

The logo of Casa Grande High School is a circular emblem. It features a light blue outer ring, a white inner ring, and a large, stylized, light yellow 'C' in the center. The text is overlaid on this emblem.

Casa Grande High School
Course Description Handbook

2026 - 2027

Table of Contents

Table of Contents	1
<u>Letter from the Principal</u>	<u>3</u>
<u>Casa Grande High School Vision/ Mission</u>	<u>4</u>
<u>Graduation/College Admission Requirements</u>	<u>5</u>
<u>College and Career Center</u>	<u>7</u>
<u>Bilingual Development</u>	<u>8</u>
<u>Suggested Education Plan for High School</u>	<u>9</u>
<u>Recommended Class by Grade Level</u>	<u>10</u>
<u>Career (CTE) Pathways at Casa Grande</u>	<u>11</u>
<u>Honors/ Advanced Placement Course Information</u>	<u>12</u>
<u>UC a-g List of Approved Courses</u>	<u>14</u>
<u>Casa Grande Math Pathways</u>	<u>22</u>
<u>NCAA Information</u>	<u>23</u>
<u>California Higher Education Systems</u>	<u>24</u>
<u>California State Seal of Biliteracy</u>	<u>25</u>
<u>English</u>	<u>26</u>
<u>English 9/ English 9 Honors</u>	
<u>English 10/ English 10 Honors</u>	
<u>English 11 AP Language & Composition</u>	
<u>English 11/ English 11 (HCP)</u>	
<u>English 12 AP Literature & Composition</u>	
<u>English 12</u>	
<u>Film Studies</u>	
<u>Introduction to Creative Writing</u>	
<u>Journalism/ Advanced Journalism</u>	
<u>Magazine Production</u>	
<u>English Language Development</u>	<u>30</u>
English Language Development (ELD)	
<u>Level 1</u> , <u>Level 2</u> , <u>Level 3</u>	

<u>Mathematics</u>	<u>31</u>
<u>Analytics in Sports</u>	
<u>Calculus A/B AP/ Calculus B/C AP</u>	
<u>Math 1</u>	
<u>Math 1 Workshop</u>	
<u>Math 2/ Math 2 Honors</u>	
<u>Math 2 Workshop</u>	
<u>Math 3/ Math 3 Honors/Trig</u>	
<u>Statistics AP</u>	
<u>Trig/Precalculus</u>	
<u>Science</u>	<u>35</u>
<u>Biology</u>	
<u>Earth and Space Systems</u>	
<u>Medical Biology (HCP)</u>	
<u>Science Electives</u>	<u>35</u>
<u>Anatomy & Physiology</u>	
<u>AP Biology</u>	
<u>Astronomy</u>	
<u>Chemistry/ Chemistry Honors</u>	
<u>Environmental Conservation & Restoration</u>	
<u>Environmental Science AP</u>	
<u>Field Studies (Advanced)</u>	
<u>Gardening & Nursery Management</u>	
<u>HOSA Future Health Professional 1</u>	
<u>HOSA Future Health Professional 2</u>	
<u>HOSA Future Health Professional 3</u>	
<u>HOSA Future Health Professional 4</u>	
<u>Introduction to Robotics</u>	
<u>Medical Chemistry</u>	
<u>Medical Technology</u>	
<u>Physics, Physics 1 AP</u>	
<u>Sports Medicine 1</u>	
<u>Sports Medicine 2</u>	
<u>Social Science</u>	<u>41</u>
<u>American Government</u>	
<u>American Government AP(Advanced Placement)</u>	
<u>Economics</u>	
<u>Honors World History</u>	
<u>Macroeconomics AP</u>	
<u>United States History</u>	
<u>United States History AP</u>	
<u>United States History (Ethnic Studies)</u>	
<u>United States History (HCP)</u>	
<u>World History</u>	

Social Science Electives 44

[Cultural Anthropology](#)
[Ethnic Studies](#)
[Geography and Western Civilization](#)
[Hot Topics: Today's Issues & Tomorrow's Solutions](#)
[Human Geography AP](#)
[Legal Studies](#)
[PEACE: Philosophy, Ethics, & Community Engagement](#)
[Personal Finance/ Financial Literacy](#)
[Psychology Intro/ Psychology AP](#)
[Race, Class & Gender in America](#)
[Sociology](#)

Physical Education 47

[PE 9 Course 1](#)
[PE 10 Course 2](#)
[PE 10 Cross Training](#)

Physical Education Electives 47

[PE Independent Study](#)
[Strength & Conditioning](#)

World Languages 48

[French 1](#)
[French 2](#)
[French 3/ French 3 Honors](#)
[French 4 Language & Culture AP](#)
[Spanish 1](#)
[Spanish 2](#)
[Spanish 3 Honors/ Spanish 3 in the Workplace](#)
[Spanish 4 in the Workplace/](#)
[Spanish 4 Language & Culture AP](#)
[Spanish for Spanish Speakers 1](#)
[Spanish for Spanish Speakers 2](#)
[Spanish for Spanish Speakers 3](#)
[Spanish for Spanish Speakers 4 Language & Culture AP](#)

Visual and Performing Arts 52

[3D Art and Design AP](#)
[3D: Make/ 3D: Make Advanced](#)
[Art 1/ Art 2/ Art 3/ AP Art 2D / AP Art Drawing](#)
[Band - Freshman/ Concert/ Symphonic](#)
[Choir - Chamber/ Concert](#)
[Jazz Band 1 "JV"/ Jazz Band 2 "Varsity"](#)
[Music Appreciation](#)
[Performing Arts Production](#)
[Photography - Beginning/ Advanced](#)

[Sculpture / Sculpture Advanced](#)
[Theater Arts - Beginning/Advanced](#)

Career and Technical Education (CTE) 58

[3D Animation](#)
[Advanced Child Development and Careers in Education](#)
[Advanced Food Service and Hospitality](#)
[Athletic Careers and Community Engagement](#)
[Automotive Engineering - Beginning](#)
[Automotive Repair Technology - Advanced](#)
[Child Development and Careers in Education](#)
[Computer Science A AP](#)
[Computer Science Principles AP](#)
[Entrepreneurship](#)
[Food Service and Hospitality](#)
[Graphic Design](#)
[Introduction to Music Technology](#)
[Introduction to Public Services Careers](#)
[Public Service Careers Advanced](#)

Non-Departmental Electives 62

[Academic Decathlon](#)
[ASB Student Government](#)
[AVID 9](#)
[AVID 10](#)
[AVID 11](#)
[AVID 12](#)
[Community Work Experience](#)
[Yearbook - Beginning/ Advanced](#)

Freshman Semester Length Courses 64

[Geography & Western Civilizations](#)
[Human Interaction - English Instruction/ Spanish Instruction](#)
[Race, Class & Gender in America](#)
[Success 101 - English Instruction/ Spanish Instruction](#)

**Resource Specialist Program (RSP)/
Special Day Class Program (SDC) 65**

[Core Studies \(SDC\)](#)
[English Language/ Reading Learning Center \(RSP, SDC\)](#)
[Life Skills \(SDC\)](#)
[Math Foundations \(SDC\)](#)
[Math Review \(RSP\)](#)
[Practical Math \(SDC\)](#)
[Study Skills \(RSP\)](#)

Dear Students, Parents & Families, and Community Members,



On behalf of the entire Casa Grande Staff and student body, it is my pleasure to welcome you to our incredible school. Casa Grande High School is a comprehensive high school with a wonderfully diverse, high performing, and amazing student body of approximately 1,650 students from Petaluma and its surrounding communities. I like to say that Casa is magic. There is something special about our school that you feel when you walk on our campus.

At Casa, we believe that all students “have a place at the Big House” and that every day is a great day to be a Gaucho. We believe in building strong relationships and that all students deserve a rigorous, engaging, and meaningful educational experience. Our goal is to support all students in realizing their full potential, be it in college or career.

Our graduate profile is the guiding force that informs our instructional road map and our Casa Capstone Senior Project. It is that *upon graduation, all Casa Grande students will be **Broadly Literate, Civically Engaged, Highly Employable**, and have a **Personal Vision** for their future.* At Casa, students demonstrate positive behavior outlined in our acronym, RISE, which stands for respect, integrity, safety and engagement. We see high school as an opportunity for students to practice who they want to be with support and guidance.

I am so genuinely excited to welcome you to our school.

Erika Noone
Principal, CGHS



Vision:

Upon graduation, all Casa Grande students will be

Broadly Literate

Civically Engaged

Highly Employable

*and have a **Personal Vision** for their future.*

Mission:

Casa Grande High School believes that education is a shared responsibility involving students, staff, family and the broader community. Our mission is to foster strong relationships and to build a safe, inclusive, and collaborative environment where all students are engaged and challenged to achieve their highest potential.

Visión:

Al graduarse, todos los estudiantes de Casa Grande serán

Totalmente Alfabetizados

Cívicamente Comprometidos

Altamente Empleables

*y tendrán una **Visión Personal** de su futuro.*

Mision:

Casa Grande High School cree que la educación es una responsabilidad compartida que involucra a los estudiantes, el personal, la familia y toda la comunidad. Nuestra misión es fomentar relaciones fuertes y crear un ambiente seguro, inclusivo y colaborativo en donde todos los estudiantes estén comprometidos y tengan el desafío de alcanzar su máximo potencial.

PCS Diploma and UC/CSU A - G Minimum 4-year College Eligibility Requirements

Petaluma City Schools High School Graduation Requirements (Class of 2026, 2027, & 2028)	Petaluma City Schools High School Graduation Requirements (Starting with the Class of 2029)	California State University (CSU) Minimum Eligibility A-G Requirements	University of California (UC) Minimum Eligibility A-G Requirements
Social Studies World History - 10 credits US History - 10 credits American Government - 5 credits Economics - 5 credits	Social Studies World History - 10 credits US History - 10 credits American Government - 5 credits Economics - 5 credits	A - Social Studies 2 years World History US History (may use American Government for ½ year of US History)	A - Social Studies 2 years World History US History (may use American Government for ½ year of US History)
English 40 credits	English 40 credits	B - English 4 years	B - English 4 years
Mathematics 20 credits Must pass Math 1	Mathematics 30 credits Must pass Math 1	C - Mathematics 3 years Math 1 Math 2 Math 3	C - Mathematics 3 years (4 years recommended) Math 1 Math 2 Math 3
Additional Math/Science or Math/Science Related 10 credits			
Science Physical Science - 10 credits Life Science - 10 credits	Science Life Science 10 credits Physical Science 10 credits Additional Science 10 credits	D - Laboratory Science 2 years Physical Science Biology	D - Laboratory Science 2 years (3 years recommended) 2 of the following 3 foundational subjects: biology, chemistry, physics (one year may be from an interdisciplinary science course such as AP Env Science or Environmental Conservation & Restoration)
Foreign Language/Visual Performing Art/CTE 10 credits	World Language 20 credits	E - Language Other than English (LOTE) 2 years	E - Language Other than English (LOTE) 2 years (3 years recommended)
	Visual and Performing Arts (VAPA) 10 credits	F - Visual and Performing Arts (from single discipline) 1 year	F - Visual and Performing Arts (from single discipline) 1 year
General/Electives 65 credits	Additional Courses 50 credits	G - Elective (college prep) 1 year	G - Elective (college prep) 1 year
Physical Education 20 credits	Physical Education 20 credits	Grades of “D” are unacceptable for admission in most subjects.	Grades of “D” are unacceptable for admission in most subjects.
Human Interaction 5 credits	Human Interaction 5 credits		
Total Credits 220	Financial Literacy 5 credits		
	Ethnic Studies 10 credits		
	Total Credits 250		

For detailed descriptions of CSU Admission Eligibility Requirements go to <http://www.csumentor.edu>

For UC Admission Eligibility Requirements go to <https://www.universityofcalifornia.edu/>

For a complete listing of Casa Grande’s courses that are UC/CSU eligible, go to the UC a-g list at <https://hs-articulation.ucop.edu/agcourselist>

Rev 09/2025 Casa Grande High School Counseling Department

Requisitos para Graduarse de Secundaria y Elegibilidad para un mínimo de 4 años de College

Requisitos para Graduarse de Secundaria - Distrito Escolar de Petaluma (Clase 2026, 2027 y 2028)	Requisitos para Graduarse de Secundaria - Distrito Escolar de Petaluma (Comenzando con la Clase del 2029)	Universidad Estatal de California Elegibilidad Mínima (CSU) Requisitos A-G	Universidad Estatal de California Elegibilidad Mínima (CSU) Requisitos A-G
Estudios Sociales Historia del Mundo - 10 créditos Historia de USA - 10 créditos Gobierno Americano - 5 créditos Economía - 5 créditos	Estudios Sociales Historia del Mundo - 10 créditos Historia de USA - 10 créditos Gobierno Americano - 5 créditos Economía - 5 créditos	A - Estudios Sociales 2 años Historia del Mundo Historia de USA (puedes llevar Gobierno Americano por ½ año de Historia de USA)	A - Estudios Sociales 2 años Historia del Mundo Historia de USA (puedes llevar Gobierno Americano por ½ año de Historia de USA)
Inglés 40 créditos	Inglés 40 créditos	B - Inglés 4 años	B - Inglés 4 años
Matemáticas 20 créditos Debes pasar Matemáticas 1	Matemáticas 30 créditos Debes pasar Matemáticas 1	C - Matemáticas 3 años Matemáticas 1 Matemáticas 2 Matemáticas 3	C - Matemáticas 3 años (4 años recomendado) Matemáticas 1 Matemáticas 2 Matemáticas 3
Matemáticas adicional/Ciencias o Matemática/Relacionado a Ciencias 10 créditos			
Ciencias Ciencias Físicas - 10 créditos Biología - 10 créditos	Ciencias Ciencias de Vida - 10 créditos Ciencias Físicas - 10 créditos Ciencia Adicional - 10 créditos	D - Ciencias de Laboratorio 2 años Ciencias Físicas Biología	D - Ciencias de Laboratorio 2 años (3 años recomendado) 2 de los siguientes de 3 temas fundacionales: biología, química, física (un año puede ser de un curso de ciencias interdisciplinarias tales como Ciencias del Medio Ambiente ó Conservación y Restauración Ambiental)
Lenguaje Extranjero/Presentación Visual de Arte/CTE 10 créditos	Lenguajes del Mundo 20 créditos	E - Lenguajes otro que Inglés (LOTE) 2 años	E - Lenguajes otro que Inglés (LOTE) 2 años (3 años recomendado)
	Artes Visuales y Escénicas (VAPA) 10 créditos	F - Presentación de las Artes Visuales (de una sola disciplina) 1 año	F - Presentación de las Artes Visuales (de una sola disciplina) 1 año
Generales/Electivos 65 créditos	Cursos Adicionales 50 créditos	G - Electivo (Preparación para el college) 1 año	G - Electivo (Preparación para el college) 1 año
Educación Física 20 créditos	Educación Física 20 créditos	Grado “D” es inaceptable para admisión el la mayoría de los cursos	Grado “D” es inaceptable para admisión el la mayoría de los cursos
Interacción Humana 5 créditos	Interacción Humana 5 créditos		
Total Créditos 220	Educación Financiera 5 créditos		
	Estudios Étnicos 10 créditos		
	Total Créditos 250		
Para una descripción detallada de los Requerimientos de Elegibilidad para CSU vaya a http://www.csumentor.edu Para una descripción detallada de los Requerimientos de Elegibilidad para UC vaya a https://www.universityofcalifornia.edu/ Para una lista completa de los cursos de Casa Grande High School que son elegibles para UC/CSU en https://doorways.ucop.edu/list Rev 09/2025 Casa Grande High School Counseling Department			

College & Career Center

The Casa Grande College & Career Center is located in Room H-4 of the Counseling/Student Services building. The Center is staffed by a College & Career Outreach Specialist who provides students and parents with information about post-secondary career and college options.

Daily hours are Monday - Friday from 8:00 am to 3:00 pm while school is in session.

Information is also available online at the [College & Career Center website](#).

Resources in the College and Career Center include:

- *Youth employment opportunities including work permit applications*
- *Support with Career Development programs*
- *SRJC Dual Enrollment application support*
- *Information about community service and summer programs*
- *Job shadow and internship placement opportunities*
- *Financial aid information including scholarships, grants, and loans*
- *Local scholarships including the Petaluma Educational Foundation*
- *College Application Workshops*
- *CTE Program support with Work Based Learning opportunities*



BILINGUAL DEVELOPMENT

English as a New Language	Target Languages	
	Spanish	French
Casa Grande's English Language Development program is designed to support foreign students who speak a language other than English.	Casa Grande offers students various opportunities to learn and practice Spanish in our program.	Casa Grande offers a full sequence of French instruction.
ELD 1 ELD 2 ELD 3	Spanish 1-3 Spanish for the Workplace 1-4 Spanish for Span Speaker 1-3	French 1 French 2 French 3
Program Goal Reclassification	Program Goal AP Spanish 4	Program Goal AP French 4
<i>Students in this program learn via structured English immersion until they are reclassified as fluent after meeting state goals.</i>	<i>There are 3 pathways for students to learn Spanish according to their needs. All tracks lead to a culminating experience taking an Advanced placement course and exam for possible college credit.</i>	<i>Casa Grande offers a full sequence of classes that prepare students for an AP course and exam for possible college credit.</i>
Academic Bilingual Support Bilingual Instructional assistants and student bilingual aides are placed within core classes throughout the academic program to ensure students are learning grade-level content. The Bilingual Instruction Assistants assist with translation, notetaking and accommodations	Spanish Immersion Options Casa Grande also offers instruction in Spanish in order to encourage students to continually develop their bilingual skills.	Dual Enrollment Opportunities Casa Grande High School students have the opportunity to concurrently enroll in language courses offered through Santa Rosa Junior College. SRJC offers American Sign Language, Chinese Italian and Japanese. Students who complete these courses receive college units as well as high school credits which can be applied toward graduation requirements.
	Sample Spanish Classes Spanish for Span Spkrs Human Interaction Success 101	
	Student Spanish Bilingual Aid Program Students with strong bilingual skills in Spanish can continue their development by assisting English learner students in their classes. They can receive elective credits and community service hours towards their senior project.	

Seal of Biliteracy

The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

See here for Requirements: [California Department of Education Seal of Biliteracy](#)

Suggested Education Plan for High School

Four Year College Requirements vs. Graduation Requirements:

Four Year College (A-G Requirements)	Graduation Requirements (class of 2026, 2027 and 2028)	Graduation Requirements (class of 2029 and beyond)
A. History/Social Sciences - 2 years required	Social Sciences - 30 credits (3 years required)	Social Sciences - 30 credits (3 years required)
B. English - 4 years required	English - 40 credits (4 years required)	English - 40 credits (4 years required)
C. Math - 3 years required (4 recommended, Math 3 or higher)	Math - 20 credits (2 years required, 1 year must be from Math 1)	Math - 30 credits (3 years required, 1 year must be from Math 1)
D. Lab Science (2 years required, 3+ years recommended)	Science - 20 credits (3 years) 1 year of Physical, 1 year of Biological	Science - 30 credits (3 years) 1 year of Physical, 1 year of Biological, and 1 additional year
E. Language Other than English (LOTE) - 2 years required (3+ years recommended)	LOTE or VAPA or CTE - 10 credits one area (1 year)	LOTE - 20 credits (2 years)
F. Visual & Performing Art (VAPA) - 1 year required	LOTE or VAPA or CTE - 10 credits one area (1 year)	VAPA - 10 credits (1 year)
G. College Prep Elective - 1 year required	Electives - 65 credits (6.5 classes) Human Interaction - 5 credits (1 semester)	Electives - 50 credits Ethnic Studies - 10 credits (1 year) Financial Literacy - 5 credits (1 semester) Human Interaction - 5 credits (1 semester)
Grades of Cs or higher required	Physical Education - 20 credits (2 years required)	Physical Education - 20 credits (2 years required)
Minimum 2.5+ GPA CSU schools Minimum 3.0+ GPA UC schools	Total = 220 credits - Grades of Ds or higher required for graduation	Total = 250 credits - Grades of Ds or higher required for graduation

- For a complete list of current approved A-G courses, [click here](#) and search code 052448.
- For a complete list of current NCAA approved courses, [click here](#) and search code 052448. Students interested in playing college level athletics should register with the NCAA by the end of their junior year.
- AP and Honors classes:
 - PHS has a variety of AP and Honors classes offered each year, please note that there are some courses that have been approved for extra honors credit (grade bump) which means an: a=5 points, b=4 points, c=3 points.
- How is GPA determined?
 - The GPA computation is based on a grading system of A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Advanced Placement (AP) and some Honors courses earn a grade bump, A = 5, B = 4, C = 3, D = 1. These courses are indicated with a + on the transcript.

Recommended Classes by Grade Level:

9th Grade (7 classes required):

1. English
2. Science
3. Math (depends on past level)
4. Human Interaction/Success 101 or Geography of Western Civilization (Semester of each)
5. Elective (VAPA or Foreign Language or CTE course recommended)
6. Elective (VAPA or Foreign Language or CTE course recommended)
7. PE 9

10th Grade (7 classes required):

1. English
2. Science
3. Math (depends on past level)
4. World History
5. Elective (VAPA or Foreign Language or CTE course recommended)
6. Elective (VAPA or Foreign Language or CTE course recommended)
7. Second year of PE

11th Grade (7 classes required):

1. English
2. US History
3. Science (third year of science for graduation class of 2029 and beyond)
4. Math (third year or Math For graduation class of 2029 and beyond)
5. Elective (Ethnic Studies and Personal Finance in 11th or 12th grade required for class of 2029 and beyond)
6. Elective
7. Elective

12th Grade (Minimum 6 classes required):

1. English
2. Government/Economics (semester of each)
3. Math - not required but recommended for A-G requirements
4. Science - recommended for A-G requirements or CTE capstone courses
5. Elective (Ethnic Studies and Personal Finance in 11th or 12th grade required for class of 2029 and beyond)
6. Elective
7. Elective*

220 credits needed to graduate. 250 credits required starting with the class of 2029 and beyond

*Seniors are allowed to take an off period, if they are in good credit standing and are approved by parents, counselor, and administrator

*Semester grades of A, B, C or D earn five credits. Grades of F do not award any credit and core courses must be repeated to earn credits.

CTE Pathways



CAREER (CTE) PATHWAYS AT CASA GRANDE



CHILD DEVELOPMENT & CAREERS IN EDUCATION

- **COURSE SEQUENCE:** (1) CHILD DEVELOPMENT & CAREERS IN EDUCATION
(2) ADVANCED CHILD DEVELOPMENT & CAREERS IN EDUCATION

DESIGN, MEDIA, & VISUAL ART

- **PHOTOGRAPHY SEQUENCE:** (1) PHOTOGRAPHY, (2) ADVANCED PHOTOGRAPHY
- **3D MAKE COURSE SEQUENCE:** (1) 3D MAKE, (2) ADVANCED 3D MAKE, (3) AP 3D ART & DESIGN
- **SCULPTURE SEQUENCE:** (1) SCULPTURE, (2) ADVANCED SCULPTURE, (3) AP 3D ART & DESIGN



FOOD SERVICE & HOSPITALITY

- **COURSE SEQUENCE:** (1) FOOD SERVICE & HOSPITALITY
(2) ADVANCED FOOD SERVICE & HOSPITALITY

HEALTH CAREERS

- **HOSA COURSE SEQUENCE:** (1) HOSA 1, (2) HOSA 2, (3) HOSA 3, (4) HOSA 4
- **SPORTS MEDICINE COURSE SEQUENCE:** (1) INTRODUCTION TO KINESIOLOGY, (2) SPORTS MEDICINE



MEDICAL SCIENCE

- **COURSE SEQUENCE:** (1) MEDICAL BIOLOGY, (2) MEDICAL CHEMISTRY,
(3) ANATOMY & PHYSIOLOGY

PERFORMING ARTS

- **THEATER ARTS COURSE SEQUENCE:** (1) THEATER ARTS BEGINNING, (2) THEATER ARTS ADVANCED
- **STAGE PRODUCTION COURSE SEQUENCE:** (1) PERFORMING ARTS PRODUCTION



PUBLIC SERVICES

- **COURSE SEQUENCE:** (1) INTRO TO PUBLIC SERVICES CAREERS
(2) ADVANCED PUBLIC SERVICES CAREERS

SUSTAINABLE AGRICULTURE

"UNITED ANGLERS OF CASA GRANDE FISH HATCHERY"

- **COURSE SEQUENCE:** (1) ENVIRONMENTAL CONSERVATION AND RESTORATION, (2) FIELD STUDIES



TRANSPORTATION "GAUCHO GARAGE"

- **COURSE SEQUENCE:** (1) AUTOMOTIVE ENGINEERING, (2) AUTO TECH II



HANDS-ON CAREER-CONNECTED LEARNING TO
PREPARE FOR COLLEGE, CAREER, AND LIFE!



WORK-BASED LEARNING EXPERIENCES INCLUDING
FIELD TRIPS, JOB SHADOWS, INTERNSHIPS, AND MORE!



WWW.CASAGRANDEHIGHSCHOOL.ORG



Casa Grande High School Honors and Advanced Placement (AP) Course Information

Casa Grande encourages all students to challenge themselves in Honors or Advanced Placement coursework. Even if a student has never taken an honors, GATE, or accelerated program, we recommend that students enroll in Honors or AP courses. Research shows that students who take more rigorous coursework have greater success after high school.

Course Title	Recommended Preparation	How Course is Different from College Prep
Art III AP (includes Art 2D AP and Art Drawing AP)	Grade of C or better in Art 1, Art 2, and Art III	Follow College Board requirements for submitting a portfolio of 20 finished art pieces Decision on Art 2D AP and Art Drawing AP made by student prior to Spring Semester
Biology AP	C or higher in Biology and completion of/or concurrent enrollment in Chemistry.	College level coursework AP Exam in May College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP exam.
Calculus A/B AP	A or B grade in Math 3/Pre Calculus or A or B grade in Trigonometry/Math Analysis	College level textbook AP Exam in May (Calculus AP and Statistics AP only) College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP exam.
Calculus B/C AP	Completion of Calculus A/B AP with A or B grade.	
Chemistry Honors	Completion of Math 2 with a “B” or higher Completion or concurrent enrollment in Math 3.	Accelerated pace Topics covered in greater depth 2 to 3 additional chapters covered over course of year Students expected to read text material independently
Computer Science AP	Completion of Math 2 with a “C” or higher both semesters.	Accelerated pace College level textbook AP Exam in May College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP Exam
English 9 Honors English 10 Honors English 11 Language & Composition AP	A and B grades in previous Language Arts courses.	Students work at an accelerated pace Literature is sophisticated, challenging, and comprehensive Writing is frequent, in-depth, and academic Preparation for college-level work is rigorous and thorough AP Exams in May
Environmental Science AP	Completion of Biology.	Accelerated pace Requires higher level reading and synthesis of science topics AP Exam in May
French III Honors	“B” or higher in previous level	Accelerated pace Topics covered in greater depth Additional topics covered Course conducted almost entirely in the target language

Honors and Advanced Placement (AP) Course Information (con't)

Course Title	Recommended Preparation	How Course is Different from College Prep
French IV AP Language and Culture	"B" or higher in French III, "C" or higher in French III Honors	More rigorous study of culture, literature, and language Self-motivated, independent learner Course conducted entirely in the target language AP Exams in May
Human Geography AP	Open Enrollment.	Accelerated pace College level textbook Self-motivated, independent learner Students expected to read text material independently AP Exam in May College credit may be earned if students demonstrate mastery by earning exemplary score on AP Exam
Math 2 Honors	Freshmen: "B" or better in both semesters of Math 1 Sophomores: "A" in both semesters of Math 1	Additional topics covered More in-depth exploration of concepts including (+) standards from Common Core Standards
Math 3 Honors/Trig	Completion of Math 2 with A both semesters or Honors Math 2 with B or better both semesters	Accelerated pace covering Math 3 and Trig/Pre-Calc in one (1) year.
Physics AP 1	Completion of or concurrent enrollment in Math 3	Accelerated pace Aptitude for science and math College level textbook AP Exam in May
Spanish III Honors	"B" or higher in previous level	Accelerated pace Topics covered in greater depth Additional topics covered Course conducted almost entirely in the target language
Spanish IV AP Language and Culture/ Spanish for Spanish Speakers IV AP Language and Culture	"B" or higher in Spanish for the Workplace III, "C" or higher in Spanish III Honors	Rigorous study of culture, literature, and language Self-motivated, independent learner Course conducted entirely in the target language AP Exams in May
Statistics AP	Completion of Math 3.	College level textbook AP Exam in May (Calculus AP and Statistics AP only) College credits may be earned if students demonstrate mastery by earning an exemplary score on an AP exam

UC a-g List of Approved Courses

Casa Grande High School

Comprehensive High School (Grades 9-12)
Site-Based/Traditional Public
Petaluma Joint Union High School District
College Board Code: 052448

Course List Manager:

Dan Ostermann
(707) 778-4619
dostermann@petk12.org

Course List for: 2025-26

Last Updated: 12/2025

A - History / Social Science

Title <i>Discipline</i>	Course Length / Learning Environment / UC Honors
American Government <i>Civics / American Government</i>	1/2 Year / Classroom based
AP Government and Politics United States <i>Civics / American Government</i>	1/2 Year / Classroom based / UC Honors
AP Human Geography <i>World History / Cultures / Historical Geography</i>	1 Year / Classroom based / UC Honors
AP United States History <i>U.S. History</i>	1 Year / Classroom based / UC Honors
Honors World History <i>World History / Cultures / Historical Geography</i>	1 Year / Classroom based / UC Honors
U.S. History <i>U.S. History</i>	1 Year / Classroom based
World History <i>World History / Cultures / Historical Geography</i>	1 Year / Classroom based

B - English

Title <i>Discipline</i>	Course Length / Learning Environment / UC Honors
AP English Language and Composition <i>English</i>	1 Year / Classroom based / UC Honors
AP English Literature and Composition <i>English</i>	1 Year / Classroom based / UC Honors
English 10 <i>English</i>	1 Year / Classroom based

English 10 Honors <i>English</i>	1 Year / Classroom based / UC Honors
English 11 <i>English</i>	1 Year / Classroom based
English 12 <i>English</i>	1 Year / Classroom based
English 9 <i>English</i>	1 Year / Classroom based
English 9 Honors <i>English</i>	1 Year / Classroom based

C - Mathematics

Title <i>Discipline</i>	Course Length / Learning Environment / UC Honors
AP Calculus AB <i>Calculus</i>	1 Year / Classroom based / UC Honors
AP Calculus BC <i>Calculus</i>	1 Year / Classroom based / UC Honors
AP Computer Science A <i>Computer Science</i>	1 Year / Classroom based / UC Honors
AP Statistics <i>Statistics</i>	1 Year / Classroom based / UC Honors
Honors Math 2 <i>Mathematics II</i>	1 Year / Classroom based
Honors Math 3E <i>Mathematics III</i>	1 Year / Classroom based
Introduction to Computer Science <i>Computer Science</i>	1 Year / Classroom based
Math 1 <i>Mathematics I</i>	1 Year / Classroom based
Math 2 <i>Mathematics II</i>	1 Year / Classroom based
Math 3 <i>Mathematics III</i>	1 Year / Classroom based
Trig/Pre-Calc <i>Other Advanced Mathematics</i>	1 Year / Classroom based

D - Science

Title <i>Discipline</i>	Course Length / Learning Environment / UC Honors
Anatomy & Physiology <i>Biology / Life Sciences</i>	1 Year / Classroom based
AP Computer Science Principles <i>Computer Science</i>	1 Year / Classroom based / UC Honors
AP Environmental Science <i>Interdisciplinary Sciences</i>	1 Year / Classroom based / UC Honors
AP Physics 1 <i>Physics</i>	1 Year / Classroom based / UC Honors
Biology <i>Biology / Life Sciences</i>	1 Year / Classroom based
Biology Honors <i>Biology / Life Sciences</i>	1 Year / Classroom based
Chemistry <i>Chemistry</i>	1 Year / Classroom based
Chemistry Honors <i>Chemistry</i>	1 Year / Classroom based / UC Honors
Earth and Space Systems <i>Earth and Space Sciences</i>	1 Year / Classroom based
Environmental Conservation and Restoration <i>Interdisciplinary Sciences</i>	1 Year / Classroom based
Medical Biology <i>Biology / Life Sciences</i>	1 Year / Classroom based
Medical Chemistry <i>Chemistry</i>	1 Year / Classroom based
Medical Technology <i>Biology / Life Sciences</i>	1 Year / Classroom based
Physics <i>Physics</i>	1 Year / Classroom based
Sports Medicine 1 <i>Biology / Life Sciences</i>	1 Year / Classroom based
Sports Medicine 2 <i>Applied Science</i>	1 Year / Classroom based

E - Language Other than English

Title <i>Discipline</i>	Course Length / Learning Environment / UC Honors
AP French Language and Culture <i>LOTE Level 4+</i>	1 Year / Classroom based / UC Honors
AP Spanish Language and Culture <i>LOTE Level 4+</i>	1 Year / Classroom based / UC Honors
French 1 <i>LOTE Level 1</i>	1 Year / Classroom based
French 2 <i>LOTE Level 2</i>	1 Year / Classroom based
French 3 <i>LOTE Level 3</i>	1 Year / Classroom based
French 3 Honors <i>LOTE Level 3</i>	1 Year / Classroom based / UC Honors
Spanish 1 <i>LOTE Level 1</i>	1 Year / Classroom based
Spanish 2 <i>LOTE Level 2</i>	1 Year / Classroom based
Spanish 3 <i>LOTE Level 3</i>	1 Year / Classroom based
Spanish 3 Honors <i>LOTE Level 3</i>	1 Year / Classroom based / UC Honors
Spanish 4 <i>LOTE Level 4+</i>	1 Year / Classroom based
Spanish for Spanish Speakers 1 <i>LOTE Level 1</i>	1 Year / Classroom based
Spanish for Spanish Speakers 2 <i>LOTE Level 2</i>	1 Year / Classroom based
Spanish for Spanish Speakers 3 <i>LOTE Level 3</i>	1 Year / Classroom based / UC Honors

F - Visual & Performing Arts

Title <i>Discipline</i>	Course Length / Learning Environment / UC Honors
3D Animation <i>Visual Arts</i>	1 Year / Classroom based
3D: Make <i>Interdisciplinary Arts</i>	1 Year / Classroom based
3D: Make Advanced <i>Interdisciplinary Arts</i>	1 Year / Classroom based
Advanced Graphic Design <i>Visual Arts</i>	1 Year / Classroom based
Advanced Photography <i>Visual Arts</i>	1 Year / Classroom based
AP 2D Art and Design <i>Visual Arts</i>	1 Year / Classroom based / UC Honors
AP 3D Art and Design <i>Visual Arts</i>	1 Year / Classroom based / UC Honors
AP Drawing <i>Visual Arts</i>	1 Year / Classroom based / UC Honors
Art I <i>Visual Arts</i>	1 Year / Classroom based
Art II <i>Visual Arts</i>	1 Year / Classroom based
Art III <i>Visual Arts</i>	1 Year / Classroom based
Chamber Choir <i>Music</i>	1 Year / Classroom based
Concert Band <i>Dance</i>	1 Year / Classroom based
Concert Choir <i>Music</i>	1 Year / Classroom based
Freshman Band <i>Music</i>	1 Year / Classroom based
Graphic Design <i>Visual Arts</i>	1 Year / Classroom based
Jazz Band I <i>Dance</i>	1 Year / Classroom based
Jazz Band II <i>Music</i>	1 Year / Classroom based

Music Appreciation <i>Music</i>	1 Year / Classroom based
Performing Arts Production <i>Theater</i>	1 Year / Classroom based
Photography <i>Visual Arts</i>	1 Year / Classroom based
Sculpture <i>Visual Arts</i>	1 Year / Classroom based
Symphonic Band <i>Music</i>	1 Year / Classroom based
Theater Arts Advanced <i>Theater</i>	1 Year / Classroom based
Theater Arts Beginning <i>Theater</i>	1 Year / Classroom based
Yearbook Design and Publication <i>Visual Arts</i>	1 Year / Classroom based

G - College - Preparatory Elective

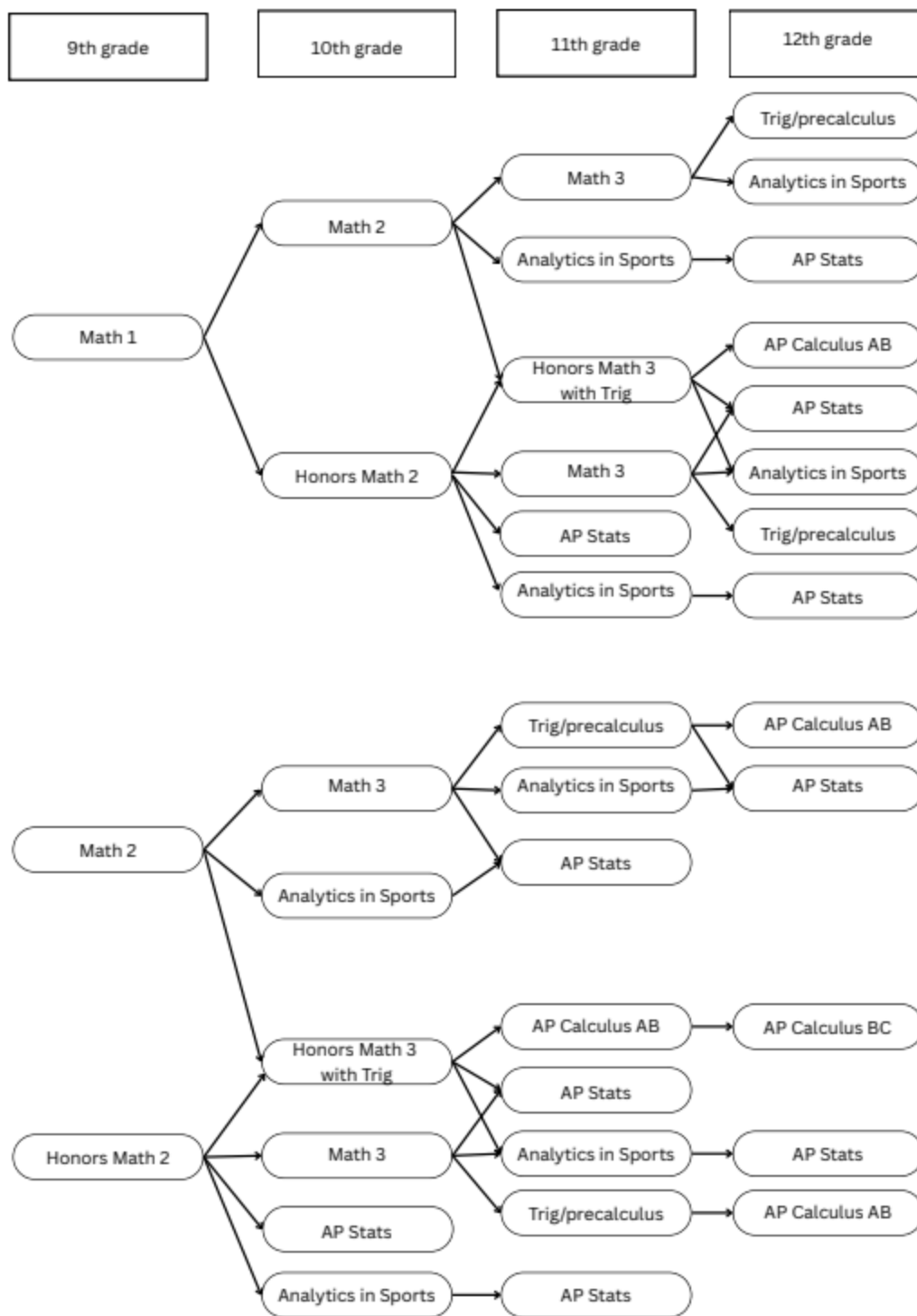
Title <i>Discipline</i>	Course Length / Learning Environment / UC Honors
Advanced Child Development & Careers in Education <i>Interdisciplinary</i>	1 Year / Classroom based
Advanced Journalism <i>English</i>	1 Year / Classroom based
Anthropology <i>History / Social Science</i>	1 Year / Classroom based
AP Macroeconomics <i>History / Social Science</i>	1/2 Year / Classroom based / UC Honors
AP Psychology <i>History / Social Science</i>	1 Year / Classroom based / UC Honors
ASB Student Government <i>Interdisciplinary</i>	1 Year / Classroom based
Automotive Engineering <i>Interdisciplinary</i>	1 Year / Classroom based
Automotive Technology II <i>Interdisciplinary</i>	1 Year / Classroom based
AVID 10 <i>Interdisciplinary</i>	1 Year / Classroom based

AVID 9 <i>Interdisciplinary</i>	1 Year / Classroom based
Career Exploration and Development <i>Interdisciplinary</i>	1/2 Year / Classroom based
Child Development <i>History / Social Science</i>	1 Year / Classroom based
Creative Writing <i>English</i>	1/2 Year / Classroom based
Economics <i>History / Social Science</i>	1/2 Year / Classroom based
Entrepreneurship <i>Interdisciplinary</i>	1 Year / Classroom based
Field Studies <i>Science ? Biology / Life Sciences</i>	1 Year / Classroom based
Film Studies <i>English</i>	1/2 Year / Classroom based
Food Service and Hospitality <i>Interdisciplinary</i>	1 Year / Classroom based
Gardening & Nursery Management <i>Science ? Biology / Life Sciences</i>	1 Year / Classroom based
Geography and World Civilizations <i>History / Social Science</i>	1/2 Year / Classroom based
HOSA Future Health Professionals Level 1 <i>Interdisciplinary</i>	1 Year / Classroom based
HOSA Future Health Professionals Level 2 <i>Interdisciplinary</i>	1 Year / Classroom based
HOSA Future Health Professionals Level 3 <i>Interdisciplinary</i>	1 Year / Classroom based
HOSA Future Health Professionals Level 4 <i>Interdisciplinary</i>	1 Year / Classroom based
Introduction to Psychology <i>History / Social Science</i>	1/2 Year / Classroom based
Introduction to Public Services Careers <i>Interdisciplinary</i>	1 Year / Classroom based
Introduction to Robotics <i>Science ? Physical Sciences</i>	1 Year / Classroom based
Journalism <i>English</i>	1 Year / Classroom based

Legal Studies <i>History / Social Science</i>	1 Year / Classroom based
Personal Finance <i>History / Social Science</i>	1/2 Year / Classroom based
Sociology <i>History / Social Science</i>	1/2 Year / Classroom based
Yearbook Advanced <i>Interdisciplinary</i>	1 Year / Classroom based

CASA GRANDE MATH PATHWAYS

Casa Grande Math Pathways



Initial-Eligibility Standards

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.



CALIFORNIA HIGHER EDUCATION SYSTEMS

	Community Colleges www.cccco.edu	California State University www.calstate.edu	University of California www.universityofcalifornia.edu	Independent Colleges www.aiccu.edu
Number Statewide	116	22	9	Over 75
Schools in each system	SRJC, Marin, Napa, Mendocino, Contra Costa, Solano, Sacramento, Butte, Feather River, Los Angeles, San Diego, San Francisco, San Bernardino, Santa Barbara, etc.	Chico, East Bay, Humboldt, Los Angeles, Northridge, Sacramento, San Diego, San Francisco, San Jose, Sonoma State, etc.	Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz	Claremont, Dominican, Mills, Pacific Union, Pepperdine, St. Mary's, Stanford, Occidental, University of the Pacific, Santa Clara University, etc.
Nature of Programs and Curriculum	Two-year schools Career and job entry majors Transfer classes AA Degrees Vocational Certificates Concurrent enrollment (for high school students)	Four-year schools with graduate programs Various majors, depending on the campus, Pre-professional training Bachelor's Degree Master's Degree Teaching credentials	Four-year schools with graduate and professional programs Various majors, depending on campus or research institution Pre-professional training Bachelor's Degrees Doctorate and professional degrees	Various according to the size
Costs: Full-time fees and/or tuition (not including books, supplies, room or board)	Approx. \$1,104 per year (\$46/unit)*	Approx. \$5,742*	Approx. \$12,630 per year*	Approx. \$52,260 - \$85,648 per year*
Supported by:	Public tax monies and student fees	Public tax monies and student fees	Public tax monies and student fees	Private funds and tuition fees
Entrance Requirements for Freshman	Must be 18 years old or high school graduate. No subject requirements.	High school graduate. Meet eligibility index with minimum of 2.0 GPA. Full pattern of subject requirements completed with grade C or better. All grades count except PE and ROTC (grades 10-12)	A-G academic subject requirements completed with grade C or better. At least 3.0 GPA and meet eligibility index. Only UC approved courses calculated in GPA (grades 10-12). Students must finish 11 of the 15 a-g courses by the end of their junior year.	Prefer students who have met UC entrance requirements. Above 2.0 GPA.
GPA or placement exams	No college entrance exams required. College placement exams required to enroll in English, ESL, and math courses.	Minimum 2.5 GPA	Minimum 3.0 GPA	Contact the individual college for specific test requirements.

*Tuition and fees based on current California higher education costs.



California State Seal of Biliteracy



The Seal is a tangible way to highlight an achievement that deserves recognition:

- Encourages students to study languages
- Certifies proficiency of two or more languages
- Recognizes the value of language diversity and multiple cultures of a community
- Provides employers with a method of identifying prospective employees with bilingual and biliteracy skills.
- Provides universities with a method to determine language placement of applicants seeking admission
- Gives biliterate students a competitive edge in the college admission and job application process
- Promotes foreign language instruction in public schools

Requirements

Students must meet the following requirements in order to be awarded the State Seal of Biliteracy upon graduation.

<https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

(EC 51460, 51461)

1. Complete high school graduation requirements, including English language arts requirements, with an overall grade point average (GPA) of 3.0 or above in those classes.
2. Pass the California Assessment of Student Performance and Progress (CAASPP) in English language arts administered in grade 11 at the proficient level or above.
3. Demonstrate proficiency in one or more languages other than English (includes American Sign Language) through one of the following methods:
 - a. Pass a world language Advanced Placement examination with a score of 3 or higher.
 - b. Complete a four year high school course of study in a world language and attain an overall grade point average of 3.0 or above in that course of study.
 - c. Pass the SAT II foreign language examination with a score of 600 or higher.
 - d. Pass an approved language exam from an authorizing educational or governmental agency.

See Casa Grande High School Website for more information.

English

All students are required to take four years of English. The English curriculum is a program that focuses on reading, writing, speaking, and listening. Students will be exposed to significant literary works of fiction and non-fiction. A variety of instructional strategies will be used to guide students through a range of critical thinking processes as they study content and focus on aesthetic, ethical, and cultural issues. Each student will be encouraged to use analysis to reach a deeper understanding of plot, character, and theme, as well as to establish connections between the content and his or her own life. Language skills will be taught in meaningful contexts. The writing component of the English curriculum focuses on the writing process, moving through the writing stages with attention to fluency and content, as well as form and usage. Writing assignments complement the assigned literature and encourage the students' in-depth exploration of universal themes.

ENGLISH 9

(9) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

Major literary works at the 9th-grade level will include works such as *Romeo and Juliet* and *Night*. Students will write in a variety of modes, including autobiographical, observational, persuasive, and interpretive. Researching effectively, thinking critically, annotating strategically, and speaking dynamically are also key skills taught this year. In addition, students will use current MLA guidelines to format essays and research papers, and they will also gain experience with education platforms such as Google Classroom and Turnitin.com. **This course is an NCAA approved core course.**

ENGLISH 9 HONORS

(9) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

This is a course for motivated students who desire the challenge that comes with an accelerated pace and more in-depth reading and writing assignments. In addition to completing all core and supplemental texts, there are texts specific to Honors English 9. Students must complete a summer reading and writing assignment before entering the class. This course focuses heavily on introducing students to more advanced aspects of literature, literary analysis, and varied modes of writing. Students will develop a deeper understanding of plot, theme, and character, as well as the organizational structures required for interpretive essays, research papers, and persuasive essays and speeches. An emphasis will be placed on several genres including the novel, epic, drama, memoir, and poetry. Creative assignments with an emphasis on visual expression and/or presentation-based projects are assigned with each unit. Students are expected to actively participate in Socratic Seminars, group discussions, and presentations. **This course is an NCAA approved core course.**

ENGLISH 10

(10) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

Major literary works in the 10th grade will include works such as *Macbeth* and *Lord of the Flies*. Writing assignments may include a controversial issue essay and an evaluative essay. All 10th-grade students complete an I-Search Project. **This course is an NCAA approved core course.**

ENGLISH 10 HONORS

(10) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

This is a course for a motivated student. The class moves at an accelerated pace and is vertically aligned with AP Language and Composition as well as AP Literature and Composition. Students will read fiction and nonfiction specific to English 10 Honors in addition to English 10 CP core works. The class focuses heavily on developing a wide range of sophisticated analytical and rhetorical strategies. Students will build and refine their compositional skills in traditional as well as multimodal genres—for example, the research paper and the video essay. Note: English 10 Honors students are expected to complete a summer assignment to be submitted the first day of school. **This course receives extra honors grade point weighting (A=5, B=4, C=3).**
This course is an NCAA approved core course.

ENGLISH 11

(11) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

English 11 is a college preparatory course designed to improve students' ability to thrive in a world that requires rigorous reading, writing and spoken communication. In this course students will read from several genres, including: long works of prose fiction and nonfiction, short works of both fiction and nonfiction and both long works of verse and shorter works of poetry. The actual texts will vary from teacher to teacher, but all juniors will read Arthur Miller's play *The Crucible* and F. Scott Fitzgerald's novella *The Great Gatsby*. Students will also be assigned various writing assignments which may include: a literary analysis essay and a creative writing assignment. Students will also participate in some form of public speaking, rhetorical argumentation and multimedia presentation. **This course is an NCAA approved core course.**

ENGLISH 11 AP LANGUAGE AND COMPOSITION

(11) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. The AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. **This course receives extra honors grade point weighting (A=5, B=4, C=3).**
This course is an NCAA approved core course.

ENGLISH 11 HCP (HEALTH CAREERS PATHWAYS)

(11) YEAR

COREQUISITE: ENROLLMENT IN HCP ELECTIVE

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

This class reinforces student interest in health careers, as well as concepts presented in the other health career electives. This course meets the core curriculum and state standards for 11th grade English, with supplemental readings and discussion regarding physiology, forensic science, personal and mental health, and psychology. These topics are integrated into the core literature. Supplementary readings will be chosen to illuminate concepts and techniques in the health field and to reinforce topics covered in the students' science and social science courses. This course prepares students for future careers in the health sciences and related fields. **This course is an NCAA approved core course.**

ENGLISH 12

(12) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

English 12 is a college preparatory course designed to improve students' ability to thrive in a world that requires rigorous reading, writing and spoken communication. In this course students will read from several genres, including: long works of prose fiction and nonfiction, short works of both fiction and nonfiction and both long works of verse and shorter works of poetry. The actual texts will vary from teacher to teacher, but all seniors will read William Shakespeare's important play: *Hamlet*. Students will also be assigned various writing assignments which may include: a college essay, a literary analysis essay and a creative writing assignment. Students will also participate in some form of public speaking, rhetorical argumentation and multimedia presentation. In addition to California state standards and A-G course requirements, students will participate in the Senior Capstone Project which includes two essays, 20 community service hours, website development and community/faculty exit interview which demonstrates mastery of the four Casa graduate profiles (civic engagement, broad literacy, personal vision and high employability).

ENGLISH 12 AP LITERATURE AND COMPOSITION

(12) YEAR

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'b'

This is a college level course for seniors who will take the Advanced Placement exam in Literature and Composition in the spring. Students who earn a score of 3, 4, or 5 on the Advanced Placement tests may receive college credit for the class. Intensive preparation for these exams begins the first week of school and continues until after the tests are completed. Students write approximately one essay every week during the school year. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

FILM STUDIES

(10-12) SEMESTER

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'g'

Film Studies is a semester-long elective course which invites students to grow an appreciation for cinematic storytelling through readings, diverse assignments, and carefully curated film screenings. This course is meant to broaden and reinforce critical thinking skills and multimodal analysis while facilitating deep discussion around one of the most ubiquitous art forms. The course is open to all 10th, 11th, and 12th grade students.

INTRODUCTION TO CREATIVE WRITING

(10-12) SEMESTER

PCS GRAD REQ: ENGLISH

UC/CSU APPROVED COURSE: AREA 'g'

Introduction to Creative Writing is a semester-long elective course which asks students to closely analyze literature for form and technique and to apply their learning in the production of creative texts. This is facilitated by the close reading of mentor texts, peer workshopping, and deep reflection on the creative process. The course is open to all 10th, 11th, and 12th grade students.

This course is an NCAA approved core course.

JOURNALISM

(10-12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

In this course, students will represent the voices of their peers. They will learn the basic principles of journalistic writing through the process of: composing, editing, and revising. They will write news, feature, opinion, and sports stories that will be published in the online school magazine, The Casa Revista. They will also have opportunities to participate in the broadcast production of The Gaucho Roundup show – this includes writing reports, conducting interviews, filming videos, editing videos, and anchoring. This course is writing intensive and is recommended for students who seek to hone their writing skills, their public speaking skills, and their interpersonal skills. Students may be required to participate in designing and selling advertisements. **This course is an NCAA approved core course.**

JOURNALISM (ADVANCED)

(11-12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

Students in this course are experienced journalism students who produce the school online magazine, The Casa Revista and The Gaucho Roundup school news broadcast show. Advanced Journalism students continue to hone and improve their skills in the basic principles of writing news, feature, opinion, and sports stories; photography; layout; interviewing; editing and desktop publishing. **This course is an NCAA approved course.**

MAGAZINE PRODUCTION

(10-12) YEAR

COREQUISITE: MUST BE TAKEN CONCURRENTLY WITH JOURNALISM.

PCS GRAD REQ: ENGLISH

This course is designed for students who are currently enrolled in Journalism or Advanced Journalism. In this course students will work independently on magazine production. They will perfect their skills on InDesign and PhotoShop. This is primarily a production class for students who are editors of the school magazine and need more time to produce a quality publication.

English Language Development

Our English Language Development Program at Casa Grande High uses the current (2012) ELD State Standards to guide the design of curricular content for all students still acquiring proficiency in English. In compliance with the 2016 Education for a Global Economy (Ed.G.E) initiative, we advance literacy by using both English and a student's native language where appropriate with the goal of supporting each English learner to achieve language proficiency and meet state academic achievement goals. Students will progress through English Language Development (ELD) Levels 1,2, and 3 as appropriate for their language acquisition proficiency using the three Progress Level Descriptors (PLDs): Emerging, Expanding, and Bridging. These descriptors are determined by the **English Language Proficiency Assessments for California (ELPAC)**, California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. They are defined with both early and exit stages for each proficiency level across three modes of communication: A. Collaborative: Engagement in dialogue with others; B. Interpretive: Comprehension and analysis of written and spoken texts; C.Productive: Creation of oral presentations and written texts.

ENGLISH LANGUAGE DEVELOPMENT (ELD) LEVEL 1

(9- 10) YEAR - ELD/ ENGLISH LEVEL 1

(11-12) YEAR - ELD/ ENGLISH LEVEL 1

This course is appropriate for Recently Arrived English Learners with an Emerging proficiency level of English, with an overall ELPAC Performance Level score of 1. This is a communication-based class that emphasizes communication skills, basic academic vocabulary, idiomatic expressions, and pronunciation through listening, reading, speaking, and writing. The course encourages students to experience a sense of pride and knowledge related to their own cultural heritage while also developing an understanding of our local and national culture and history. The course incorporates content tailored to the abilities and needs of the students. **This course can be repeated for credit for students who remain at the ELPAC Overall Performance Level of 1.**

ENGLISH LANGUAGE DEVELOPMENT (ELD) LEVEL 2

(9- 10) YEAR - ELD/ ENGLISH LEVEL 2

(11-12) YEAR - ELD/ ENGLISH LEVEL 2

This course is appropriate for English Learners with an Expanding proficiency level of English, with an overall ELPAC Performance Level score of 2. Students will need an understanding of conversational English vocabulary and be able to adequately speak and write basic English. There is an emphasis on moving the student from basic communication towards grade level academic vocabulary across the ELA domains of listening, reading, speaking, and writing as well as all academic disciplines (math, science, social science, etc.). **This course can be repeated for credit for students who remain at the ELPAC Overall Performance Level of 2.**

ENGLISH LANGUAGE DEVELOPMENT (ELD) LEVEL 3

(9- 10) Year - ELD Level 3

(11-12) Year - ELD Level 3

NOTE: STUDENTS IN THIS COURSE ARE CONCURRENTLY ENROLLED IN A GRADE LEVEL, COLLEGE PREP ENGLISH COURSE.

The course is appropriate for English Learners with an English proficiency level that is moving from the higher end of Expanding into the Bridging level, with an ELPAC Overall Performance Level score of a 3. There will be a stronger emphasis on the academic English vocabulary and analytical skills needed to successfully enter the

standard English program. Greater emphasis is placed on the Common Core academic skills, using more analytical listening, reading, speaking, and writing activities aligned with grade-level English Language Arts courses. **This course can be repeated for credit for students who remain at the ELPAC Overall Performance Level of 3.**

Mathematics

In an effective and well-designed mathematics program, students move steadily from what they already know to a mastery of skills, knowledge, and understanding. Their thinking progresses from an ability to explain what they are doing, to an ability to justify how and why they are doing it, to a stage at which they can derive formal proofs.

Students who do not meet the listed prerequisites in math will not be allowed to enroll in a more advanced course. For example, at the time of registration, students earning low grades (below “C”) should plan to repeat their current course. Students may move ahead in math only if the second semester grade is a “C” or better.

Students planning to attend the University of California (UC) or California State University (CSU) must complete the Math 1, Math 2, and Math 3 sequence with a grade of “C” or higher. The State of California requires completion of Math 1 content for a high school diploma.

ANALYTICS IN SPORTS

(11-12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF MATH 2 WITH A GRADE OF C OR BETTER BOTH SEMESTERS (MAY BE TAKEN CONCURRENTLY WITH ANY OTHER HIGHER LEVEL MATH COURSE).

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: PENDING APPROVAL FOR a-g AREA ‘c’ MATHEMATICS

Analytics in Sports will teach students how to use four-steps of the statistical process in the context of sports: ask questions, collect data, analyze data, and make conclusions. The context of the examples and exercises will be sports related, but the primary focus will be to teach students the basic principles of statistical reasoning. Students will also have the opportunity to complete investigations which require all four steps of the statistical process to be completed using data collected online or by the students themselves. **This course is an NCAA approved core course.**

CALCULUS A/B AP (ADVANCED PLACEMENT)

(9 -12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF TRIG/PRECALCULUS WITH A GRADE OF C OR BETTER BOTH SEMESTERS. MAY BE TAKEN CONCURRENTLY WITH AP STATISTICS

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA ‘c’

This is a college level course covering the first year of differential calculus and integral calculus. Students are expected to have strong fundamentals in algebra, geometry, and trigonometry. The course will use a college level textbook and students will take the Calculus AB Advanced Placement Exam. If students pass this exam, they may receive college credit for the course. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

CALCULUS B/C AP (ADVANCED PLACEMENT)

(11 -12) Year

Recommended completion: Successful completion of AP Calculus AB with a grade of C or better both semesters. May be taken concurrently with AP Statistics

PCS Grad Req: Math

UC/CSU Approved Course: area 'c'

This is a college level course covering the second semester of differential and integral calculus. Students are expected to have strong fundamentals in algebra, trigonometry, and the topics covered in AP Calculus A/B. The course will use a college level textbook and students will take the Calculus B/C Advanced Placement Exam. If students pass this exam, they may receive college credit for the course. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

MATH 1

(9 -12) YEAR

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA 'c' (CANNOT BE USED TO SATISFY AREA 'g')

This course is the first of three courses in the Algebra 1, Geometry, and Algebra 2 math series. It provides opportunities for using pattern, modeling, and conjecture to build student understanding and competency in mathematics. The students will use mathematical models to represent real-world data, learn to provide clear and concise answers, and have computational and symbolic fluency. Technology tools will also play an important role in learning. *This course aligns with the five goals of the UC mathematics requirement and satisfies the state Math 1 requirement.* **This course is an NCAA approved core course.**

MATH 1 WORKSHOP

(9 -12) YEAR

PREREQUISITE: MUST BE CONCURRENTLY ENROLLED IN MATH 1

CREDITS EARNED: ELECTIVE CREDIT (NOT FOR MATH CREDIT)

This course is a support class for students who are identified as being at-risk of not passing Math 1. Some of the data points used to identify at-risk students include: having earned a D or F for the spring semester in Math 7 or 7th grade math, having a result of "Standard Not Met" on the mathematics portion of the 7th grade CAASPP, having earned a D or F for the fall semester in Math 8 or 8th grade math. Students will receive a review of recent topics covered in Math 1 (including homework help and extra preparation for exams) to help build their confidence and a growth mindset for learning.

MATH 2

(10-12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF MATH 1 WITH A GRADE OF C OR BETTER FOR BOTH SEMESTERS OR 8TH GRADE MATH 1 WITH A GRADE OF B OR BETTER

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA 'c' (CANNOT BE USED TO SATISFY AREA 'g')

This course is the second in the sequence of integrated and investigative mathematics programs. Mathematics 2 covers quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics 1 as organized into 6 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships.

Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **This course is an NCAA approved core course.**

MATH 2 WORKSHOP

(10 -12) YEAR

PREREQUISITE: MUST BE CONCURRENTLY ENROLLED IN MATH 2

CREDITS EARNED: ELECTIVE CREDIT (NOT FOR MATH CREDIT)

This course is a support class for students who are identified as being at-risk of not passing Math 2. Some of the data points used to identify at-risk students include: having earned a D or F for the spring semester in Math 8 or 8th grade math, having a result of “Standard Not Met” on the mathematics portion of the 8th grade CAASPP, having earned a D or F for the fall semester in Math 1, having the student’s current math teacher’s recommendation, which is based upon the student’s performance so far this spring semester in Math 1, are currently enrolled in a support class for Math 1. Students will receive review of recent topics covered in Math 2 (including homework help and extra preparation for exams) to help build their confidence and a growth mindset for learning.

MATH 2 HONORS

(9-12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF MATH 1 WITH AN A BOTH SEMESTERS.

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA ‘c’ (CANNOT BE USED TO SATISFY AREA ‘g’)

Honors Math 2 is the second course of a three-year sequence of integrated mathematics classes which satisfy college entrance requirements and prepares students for successful articulation to Math 3, Honors Math 3/Trig, Trig/Math Analysis, and AP Calculus. The purpose of Honors Math 2 is to develop mathematically proficient students who have successfully completed the Math 1 course, and prepare them for maximum success in the Honors Math 3/Trig and AP Calculus courses. Students will build on the concepts learned in Math 1, including the areas of Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics, and Probability. Honors Math 2 includes all Math 2 Common Core Standards, while also including the (+) standards. (+) Standards represent additional mathematics recommended by the California State Board of Education to prepare students for advanced courses. **This course is an NCAA approved core course**

MATH 3

(10-12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF MATH 2 WITH A GRADE OF A C OR BETTER BOTH SEMESTERS.

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA ‘c’ (CANNOT BE USED TO SATISFY AREA ‘g’)

This course is the third in the sequence of integrated mathematics. The focus of Mathematics 3 is for students to learn how to make mathematical connections, to apply mathematics to solve problems, and to conceptualize new ideas in order to become better problem solvers. Students will continue their development and understanding of the mathematical concepts learned in Integrated Math 1 and Math 2 and extend their knowledge in the areas of number systems, functions, probability, descriptive statistics, analytical geometry, and trigonometry. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject

that makes use of their ability to make sense of problem situations. This course meets the subject area “c” requirement of the UC / CSU approved course list. **This course is an NCAA approved core course.**

MATH 3 HONORS/TRIG

(10-12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF MATH 2 WITH A'S BOTH SEMESTERS OR HONORS MATH 2 WITH A B OR BETTER BOTH SEMESTERS.

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA ‘c’

Math 3 Honors follows Integrated Math 1 and Math 2 and is designed to lead into a college level calculus course the following year. This course covers polynomial equations in real and complex solutions; rational expressions, equations, and functions; analytic treatment of logarithmic and exponential functions; unit circle values; trigonometric identities; and applications and graphs of trigonometric functions. Successful completion of this course will allow students to take AP Calculus AB the following school year. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

STATISTICS AP (ADVANCED PLACEMENT)

(10 -12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF MATH 3 WITH A GRADE OF C OR BETTER BOTH SEMESTERS (MAY BE TAKEN CONCURRENTLY WITH TRIG/PRECALCULUS OR EITHER AP CALCULUS COURSE).

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA ‘c’

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. AP Statistics may be taken in place of Math Analysis or Calculus, or concurrently with Math 3 Honors, Math Analysis or Calculus. This course will use a college level textbook and students will take the Statistics Advanced Placement Exam. If students pass this exam, they may receive college credit for a one-semester introductory college statistics course. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

TRIG/PRECALCULUS

(9-12) YEAR

RECOMMENDED COMPLETION: SUCCESSFUL COMPLETION OF MATH 3 WITH A GRADE OF C OR BETTER BOTH SEMESTERS. MAY BE TAKEN CONCURRENTLY WITH AP STATISTICS.

PCS GRAD REQ: MATH

UC/CSU APPROVED COURSE: AREA ‘c’

Trig/Precalculus blends the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level calculus course. This course includes applications and graphs of trigonometric functions, analytic treatment of logarithmic and exponential functions and their applications, solving systems of two and three dimensions, and an introduction to linear algebra. **This course is an NCAA approved core course.**

Science

BIOLOGY

(10-12) YEAR

PCS GRAD REQ: LIFE SCIENCE

UC/CSU APPROVED COURSE: AREA 'd'

This one-year survey and laboratory course is designed with the Next Generation Science Standards for Life Sciences. The course covers ecology, biodiversity, cellular biology, genetics and evolution. **This course is an NCAA approved core course.**

EARTH AND SPACE SYSTEMS

(9) YEAR

PCS GRAD REQ: PHYSICAL SCIENCE

UC/CSU APPROVED COURSE: AREA 'd'

This is a one year laboratory course encompassing multiple areas of earth and space systems and its relationship with the natural world around us. Students gain knowledge, skills and appreciation of science in such areas as astronomy, chemistry, geology, meteorology and physics through a variety of strategies. Students will develop skills in the manipulation of materials and equipment, as well as organizing and communicating scientific information. Appreciation and respect for the natural world will be part of the course content. Students will become aware of careers in science. Homework is required. **This course is an NCAA approved core course.**

MEDICAL BIOLOGY (HEALTH SCIENCES/HEALTH CAREERS)

(10-12) YEAR

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF ONE SEMESTER OF EARTH AND SPACE SYSTEMS.

PCS GRAD REQ: LIFE SCIENCE

UC/CSU APPROVED COURSE: AREA 'd'

ist. Medical Biology offers students a comprehensive introduction to biology concepts taught through medical applications, using the human body as a way to explore the Next Generation of Science Standards. Throughout the course, students will develop critical thinking skills, see the application of biological concepts used in medicine, and become more aware of vocabulary and tests commonly used in medical professions. Medical Biology is the introduction to our Health Sciences Pathway at Casa Grande..**This course meets AREA D of the CSU/UC A-G Requirements.**

Science Electives

ANATOMY AND PHYSIOLOGY

(11-12) YEAR

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA 'd'

This laboratory science course presents the essential information for understanding the structure and function of the human body. It is the goal of the class to stimulate interest in the biological sciences, which will prepare the student for future health careers. It provides hands-on training for laboratory and communication skills and applications that are used in health professions, and basic laboratory techniques. This class will allow students to be informed consumers and better able to make educated decisions in life regarding scientific and environmental issues. The course emphasizes the organization of the body; systems that cover, support, or

move the body; systems that control through communication; systems that transport and protect; metabolic processing systems; and the cycle of life. **This course is an NCAA approved core course.**

AP BIOLOGY

(11-12) YEAR

RECOMMENDED PREPARATION: GRADE OF “C” OR BETTER IN BIOLOGY AND COMPLETION OR CONCURRENT ENROLLMENT IN CHEMISTRY OR MEDICAL CHEMISTRY.

PCS GRAD REQ: MEETS PCS LIFE SCIENCE GRAD REQUIREMENT

Advanced Placement Biology is an introductory, college-level biology course that emphasizes understanding core biological concepts through inquiry-based learning. Students investigate topics such as evolution, cellular processes, energy use and communication, genetics, ecology, and biological interactions. Hands-on laboratory investigations are central to the course and allow students to practice scientific skills, including experimental design, data collection and analysis, mathematical reasoning, explanation development, and scientific communication. Students have the opportunity to earn college credit and/or advanced placement while still in high school. AP Exams are administered each May, and students who earn a qualifying score may receive college credit, advanced course placement, or both, depending on the policies of the college or university they attend.

ASTRONOMY

(11-12) YEAR

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA ‘g’

This evening class involves the study of the composition of stars, galaxies and the universe, and an in-depth look at all of the processes and discoveries throughout the universe. Students will learn to identify constellations, planets and star clusters through nighttime observations with and without telescopes. Students will also learn to use cameras to take pictures of stellar objects, the proper use of telescopes, and to use astronomy-related computer programs. As this is a night class, students will be required to sign a contract as part of enrollment. **This course is an NCAA approved core course.**

CHEMISTRY

(11-12) YEAR

RECOMMENDED PREPARATION: A GRADE OF C OR BETTER IN BOTH SEMESTERS OF BIOLOGY AND CONCURRENT OR PREVIOUS ENROLLMENT IN MATH 2.

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA ‘d’

A one year course studying the composition of substances and how they change while focusing on laboratory investigations to enable students to better understand the world around them and to make intelligent consumer decisions about that world. This is a college preparatory course designed for students who have an aptitude for math and science but who may or may not plan to major in science. This course assumes no prior substantial knowledge of chemistry. It will introduce students to the concepts of atomic theory, chemical reactions, phases of matter, solutions and ions, periodic table, chemical bonding, chemical rates and equilibrium, acids and bases, and oxidation-reduction. A scientific calculator is highly recommended. A minimum of 30 minutes of homework is required on a daily basis. A commitment to complete the course is important. This course meets the subject area “d” requirement of the UC / CSU approved course list. **This course is an NCAA approved core course.**

CHEMISTRY HONORS

(11-12) YEAR

RECOMMENDED PREPARATION: MUST ACHIEVE A MINIMUM REQUIREMENT OF A C IN BIOLOGY AND A B IN MATH 2.

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA ‘d’

This course will introduce the same concepts in P-Chemistry. Students need to have a strong aptitude for science and math, be able to comprehend and utilize concepts quickly and demonstrate the ability, initiative and motivation to work independently. Students will need to employ an above average level of analytical skill and sufficient maturity to consistently deduce underlying concepts from empirical evidence. It is the intent of this course to challenge and stimulate the student to go beyond basic principles to examine concepts and applications in greater depth and complexity. Although the course is not designed as an AP course, interested students will be helped to prepare for the AP exam. Students should be aware of the personal time commitment to complete this course. A minimum of 45 minutes of homework is required daily. A scientific calculator is required. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

ENVIRONMENTAL CONSERVATION AND RESTORATION

(11-12) YEAR

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF MATH 1/ALGEBRA 1 AND BIOLOGY

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA 'd'

This course is recommended for any students who have a love for animals and the outdoors. Environmental Conservation and Restoration provides students with the theoretical background and practical skills focused on wildlife management, animal preservation, and environmental conservation and restoration. The hands-on portion of the course focuses on outdoor education, wilderness survival with an activity known as "Happy Week", animal conflict capped off with an activity known as the "Bear Test". In addition, students will be introduced to restoration practices and the operation of the only student-run fish hatchery in the United States. At the conclusion of this course students will directly have a hand in saving an Endangered Species!

ENVIRONMENTAL SCIENCE AP

(11-12) YEAR

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF BIOLOGY IS *REQUIRED*. SUCCESSFUL COMPLETION OF/CONCURRENT ENROLLMENT IN CHEMISTRY IS *HIGHLY RECOMMENDED*.

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA 'd'

AP Environmental Science (APES) is a course that aims to provide students with the scientific knowledge and skills required to understand the interrelationships of the natural world, to identify and analyze environmental problems, to evaluate the risks associated with these problems, and to examine potential solutions for resolving or preventing them. APES is unique in that it stresses not only scientific knowledge and skills, but also emphasizes the study of environmental issues from sociological and political perspectives. Topics include ecosystem health, species diversity, natural resource consumption, pollution, alternative energy sources, climate change, and sustainability. Considerable emphasis is placed on field investigations and laboratory study. Students will practice techniques for ecosystem monitoring in the local environment. Students will take the Environmental Science AP exam and may earn college credit with a score of 3, 4, or 5. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

FIELD STUDIES (ADVANCED)

(9-12) YEAR

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF ENVIRONMENTAL CONSERVATION AND RESTORATION OR INSTRUCTOR APPROVAL.

PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR ELECTIVE

Field Studies has been created to provide students with the opportunity to take the skills learned in the first year of Environmental Conservation and Restoration and use them in the field. The class will meet once a week for classroom instruction (half the class at a time on one day, the other half on another) and the remaining classes will be held in the hatchery or off site in the field to learn advanced technique and application. Course

Goals- As a Field Biologist and Hatchery Technicians it is our job to collect data, document our findings, and provide insight to the local agencies for actions that need to be taken. Operating under State and Federal permits you will not only be providing valuable information to local agencies but modeling behavior and skill sets to first year students. Allowing for the students to become the teacher.

GARDENING AND NURSERY MANAGEMENT

(11-12) YEAR

PCS GRAD REQ: THIRD YEAR SCIENCE OR CAREER TECHNICAL EDUCATION (CTE)

Gardening and nursery management is a hands-on, skills-based horticulture course which will cover basic taxonomy, anatomy, physiology, nutrition, care, and propagation of landscape, ornamental, and edible plants. Course content includes native plant identification and selection, food crop production, landscape and garden design, planting for pollinators and wildlife, organic gardening practices, composting, proper tool selection and use, irrigation systems, nursery practices, and landscape maintenance (planting, pruning, weeding). Students will 1) grow horticulture crops for onsite planting and/or sale, 2) grow and harvest edible food crops, 3) assist with maintaining landscaped areas on campus, and 4) collaborate with local non-profit organizations and schools. Students must demonstrate an interest in the field of horticulture and be willing to work outdoors in the OLE Garden and in the Casa Grande Native Plant Nursery throughout the course of the school year.

HOSA FUTURE HEALTH PROFESSIONAL 1 (HOSA 1)

(9-12) YEAR

PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR ELECTIVE

UC/CSU APPROVED AREA “g”

Does a future in healthcare or medicine seem interesting to you? Then HOSA is the class for you! This national Career Technical, Student Led Organization is an essential part of career education and workplace readiness. Core academic standards blend with career technical standards (CTE) in the Health Science/ Medical Technology Sector. Leadership skills are integrated into the curriculum to prepare students to pursue a future health career. The course also emphasizes—leadership development, career exploration, job seeking skills, health/wellness, health education, involvement in community health issues, and the opportunity to participate in state and national HOSA competitive events. Participation of some class activities may be offered outside of the normal school day. For more information regarding H.O.S.A. visit: www.HOSA.org or email jtitus@petk12.org.

HOSA FUTURE HEALTH PROFESSIONAL 2 (HOSA 2)

(10-12) YEAR

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF HOSA 1 OR BY SPECIAL AGREEMENT WITH THE TEACHER.

PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR ELECTIVE

UC/CSU APPROVED AREA “g”

HOSA 2 continues to empower students to identify career opportunities and make realistic choices about their future in health or medicine. HOSA-2 promotes advanced leadership development, career and industry readiness, and technical skills. HOSA develops communication skills that will foster the delivery of quality, compassionate health care. HOSA-2 instills leadership in the global health community through education of current healthcare issues, environmental concerns, and survival needs of the community and nation. Topics explored are medical math, intermediate medical terminology, communication, exploration strands of the Health Science Medical Technology (biotechnology, patient care, health informatics, and diagnostics) Students take leadership roles in the community to promote awareness about public health issues. Students will learn through labs, hands-on activities, case studies, and community service. Students will be required to expand their portfolio from HOSA 1. Students are encouraged to take leadership roles and participate in regional, state and national conferences.

HOSA FUTURE HEALTH PROFESSIONAL 3 (HOSA 3)

(11-12) YEAR

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF HOSA 2 OR BY SPECIAL AGREEMENT WITH THE TEACHER.

**PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR ELECTIVE
UC/CSU APPROVED AREA “g”**

In HOSA 3 students fine tune leadership skills and are encouraged to take active leadership roles in the chapter or in the community. HOSA 3 students act as mentors for newer HOSA members. Students will explore pharmacology, human growth and development, pathophysiology, medical law and ethics, and biomedical innovation. Students will continue to focus on community health and will work with an outside agency to bring awareness to concerns about health related topics in our community. Students will continue to build their medical terminology knowledge, receive industry certificate skills, and explore higher education to reach their career goals in health care. Students will explore careers by completing a job shadow and meeting with mentors in the community. Students will document skills and experiences by adding to their professional portfolios. Students are expected to participate in local, regional, state and national conferences.

**HOSA FUTURE HEALTH PROFESSIONAL 4 (HOSA 4)
(12) YEAR**

**RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF HOSA 1,2,3
PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR ELECTIVE
UC/CSU APPROVED AREA “g”**

Take your passion for healthcare to the next level! This advanced course is crafted for dedicated students who have excelled in the HOSA Level 3 program and are ready to refine their expertise in specialized health professions. Designed to prepare you for real-world success, the curriculum focuses on developing advanced, career-critical skills in areas like analytical medical math, pharmacology, public health, behavioral health, and health policy. Beyond the classroom, you'll gain invaluable experience through workplace learning in a healthcare setting, applying your knowledge in real-life scenarios. As a student in this course, you'll also take on a leadership role within your HOSA chapter, actively shaping its success and representing your peers in official HOSA events.

**INTRODUCTION TO ROBOTICS
(9-12) YEAR**

**RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF OR CONCURRENT ENROLLMENT IN EARTH AND SPACE SYSTEMS OR BIOLOGY AND MATH 1
PCS GRAD REQ: SCIENCE
UC/CSU APPROVED COURSE: AREA ‘g’**

Introduction to Robotics is a multidisciplinary, laboratory based, technology course that introduces both boys AND girls to the field of robotics, basic electronics, mechanical engineering, computer programming and parts production with the ShopBot CNC machine. This course is designed to interest students in the fields of engineering and technology and to motivate students to pursue further studies in STEM related fields. Introduction to Robotics teaches the subjects that are included in the multidisciplinary field of MechaRotronics which is the combination of mechanics, electronics, Arduino programming and system design. Students work in small engineering groups to research, design and build electronic circuits and simple robots. **This course is an NCAA approved core course.**

MEDICAL CHEMISTRY

(11-12) YEAR Do11PU

RECOMMENDED COMPLETION: BIOLOGY & COMMUNITY HEALTH (BIOLOGY OR HONORS BIOLOGY OK) WITH A GRADE OF C OR BETTER, CONCURRENT ENROLLMENT IN MATH 2.

UC/CSU APPROVED COURSE: AREA ‘d’

Chemistry and Community Health is a college preparatory laboratory science course designed to provide students with an understanding of how chemistry concepts can be used in the diagnosis and treatment of public health concerns. Students will engage in experiments, complete simulations, and apply knowledge of atomic properties to gain perspective on human and environmental health disorders. Students will use basic

understandings of radioactive isotopes to explore the science of radiology. Students will study bonding of both inorganic and organic molecules in order to describe chemical reactions that take place both in the environment and in the human body. Students will study the use of medical technology and molecular tools in solving health challenges. Students will identify environmental issues affecting health in their community and then create action plans to improve the health outcomes within the community.

This course meets the Subject Area “d” requirement of the UC / CSU approved course list.

MEDICAL TECHNOLOGY

(10-12) YEAR

RECOMMENDED PREPARATION: COMPLETION OF BIOLOGY COMMUNITY HEALTH, HONORS BIOLOGY, OR BIOLOGY WITH A C OR BETTER. RECOMMENDED CONCURRENT ENROLLMENT MATH 2 AND CHEMISTRY.

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA ‘d’

Medical Technology is a Career Technical laboratory science course that teaches real applications used in the field of medicine and biotechnology. Students will learn real skills used in medical science for the diagnosis and treatment of diseases. Students are introduced to the history of medical technology and its impact on health and medical sciences. Students will learn fundamentals of medical imaging, proper and safe procedures for working in a medical or biotechnology lab, understand the process by which pathogens (viruses and bacteria) cause disease, and also about how technology and research is creating new medications, new diagnostic techniques, and ways to prevent illness. Students will learn medical terminology, medical lab procedures, how to grow and study microorganisms in the lab, principles hematology (the study of blood), and perform studies on DNA analysis. Medical industry skills learned include disease prevention, microscopy, preparation of laboratory solutions, proper use of laboratory equipment, identifying abnormal tissue samples, Gram staining, and ABO blood typing. Students should like conducting labs and using case studies as methods of learning. This course will be useful for students who will be taking prerequisites for medical professional programs in college.

PHYSICS

(11-12) YEAR

RECOMMENDED PREPARATION: A GRADE OF B OR BETTER IN BOTH SEMESTERS OF MATH 2 AND CONCURRENT ENROLLMENT IN EITHER MATH 3 OR MATH ANALYSIS.

SUCCESSFUL COMPLETION OF CHEMISTRY IS RECOMMENDED, BUT NOT REQUIRED.

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA ‘d’

This is a high school level survey course in the study of the laws which govern the behavior of matter and energy in the universe. This course will cover the following topics: motion, Newton’s Laws, momentum, waves, sound, light, electricity, magnetism, optics, nuclear physics, and Einstein’s theories. Physics should be taken by the student who is contemplating any science-related career (such as engineering, medicine, biology, chemistry, and architecture) or by anyone who wants to better understand the physical phenomena surrounding us. This course is not designed to prepare students for the Physics Advanced Placement Exam but will prepare the students for college physics. **This course is an NCAA approved core course.**

PHYSICS 1 (AP)

(11-12) YEAR

**RECOMMENDED PREPARATION: CONCURRENT ENROLLMENT IN MATH ANALYSIS
SUCCESSFUL COMPLETION OF CHEMISTRY OR TEACHER’S PERMISSION.**

PCS GRAD REQ: THIRD YEAR SCIENCE

UC/CSU APPROVED COURSE: AREA ‘d’

This is a college level physics course that is algebra and trigonometry based. This course will cover the following topics: kinematics (motion), Newton’s Law of Motion, circular motion, energy transformations, rotational motion, momentum, waves, sound and light, static electricity, circuits and direct current. Laboratory work is a crucial component of this course and designed to help students visualize the more abstract concepts.

Physics should be taken by the student who is contemplating any science-related career (such as engineering, medicine, biology, chemistry, and architecture) or by anyone who wants to better understand the physical phenomena surrounding us. Students must be willing to do one hour of homework daily. This course will prepare the student for the AP Physics 1 Exam. **This course will receive extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

SPORTS MEDICINE 1

(11-12) YEAR

RECOMMENDED PREPARATION: COMPLETION OF BIOLOGY, MATH 1, AND PHYSICAL SCIENCE WITH A “C” OR BETTER, CONCURRENT ENROLLMENT IN CHEMISTRY IS RECOMMENDED.

PCS GRAD REQ: THIRD YEAR SCIENCE OR CAREER TECHNICAL EDUCATION (CTE)

UC/CSU APPROVED COURSE: AREA ‘d’

Sports medicine I is a hands on class exploring Human movement and exercise. Student will explore how and why the body moves the way it does. In this course students will explore not only the limits of human physical achievement, but also how to increase performance for sport. This course will introduce students to the basic physiological, anatomical, psychological, sociological and mechanical principles of human movement and exercise and prepare students for SportMedicine II . Students will be acquainted with the subdisciplines of Kinesiology (exercise physiology, biomechanics, motor learning and behavior, sport psychology, sport sociology, philosophy of sport, sport history, sports nutrition, and fitness and health) and their historical precedents, areas of research, as well as career opportunities in the field of Kinesiology. Students will build models, and will conduct and design experiments related to movement and/or exercise of the human body. Students will also conduct several labs related movement and physiology of the body. The course is recommended for any student interested in the career of sports medicine, athletic trainer, personal trainer, or physical therapist. **This course meets the Foreign Language/ VP Arts/CTE or the Related Math/Science requirement for PCS graduation. This course meets AREA D of the CSU/UC A-G Requirements.**

SPORTS MEDICINE 2

(11-12) YEAR

RECOMMENDED PREPARATION: GRADE “C” OR BETTER IN SPORTS MEDICINE 1.

PCS GRAD REQ: THIRD YEAR SCIENCE OR CAREER TECHNICAL EDUCATION (CTE)

UC/CSU APPROVED COURSE: AREA ‘d’

This course is designed to provide students with an introduction to athletic training. Students will learn the components of exercise science/sports Medicine including exploration of therapeutic careers, medical terminology, anatomy and physiology, first aid, injury prevention principles, the healing process, rehabilitation techniques, therapeutic modalities, sports nutrition, sports psychology, and performance enhancement philosophies. The course includes class work and practical hands-on application in prevention, treatment and rehabilitation of sports injury, taping injuries, and first aid/CPR. Lectures and labs will provide an overview of anatomy, physiology, exercise physiology, and kinesiology. The course is recommended for any student interested in the career of sports medicine, athletic trainer, or physical therapist.

This course meets the Foreign Language/ VP Arts/CTE or the Related Math/Science requirement for PCS graduation. This course meets AREA D of the CSU/UC A-G Requirements.

Social Science

The world of the future will be characterized by persistent patterns in human behavior and human relationships, and by economic, technological, political, social, and cultural change. The study of continuity and change is the main focus of Casa Grande’s history and social science curriculum. The knowledge and activities offered to the students in our core and elective Social Science courses will enable them to appreciate how ideas, events, and individuals have interacted to produce change over time, as well as to recognize the conditions and

forces that maintain continuity within human societies. These understandings will assist young people in becoming both productive and effective contributors to our society and the world of the twenty-first century.

AMERICAN GOVERNMENT

(12) SEMESTER (BLOCKS WITH ECON)

PCS GRAD REQ: AMERICAN HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

Through a study of the Constitution and the Bill of Rights and their practical expression in the structure of the government of the United States, students will gain an understanding of the fundamental principles and methods of democratic government. The expression and development of innovation and its influence on social and political developments. The students will choose a topic related to Innovation as a basis for Project Serve. Students will gain an understanding of the different contemporary approaches to the problems of authority and power and the influence of political beliefs on economic and social developments. **This course is an NCAA approved core course.**

AMERICAN GOVERNMENT AP (ADVANCED PLACEMENT)

(12) SEMESTER (BLOCKS WITH MACROECONOMICS AP)

RECOMMENDED PREPARATION: MINIMUM GRADE OF C IN UNITED STATES HISTORY.

PCS GRAD REQ: AMERICAN HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

This course is intended for motivated students and is equivalent to a one-semester college introductory course in United States Government and Politics. This semester's course will be an intensive study of the citizen base of politics, political parties, and interest groups, and civil rights and civil liberties. Students will take the Advanced Placement Exam in May for which they may earn college credit. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

ECONOMICS

(12) SEMESTER (BLOCKS WITH AMERICAN GOVERNMENT)

PCS GRAD REQ: ECONOMICS

UC/CSU APPROVED COURSE: AREA 'g'

Economics explores the sustainability of free market capitalism in an increasingly interdependent world. Fundamental economic concepts and relationships are analyzed in their domestic context, and then examined for their international ramifications. The economic, political, cultural, and environmental impacts of globalization are stressed. **This course is an NCAA approved core course.**

HONORS WORLD HISTORY

(10) YEAR

PCS GRAD REQ: WORLD HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

Honors World History (HWH) covers the same content as World History but at a deeper level. The class is not just interested in "history," but the art, philosophy, and current events that help provide meaning. As such, student seminars, based on close-reads, provide the majority of the in-class pedagogy. Students will have reading quizzes, midterms, research projects, and final exams. Enrollment is open but students should be ready for the challenge. Honors-level classes do not offer remediation and the pace of the class and expected workload can be daunting. **This course is an NCAA approved core course. This course receives extra honors grade point weighting (A=5, B=4, C=3).**

MACROECONOMICS AP (ADVANCED PLACEMENT)

(12) SEMESTER (BLOCKS WITH AMERICAN GOVERNMENT AP)

RECOMMENDED PREPARATION: MINIMUM GRADE OF C IN UNITED STATES HISTORY AND ENGLISH 11.

PCS GRAD REQ: ECONOMICS

UC/CSU APPROVED COURSE: AREA 'g'

This is a college-level course designed to develop a technical understanding of how the interaction of the forces of supply and demand determines the overall levels of employment, income, production, interest and prices in the U.S. economy. The course is fast-paced, with an emphasis on reading and lecture presentations. Critical thinking and analytical skills are stressed. Students will be prepared for the AP Macroeconomics exam in May, for which they may earn college credit. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

UNITED STATES HISTORY

(11) YEAR

PCS GRAD REQ: UNITED STATES HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

U.S. History focuses on the variety of ways in which our country is transformed by the artistic, political, and cultural diversity of the American people. Students will have the opportunity to critique, create, and engage in an exploration of what it means to be an American through a variety of collaborative assignments, field trips (when possible), and projects centered on an appreciation of artists, activists, musicians, writers, cultural movements, and thinkers contributing to the development of the U.S. Students will demonstrate broad literacy, civic engagement, and a personal vision. Students will leave the pathway having a greater understanding and empathy for their classmates and the many different components that make up the American identity--leaving them both more employable and prepared for post-secondary education. **This course is an NCAA approved core course.**

UNITED STATES HISTORY AP (ADVANCED PLACEMENT)

(11) YEAR

PCS GRAD REQ: UNITED STATES HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

This is a college-level course that offers motivated students the opportunity to learn and apply critical thinking skills to develop an in-depth understanding of U.S. history. To succeed, students need to have strong reading and writing skills and be capable of disciplined, independent work. The curriculum is text-based and the vehicle of expression is the persuasive essay. In addition to having the opportunity to learn to think critically, students will take the AP US History exam in May for which they may earn college credit. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

UNITED STATES HISTORY ES (Ethnic Studies)

(11) YEAR

PCS GRAD REQ: UNITED STATES HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

This is a US History class that satisfies the graduation requirement for US History but does so by focusing specifically on the experiences of groups identified by the State of California for Ethnic Studies: Native/Indigenous Americans; Latino/a/x; African-Americans; and Asian-Americans. Instead of a class in which these groups are discussed as an aside, the entire curriculum focuses on their history, contributions, struggles, and achievements. This electively-chosen class fundamentally asks this question: what does it mean to be an American?

UNITED STATES HISTORY HCP (HEALTH CAREERS PATHWAYS)

(11) YEAR

COREQUISITE: ENROLLMENT HCP ELECTIVE.

PCS GRAD REQ: UNITED STATES HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

This course examines turning points in American History from the 19th century through today, reflecting continuity and change from our nation's beginnings. The California State Standards for U.S. History is followed, but there is an emphasis on health careers as well as developments within the health field. There is direct overlap between English HCP and the sciences: Chemistry, Anatomy/Physiology, and Medical

Technology as well as HOSA 1,2,3,4, which will expand their skills in data collection, map and graphic interpretation, and written presentation. Orally and in writing, students will discuss the causes and effects of major changes in medicine and health as they are related to historical events throughout the growth of the United States. They will be charged with making comparisons; and evaluating primary materials relevant to these advancements. Students will use the research process to retrieve, analyze, and organize information, and will negotiate with others to solve problems or reach decisions regarding these historical events. Students will develop a working knowledge of the influence that health careers have had on the United States and how these decisions can and are affecting the future of our society and our nation's relationships with other countries.

This course is an NCAA approved core course.

WORLD HISTORY

(10) YEAR

PCS GRAD REQ: WORLD HISTORY

UC/CSU APPROVED COURSE: AREA 'a'

Students will examine the major turning points in the shaping of the modern world from 1700 to the present, and understand the evolution of democratic ideas and political ideals such as equality, justice under the law, and freedom. Through a series of case studies of significant regions in the modern world, students will analyze contemporary issues and world problems. By discussing specific needs and various approaches to their resolution, students will develop a positive response to many world problems and understand that their involvement makes a difference. **This course is an NCAA approved core course.**

Social Science Electives

For more information about the Social Science Department and Elective Courses, please visit this [link](#).

CULTURAL ANTHROPOLOGY

(11-12) YEAR

PCS GRAD REQ: THIRD YEAR MATH/ SCIENCE RELATED

UC/CSU APPROVED COURSE: AREA 'g'

Anthro provides students with information on exploring human cultural diversity and interrelationships on a global scale. Students compare and contrast human traditions such as kinship, language, along with the role of race and gender, religion, magic, political systems, and our relationship to nature. Insights provided through the class elaborate on other areas such as medicine, tourism, education, economic development, communication, biology, conflict resolution, and human resource management. Students research Needs vs Wants, Fairy Tales: Traditional vs Modern views(Disney), Graffiti as a language in culture, Gender roles in traditional cultures: Hawaiian and Native American versus White society, read novels and nonfiction works on cultural differences in American society and write essays on globalization and its impact on world cultures.

ETHNIC STUDIES

(11-12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU Approved Course: area 'g'

Explore powerful socio-economic, political, and cultural forces that affect American society. We look at concrete examples of the experiences of people of color and how race, racism, and the structures of society affect them through emphasizing struggle, resilience, and celebrations of these groups. The class centers on self-reflection, critical thinking, interpersonal communication, and awareness of the systems of power that result in inequality and oppression. Knowledge is power! **NCAA approval pending.**

GEOGRAPHY AND WESTERN CIVILIZATIONS

(9) SEMESTER (PAIRS WITH HUMAN INTERACTION)

fPCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This course investigates the five themes of geography: location, place, environmental interaction, region, and movement. For each theme a particular region, culture, and period of history is studied to develop an understanding of how geographic concepts influence the development of civilization. The areas studied may vary over different semesters, but certain threads remain constant throughout the course, such as the concepts of culture, ethnocentricity and diversity, and the commonalities of human societies. **This course is an NCAA approved core course.**

HOT TOPICS: TODAY'S ISSUES & TOMORROW'S SOLUTIONS

(11-12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This year-long elective class looks at current events. These are crazy times! What is going on in your world, and how do we make sense of it? This course will provide you with ways of understanding the news and the issues that are hot in the world, country, and even locally. Even more important, the class will study the ways people are working for positive change, and how you can be a part of that! The main part of the class will be discussion about the news; your work outside class will be limited and looking at nonprofit groups and current events. **NCAA approval pending.**

HUMAN GEOGRAPHY AP (ADVANCED PLACEMENT)

(10-12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'a'

AP Human Geography is a yearlong course that focuses on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. Emphasis is placed on geographic models and their applications. Case studies from around the globe are compared to the situation in both the United States and California to introduce students to the systematic study of patterns and processes that has shaped human understanding, use, and alteration of Earth's surface. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is approved as an NCAA approved core course.**

LEGAL STUDIES

(11-12) SEMESTER

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

In this course, students will study current issues and controversies relating to law and the legal system, examine the relationship between constitutional principles and social realities and be encouraged to participate as citizens in the legal system. Students will acquire knowledge of the civil and criminal legal systems in the United States and develop an interest in, and appreciation for, the civil liberties protected by the U.S. Constitution. Through lectures, film, class activities, research, and class discussion, the students will explore the "nuts and bolts" of American law. Units of study include: Freedom of Speech, Right to Privacy, Criminal Procedure, Discrimination and areas of law involved in everyday life. **This course is an NCAA approved core course.**

PEACE: PHILOSOPHY, ETHICS & COMMUNITY ENGAGEMENT

(9-12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This class is designed for students who want to explore philosophy and ethics. The course is an introductory survey of famous philosophers and a study of their stance on the issues of right and wrong. The discussion-based format is designed to help students of all grade levels share ideas while working towards a project that allows students to enhance their Freshman "Do-Good" Human Interaction assignment, begin community service hours, or act as part of a Senior Capstone. Emphasis is placed on critical thinking skills, oral

participation, and preparation for Casa history and social science classes. Much of the content is student-driven and, while academic, is not designed to be homework-heavy or too challenging.

PERSONAL FINANCE/ FINANCIAL LITERACY

(11-12) SEMESTER

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

Personal Finance is a semester-long course which examines real world personal financial issues, cultivates decision making skills, and helps students develop good financial habits they will use in their daily lives. Students will investigate career choices and build budgets appropriate to a chosen career income base, as well as analyze their personal finance and money management reality relative to higher education and/or training costs. Students will research banking, buying cars or homes, renting taxes, and investing their money. Students will learn the value and benefit of compound interest and saving. Students will develop an understanding of the range of personal financial management as it relates to their lives and financial future. Projects will involve research, reading, writing reports and making oral presentations. In addition to projects, the students will use basic math skills to investigate real world problems. Assessments will be in the form of performance tasks, quizzes, portfolios and a final exam. Students will develop a deep understanding of the financial expectations and situations they will face as productive young adults.

PSYCHOLOGY INTRO

(11-12) SEMESTER (BLOCKS WITH SOCIOLOGY)

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This course offers an overview of the history of psychology and major figures in its development, with units including adolescent development, the brain and its functions, motivation, emotion, group influence, psychological disorders, and treatments and therapies. The class uses lectures, film examples, written responses to films and articles, clinical data, quizzes, and research projects to fulfill requirements. **This course is an NCAA approved core course.**

PSYCHOLOGY AP (ADVANCED PLACEMENT)

(11-12) YEAR

RECOMMENDED PREPARATION: GRADE OF B OR HIGHER IN ENGLISH 10/ ENGLISH 11.

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This course is a college-level, rigorous course of study that offers juniors and seniors the chance to earn elective credit in psychology at most colleges and universities upon passing the Advanced Placement Exam in May. Content areas include: neuroscience and behavior, child development, states of consciousness, cognition, emotion, perception, motivation and stress, social psychology, disorders and treatments. Students write an essay and take a multiple choice exam on each unit studied, and are exposed to a wide variety of supplementary materials, as they prepare for the AP Exam. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

RACE, CLASS, & GENDER IN AMERICA

(9-10) SEMESTER

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This class looks at the definition and role that race, class, and gender play in American society, as well as how they intersect with each other. The course is student-led and discussion-centered. Students will be responsible both for the subjects and readings for seminars as well as creating a "cultural portfolio" that will link class content to their personal lives. **This course is an NCAA approved core course.**

SOCIOLOGY

(11-12) SEMESTER (BLOCKS WITH PSYCHOLOGY, INTRO)

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

In this course, students are introduced to the concepts, theories, and procedures of sociology. Students will learn how sociologists analyze the basic structures and functions of societies and social groups, discover how societies and groups become organized, identify the conditions under which they become organized, and predict the conditions necessary for their recognition. The impact of social groups upon individual behavior and current social issues such as crime, poverty, and prejudice will also be discussed. **This course is an NCAA approved core course.**

Physical Education

PE 9 COURSE 1

(9) YEAR

PCS GRAD REQ: PHYSICAL EDUCATION

Students will participate in physical fitness exercises that promote flexibility, muscular strength, and endurance. Students will develop personal performance criteria and participate in a variety of fitness activities. In individual and dual sports, students should gain an appreciation of others' achievement and expand their ability to adapt to the needs of the group or team. By the end of the ninth grade students should be able to:

- Identify sports which they would like to pursue for enjoyment and physical fitness.
- Understand the rules and strategies of their chosen sports.
- Develop personal goals for health and fitness.
- Understand the importance of an active lifestyle and healthy living.

PE 10 COURSE 2

(10) YEAR

RECOMMENDED PREPARATION: COMPLETION OF PE 9.

PCS GRAD REQ: PHYSICAL EDUCATION

Students in Course 2 will focus on the primary standards of high school Physical Education. Activities included are self-defense, tumbling, yoga, Pilates, team activities, aerobic and anaerobic training, specific performance skills and drills, and muscular strength and endurance training. **Juniors and Seniors who have not met the 20 credit Physical Education requirements should take PE 10 Course 2.**

PE 10 CROSS TRAINING

(10-12) YEAR

RECOMMENDED PREPARATION: PE 9 COURSE 1

PCS GRAD REQ: PHYSICAL EDUCATION

Cross Training is a class in which students will get their fitness in a variety of ways. The class will explore Yoga, Pilates, Aerobics, Circuit Training, Jump Rope, self defense, and various types of Dance throughout the school year. The class will also learn how to do exercises involving their own body weight, exercise bands and exercise balls. There is no required running in Cross Training. The class is designed to give students many tools and ideas to be active throughout their lifetime.

Physical Education Electives

PE INDEPENDENT STUDY

(10-12) YEAR

RECOMMENDED PREPARATION: APPLICATION MUST BE COMPLETED AND SUBMITTED TO YOUR COUNSELOR BY THE FOLLOWING DATES: APRIL 1ST (FALL SEMESTER); NOVEMBER 1ST (SPRING SEMESTER) — APPLICATIONS ARE AVAILABLE IN THE COUNSELING OFFICE

PCS GRAD REQ: PHYSICAL EDUCATION

This is an independent study physical education program with strict admission requirements. Applications are available through the high school counseling office. A summary of the requirements:

- Students must maintain a “C” average
- The activity is not available in the school program
- The activity fulfills the district’s physical education objectives
- The activity may develop expertise for Olympic, national, or state competitions
- Applicant’s coach or trainer must complete the Coach/Trainer Agreement
- Student is in training at least 15 hours per week
- Student shows prior commitment to the activity
- Student’s class schedule is not disrupted.

STRENGTH & CONDITIONING

(11-12) YEAR

RECOMMENDED PREPARATION: COMPLETION OF PE 9 COURSE 1.

PCS GRAD REQ: PHYSICAL EDUCATION

The Strength and Conditioning course is designed to educate students in key areas of health and fitness. Main areas of focus include muscular strength and endurance, cardiovascular endurance, power, flexibility and balance. Students will learn weightlifting techniques and will be able to design a weight-training and conditioning program that is realistic and attainable for their specific goals. This course does require a high level of physical activity, and dressing for class is required (athletic attire). This course requires written work, periodic research, as well as physical assessments.

World Languages

FRENCH 1

(9-12) YEAR

RECOMMENDED PREPARATION: OVERALL GPA OF 2.0 FOR INCOMING FRESHMEN.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘e’ (CANNOT BE USED FOR AREA ‘g’)

This is an academic course for students with little or no previous experience with the French language. The student is introduced to the language and culture of French-speaking countries. French 1 is an integrated program emphasizing interpersonal and presentational speaking, listening, reading and writing. French culture is also presented through music, projects, celebrating holidays, cooking, art, sports and more. Resources include authentic videos and films, magazines, online resources, textbooks, and workbooks. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts are a focus in all French courses. Success in French 1 is dependent upon positive and active oral participation. Oral production, assessments, project, notebooks, homework, and a formal written evaluation determine student progress. The course is conducted in 50-70% French Language, incrementally building as the students become more familiar with basic language structures and vocabulary. **This course is an NCAA approved core course**

FRENCH 2

(9-12) YEAR

RECOMMENDED PREPARATION: GRADE C OR HIGHER IN FRENCH 1 OR RECOMMENDATION OF THE TEACHER.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘e’

Through the use of authentic video and films, magazines, online resources, textbooks and workbooks, students will continue to advance their listening, speaking, reading, and writing skills. Communication, cooperation,

collaboration as well as mastery of vocabulary and grammatical concepts remain a focus in the course. Cultural awareness is integrated into the curriculum through authentic and relevant materials. Success in French 2 is dependent upon willingness to participate in classroom discussion, including interpersonal and presentational speaking as well as vocab and grammar corrections. Oral production, assessments, projects, notebooks, homework and a formal written evaluation determine student progress and promotion. The course is conducted primarily in French Language. **This course is an NCAA approved core course.**

FRENCH 3

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR HIGHER IN FRENCH 2 OR

RECOMMENDATION OF THE TEACHER.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e'

In addition to the prerequisites of Levels 1 and 2 , a major goal of this upper division class is daily and extended conversations on personal interests and global concerns. A foundational knowledge of French vocabulary and language structure is essential to student success in Level 3. Creative, accurate use of the language and proper pronunciation will be strengthened to foster a collaborative and communicative environment. In Level 3, students practice making cultural comparisons between the products and practices in different French speaking countries around the world, as well as engaging in spontaneous conversation and interpersonal and presentational speaking, as aligned with the ACTFL standards to prepare them for moving on to AP French, if they choose to. The student will be evaluated formally on advanced use of the language, both written and oral. The course is conducted in approximately 90% French Language. **This course is an NCAA approved core course.**

FRENCH 3 HONORS

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF B OR HIGHER IN FRENCH 2 OR TEACHER APPROVAL.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e'

This course is offered to highly motivated students who want to be challenged with a more fast paced curriculum. Vocabulary, content and language structures will be covered in more depth; some grammatical concepts which are not taught in the regular French III curriculum will be introduced. Students will continue to develop their understanding of French speaking cultures by integrating information on current events, art, history, literature and music into the curriculum. Students will also be working on Pre AP ACTFL standards to prepare them for moving on to AP French, if they choose to. The student will be evaluated formally on advanced use of the language, both written and oral, including interpersonal and presentational speaking. The course is conducted in approximately 90% French Language. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

FRENCH 4 LANGUAGE and CULTURE ADVANCED PLACEMENT

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF B OR HIGHER IN FRENCH 3, GRADE OF C IN FRENCH 3 HONORS, OR TEACHER APPROVAL.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e'

This course is conducted entirely in French and students are expected to use French at all times. In this class all components of language will be assessed. The ever-widening spiral of language proficiency incorporates review with exposure to structurally complex materials. We encourage self-motivation and self-assessment to create independent uses of French. Classes may include projects, dialogues, including interpersonal and presentational speaking, discussions, non-fiction, literature, and advanced instruction in French language structures. Students will be encouraged to evaluate and assess their familiarity with elements of the six AP themes as well as their skills in the interpretive, interpersonal and presentational modes as defined by the

ACTFL standards as an integral part of class participation. Students will prepare for the Advanced Placement Exam in French Language and culture. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

SPANISH 1

(9-12) YEAR

RECOMMENDED PREPARATION: OVERALL GPA OF 2.0 FOR INCOMING FRESHMEN

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e' (CANNOT BE USED FOR AREA 'g')

This is an academic course for students with little or no previous experience with the Spanish language. The student is introduced to the language and culture of Spanish-speaking countries. Spanish 1 is an integrated program emphasizing reading, writing, interpersonal and presentational speaking and listening. Spanish speaking culture is also presented via celebrating holidays, cooking, art, music, sports, and more. Resources include textbooks, workbooks, videos, magazines, newspapers, and the Internet. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts, are a focus in all Spanish courses. Success in Spanish 1 is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress. **This course is an NCAA approved core course.**

SPANISH 2

(9-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR HIGHER IN SPANISH 1 OR TEACHER RECOMMENDATION.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e'

Through the use of texts, literature, workbooks, videos, etc., students will continue to advance their listening, interpersonal and presentational speaking, reading, and writing skills. Communication, cooperation, collaboration as well as mastery of vocabulary and grammatical concepts remain a focus in the course. Cultural awareness will be integrated into the curriculum through authentic and relevant materials. Success in Spanish 2 is dependent upon positive and active oral participation. Oral activities/projects, notebooks, quizzes, tests, homework, and a formal written evaluation determine student progress and promotion. **This course is an NCAA approved core course.**

SPANISH 3 HONORS

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF B OR HIGHER IN SPANISH 2, SPANISH 2 IN THE WORKPLACE, SPANISH FOR SPANISH SPEAKERS 2, OR TEACHER RECOMMENDATION.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e'

This course is offered to highly motivated students who want to be challenged with a fast paced curriculum. Grammar and vocabulary will be covered in more depth; some grammatical concepts which are not taught in the regular Spanish III curriculum will be introduced. Students will continue to develop their understanding of Spanish speaking cultures by integrating information on literature, art, history, music and current events into the curriculum. Students will also be working on Pre AP Spanish skills and activities including reading, writing, listening, and interpersonal and presentational speaking. The course is conducted primarily in the Spanish language. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

SPANISH 3 IN THE WORKPLACE

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR HIGHER IN SPANISH 2 OR SPANISH 2 IN THE WORKPLACE OR TEACHER RECOMMENDATION.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE
UC/CSU APPROVED COURSE: AREA ‘e’

Spanish III for the Workplace focuses on practicing and acquiring 21st century skills that will help prepare students for the workplace; in-depth exploration of professions of interest; and global citizenship through the 17 United Nations Sustainable Development Goals. Students learn level appropriate grammar and vocabulary through interpersonal, interpretive and presentational communicative practices according to California World Language Standards. **This course fulfills Spanish 3 requirements.**

SPANISH 4 IN THE WORKPLACE

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR HIGHER IN SPANISH 3 HONORS OR SPANISH 3 IN THE WORKPLACE OR SPANISH FOR SPANISH SPEAKERS 3 OR TEACHER RECOMMENDATION.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE
UC/CSU APPROVED COURSE: AREA ‘e’

This course is conducted in Spanish and students are expected to use Spanish at all times. Like all Spanish for the Workplace courses it focuses on practicing and acquiring 21st century skills that will help prepare the students for the workplace. During the year in teams students will create countries from the ground up and then deal with natural or human created crises introduced to the countries mirroring global events. Students will research a profession of interest in depth with the assistance of a mentor who works in the profession of their choice. Students learn level appropriate grammar and vocabulary through interpersonal, interpretive and presentational communicative practices according to California World Language Standards.

SPANISH 4 LANGUAGE AND CULTURE AP

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR HIGHER IN SPANISH 3 HONORS OR GRADE OF B OR HIGHER IN SPANISH 3 IN THE WORKPLACE OR TEACHER RECOMMENDATION, AND COMPLETION OF A SUMMER ASSIGNMENT.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE
UC/CSU APPROVED COURSE: AREA ‘e’

This course is conducted in Spanish and students are expected to use Spanish at all times. In this course all components of the language will be assessed: listening, reading, writing, and interpersonal and presentational speaking-. The ever-widening spiral of language proficiency incorporates review with exposure to structurally complex materials. We encourage self-motivation and self-assessment to create independent uses of Spanish. The class includes dialogues, grammar, literature, periodicals, etc. Students will be encouraged to evaluate and assess their skills as an integral part of class participation. Students will prepare for the Advanced Placement Exam in Spanish Language and culture. **This course receives extra honors grade point weighting (A=5, B=4, C=3) This course is an NCAA approved core course.**

SPANISH FOR SPANISH SPEAKERS 1

(9-12) YEAR

RECOMMENDED PREPARATION: ABILITY TO UNDERSTAND SPOKEN SPANISH, READING AND WRITING SKILLS HELPFUL BUT NOT REQUIRED.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE
UC/CSU APPROVED COURSE: AREA ‘e’

This course has been designed to expose students whose first language is/was Spanish to the cultures and legends of the Spanish-speaking world. Through the exposure of these cultural components (such as historical figures, artists, traditions, etc.), students will develop fundamental speaking and listening skills in Spanish. This course, taught in Spanish, is equivalent to Spanish 1 as a Foreign Language, in regards to the vocabulary and simple grammatical concepts covered. Students will also be introduced to popular Latin American legends, short stories, as well as expository text to help foster the students’ reading skills. One of the main objectives of this course is to acquaint students with the richness of the cultures of Spanish-speaking countries in order to

motivate them to continue their study of the Spanish language. Furthermore, the intent of the course is to highlight the value of their bicultural heritage and to deepen understanding of their ethnic and racial identity. This course meets the Visual & Performing Arts or Foreign Language subject requirement for high school graduation. **This course is an NCAA approved core course.**

SPANISH FOR SPANISH SPEAKERS 2

(9-12) YEAR

RECOMMENDED PREPARATION: WRITTEN PLACEMENT EXAM OR SPANISH FOR SPANISH SPEAKERS 1 WITH A GRADE OF C OR HIGHER

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e' (CANNOT BE USED FOR AREA 'g')

This course is designed to maintain, increase, and enhance native language academic skills. This course is conducted in Spanish and students are expected to use Spanish at all times. In this course all components of the language will be assessed: listening, reading, writing, and interpersonal and presentational speaking. Through the study and analysis of literature, students will develop their critical thinking skills. The students will be exposed to intermediate grammatical concepts and structures. Students will be expected to demonstrate formal written language as developed within the framework of the class. **This course is an NCAA approved core course.**

SPANISH FOR SPANISH SPEAKERS 3

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR HIGHER IN SPANISH FOR SPANISH SPEAKERS 2 OR TEACHER RECOMMENDATION.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e' (CANNOT BE USED FOR AREA 'g')

This course is conducted entirely in Spanish and students are expected to use Spanish at all times. This is a literature-based course designed to refine the formal and written language of native speakers. Through the study and analysis of various literary works, students will continue to develop their critical thinking skills. The indicative mood will be extensively covered, and the subjunctive mood will be introduced. Students are expected to be active participants in class discussions. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

This course is an NCAA approved core course.

SPANISH FOR SPANISH SPEAKERS 4 LANGUAGE AND CULTURE AP

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF B OR HIGHER IN SPANISH FOR SPANISH SPEAKERS 3 OR SPANISH 3 HONORS WITH A C OR HIGHER OR TEACHER RECOMMENDATION.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'e' (CANNOT BE USED FOR AREA 'g')

This course is conducted entirely in Spanish and students are expected to use Spanish at all times. This is a literature-based course designed to refine the formal oral and written language of native speakers. Through the study and analysis of various literary works, students will further develop their critical thinking skills. The students will solidify their understanding of complex grammatical concepts and structures. Various trends of Spanish and Latin American literature will be covered. Students are expected to be active participants in class discussion. Students will prepare for the Advanced Placement Exam in Spanish Language and culture. This course meets the Visual & Performing Arts or Foreign Language subject requirement for high school graduation. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

Visual and Performing Arts

3D ART AND DESIGN AP (ADVANCED PLACEMENT)

(11-12) YEAR

RECOMMENDED PREPARATION: GRADE OF “B” OR BETTER IN 3D: MAKE ADVANCED, INTERVIEW WITH INSTRUCTOR.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘F’

This class is a rigorous extension of 3D:Make Advanced that requires an extensive time commitment outside of class to complete project work, as well as for regular weekly meetings for class critiques. The focus of the class is the creation of a portfolio of work designed to submit for credit to the College Board in May. A strong emphasis is on the development of visual thinking and the evolution of a personal artistic “voice”, referred to as the “Sustained Investigation” portion of the portfolio. This is done through weekly homework assignments, which are thematic, allowing for wide personal interpretation, as well as in-class projects. **This course receives extra honors grade point weighting (A=5, B=4, C=3). This course is an NCAA approved core course.**

3D: MAKE

(9-12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘F’

3D:Make is a sculpture class for those who love to work with their hands and expand their creativity! This class emphasizes innovation, exploration, tool-use, and group problem solving. Students engage in fun and challenging projects to develop the mind, the hand, and the heart. Using a huge variety of materials from wood, metal, clay, and fiber, students have access to an impressive range of tools and equipment. We build books, towers, contraptions that move, shoes/clothes, ancient knots, clay masks, wooden spoons, jewelry, and so much more. As students create they learn about the true power of collaboration, community, and about themselves. Design, Build, and Transform! This is a stand-alone class within the art department and does not serve as a prerequisite for Art 2 or photography. STUDENTS FROM ALL SLC’S WELCOME TO TAKE 3D:MAKE

3D MAKE ADVANCED

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF “B” OR BETTER IN 3D:MAKE AND INTERVIEW WITH INSTRUCTOR.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘F’

This class is an advanced continuation of 3D:Make for students eager to explore three-dimensional design at a deeper level. We will focus on the development of skills and concepts introduced in the introductory level 3D:Make course, but with added emphasis on investigating each student’s personal artistic voice. Some key projects for the year will be the Cardboard Chair, Light Sculptures, Silver Soldered Rings, handmade Leather Sneakers, as well as the beginning of a Sustained Investigation, or a series of work focusing on each individual student’s personal artistic vision. This is a stand-alone class within the art department and does not serve as a prerequisite for Art 2 or photography.

ART 1

(9-12) YEAR

This is a one-year course designed to introduce students to the experience of creating art. Basic drawing skills are stressed, as well as exposure to a variety of materials and ideas. The course covers imaginative and observational life drawing, beginning sculpture, color, perspective, design, basic art vocabulary and composition. Students will learn about other cultures and their art by studying art history. Students will learn

to think critically and talk about their own work in group discussions. This class is a prerequisite for the advanced art classes, and it is recommended that Art 1 be taken at the freshman or sophomore level.

ART 2

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR BETTER IN ART 1.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

This class is for those who love to create art and want to further develop their skills and creativity. Projects will stress observational drawing, painting, printmaking, sculpture and design as well as the introduction of new mediums. Projects will challenge students to "solve" artistic problems through creative thinking and the development of their own, personal style of art. Students will continue the study of art history as well as developing the skills involved in participating successfully in group and individual critiques. Students interested in pursuing art after high school will begin a portfolio of work for entrance into an art college or career.

ART 3

(11-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR BETTER IN BOTH ART 1 AND ART 2

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

This class is a continuation of drawing and painting for serious art students. In this class we will be exploring different styles of art and how they can be applied on a more personal and individual basis as students begin to work more independently. Students can continue creating artwork to use towards an AP portfolio or a professional portfolio used in application processes in college or work situations. In progress and culminating critiques are a regular part of completing projects, giving students a chance to discuss their process and inspiration for their work.

AP ART 2-D ART AND DESIGN

(11-12) YEAR

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND GRADE OF C OR BETTER IN ART 1, ART 2, AND ART 3

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F' (CANNOT BE USED FOR AREA 'F')

Students enrolled in Art 3 AP will be following the college board requirements for submitting a portfolio of twenty finished art pieces that fit into the categories of sustained investigation and selected works. The AP student will make individual choices for what their artwork is about and submit to the college board for AP credit. Students in Art AP should be very interested in creating serious artwork and be interested in pursuing art after high school.

AP ART DRAWING

(11-12) YEAR

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND GRADE OF C OR BETTER IN ART 1, ART 2, AND ART 3

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F' (CANNOT BE USED FOR AREA 'F')

Students enrolled in Art 3 AP will be following the college board requirements for submitting a portfolio of twenty finished art pieces that fit into the categories of sustained investigation and selected works. The AP student will make individual choices for what their artwork is about and submit to the college board for AP credit. Students in Art AP should be very interested in creating serious artwork and be interested in pursuing art after high school.

BAND FRESHMAN

(9) YEAR

RECOMMENDED PREPARATION: PARTICIPATION IN 8TH GRADE BAND OR APPROVAL OF THE INSTRUCTOR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'f'

This is an entry level performing wind ensemble designed to meet the needs of incoming freshmen band students and students new to band. This class will focus on aspects of being a performing instrumental musician within a larger ensemble (instrument technique, music theory and various listening exercises). Members of this class will, on occasion, perform with the two more advanced bands. Some additional time will be required for rehearsals outside of class time. All students are expected to participate in all the band activities - including the marching band.

BAND CONCERT

(10-12) YEAR

RECOMMENDED PREPARATION: FRESHMAN BAND AND/OR AUDITION AND APPROVAL OF INSTRUCTOR.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'f' (CANNOT NOT USED FOR AREA 'g')

This is an intermediate level performing wind ensemble consisting of students who have demonstrated proficiency on their instruments. The class continues to focus on the aspects of being a performing instrumental musician within a larger ensemble (instrument technique, music theory, and listening exercises). Time outside of class is required for special rehearsals, concerts, festivals, parades, field shows, and other events. All students are expected to participate in all band activities, including - marching band. The class is a prerequisite for admittance into Symphonic Band.

BAND SYMPHONIC

(10-12) YEAR

RECOMMENDED PREPARATION: CONCERT BAND AND AUDITION AND APPROVAL OF THE INSTRUCTOR.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'f'

This is an advanced level performing wind ensemble, with selection of members based upon their experience and the ensemble's need for full and balanced instrumentation. The class continues to focus on the aspects of being a performing instrumental musician within a larger ensemble. Time outside of class will be required for special rehearsals, concerts, festivals, parades, field shows, and other events. All students are expected to participate in all band activities - including marching band.

CHAMBER CHOIR

(9-12) YEAR

RECOMMENDED PREPARATION: CONCERT CHOIR AND/OR DIRECTOR APPROVAL.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'f'

This course is open to students that have already been in the Concert Choir or have previous choral experience. Chamber Choir is a performance based singing class where students will: **Focus** on project development for performance and community outreach; **Sing** to enjoy and learn, in full group, small groups and individually; **Develop** solos and vocal mastery; **Learn** intermediate theory and technique, sight reading and ear training; **Develop** audio and video recording and editing; **Develop** vocal technique for effective healthy group, solo singing and leadership abilities - leading sections and ensembles; **Perform** required semester concerts, traditional performances, and festivals. Chamber Choir is also asked to do the majority of community outreach performances which are not part of the regular semester Choir Performances. Standards based learning which focuses on student choice and personal reflection as tools to explore music. This course may be repeated for additional credit.

CONCERT CHOIR

(9-12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

This course is open to all students, no prior musical experience necessary. Concert Choir is a group singing class focused on learning to sing and to sing together. In this class we will: **Sing** songs together for enjoyment, learning to read music, and perform in groups; **Learn** beginning music reading skills; **Learn** vocal technique for effective healthy group singing; **Perform** required semester concerts, traditional performances, and festivals; and **Learn** audio and video recording and editing . Standards based learning which focuses on student choice and personal reflection as tools to explore music. This course may be repeated for additional credit.

JAZZ BAND 1 "JV"

(9-12) YEAR

RECOMMENDED PREPARATION: APPROVAL OF THE INSTRUCTOR AND/OR AUDITION.

COREQUISITE: MUST BE CONCURRENTLY ENROLLED IN SYMPHONIC, CONCERT OR FRESHMAN BAND.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

This class is an entry level/intermediate level performance jazz ensemble. The class is open to saxophone, trumpet, trombone, bass guitar, guitar, piano, mallet percussion and drum-set for musicians by audition and/or teacher selection. The students will learn how to read music in the jazz idiom (including numerous styles/genres) as well as improve their knowledge of jazz theory and improvisation. There will also be time spent on listening to and appreciating music of the jazz idiom, with a focus on jazz history. Students will be expected to perform at all scheduled concerts. This class may be repeated for additional credit.

JAZZ BAND 2 "VARSITY"

(9-12) YEAR

RECOMMENDED PREPARATION: AUDITION ONLY.

COREQUISITE: MUST BE CONCURRENTLY ENROLLED IN SYMPHONIC OR CONCERT BANDS.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

This class is an advanced level performing jazz ensemble. The class is open to saxophone, trumpet, trombone, bass guitar, guitar, piano, mallet percussion and drum-set for musicians by audition only. The students will continue to learn how to read music in the jazz idiom (including numerous styles/genres) as well as improve their knowledge of jazz theory and improvisation. There will also be time spent on listening to and appreciating music of the jazz idiom, with a focus on jazz history.. Students will be expected to perform at all scheduled concerts. This class may be repeated for additional credit. Students will be expected to perform at all scheduled concerts.

MUSIC APPRECIATION

(9-12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

In this class we will: **Cultivate** a deeper appreciation and love of music and how we use music to understand the important moments in our lives; **Explore** the meaning of music in our lives through different occasions and traditions;

Learn the basic principles of music production and performance, digital audio recording technologies, and music writing techniques; **Develop** personal reflection and communication skills in discussion and presentation; **Listen** to music created by classmates; **Discover** history of music and different genres and **Attend** required concerts individually and as a group. Standards are drawn from Harmonizing Ensemble,

Music Technology, and Music Composition. This class focuses on student choice and personal reflection as tools to explore music.

PERFORMING ARTS PRODUCTION

(10-12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘F’

Performing Arts Production is a CTE/VAPA course through which students will participate in the production of Casa Grande theatrical productions in addition to participating in internships in the local community. Students will choose their areas of focus, including lighting, sound, set/production design, projections/digital imagery, management, and performance. The course will incorporate guest artists in multiple areas of production, in addition to experiential learning, creative projects, and service opportunities in the local theatrical and production community. In addition to class meetings, students will be required to work a TBD minimum amount of hours per semester. Students will receive assistance in finding placements at a variety of production environments, such as local theatre companies, music venues, and Casa Grande’s Theatre Department. The course will be part of the CTE Arts, Media, and Entertainment pathway. **This course is an NCAA approved core course. (Pending)**

PHOTOGRAPHY

(10-12) YEAR

RECOMMENDED PREPARATION: 10TH GRADE STUDENTS— COMPLETION OF ART 1 WITH A C OR HIGHER.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘F’

The class will explore the art of photographic printmaking through a variety of traditional black and white “wet lab” and digital image capture and editing. Photography will include use of 35mm film cameras and digital cameras. The class will work together in a darkroom to create black and white photographic prints, as well as, digital workflow and basic editing skills using Adobe Photoshop. We will learn through art history, critiques, and art production.

PHOTOGRAPHY ADVANCED

(11-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR BETTER PHOTOGRAPHY.

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘F’

Advanced photography will provide students with opportunities to extend and advance their knowledge and skills in the field of photography. This course will familiarize the student with advanced photography equipment, materials, methods, and processes. It will also require the student to produce digital images and further develop a personal interpretive style. Students will leave this class with the knowledge and experience to pursue higher studies and/or internships towards a career in photography.

SCULPTURE

(9-12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘F’

Sculpture is a three-dimensional fine arts design class for those who want to expand their inner artist! This class emphasizes self-expression, visual story-telling, and honing craft through a variety of mediums such as CLAY (lots of clay!), plaster, paper mache, metal, wire, and stone. We sculpt figures, make masks and mobiles, cast objects, carve stone, emboss metal, explore fashion, large scale public artworks, and so much more. The review of sculptural form during various historical and cultural periods will guide your artistic development. Career opportunities in the Arts will be explored throughout the year. This course may be taken on its own, or concurrently with 3D:Make or Advanced 3D:Make.

SCULPTURE ADVANCED

(10-12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

Advanced Sculpture builds on the introductory Sculpture skills by focusing on self-directed projects, advanced techniques in materials like clay, plaster, and mixed media, and the development of a personal artistic style. Students explore contemporary sculpture traditions, create a body of work for a portfolio or exhibition, and develop their conceptual thinking, technical execution, and presentation skills.

THEATRE ARTS BEGINNING

(9-12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F' (CANNOT BE USED FOR AREA 'g')

This course is largely about in-class participation and is graded accordingly. There is virtually no homework, and there is no performance requirement for this class. Students engage in lots of fun games and improvisation to help them understand some of the basic principles of acting. In doing these games, students learn to trust one another and to communicate with their bodies and voices. As the year progresses, students learn through scripted scene work how to analyze a role, create a character, audition, and basically gain an understanding of how theatre arts work. Technical elements of theater (sets, costumes, lights, sound, and makeup) are also introduced and students with interest in technical theatre are encouraged to develop their skills and participate in the school's productions. Beginning Acting students are encouraged, BUT NOT REQUIRED, to participate in main-stage productions.

THEATRE ARTS ADVANCED

(11-12) YEAR

RECOMMENDED PREPARATION: INTERMEDIATE ACTING

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

As with the Beginning Theatre Arts class, the work is primarily in-class participation, and homework requirements are minimal. Students in this class learn more improvisation theory and technique to help them become more free and less inhibited in their acting choices. Students develop more advanced skills in scene work and audition work, and begin to explore playwriting. This class will often combine with the Intermediate Acting Class on projects. Some of the content changes from year to year, as many students return as Advanced Students for two more years. This class will, in some years, work on a small production or showcase of scenes. As with the beginning class, areas of technical theater are a possibility for any student, including working on sets, lighting, sound and costumes. Participation in the main-stage productions is encouraged, but is NOT REQUIRED.

Career and Technical Education (CTE)

3D ANIMATION

(9 -12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA 'F'

How would you like to know how video games are made, gain skills you could use to create custom game levels, and learn techniques that could lead to a career in the video game or film industries, or even architectural design or product development? This production-oriented course will introduce students to the fundamentals of 3-D animation and modeling using Autodesk Maya. Students will also be able to explore advanced topics such as character design, lighting, material creation, rigging, and 3-D printing. This course is designed to prepare students for career exploration in areas such as video game and architectural design, film and special effects. Skills that will improve employability will be emphasized throughout the course. Successful completion

of the course may enable students to skip the Intro to 3D Animation course at Santa Rosa Junior College course may be repeated for credit.

ADVANCED CHILD DEVELOPMENT AND CAREERS IN EDUCATION

(11-12) YEAR

PCS GRAD REQ: THIRD YEAR MATH/ SCIENCE RELATED

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF CHILD DEVELOPMENT.

The Advanced Child Development and Careers in Education course is a capstone course in the Child Development and Careers in Education Pathway. The course is designed to enhance and integrate content knowledge from the concentrator course in the pathway, allowing students to gain greater understanding of child development and education careers through application. Students will focus on early elementary through secondary age child development, alongside career awareness and exploration, work-based learning preparation, and preparation for possible next steps in gaining credentials and employment in the field. The course will feature a thorough analysis of the physical, intellectual, social, and emotional development of all children and how these and other factors can shape a child's educational experience and life outcomes. Students will be offered a wide range of work-based learning experiences including guest speakers, field trips, job shadows, teacher assisting, developmentally appropriate lesson planning, classroom management, and partner teaching. Upon completion of this course, students will be prepared to transition to child development and teacher preparation programs. In partnership with Sonoma State University's School of Education, a concurrent enrollment option is available for all students to gain credit for EDUC 150: Explorations in Teaching, a 3-unit course in the teacher preparation program. **Related Math/Science or the Foreign Language/Visual Performing Arts/CTE requirement for PCS graduation.**

ADVANCED FOOD SERVICE AND HOSPITALITY

(10-12) YEAR

RECOMMENDED PREPARATION: SATISFACTORY COMPLETION OF FOOD SERVICE AND HOSPITALITY

PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

In this course students will expand their study of Culinary Arts and explore hospitality management. Students will learn and apply knowledge through standards and project-based curriculum, both in the lab class setting and in a working food service kitchen. Students will develop culinary skills through nutritional analysis and recipe costing and development. They will learn the correct use of food service equipment and food and kitchen safety; with an emphasis on local, organic and seasonal products. In addition, students will learn about small business management through the operation of a food production and catering business, including production, finance, marketing, and customer service. Students are required to work 6-12 hours outside of the classroom on school catering events.

ATHLETIC CAREERS AND COMMUNITY ENGAGEMENT

(11-12) YEAR

PCS GRAD REQ: THIS COURSE MEETS THE *ELECTIVE* REQUIREMENT FOR PCS GRADUATION.

A self-directed student intern program designed to facilitate experiential learning and service in the athletic community. In addition to class meetings, students will be required to work a minimum of 100 hours per semester for 5 units of credit. Students will receive assistance in finding unpaid/paid placements at a variety of athletic environments including: Coaching, Athletic Training (for a Casa Grande team), Game Broadcasting and Announcing, Sports Reporting, Video and Film, Business and Marketing, or Internships for Local Professional Teams.

AUTOMOTIVE ENGINEERING (BEGINNING)

(9-12) YEAR

PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR RELATED MATH/ SCIENCE

UC/CSU APPROVED COURSE: AREA 'g'

This course offers the student the opportunity to study the automotive systems such as engine, ignition, electrical, brakes, drivetrain, and suspension. The program includes approximately one-half lecture and one-half lab time. The lab section will deal with practical maintenance of automobiles. A grade of C or better for both semesters will qualify as one year towards challenging the AUTO 100 course at the Santa Rosa Junior College. A grade of C or better for both Auto Tech AND Auto Repair for both semesters will allow students to take a challenge test for AUTO 100 at Santa Rosa Junior College.

AUTOMOTIVE REPAIR TECHNOLOGY (ADVANCED)

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF “B” OR BETTER IN AUTOMOTIVE ENGINEERING AND INTERVIEW WITH INSTRUCTOR.

PCS GRAD REQ: CAREER TECHNICAL EDUCATION (CTE) OR ELECTIVE

This course offers training in engine repair, engine diagnostic service, electrical, brakes, suspension, heating, and cooling. Experience is obtained by working on cars in a modern, well-equipped shop. This course is open to Casa Grande High School students who have successfully completed Automotive Engineering (prerequisite) and teacher recommendation. Students enrolled in this class will participate in the new Casa Collective service and repair business as well as engaging in the construction and maintenance of a new SWITCH Lab electric vehicle. Students will also have many opportunities to participate in job shadows, field trips, and other experiences designed to show students the diverse careers found in the automotive industry. Successful completion of this course could lead to an entry-level position in the field of automotive mechanics. The instructor will assist with job referrals and recommendations. A grade of C or better for both Auto Tech AND Auto Repair for both semesters will allow students to take a challenge test for AUTO 100 at Santa Rosa Junior College.

CHILD DEVELOPMENT AND CAREERS IN EDUCATION

(10-12) YEAR

PCS GRAD REQ: THIRD YEAR MATH/ SCIENCE RELATED

UC/CSU APPROVED COURSE: AREA ‘g’

This is an elective course that will introduce students to child and adolescent development while connecting this to the world around them. Students will study children's developmental stages from birth through adolescence. Focus will be placed on the emotional/psychological, cognitive, and physical aspects of child development, and the influences of hereditary and environmental factors. In addition, students will develop a foundation in careers related to education and recreation. Using the knowledge they gain in class they will work together to create lessons and activities appropriate for various ages groups and environments: preschool, primary and secondary education. Students will also learn about, participate and create activities that could be used in recreational programs. Students will hear from people in the community who work with children.

Related Math/Science or the Foreign Language/Visual Performing Arts/CTE requirement for PCS. graduation. This course is an NCAA approved core course.

COMPUTER SCIENCE A AP

(10-12) YEAR

RECOMMENDED PREPARATION: SUCCESSFUL COMPLETION OF MATH 2 WITH A GRADE OF C OR HIGHER FOR BOTH SEMESTERS (OFFERED EVERY OTHER YEAR; ALTERNATING WITH COMPUTER SCIENCE PRINCIPLES AP).

PCS GRAD REQ: RELATED MATH/ SCIENCE

UC/CSU APPROVED COURSE: AREA ‘c’

The course introduces students to computer science through exploration of fundamental topics including problem solving, problem design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative programming and design using the Java language. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. The course will use a college level textbook and students will take the AP Computer Science A Advanced Placement Exam. If students pass this exam, they may receive college credit for

the course. This course meets the subject area “c” a requirement of the UC/CSU approved course list and meets the Math/Science Related requirement for graduation. **This course receives extra honors grade point weighting (A=5, B=4, C=3).**

COMPUTER SCIENCE PRINCIPLES AP

(10-12) YEAR

RECOMMENDED PREPARATION: GRADE OF C OR BETTER IN MATH 1 (OFFERED EVERY OTHER YEAR; ALTERNATING WITH COMPUTER SCIENCE A AP)

UC/CSU APPROVED COURSE: AREA ‘d’

PCS GRAD REQ: RELATED MATH/ SCIENCE

AP Computer Science Principles is a full-year course that focuses on the seven “Big Ideas” in computer science using project-based approaches. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. Using project based lessons and materials throughout, students will work to address real world problems and design solutions to put computational thinking into practice. These culminate in a capstone Performance Task project where students can demonstrate what they’ve learned, to become creators, instead of merely consumers of the technology all around them. Students also prepare for and take the end-of-course AP Exam. This course meets the subject area “d” requirement of the UC / CSU approved course list. **This course receives extra honors grade point weighting (A=5, B=4, C=3).**

ENTREPRENEURSHIP

(9 -12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA ‘g’

This course trains students in business-planning, business-management, marketing, and accounting through the hands-on development and operation of a small business. In addition to developing their own business ideas, Entrepreneurship students will gain hands-on management, product creation and marketing experience through running a Student made Products & Services Web e-commerce business startup, launching 2017-18. Students will master business terminology, entrepreneurship concepts, and fundamental operating principles. Throughout the course, students will be involved in activities such as the development of business plans and the application of global economic concepts. They will analyze supply and demand and understand how it affects price and profit. Students will also learn to calculate operational expenses to ethical problems related to the workplace, and they will collaboratively develop solutions for these problems. Course may be repeated for credit.

FOOD SERVICE AND HOSPITALITY

(9-12) YEAR

PCS GRAD REQ: ELECTIVE, CAREER TECHNICAL EDUCATION (CTE)

Food Service and Hospitality is an introductory course designed to prepare students for further training in the field of food services and hospitality. Students will develop their cooking skills by participating in a variety of hands-on food production labs. This course will introduce students to traditional American and Global cuisines with an emphasis on nutrition. Food Service and Hospitality introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, and the principles of food-borne illness prevention. Students must pass the safety and sanitation test prior to participating in food labs. This course includes reading, writing and culinary math with an emphasis on the use of 21st century technology. This course utilizes the online Google Classroom. Students will prepare digital presentations and a digital portfolio of accomplishments and skills.

GRAPHIC DESIGN

(9 -12) YEAR

PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE

UC/CSU APPROVED COURSE: AREA ‘f’

A hands-on and project-based course that teaches students to design and produce graphics for print, using industry-standard graphic design Creative Cloud software such as Adobe's Photoshop, Illustrator, and InDesign. Course participants will also be part of a screen printing business and will learn production screen-printing skills and explore how different graphic effects are achieved, and how to use the powerful design tools of typography, layout, and color theory to make people respond to our designs as we want them to. Students learn to create color-separations, produce transparencies and burn silk-screens, and to print designs on textiles and paper. In addition to creating digital art suited for screen-printing, course projects may include: retouching heirloom photographs, creating logos and illustrations (such as maps and caricatures), and designing packaging materials. Over the course of the year students will create a professional-looking website portfolio highlighting their work, Client management, marketing, and other skills that maximize employability will be emphasized throughout the course. *Students may qualify to take a free Credit by Exam in this course and receive 3 units from Santa Rosa Junior College.

INTRODUCTION TO MUSIC TECHNOLOGY**(9-12) YEAR****PCS GRAD REQ: CTE PATHWAY****UC/CSU APPROVED COURSE: AREA ‘f’ (PENDING APPROVAL)**

An introduction to music sequencing and production with MIDI (Music Instrumental Digital Interface). Students will receive a foundation in MIDI, synthesis, and computer -based music notation, as well as hands-on experience. Designed for students with an interest in composition, songwriting, digital audio, music production and/or multimedia.

INTRODUCTION TO PUBLIC SERVICES CAREERS**(9-12) YEAR****PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE****UC/CSU APPROVED COURSE: AREA ‘g’**

The “Introduction to Public Services Careers” course is the first course in a two course Public Services pathway. The intro course will provide students with an overview of the specific requirements, training programs, and employment opportunities for careers across the sector - including law enforcement, fire and emergency services, as well as municipal and non-profit careers. Throughout the course, students will participate in workplace tours, job shadows, and other work-based learning experiences, furthering their knowledge and understanding of career pathway options. The Public Services pathway will also feature opportunities for students to earn certifications and other prerequisites needed for successful entry to Public Services careers.

PUBLIC SERVICES CAREERS ADVANCED**(10-12) YEAR****PCS GRAD REQ: VISUAL & PERFORMING ARTS OR FOREIGN LANGUAGE OR CTE****UC/CSU APPROVED COURSE: AREA ‘g’ ELECTIVE**

Advanced Public Services Careers is the capstone course in the Public Services pathway. Building on the foundation of the intro course, students will explore the structures, responsibilities, and requirements of various public service agencies in greater depth. Emphasis will be placed on the development of ethical standards and personal behaviors essential to success in these careers. Students will investigate hiring processes, training programs, and workplace expectations across multiple fields. The course will feature expanded work-based learning opportunities, such as job shadows, internships, and pre-apprenticeship. Students will also begin preparing for entry-level exams and certifications relevant to their chosen career paths and will be equipped to pursue advanced training, postsecondary education, or entry-level employment in a wide range of public service professions, including law enforcement, fire, municipal, and non-profit organizations.

Non-Departmental Electives

ACADEMIC DECATHLON

(10-12) YEAR

RECOMMENDED PREPARATION: STUDENT APPLICATION FORM AND TEACHER RECOMMENDATION.

PCS GRAD REQ: ELECTIVE

This course is an interdisciplinary course which addresses the following topics: public speaking, interviewing skills, art history, music theory, economics, mathematics, essay writing, science, and social science. An emphasis is placed on researching and tutoring these topics to fellow classmates. Our school's highly successful Academic Decathlon Team will be selected from the class to participate in the annual AcDec competition.

ASB Student Government

(9-12) YEAR

RECOMMENDED PREPARATION: LEADERSHIP TEACHER APPROVAL. PROSPECTIVE STUDENTS MUST RUN FOR ASB OR CLASS OFFICE OR APPLY FOR A COMMISSIONERSHIP DURING THE PREVIOUS SPRING SEMESTER.

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

ASB Student Government is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students will frequently write- critically, reflectively, persuasively- and speak about the real world issues that arise from the planning of events.

AVID 9

(9) YEAR

RECOMMENDED PREPARATION: COORDINATOR CONSENT REQUIRED

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

The AVID course is an elective class for students who are technical training or college -bound. The AVID curriculum focuses on writing, inquiry, collaboration, collaborative study groups and reading (WICOR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for performative tests (AP, ACT, SAT I and SAT II).

AVID 10

(10) YEAR

RECOMMENDED PREPARATION: SUGGESTED BUT NOT LIMITED TO AVID 9 COMPLETION

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This course is the second step of a technical training or four-year college preparatory program. Students will build upon AVID basics, research colleges & careers, and work on self-awareness and personal development. Create study habits to improve understanding through Tutorials.

AVID 11

(11) YEAR

RECOMMENDED PREPARATION: COMPLETE AVID 10 WITH A C OR BETTER.

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

The eleventh grade AVID Elective course focuses on writing and critical thinking expected of first- and second-year college students following the AVID four-year college preparatory program. Students will build

upon and refine AVID basics, choose colleges, and begin gathering documents for the impending college and financial aid application process. In addition, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plans.

AVID 12

(12) YEAR

RECOMMENDED PREPARATION: COMPLETE AVID 11 WITH A C OR BETTER.

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

The twelfth grade AVID Elective course builds on the previous year's focus, along with a focus on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus, there are college-bound activities and tasks that should be achieved during senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in AVID.

COMMUNITY WORK EXPERIENCE

(11-12) YEAR

PCS GRAD REQ: ELECTIVE

UC/CSU Approved Course: area 'g'

The Community Work Experience course is a course built for students to develop positive work habits and attitudes, self-confidence, job skills, and goals. Students need to complete 100 hours of verified work experience each semester and are highly encouraged to dual-enroll in SRJC class. Class meetings are a mix of in-person and asynchronous and include employment hours for some of the class attendance. Students must have secured either a Paid Job, an Internship, or formal Volunteering Program within the first 2 weeks of the course. The 100 hours are required for the course credit.

YEARBOOK

(9-12) Year

Recommended Preparation: Teacher interview AND approval; English grades, computer literacy, photography, art, AND/OR prior yearbook experience helpful.

PCS Grad Req: Career Technical Education (CTE) or Elective

UC/CSU Approved Course: area 'f'

This course functions as a job because students produce Casa's yearbook. Students are involved in all stages of the design and production process, as well as selling advertising to local businesses. It is critical that students be prepared to commit large blocks of time and energy toward the production of the yearbook.

ADVANCED YEARBOOK

(10-12) Year

Recommended Preparation: Teacher interview AND approval; English grades, computer literacy, photography, art, AND/OR prior yearbook experience helpful.

PCS Grad Req: Career Technical Education (CTE) or Elective

UC/CSU Approved Course: area 'g'

This course is for students with experience in Yearbook, either at CGHS or another institution. Interviewing, layout and photography skills are a must (see "Yearbook" description), along with a good work ethic and leadership qualities. Advanced Yearbook students will help basic Yearbook students to complete their tasks as well as stepping in when needed to photograph events and create layouts in time for deadline submission. Interview and recommendation by the Yearbook teacher is required.

Freshman Only Semester Length Courses

The following courses are all a single semester in length, and are offered in both the fall and spring semesters in order to accommodate the students' enrollment in the semester-long Human Interaction course. Each course earns five units of elective credit toward graduation.

Note: Every effort will be made to accommodate student preferences, but due to space limitations and scheduling constraints, not all students will receive their first choice. Please select an alternate semester-length elective in the event that a first choice cannot be accommodated.

GEOGRAPHY AND WESTERN CIVILIZATIONS

(9) SEMESTER (PAIRS WITH HUMAN INTERACTION)

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This course investigates the five themes of geography: location, place, environmental interaction, region, and movement. For each theme a particular region, culture, and period of history is studied to develop an understanding of how geographic concepts influence the development of civilization. The areas studied may vary over different semesters, but certain threads remain constant throughout the course, such as the concepts of culture, ethnocentricity and diversity, and the commonalities of human societies. **This course is an NCAA approved core course.**

HUMAN INTERACTION

(9) SEMESTER (PAIRS WITH A 9TH GRADE SEMESTER ELECTIVE).

PCS GRAD REQ: HUMAN INTERACTION

This course empowers students with knowledge and increased self-esteem necessary to make sensible decisions which can improve their quality of life and personal relationships. An emphasis will be placed on helping students learn about healthy living and avoidance of risky behaviors. Topics covered in this course include human sexuality, prevention and control of diseases, chemical dependency, mental health, family dynamics, nutrition and hygiene, CPR, and first aid. 9th grade students are required to take one semester of Human Interaction.

HUMAN INTERACTION - SPANISH INSTRUCTION

(9) SEMESTER (PAIRS WITH A 9TH GRADE SEMESTER ELECTIVE).

PCS GRAD REQ: HUMAN INTERACTION

RECOMMENDED PREPARATION: MUST BE ABLE TO COMMUNICATE IN SPANISH

****ALL COURSE INSTRUCTION WILL BE TAUGHT IN SPANISH**

See HUMAN INTERACTION course description above for course details.

RACE, CLASS, & GENDER IN AMERICA

(9-10) SEMESTER (BLOCKS WITH HUMAN INTERACTION)

PCS GRAD REQ: ELECTIVE

UC/CSU APPROVED COURSE: AREA 'g'

This class looks at the definition and role that race, class, and gender play in American society, as well as how they intersect with each other. The course is student-led and discussion-centered. Students will be responsible both for the subjects and readings for seminars as well as creating a "cultural portfolio" that will link class content to their personal lives. **This course is an NCAA approved core course.**

SUCCESS 101

(9) SEMESTER (BLOCKS WITH HUMAN INTERACTION)

PCS GRAD REQ: ELECTIVE

A classroom based, comprehensive guidance and career planning course that promotes high school, college and/or career training completion. In this semester length course freshmen will write their career and educational 10-year plans. Students will learn goal setting skills, decision making, budget projection, as well as take various skill and interest assessments. This self-exploratory course pairs well with the required Human Interaction course. Students' written work is graded using a common rubric.

SUCCESS 101—SPANISH INSTRUCTION

(9) SEMESTER (BLOCKS WITH HUMAN INTERACTION).

RECOMMENDED PREPARATION: MUST BE ABLE TO COMMUNICATE IN SPANISH

****ALL COURSE INSTRUCTION WILL BE TAUGHT IN SPANISH**

See SUCCESS 101 course description above for course details.

Resource Specialist Program (RSP)/ Special Day Class Program (SDC)

The Resource Specialist Program (RSP) serves students with identified learning disabilities/differences. Our program is designed to support student success within the general education classroom setting. Student progress is monitored through close consultation and collaboration between RSP Case Managers and general education teachers. RSP students are served through enrollment in a Study Skills class. Students may be enrolled in 1-3 periods of special education classes as determined by individual need and IEP team decision. RSP courses include Math Review, English Language/Reading Learning Center and Study Skills. Students are assigned to these courses through consultation with the special education department.

The Special Day Class Program (SDC) serves students who are working towards a Certificate of Completion (not a diploma). Students may be enrolled in 1-6 periods of special education classes as determined by individual need and IEP team decision. Students in the SDC program do not usually take Study Skills. SDC courses include Life Skills, Core Studies, and Practical Math.

CORE STUDIES (SDC)

(9-12)

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND AN ACTIVE IEP

PCS GRAD REQ: ELECTIVE (FOR CERTIFICATE OF COMPLETION)

Core Studies is a year-long course for Special Day Class students who are working toward a Certificate of Completion. Students will be provided with age-appropriate subject matter that has been modified to meet the needs of each student. SDC students learn about US & World History, Life Science, Earth Science, Civics/Government, Geography, Economics and Health. Students may repeat this course for credit, as it is designed to cycle through curriculum material using a four-year sequence. The rotating curriculum allows for the review of key areas of study while simultaneously introducing new concepts and experiences.

ENGLISH LANGUAGE/READING LEARNING CENTER (RSP, SDC)

(9-12)

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND AN ACTIVE IEP

NOTICE: ENGLISH LANGUAGE 1/READING LEARNING CENTER PROGRAM IS A TWO-COURSE COMMITMENT.

ENGLISH LANGUAGE 2 IS ONE COURSE.

PCS GRAD REQ: ENGLISH LANGUAGE 1 AND 2 - ENGLISH

READING LEARNING CENTER - ELECTIVE

Success in high school requires the ability to read and comprehend material at grade level. To improve students' reading skills in order to improve access to core curriculum, the English Language/Reading Learning Center program provides daily instruction for students who would benefit from intensive support in reading, writing, spelling, vocabulary, grammar, and speaking. Courses provide remedial English Language Arts instruction using state-adopted, research-based curriculum and materials. Students who have received low grades (D's or F's) in English in 7th or 8th grades and/or who have not met grade level standards on the ELA portion of the CAASPP may be recommended for the English Language program. Students in this program typically postpone Physical Science until the 10th grade.

LIFE SKILLS (SDC)

(9-12)

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND AN ACTIVE IEP

PCS GRAD REQ: ELECTIVE (FOR CERTIFICATE OF COMPLETION)

Life Skills is a year-long course designed for Special Day Class (SDC) students who are working toward a Certificate of Completion. This course teaches developmentally appropriate life skills such as nutrition, personal safety, public speaking, time management and self-help skills. Personal safety and transition planning, including vocational/career readiness, are addressed, as well as study skills and organizational strategies.

MATH FOUNDATIONS (SDC)

(9-12)

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND AN ACTIVE IEP

PCS GRAD REQ: ELECTIVE (FOR CERTIFICATE OF COMPLETION)

Math Foundations is designed for students in our Special Day Class who are working towards a Certificate of Completion and are not yet ready for Math Review (pre-req for Math 1). Instruction will focus on pre-algebra skills (operations with signed rational numbers, fractions, decimals, estimation, rounding, graphing, area, perimeter, single variable equations and inequalities), and include applications of skills through projects. This course meets the Elective subject requirement for a Certificate of Completion or diploma. This course **does not** satisfy the Math or Math/Science elective requirement for diploma.

MATH REVIEW (RSP)

(9-12)

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND AN ACTIVE IEP

PCS GRAD REQ: MATH OR RELATED MATH/SCIENCE

Math Review is a year-long course designed for students who will take Math I. It will cover Pre-Algebra content. Students will learn positive and negative numbers, solving multiple step equations, graphing slope, solving systems of equations and other algebraic concepts.

PRACTICAL MATH (SDC)

(9-12)

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND AN ACTIVE IEP

PCS GRAD REQ: ELECTIVE (FOR CERTIFICATE OF COMPLETION)

Practical Math is designed for students in our Special Day Class program who are working toward a Certificate of Completion. Instruction will focus on math skills for occupational, consumer and life skills application. Topics covered include basic operations using rational numbers, numeration systems, place value, and core concepts of geometry, statistics, data and probability. This course meets the Elective subject requirement for a Certificate of Completion or diploma.

STUDY SKILLS (RSP)

(9-12)

RECOMMENDED PREPARATION: TEACHER RECOMMENDATION AND AN ACTIVE IEP

PCS GRAD REQ: ELECTIVE

The Study Skills course is designed to support student success in core classes. Students in this class may require specialized support and/or accommodations in order to meet district requirements for graduation but can otherwise access general education curriculum. Study Skills is a year-long class designed to address specific IEP goals, transition needs, and academic skills development. Test preparation, organization, time management, and self-advocacy skills are also taught. In addition to these skills being taught, students bring assignments or projects that are due in other courses to Study Skills to receive assistance and instruction as needed.