-2 <b>Credit:</b> 1 <b>Grade:</b> 12 <b>Location:</b> WCHS</p>
<p><b>Laboratory Assisting Internship</b> This one-semester course will allow CTE students who are currently enrolled in Medical Lab Assisting 3-4 Honors to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> WCHS</p>

# CTE – HEALTH CAREERS

Description	Details
<p><b>Sports Medicine 1-2</b> Sports Medicine 1-2 is an introductory level course designed for students interested in fields such as athletic training, physical therapy, medicine, and physiology of exercise, biomechanics, and other sports medicine-related fields. Students will practice the concepts of patients' rights, quality of care, communication skills, teamwork, decision-making and legal and ethical issues. The introductory course includes coursework in the following areas: prevention, evaluation, treatment, and rehabilitation of common sports injuries, health care administration, nutrition and insurance issues. Advanced anatomy including the musculoskeletal, nervous, and circulatory and respiratory system will be emphasized throughout the course. Students will be re-certified in CPR, first aid and Automated External Defibrillation through the American Red Cross.</p>	<p><b>Prerequisite:</b> Medical Foundations 1-2 <b>Credit:</b> 1 <b>Grade:</b> 10-12 <b>Location:</b> All</p>
<p><b>Sports Medicine 3-4 Honors</b> Sports Medicine and Rehabilitation Therapies (Sports Medicine 2) is designed for students interested in fields such as athletic training, physical therapy, medicine, physiology of exercise, biomechanics, and other sports medicine related fields. The course covers prevention, treatment, and rehabilitation of advanced sports injuries, taping and wrapping of injuries, and emergency procedures. In addition, students will practice the concepts of nutrition, sports psychology, rehabilitation with therapeutic modalities, and fitness/conditioning/strength programs. Students will be re-certified in CPR, First Aid, and Automated External Defibrillation through the American Red Cross. Observation hours in various off-campus sports medicine settings will be required, so students must possess a driver's license, reliable transportation and proof of insurance. Students must get approval from parents, in writing, to ride with licensed classmates.</p>	<p><b>Prerequisite:</b> Sports Medicine 1-2, Anatomy and Physiology <b>Credit:</b> 1 <b>Grade:</b> 11-12 <b>Location:</b> All</p>
<p><b>Sports Medicine &amp; Rehabilitation Internship</b> This one-semester course will allow CTE students who have completed the program sequence to experience on-the-job training in a career path. Requirements include three weeks of classroom instruction in job preparation and application and 80 hours per semester of on the job field work. Artifacts include a complete portfolio, two employer evaluations, two instructor field evaluations, a final, written summary and reflection. Students must provide their own transportation to the internship site.</p>	<p><b>Prerequisite:</b> Application <b>Credit:</b> .5 /Repeatable <b>Grade:</b> 12 <b>Location:</b> All</p>



# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Aesthetician</b> This one-year program specializes in the study of skin care and provides in-depth instruction on a variety of skin care services. The curriculum will include giving facials, skin analysis, pore cleansing, skin care regimens, waxing, eyebrow shaping, lash tinting and aromatherapy techniques. Upon completion of the program, students may test to receive a certification with the Arizona Board of Cosmetology.</p>	<p><b>Prerequisite:</b> Minimum of 10 high school credits; 2 credits of English with a C or better; transcript due to West-MEC by June 15 <b>Credit:</b> 2.25/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Air Conditioning Technician</b> This one year program introduces students to the basic elements of heating, ventilation, and air conditioning systems. Students will have the opportunity to analyze electrical systems, perform maintenance repairs, troubleshoot and install air conditioning and heating units. Upon completion of the program, students may test to receive a certification with the National Center for Construction and Education Research (NCCER), Snap-On, OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 2/semester <b>Grade:</b> 11-12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Auto Collision Technology</b> This two-year program teaches the basic principles and terminology of the auto body repair industry. This hands-on repair program teaches metal work, basic painting and color matching, cost estimation, industry safety protocol, structural analysis, computer diagnostic systems, and welding in collision repair. Upon completion of the two-year program, students may test to receive Inter-Industry Conference on Auto Collision Repair (I-CAR) certification.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Automotive Technology</b> This two-year program, teaches students all aspects of automotive repair and maintenance including engine performance, engine repair, brakes, steering, suspension, and alignment, and electrical systems. Upon completion of the two-year program, students may take the Automotive Service Excellence (ASE) Certification Exam.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Aviation Maintenance Technology</b> This two-year program teaches students the maintenance and repair of aircraft mechanical systems including turbine and reciprocating engines, aircraft finishes, sheet metal, welding, landing gears, hydraulics, propellers and much more. Upon completion of 1,952 hours of training, students 18 years of age or older may test for Federal Aviation Administration (FAA) Airframe and Powerplant certification. Must be available for summer sessions - June and July for 8-hour days.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 6/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Avionics Electronics</b> This two-year program is designed to educate students on electronics within the aviation industry. Students will learn avionics installation, troubleshooting, system integration and avionics operating systems, including GPS systems, autopilot, communication systems, and weather radar. Upon completion of the program, students may test to receive a certification with the Federal Communications Commission (FCC).</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Coding</b> This two-year interactive program prepares students for a career as a software developer. The program teaches students how to design and develop software, build apps for phones, tablets, websites and write and test computer code. Upon completion of the program, students may test to receive a certification in Internet Web (CIW) JavaScript.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Cosmetology</b> This two-year interactive program teaches students the latest techniques in hair, skin and nail care from experienced cosmetology professionals in a state-of-the-art salon setting. Upon completion of the two-year program, students may test to receive a cosmetology license from the Arizona Board of Cosmetology.</p>	<p><b>Prerequisite:</b> Minimum of 10 high school credits; 2 credits of English with a C or better; transcript due to West-MEC by June 15  <b>Credit:</b> 6/year  <b>Grade:</b> 11-12 (2 year program)  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Electrical Trade Speciality</b> This one-year program in the Electrical Trade Speciality program prepares trainees to enter the residential electrician field. Upon completion of the program, students may test to receive a certification with the National Center for Construction and Education Research (NCCER), Snap-On, OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better  <b>Credit:</b> 1.5/semester  <b>Grade:</b> 11-12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Emergency Medical Technician (EMT)</b> This one-semester program teaches students basic emergency medical care. Students will learn to assess and treat patients. Training consists of first-response care, CPR, measuring vital signs, bandaging, and other life-saving procedures. Upon completion of the course, students who are 18 years of age or older may take the National Registry Exam to receive EMT certification.</p>	<p><b>Prerequisite:</b> One credit of Biology or Anatomy/Physiology with a C or better &amp; pass English testing  <b>Credit:</b> 2/semester  <b>Grade:</b> 12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Energy and Industrial Technology</b> West-MEC's Energy and Industrial Technology Program explores the fields of electricity, electronics, instrumentation and controls, mechanical systems, industrial skills and power skills. This program is run in close partnership with APS, Palo Verde Nuclear Generating Facility and Estrella Mountain Community College. Upon completion of the two-year program, students may test to receive OSHA 10, American Heart Association CPR/AED and First aid, ACT National Career Readiness Certificate, Energy Industry Fundamentals Certificate, NCCER certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12 (2 year program)  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Fire Science</b> This one-year program is an overview of the fundamentals in the firefighting profession. Students will learn fire fighting tactics, search and rescue procedures, and perform simulated fire fighting training exercises. Upon completion of the program, students may take the International Fire Service Accreditation Congress (IFSAC) Certification Exam.</p>	<p><b>Prerequisite:</b> 1 credit of English with a C or better  <b>Credit:</b> 1/semester  <b>Grade:</b> 11-12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>General Construction Technology</b> This one or two-year program prepares students to enter the residential and commercial construction industry. Students will learn estimating, concrete, masonry, framing, dry-wall, basic electrical, basic plumbing, roofing, hand and power tools, rigging and materials handling, along with site safety. Upon completion of the two-year program, students may test for certification with the National Center for Construction and Education Research (NCCER).</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better  <b>2 Year Program</b>  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12  <b>1 Year Program</b>  <b>Credit:</b> 2/semester  <b>Grade:</b> 11-12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>IT Security</b> This two-year program focuses on the foundational principles of securing computer networks and managing risk. Important topics covered are managing networks, ethical hacking defense, troubleshooting Linux OS and mitigating security risks. Upon completion of the two-year program, students may test to receive ACT National Career Readiness Certificate and other entry-level IT Security certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Law Public Safety and Security</b> This two-year program explores the basic skills used in patrol functions, defensive tactics, use of force and first aid. Students will learn constitutional law, forensic science, first aid/CPR and more. Upon completion of the two-year program, students may test to receive a certification in Arizona Security License, First Aid, CPR, AED and FEMA Incident Command System Certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Massage Therapy</b> This one-year program specializes in the study of massage therapy and provides in-depth, hands-on instruction in a wide variety of massage methods. The curriculum will include: Swedish massage, Thai massage, deep tissue massage, sports massage, geriatric massage, prenatal massage and reflexology. Upon completion of the one-year program, students may test to receive Arizona State Board of Massage Therapy Licensed Massage Therapist.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; a lab science with a C or better <b>Credit:</b> 2.75/semester <b>Grade:</b> 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Medical Assisting</b> This one or two-year program prepares students with the necessary clinical and administrative knowledge to become entry-level medical assistants. Students will receive hands-on training and learn how to properly administer injections, take vital signs, record EKGs, implement basic accounting procedures, and understand the fundamentals of patient documentation. Upon completion of the program, students may test to receive a certification with the American Heart Association CPR/AED, Registered Medical Assistant, Registered Phlebotomy Technician.</p>	<p><b>Prerequisite:</b> 1 credit of English with a C or better; 1 credit of a lab science with a C or better 2 year program: <b>Credit:</b> 3/year <b>Grade:</b> 11-12 1 year program: <b>Credit:</b> 2.75/semester <b>Grade:</b> 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Medium/Heavy Diesel Technology</b> This two-year program teaches students the maintenance and repair of diesel systems found in medium-heavy equipment like trucks, buses, cranes, tractors, and more. Students will use computers to troubleshoot and diagnose electrical systems, brakes, suspension, steering, and hydraulics using Snap-on Tools technology and equipment. Upon completion of the two-year program, students may take the Automotive Service Excellence (ASE) Certification Exam, Snap-on, OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better <b>Credit:</b> 3/year <b>Grade:</b> 11-12 (2 year program) <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>
<p><b>Pharmacy Technician</b> This one-year program teaches students the delivery of pharmaceutical services alongside licensed pharmacists in a pharmacy setting. The program teaches medical terminology, pharmacy law, quality customer service, pharmacology, preparing prescription medications, and administrative duties such as inventory of drugs and pharmacy operations. Upon completion of the one-year program, students may test to receive Pharmacy Technician Certification Board (PTCB) Certification, American Heart Association CPR/AED.</p>	<p><b>Prerequisite:</b> 1 credit each of English, a lab science and Algebra I with a C or better <b>Credit:</b> 1.5/semester <b>Grade:</b> 12 <b>Fee:</b> May require fee <b>Location:</b> See counselor</p>

For detailed information about West-MEC 2017-2018 course offerings, visit their website at [www.west-mec.org](http://www.west-mec.org)

# CTE – WEST-MEC OFFERINGS

Description	Details
<p><b>Physical Therapy Technician</b>            This one-year program prepares students with the necessary skills and techniques to become a physical therapy technician. Students will receive hands-on instruction in helping patients who are recovering from all types of injuries and illnesses to improve their quality of life. Topics include innovative orthopedic techniques, neurological and pediatric rehabilitation, pain management therapy, rehabilitation equipment staging and treatment area skills, and record treatment. Upon completion of the program, students may test to received certification with the American Heart Association CPR/AED and OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Lab Science with a C or better  <b>Credit:</b> 3/year  <b>Grade:</b> 11,12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Plumbing Trade Speciality</b>            This one-year program in the Plumbing Trade Speciality program prepares trainees to enter the Plumbing field. Upon completion of the program, students may test to receive a certification with the National Center for Construction and Education Research (NCCER), National Safety Council (NSC) First Aid/CPR/AED, OSHA-10.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better  <b>Credit:</b> 1.5/semester  <b>Grade:</b> 11-12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Precision Manufacturing</b>            This two-year program exposes students to precision manufacturing and computer numerically-controlled machining. Students will gain insight on the select tools and materials needed to make durable goods, read blueprints, comprehend CNC theory and procedures, utilize machine shop math, etc. Upon completion, students may test to receive a certification with the National Institute of Metalworking Skills.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12 (2 year program)  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Veterinary Sciences</b>            This one or two-year program will teach students how to deliver medical care to domestic, exotic and large animals, i.e. cats, dogs, reptiles, birds. Students will have the opportunity to draw an animal's blood and collect other lab specimens, clean teeth, administer medication as prescribed by a licensed veterinary technician and/or veterinarian, witness surgeries, and help the veterinary team with animal nursing. Upon completion of the program, students may test to receive a certification with the National Association of Veterinary Technicians in America.</p>	<p><b>Prerequisite:</b> 1 credit in both English and Algebra 1 or higher with a C or better            2 year program:  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12            1 year program:  <b>Credit:</b> 2.75/semester  <b>Grade:</b> 11-12  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>
<p><b>Welding Technology</b>            This two-year program explores the basic skills used in metalworking, manufacturing and industrial production. Students will learn basic safety techniques, sheet metal work, acetylene welding and cutting, electric welding, soldering, plasma cutting, and much more. Upon completion of the program, students may test to receive a certification with the American Welding Society S.E.N.S.E (AWS), Snap-On, OSHA-10, NCCER Welding Levels 1,2&amp;3 Certifications.</p>	<p><b>Prerequisite:</b> 1 credit in both English &amp; Algebra 1 (or higher) with a C or better  <b>Credit:</b> 3/year  <b>Grade:</b> 11-12 (2 year program)  <b>Fee:</b> May require fee  <b>Location:</b> See counselor</p>

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# CTE COURSE PATHWAYS

## CTE- BUSINESS AND MARKETING

### Professional Sales and Marketing

Location: DHS, VVHS, WCHS, SRHS

The Professional Sales & Marketing program is designed to prepare students for employment in various sales, customer service, advertising and promotion, and first-line supervisory positions in wholesale, retail, and service establishments. The program enables students to explore, understand, and apply marketing, management, and entrepreneurial principles. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

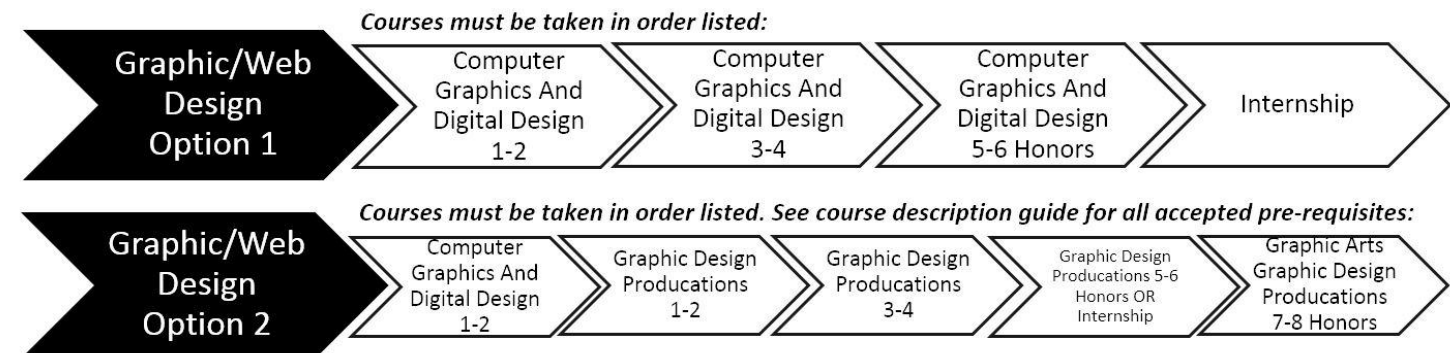


### Graphic/Web Design

Location: DHS, SRHS, VVHS, WCHS

The Graphic/Web Design program is designed to prepare students to apply technical knowledge and skills in the manufacture and distribution or transmission of graphic communications products. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academics, life management, business, economic and leadership skills required for graphic communications occupations. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



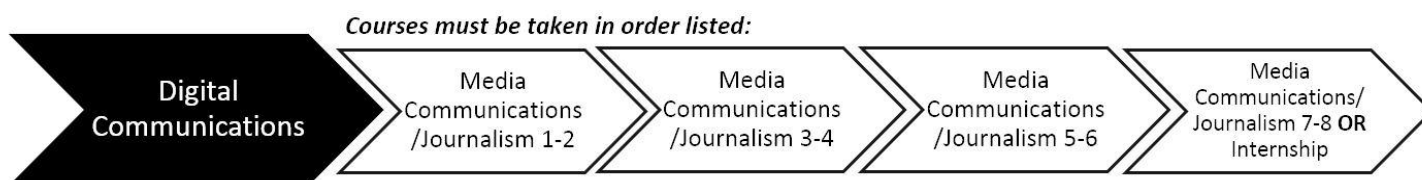
# CTE COURSE PATHWAYS

## Media Communications/Journalism

Location: SRHS, WCHS

The Journalism program is designed to prepare students to apply technical knowledge and professional skills in the making and producing of journalism for television and the communication of dramatic information through the writing and production of news stories across multiple print and online mediums. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academics, life management, business, economic and leadership skills required for news media occupations. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

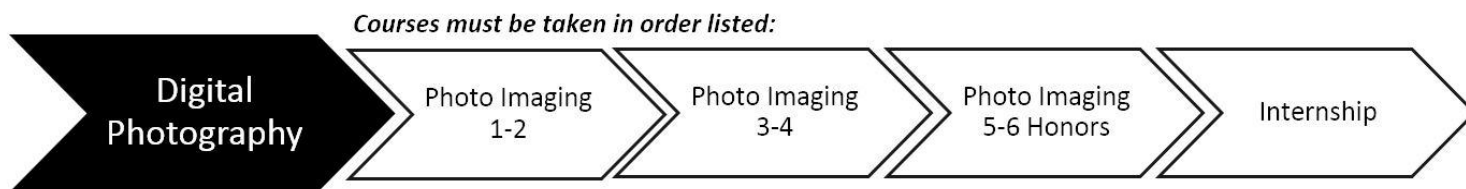


## Digital Photography

Location: DHS

The Digital Photography program provides students interested in areas such as Photo Journalism, Still Photography, Portraiture, or Digital Media an opportunity to gain experience with the latest graphic software, digital cameras, and studio equipment. Students will develop individual portfolios, have an opportunity to display their work, and, in the Intermediate and Advanced courses, expand their business sense by finding and serving actual clients both on and off campus. All students can elect to take the Adobe Certified Associate (ACA) exam, which is the graphic design industry's benchmark test. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



# CTE COURSE PATHWAYS

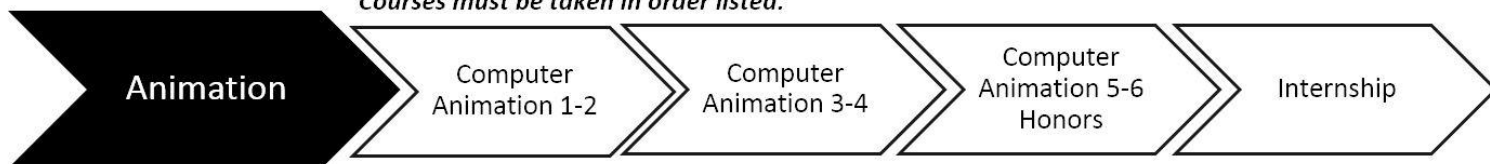
## Animation

Location: VVHS, SRHS

The Animation program introduces students to computer animation techniques using 2D computer images and 3D computer animation. Students will utilize cutting-edge software applications and will create 3-D graphics and animations to produce engaging, life-like digital images and animations with exciting visual effects. Students will also explore career options and opportunities in the digital animation field and also have an opportunity to participate in the Computer Animation & Game Design Club. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

*Courses must be taken in order listed:*



## Film and TV

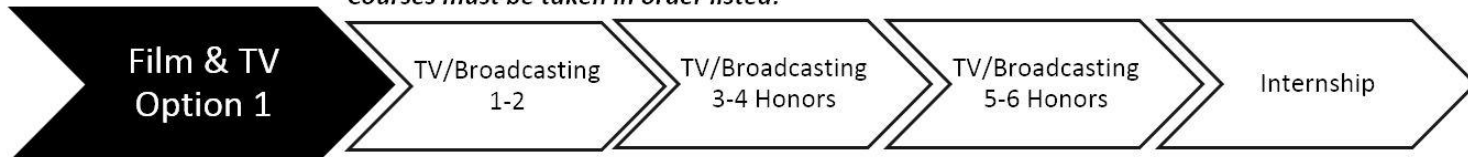
Location: WCHS, DHS (some courses are offered)

The Film & TV program is designed to prepare students to apply technical knowledge and skill in the broadcast journalism, film video, and live or mixed media productions. As well as prepare students for employment in various positions within Radio, TV and Film Industries. (Each course is a year long divided into two semesters.)

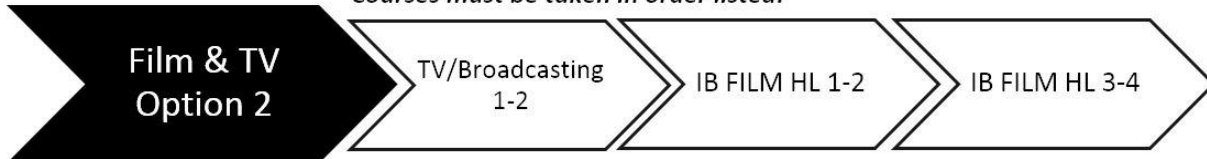
\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

Film and TV Course Sequence

*Courses must be taken in order listed:*



*Courses must be taken in order listed:*



# CTE COURSE PATHWAYS

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## CTE- COMMUNITY SERVICE CAREERS

### Law, Public Safety and Security

Location: VVHS

The Law, Public Safety and Security instructional program prepares students to perform technical services involved in planning, organizing, researching, directing and controlling functions and process related to the provision of Law, Public Safety and Security Services. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

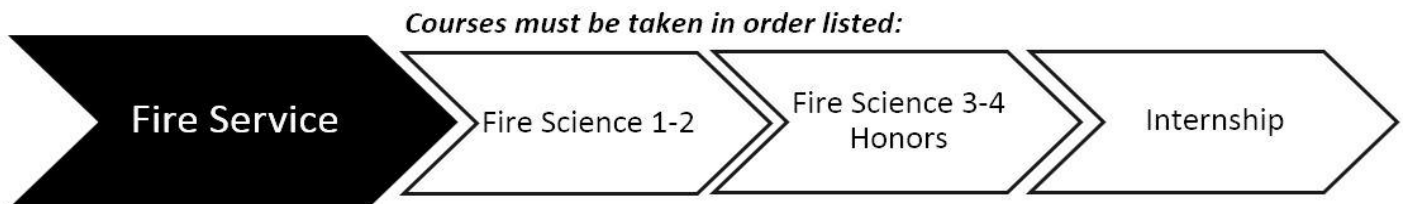


### Fire Science

Location: VVHS

The Fire Science program prepares students to perform technical services involved with planning, organizing, researching, directing, and controlling functions and processes related to the provision of Fire Science services. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.





# CTE COURSE PATHWAYS

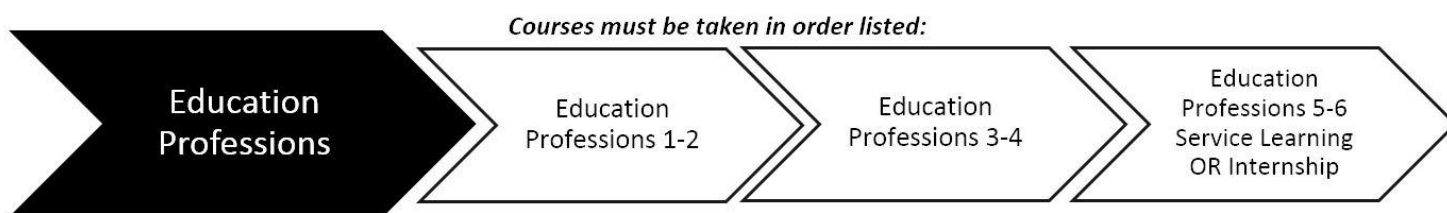
## CTE- EDUCATION AND TRAINING

### Education Professions

Location: All Schools

The Education Professions program is designed to prepare students for employment or post secondary opportunities in the education field. The program provides instruction in education career choices, education structure and systems, theory, pedagogy, developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels, in a variety of content areas in educational environments. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



## CTE- ENGINEERING SCIENCES AND INFORMATION TECHNOLOGIES

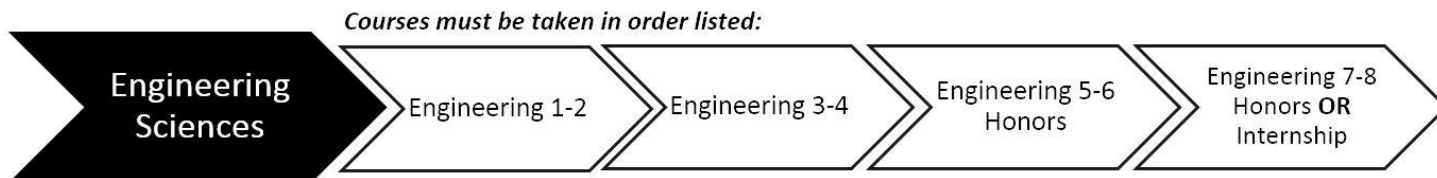
### Engineering Sciences

Location: SRHS

The Engineering Sciences program is designed for students to explore careers in technology, industry and engineering. Students will explore entry, semi-professional and professional levels of careers through hands-on projects in the area of engineering (transportation, electrical, mechanical, civil power and construction). They will also participate in class activities and projects and hear speakers in the areas of engineering technology and industrial careers. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

### Engineering Sciences Course Sequence



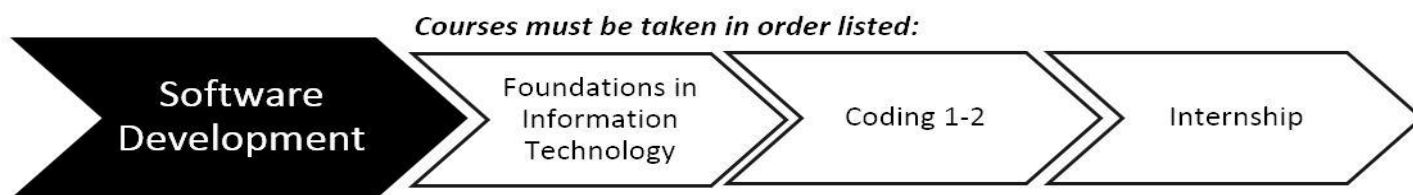
# CTE COURSE PATHWAYS

## Software Development

Location: TBD

The Software Development program is designed to prepare students for employment/postsecondary education related to the design, development, installation, implementation, use and management of computers with an emphasis on writing code. An integrated approach of teaching and learning is provided as students enhance their technical knowledge and skills that are associated with functions within Software Development occupations. In addition to the occupation related skills, students completing this program will also develop advanced critical thinking, applied academic, interpersonal relations, life management, business, economic, and leadership skills.

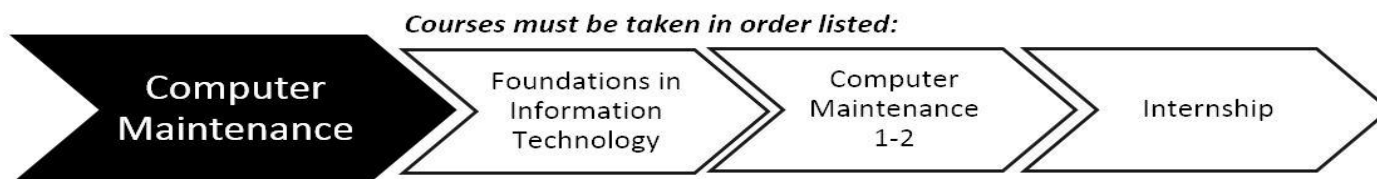
\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



## Computer Maintenance 1-2

Location: TBD

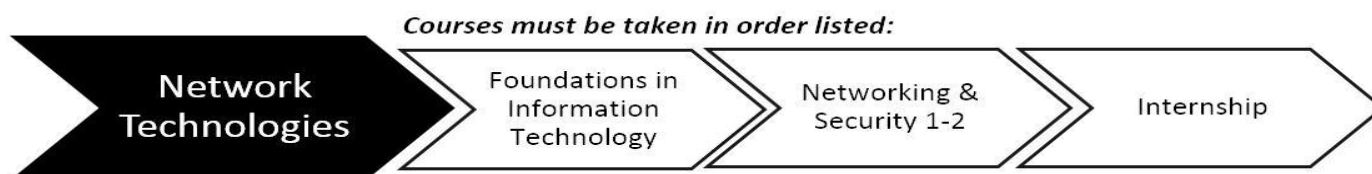
This program prepares students to apply technical knowledge and skill in PC hardware and software systems with an emphasis on PC repair and maintenance. This option will offer skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification. (prerequisite foundations in information technology).



## Networking and Security 1-2

Location: TBD

This option prepares students to apply technical knowledge and skills to install, configure and troubleshoot basic networking hardware, protocols, and services. In addition to learning basics of network security, students will learn the skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification. (prerequisite foundations in information technology).



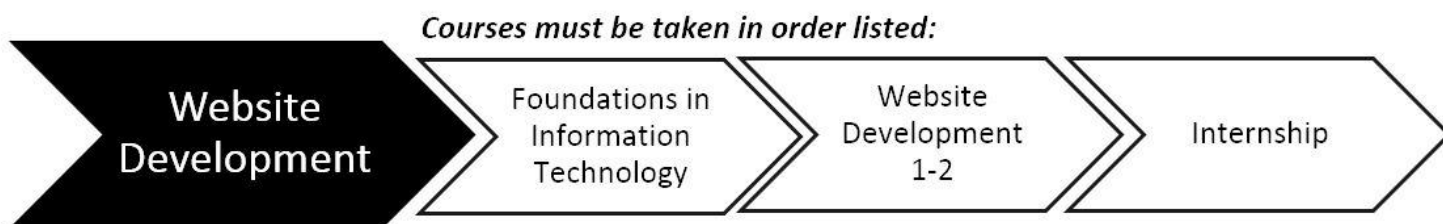
# CTE COURSE PATHWAYS

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## Website Development 1-2

**Location:** TBD

This course prepares students to become familiar with the foundational and basic skills of Internet Technologies, writing code manually, using graphical user interface authoring tools and learning basic infrastructure networking. This course will offer the skills necessary to competently perform in the industry, as well as pass the necessary exams to obtain certification. (prerequisite foundations in information technology).



## CTE- INDUSTRIAL TRADES

### Automotive Technologies

**Location:** DHS

The Automotive Technologies program is designed to prepare individuals for jobs as technicians in the automotive or aerospace fields. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



# CTE COURSE PATHWAYS

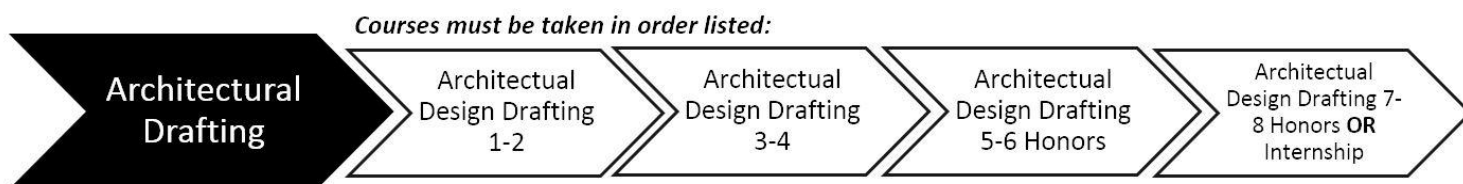
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## Architectural Drafting

Location: SRHS

The Architectural Drafting program is designed to prepare students to apply technical skills via computer assisted design and drafting to create two-dimensional and three-dimensional engineering designs. It includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, and computer applications. In addition to the occupation related skills, students completing this program will develop advanced critical thinking, applied academics, interpersonal relations, life management, and business, economic, and leadership skills required for the 21st century workplace (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



## CTE- FAMILY AND CONSUMER SCIENCES

### Culinary Arts

Location: VVHS

The Culinary Arts program is designed to prepare students to apply technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. Skills developed in this program include food identification, selection, and storage; safety and sanitation; personal hygiene; and use of commercial food equipment. Nutrition, special diets, and management of food establishments will also be addressed. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



# CTE COURSE PATHWAYS

## CTE- HEALTH CAREERS

### Sports Medicine and Rehabilitation

Location: DHS, SRHS, VVHS, WCHS

The Sports Medicine and Rehabilitation program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of select healthcare services. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.



### Laboratory Assisting

Location: WCHS

The Laboratory Assisting program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of select healthcare services. (Each course is a year long divided into two semesters.)

\*Students should choose two (2) or more yearlong courses offered in this program in order to complete a course sequence to be considered a concentrator.

#### Laboratory Assisting Course Sequence

