

# **Colusa High School**



## **21/22 Course Catalog**

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# STUDENT SERVICES

The goals of the counseling staff include helping students to complete high school successfully and to plan for the future. We help students make educational, college, and vocational plans and assist in solving personal and family problems that affect their school progress. Students are urged to take advantage of the services available through the Counseling Office.

It's easy to make an appointment to see Mrs. McNeil, Colusa High School Counselor or Ms. Seaver, Career Technician. Come in or sign up in the Counseling Office and we will do our best to see you that day or at the very latest the next day. Mrs. Hernandez is available throughout the day to help you with transcripts, lockers, scholarships, and countless other needs. We are often available upon request at any given time.

Parents are welcome to contact the counseling office by calling 458-2156.

# COUNSELING SERVICES

Academic- CHS Counseling offers students the opportunity to get assistance with academic planning, assessing student abilities and needs, class planning and changes and resources for academic improvement. Students who are identified as having special learning problems can be referred for screening for possible placement in special classes through the school counselor and our Student Support Team.

College/Career- CHS Counseling offers students assistance in career guidance, college planning and applications, financial aid and scholarship searching. We also assist students with part-time job search and work permit issuance. CHS Counseling continually plans for various career and education speakers on top of the annual career day at CHS.

Social Emotional- CHS Counseling provides professional assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.

Other Services- CHS Counseling Office receives and sends any transcript requests to college, scholarship agency or an employer.

# GRADES & CREDITS

## Grades

A = Superior

B = Good

C = Satisfactory

D = Less than satisfactory

F = Failing

P = Pass(Ranges from very good to satisfactory. This grade is not included in figuring GPA's)

## Credit

- Credit is given for grades of D- or better.
- Students receive five credits for each class period passed at the end of each semester.
- A total of 250 credits is needed for graduation.
- Credits are issued twice a year at the end of each semester.
- In most cases courses may not be repeated for credit.

## Grading Periods

- Each semester is approximately 18 weeks long and is divided into two grading periods.
- A report card will be sent home every nine weeks during the semester.
- It is the hope of the CHS faculty that these grade reports will serve to give the students enough time to raise their grades to the desired level.
- The nine week interval grade reports are grades to date, that is, the grades are cumulative and not averaged.
- The grade at the end of the 18 week semester will be a reflection of all the work completed during the entire semester.

## AP/Honors Classes

Advanced Placement and Honors courses are academically challenging offerings designed for able students who are motivated to achieve a higher standard.

To help ensure success, the following enrollment and course policies apply:

1. In sophomore year and above, the student must have earned A and /or B semester grades only in the given subject area prerequisites. (C grades minimum must have been earned in that subject freshman year)

2. To help ensure academic success, teachers have expectations regarding certain recommended reading(s), writing skills, and/or background knowledge students should have acquired prior to enrolling into AP classes. These expectations will be discussed in a Parent/Student Information meeting so that students can use time during summer break to read and/or review, as needed.

AP and Honors course offerings for 2021-2022 include:

- AP English - WEIGHTED
- Honors English III - WEIGHTED
- AP Government - WEIGHTED
- Honors Economics – NOT WEIGHTED • Honors Pre Calculus –WEIGHTED (if pre calculus is offered)
- AP Calculus – WEIGHTED

3. To receive college or university credit upon enrollment for an AP class, students must have taken and passed the AP exam for the given course. AP exams are considered part of the AP course. All students enrolled in an AP course should attempt the exam.

4. Letter grades earned in BOTH Advanced Placement and Honors classes are weighted as follows:

- A= 5 points
- B=4

- C=3
- D=2
- F=0

\* Honors Economics grades are not weighted to receive the extra point.

6. Enrollment by Examination. A highly motivated student whose prerequisite coursework does not meet the A/B grade requirement as stated in 1 above, may be admitted to an AP or Honors course by demonstrating his/her content knowledge, skills and/or aptitude through a teacher administered examination.

Enrollment by examination will be subject to space available in the class.

7. By May 1 of the Spring semester preceding enrollment, an AP/Honors Parent-Student Teacher meeting will be held regarding these course policies, procedures, expectations and requirements. As a record that the parent, Student and Teacher have a clear understanding, teachers will distribute contracts containing the essential information which must be signed by the student and parent and returned to the CHS Counseling Office not later than May 30.

## Academic Standards Extra Curricular Activities

Students must maintain a 2.0 grade point average or better for the prior grading period with no more than 1 "F" grade in order to be eligible to participate in extracurricular activities.

Eligibility for entering freshmen will be based on their final GPA from the eighth grade which must be 2.0 or better for the final semester with no more than one "F" grade.

This eligibility requirement applies to all activities, including but not limited to music, athletics, cheerleading, FBLA, FFA...

## Valedictorian and Salutatorian/Super 7

The academic honors of Valedictorian and Salutatorian have course requirements. In order to be eligible for these honors a student must have taken:

- 3 years of math (Alg. I, Geometry, Alg. II, Pre-Calculus)
- 1 year of Adv. Lab science (Chemistry, Physics, Adv. Biology)
- 4 years of college preparatory English

Students meeting the course requirements will be ranked according to grade point average based on all academic courses from the first semester of the freshman year to the first semester of the senior year.

The students with the highest average on a weighted academic GPA scale will be Valedictorian and the second ranked student will be Salutatorian. The students selected will give speeches at the graduation exercise for their class.

In the event of a tie, two Valedictorians will be named eliminating Salutatorian for that year.

The top 7 students will be named to participate in the annual Super 7 event.

GPA calculations for these awards are based on courses deemed academic courses only.

## HONOR ROLL

The Honor Roll shall be achieved by students who have earned all A's and B's on their semester report card.

The Merit Honor Roll shall be achieved by those students with a grade point average of 3.0 with no D's or F's.

The Honor Roll will be published at the end of each semester.

## California Scholarship Federation

To warrant eligibility for semester membership, a student must earn a minimum of 10 CSF points. Of these 10 points, 7 points MUST be earned in courses from LISTS 1 and II, while the remaining 3 points MAY be earned in courses from any LISTS (I, II, or III). Of the 7 points required from LIST I/II courses, at least 4 points MUST be earned in LIST I courses alone (except for senior applicants as cited in Section 7 above).

### Point Value

A = 3

B = 1

C = 0

One additional point shall be granted for a grade of A or B in an AP or Honors course, up to a maximum of two such points per semester.

(Honors Geometry, Honors Pre Calculus and Honors Economics grades are not weighted with an extra point)

Eligibility in CSF requires that you take two subjects from List I and one from List II or three from List I and receive a minimum of 7 points in these subjects.

**GRADUATION REQUIREMENTS 2022** To meet minimum high school requirements of Colusa Unified School District students must successfully complete **250** semester units of instruction. The following courses must be completed as a part of the **250** unit requirements. A “D-“grade or better in any of the required or elective courses will constitute completion of a course requirement. When a student receives an “F” grade in a required course, the course must be repeated. A course may be used to fulfill only one of the graduation requirements.

### **REQUIRED COURSES**

**ENGLISH 4 YEARS**

English I	English III or Honors English
English II	English IV or AP English IV

**SOCIAL SCIENCES – 3 YEARS**

World History	US History or Honors US History
Government/Economics or AP Government/Honors Economics	

**MATH- 3 YEARS-(Must be three different courses of math)**

Math I	Math II	Honors Math II	Bridge to Math III
Math III	Pre-Calculus	Honors Pre-Calculus	AP Calculus

**SCIENCE – 2 YEARS**

One year must be in life science and one must be in physical science.

***Life Science Courses:***

Biology	Sustainable Ag.
Adv. Biology	Animal Science

***Physical Science Courses:***

Earth Science	Ag Earth Science
Chemistry	Physics

**PHYSICAL EDUCATION – 3 YEARS**

PE	Athletic PE	Fitness/Weight Training
Interscholastic Athletics*		

\*A maximum of 20 credits may be earned.

**VOCATIONAL EDUCATION – 1 YEAR**

GRAPHIC COMMUNICATION	ANIMAL SCIENCE	ADV. BUSINESS MANAGEMENT
BASIC FARM POWER MECHANICS	SUSTAINABLE AG	ASB STUDENT COUNCIL
INT. FARM POWER MECHANICS	CHEM/AG	
ADV. FARM POWER MECHANICS	MEDIA PRODUCTION	

**ARTS/FOREIGN LANGUAGE COURSES – 1 YEAR**

Art Appreciation	Spanish I, II, III, AP	Advanced Spanish I, II
Art I	Art II	Studio Art
Band/Choir	Theatre Production I	

**OTHER REQUIRED COURSES – 1 YEAR**

Computer Literacy  
 Personal Finance - 11<sup>th</sup> or 12<sup>th</sup> grade year – ROP Ag Business Finance – 12<sup>th</sup> grade year for FFA  
 Senior Project (5 credits)

## Colusa High School A-G Approved Courses

UC/CSU Approved Courses. Must maintain a grade of "C" or better.

### A: History / Social Science 2 years required

#### Course

AP Government and Politics United States	Government
Honors U.S. History	U.S. History
World History	

### B: English 4 years required

#### Course

AP English Literature and Composition	English I
English II	English III
English III (H)	English IV

### C: Mathematics 3 years required, 4 years recommended

#### Course

Academy Math II	AP Calculus AB	ESA Math III	Honors Math II
Honors Pre-Calculus	Math I	Math II	Math III
Precalculus			

### D Science 2 years required, 3 years recommended

#### Course

Advanced Biology	Biology	Biology and Sustainable Agriculture
Chemistry	Chemistry and Agriscience	Integrated Agriculture Biology/Sustainable Ag
Physics 1		

### E Language Other than English 2 years required, 3 years recommended

#### Course

Advanced Spanish I	Advanced Spanish II	AP Spanish Language and Culture
Spanish I	Spanish II	Spanish III

### F Visual & Performing Arts 1 year required

#### Course

Art Appreciation	Art History Survey	Concert Band	Theatrical Production I
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### G College-Preparatory Elective 1 year required

#### Course

Agriculture Environmental Science	Agriculture Science II	Animal Science
CDE Agriculture Business & Economics	College Prep Environmental Science	Economics
Honors Economics	Human Anatomy/Physiology - P	

## CSU Entrance Requirements

**Most applicants who are admitted meet the standards in each of the following areas:**

- **Specific high school courses (referred to as the “a-g” courses)**
- **Grades in “a-g” courses and test scores- 3.0 or better or supplement a GPA below 3.0 with the ACT or SAT**
- **Graduation from high school**

## UC Entrance Requirements

1. **Complete 15 A-G courses (11 by the end of junior year)**
2. **Earn a grade point average (GPA) of 3.0 or better (3.4 if you're a nonresident) in these courses with no grade lower than a C.**
3. **SAT/ACT are Test Optional**

## Military Entrance Requirements

**Every branch of the military has specific requirements for entrance but the general requirements are the following:**

- **You must be a U.S. citizen or resident alien.**
- **You must be at least 17 years old (17-year old applicants require parental consent).**
- **You must (with very few exceptions) have a high school diploma.**
- **You must pass a physical medical exam.**

## CTE Pathways

Industry Sector	Pathway	Introductory	Concentrator	Capstone	
Business and Finance	Business Management		Business Applications	Advanced Business Management	
Agriculture and Natural Resources	Agriculture Mechanics	Basic Farm	Intermediate Farm	Advanced Farm	
	Agri-Science	Sustainable Ag	Animal Science <u>And</u> Chem/Ag	Ag Business Finance	

# **Graduation Stole Requirements**

## **A-G PATHWAY - Black Stole with Gold Stripes**

- Complete all A-G required courses with a C or better. Students can improve D grades through summer school or repeated class course work

## **Ag Stole:**

- Maintain a 3.0 GPA in Agriculture Courses
- Complete a minimum of 3 years of ag course enrollment - including senior year
- Must complete Ag Business Finance senior year

## **CSF - Cardinal and Gold Cord:**

- Meet CSF qualification standards for a minimum of 4 semesters based on grades earned in 10th, 11th, and 12th grades.
- 9th graders can qualify for associate membership, but those semesters do not count toward graduation honors

## **ESA - Green Ribbon with Medallion:**

- Completion (and passing) of all ESA courses in the 10th, 11th, and 12th grades

## **FFA - Medallion:**

Earn 2500 achievement points through the FFA Achievement system over a minimum of three years, one of which must be the senior year

### **Spanish Stole:**

- Minimum of a 3.0 Cumulative GPA
- Paid member of Spanish Club
- 30 hours of cumulative PRE-APPROVED community service each year that include a minimum of 10 meetings a year
- Successful completion of Spanish program (3-4 years) including AP Spanish, with a B- or higher in all semesters. See required Spanish Pathways in course description below.

### **Business Pathway Stole Criteria:**

Must Have:

- Completed three years of business courses
  - Qualifying courses include:
    - Business Applications, Introduction to Business, Computer Literacy (or equivalent)
    - Personal Finance
    - Advanced Business Management
- Earned the Future Degree

### **FBLA Cord Criteria:**

Must Have:

- Met all criteria to receive Business Pathway Stole
- Served at least one year as a chapter, section, or state officer

- Achieved *Champion of Colusa* status a minimum of twice during membership, one of which must be during senior year
- Successfully completed Future, Business, and Leader Degrees

### **Leadership Stole:**

Intro to Leadership - must pass class 9th grade year

Successful completion of two of the following choices during 10th and 11th grade year:

- Yearbook staff Editor-in-Chief
- Media Production
- FBLA Chapter Officer
- Leadership Teacher Intern
- ASB Commissioner/Executive Board Member

12th grade year - Must serve in the ASB as an Executive Board Member or Commissioner

### **Visual and Performing Arts Stole:**

4 years of art, music, theater, ROP Graphic Communications and/or shop

## COLUSA HIGH SCHOOL FOUR-YEAR PLAN HIGH SCHOOL PLANNING DOCUMENT

As you plan your classes over four years consider your goals for after high school.

<b>Subjects</b>	<b>H.S.</b>	<b>College</b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>a</b> History	3 yrs.	2 yrs		<b>World History</b>	<b>U.S. History</b>	<b>Government/ Economics</b>
<b>b</b> English	4 yrs.	4 yrs. 1 year of Sheltered English is OK	<b>English I</b>	<b>English II</b>	<b>English III</b>	<b>English IV</b>
<b>c</b> Mathematics	3 yrs. Math I Math II Bridge to Math III or Math III	3 yrs Math I, Math II, Math III	<b>Math I</b>			
<b>d</b> Science	2 yrs 1 physical science 1 life science	2 Lab Sciences Biology, Sustainable Ag, Chemistry Chem Ag				
<b>e</b> Language	1 yr (fine arts)	2-3 years Spanish				
<b>f</b> Visual and performing arts	(Included in fine arts above)	1 yr  Art Appreciation Theatre Production I Band				
Physical Education	3 yrs – 9 <sup>th</sup> grade must take PE. Each completed sports = 5 credits Maximum 10 credits per year - <b>WAIVED</b>	None	<b>Physical Education</b>			

Voc Ed	1 yr	None				
g Elective	65 credits	1 yr Academic Elective				
Other	Business App Personal Finance Senior Project <u>25 credits</u>	None	<b>Business App</b>		Personal Finance	Personal Finance Senior Project
<b>Totals</b>	<b>250</b>		<b>Should earn 70</b>	<b>Should earn 140</b>	<b>Should earn 210</b>	

<b>Required Area</b>	<b>High School Graduation</b>	<b>College Eligibility</b>
<b>Coursework</b>	<b>250 Credits total</b>	<b>15 year-long courses total minimum Selective colleges often are looking for more rigorous courses such as Honors or AP</b>
<b>Minimum grade</b>	<b>D- or higher – except for courses designated in handbook</b>	<b>C or higher Selective colleges are looking for the best grades</b>
<b>GPA</b>	<b>No requirement</b>	<b>UC 3.5 or higher, CSU 3.0 or higher</b>
<b>College Entrance Tests</b>	<b>None</b>	<b>PSAT in October of junior year SAT or ACT with writing junior year and again senior year</b>

**2021-2022 COURSES – Program Changes:** All schedule changes must be submitted prior to school starting. **Second semester program changes must be completed by the first Friday students return to school.** The program change forms must be processed through the Counseling Office. Students should discuss changes with their parents and counselor.

## **FRESHMAN WHEEL**

This course is part of the core courses required of all ninth graders. Course content of the high interest “package” includes introduction to career exploration, health and nutrition, visual and performing art, and leadership. Taught by a teaching team of four (each 9 weeks in length), this course is aimed at ensuring all students gain and/or maintain a strong foundation in the Colusa High School Pathways. Numerous activities are structured throughout the first year to prepare students to make a wise choice of program for their final three high school years. Learning pathways prepare students for the full range of postsecondary options: two-year and four-year college, apprenticeship, and formal employment training.

### **Introduction to Health and Nutrition**

Grade 9

2.5 credits

The general goal is to enhance student awareness in regard to personal food choices, physical activities and guide them through the many dimensions of wellness. Students will develop skills needed in confronting difficult situation; understand health prevention and promote techniques that will establish a solid personal health education including Sex Education (students will discuss the risks of associated with this behavior). This course will include HIV/AIDS, tobacco, drugs/steroids, and alcohol education. Students will also participate in a parenting unit. Students will take home a RealityWorks baby for a weekend. Students should have a better idea how to make difficult decisions regarding what they eat, how much they exercise and how decisions affect their health and wellness.

### **Introduction to Visual and Performing Arts**

Grade 9

2.5 credits

The Colusa High School Visual and Performing Arts (VAPA) pathway is designed to offer all students personal enrichment as well as provide a high quality program of studies for the students who are planning an art/music or art/music-related career. These courses are part of a 9-12 sequential course of studies, in the visual and performing arts that integrates learning about the arts with other subject disciplines. All High School art/music courses contain the four components of a Discipline-Based program, which are aligned with the CA Standards for the Arts and Humanities: Art Production, Art History, Art Criticism, Aesthetics and Philosophy. The emphasis is on skills and the thinking and planning processes which develop works of art. The philosophy of the program is art for all students, encouraging all students to appreciate and feel comfortable with art.

### **Introduction to Leadership**

Grade 9

2.5 credits

The Colusa High School Intro to Leadership course is the prerequisite for the Leadership Pathway. This course provides students opportunities to develop, enhance, and implement various leadership skills and tools for immediate and future success. This course is aligned with the California Content Standards for Language Arts and uses the California Association of Directors of Activities (CADA) framework for

leadership curriculum. Students need an individual binder for the class and will develop a reflective portfolio at the end of the nine week course. Major instructional units are goal-setting, self-awareness, interpersonal and intrapersonal relationships, communication, group dynamics, democratic processes, leadership styles and contemporary social leaders. Completers must hold an office in an ASB-approved club on campus, or serve on the Yearbook staff, complete at least two years in the Leadership Class, FBLA Leadership Class, or serve as a FFA Chapter Officer, complete 20 hours of Community Service per year, and complete a service-oriented Sr. Project.

### **Introduction to Careers**

Grade 9

2.5 credits

Strategies for Success is a nine week long course aimed at providing incoming freshman the tools for success in their current and future educational endeavors. Skills practiced will include: note taking, organization, time management, test taking, reading strategies, school support and services, and communication skills. Examples of assignments include binder checks, **and** grade checks.

## **AGRISCIENCE**

Agriculture is not just farming. It includes much more than the production of plants and animals. The agricultural program classes are organized around a core curriculum and several advanced career paths, to provide students knowledge of agriculture and preparation for work or further study. This is accomplished through classroom instruction, leadership training, and individual projects. Students taking any agriculture classes will be expected to have some kind of project involving agriculture by the end of the first grading period. The Agriscience Program at Colusa High is not a collection of elective classes but a program which a student should complete over at least three years. Leadership training is provided through membership in Future Farmers of America. FFA is a national organization for students interested in developing leadership and interpersonal communication skills as well as receiving recognition for their achievements in agriculture. To be a member of FFA, students must be enrolled in an Agriculture class and every student in an Agriculture class is automatically an FFA member. Members have the opportunity to travel throughout the state and nation to attend FFA conferences and compete in contests. The Colusa FFA is extremely active and holds many events including several recreational activities. Agriculture classes will spend a portion of the time covering FFA events and activities.

### **ANIMAL SCIENCE – LIFE SCIENCE**

Grade 10-12

10 Credits

Prerequisite: Sustainable Agriculture

Meets UC A-G Requirements for Academic Elective

Animal Science will provide students with the opportunity to explore the many aspects of the livestock industry and companion animal care. During this course, students will study breeds of dairy cattle, beef cattle, equine, sheep, swine, poultry and common companion animals. Students will look at anatomy and physiology, animal breeding and reproduction, housing facilities, proper management practices, and feeding and nutrition. Judging and showing of some of these livestock breeds will also be included. Students will also be graded on FFA and Supervised Agricultural Experience Project involvement.

**BASIC FARM POWER MECHANICS**

Grades 9-12

10 Credits

Prerequisite: None

This course is designed to prepare students for careers related to the construction, operation, and maintenance of equipment used in the agriculture industry. The practical, hands-on application of common tools will make this class useful for those students wanting to fix things at home. Students gain a strong background in technology and equipment use. Some of the skill areas developed are mechanics, welding, sheet metal, rope work, hot metal, cold metal, tap and die, and electrical. Students will be required to participate in FFA activities and have a supervised practical experience in agriculture. *Students will be required to participate in FFA activities and have a supervised practical experience in agriculture.*

**INTERMEDIATE FARM POWER MECHANICS**

Grades 10-12

10 Credits

Prerequisite: Basic Farm Power Mechanics

This class is offered to students who have satisfactorily completed Basic Ag Mechanics. Each year advanced mechanics training will be offered in one of the following areas: welding and metal fabrications; power and small engines; or, structures and construction. Students will have the opportunity to build or repair projects of their own with the teacher's permission. *Students will be required to participate in FFA activities and have a supervised practical experience in agriculture.*

**ADVANCED FARM POWER MECHANICS**

Grades 11-12

10 Credits

Prerequisite: Complete Intermediate Farm Power Mechanics

Students will learn to fabricate and repair all types of metal objects with metal working tools, equipment and techniques, including the preparation of joints, jigs, layouts, and blue print work. Students will have a chance to use automated plasma cutter and design patterns for cutting. This course will emphasize the development of independent work skills through individualized instruction. Students will be taught how to properly use equipment on school farm and prepare for CTE events or contests if they wish to compete outside of school in FFA. The development of the skills will also be facilitated by assigning increasingly difficult project work done with instructor supervision. Students will be required to participate in FFA activities and have a supervised practical experience in agriculture..

**SUSTAINABLE AG – Lab Life Science**

Grades 9-12

10 Credits

Prerequisite: A 9<sup>th</sup> grade student must have a recommendation from the 8<sup>th</sup> grade science teacher and the instructor's approval.

Meets A-G requirements for Lab Science

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections,

or units, each with a guiding question. Unit one addresses the question, what is sustainable agriculture? Unit two, how does sustainable agriculture fit into our environment? Unit three, what molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. *Students will be required to participate in FFA activities and have a supervised practical experience in agriculture.*

### **CHEMISTRY & AGRICULTURE - Lab Physical Science**

Grades 11-12

10 credits

Prerequisite: a C or better grade in Sustainable Ag or Biology

Meets A-G requirements for Lab Science

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Included are:

Unit 1: Agriscience Practices

Unit 2: the Nature of Soil

Unit 3: Water and Soil Management

Unit 4: Plants and Soil Management

Unit 5: Animals and Soil Management

Unit 6: Soil Sustainability

Soil Management Capstone Project. Students will be required to participate in FFA activities and have a supervised practical experience in agriculture.

### **AG BUSINESS FINANCE**

Grade 12

10 Credits

This course will be the equivalent to Personal Finance which is a graduation requirement. This course is also a UC approved course for an academic elective. This course will also be the capstone course for all Ag students wishing to be a program completer and receive the Gold FFA Sash for graduation. Along with the course you will still be required to have taken a minimum of three years of Ag courses including the senior year and maintain a 3.0 GPA in your agriculture courses.

### **VISUAL ARTS**

The Colusa High School Visual and Performing Arts (VAPA) pathway is designed to offer all students personal enrichment as well as provide a high quality program of studies for the students who are planning an art/music or art/music-related career. These courses are part of a 9-12 sequential course of studies, in the visual and performing arts that integrates learning about the arts with other subject disciplines. All High School art/music courses contain the four components of a Discipline-Based

program, which are aligned with the CA Standards for the Arts and Humanities: Art Production, Art History, Art Criticism, Aesthetics and Philosophy. The emphasis is on skills and the thinking and planning processes which develop works of art. The philosophy of the program is art for all students, encouraging all students to appreciate and feel comfortable with art.

### **ART APPRECIATION**

Grades 10-12

10 Credits

Prerequisite: Introduction to VAPA

This course meets the a-g requirement for CSU and UC admittance with a grade of C or better.

Students explore Art History and its application and importance to cultures around the world. This course will provide students with an understanding of the fundamental concepts, so they can confidently observe and discuss works of art. Through hands-on activities, discussion, research, and writing assignments, they will learn about the various forms of 2D and 3D visual art. Students will learn about Museums and Galleries and their function in our society. They will also learn about artists, their styles, mediums used and techniques to make art. The students will then apply their knowledge of the fundamentals of art and create group and individual projects in that style for a deeper understanding of arts historical time periods.

### **ART I**

Grades 9

10 Credits

Prerequisite: None

This one-year course introduces students to the Elements of Art and Principles of Design while developing skills and techniques in a variety of mediums. Studio experiences will include 2D and 3D. They will work with pencil, pen, ink, charcoal, pastel, watercolor, acrylic paint, photography, and ceramics. With this variety of mediums, the students will develop their individual style and how to apply that creatively to a variety of assignments. Students will begin to understand how to respond, to analyze and to interpret their own artwork and the work of others through creating, discussions, critiques, and writing.

### **ART II**

Grades 11-12

10 credits

Prerequisite: Intro to VAPA and Art I

An advanced level course in 2D and 3D Art making with an emphasis on developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. They will learn about artists working in particular styles we will be addressing. Studio experiences include drawing, painting, printmaking, ceramics, photography and sculpture. Each student will demonstrate progress in their Art making skills as well as begin to develop a conceptual thought process regarding their work. They will keep a journal with sketches and writing about their work the entire year for reflection and development. **This course may be repeated.**

### **STUDIO ART**

Grades 11-12

10 Credits

Prerequisite: Introduction to VAPA, Art I, Art II

Teacher Approval Required.

This course is designed for the serious Art student who wishes to pursue the study of materials and techniques to grow as an Artist and assist with enrolling in a professional Art school or career. Students are expected to become independent thinkers and to apply their knowledge of the elements and Principles to their body of work. We will investigate artists working in the style they are exploring. There will be frequent classroom discussions as well as individual writing about their work. We will work collaboratively and become involved with community based projects that will inspire them to be engaged lifetime learners. Students will be required to keep a journal with writings about their work that leads to creating an Artist statement that addresses their body of work that will be ready for exhibition at the end of the year.

### **THEATRE PRODUCTION I**

Grades 9-12

10 Credits

Prerequisite: None

This is a class designed to teach the art of theatrical design, implementation, and production to students who are interested in set construction and decoration, lighting, sound, properties, costumes, company or stage management, and arts administration. Each student will be able to demonstrate a mastery of the fundamental principles of technical production work. When competencies are evaluated and strengths and interests are found each student will specialize in one or two of these areas and pursue major projects and research sharing this knowledge and skill with the class culminating with the successful production of two main stage productions and multiple student projects. This class will also be responsible for running and maintaining the community theater building for the other performing arts disciplines, the school, and the community.

The purpose of this course is to arm students with the practical skills they need to implement design in a theatrical or cinematic context and also provide them with the context for developing a design aesthetic that will allow them to create and implement cogent, artistically sound, meaningful work and enable them to be successful in career and college.

### **BUSINESS**

The purpose of Business Education program at Colusa High School is to prepare students for the computer based work environment as well as provide students with other entry level job skills. Enrollment in Business Education courses allows students an opportunity to further develop their skills via membership in the Future Business Leaders of America.

### ***FUTURE BUSINESS LEADERS OF AMERICA***

The Future Business Leaders of America is a national youth organization for young adults enrolled in high school business programs. FBLA is a co-curricular organization designed to be an integral part of the business education program of the school. FBLA provided students with the opportunity to prepare for business and office occupations, develop leadership skills and test their knowledge and skills in competition at the local, section, state and national levels.

**BUSINESS APPLICATIONS**

Grade 9

10 Credits

Prerequisite: None

This is an introductory course required for all 9<sup>th</sup> graders in computer use and business practices. It covers computer hardware and software fundamentals including the use of Windows 10. Units include: file management, document processing, basic internet operations, professional development/career research, Microsoft Office 2016 (Word, Excel, and PowerPoint), touch typing/10-key, and business plans..

**GRAPHIC COMMUNICATIONS (COLUS)**

Grades 10-12

10 Credits

Prerequisite: None – Teacher Recommendation

This is an elective course that produces the HAWK TALES yearbook for Colusa High School.

This class covers various computer programs and computer skills. Basic digital photography, digital printing and advertising are covered. Spring workshop, summer attendance and attending school events are required for this class.

**MEDIA PRODUCTIONS**

Grades 10-11

10 Credits

Prerequisite: Letter of recommendation from teacher, instructor approval

The purpose of this course is to provide a project-based digital media program, which guides students to achieve the standards in media productions and career technical training, by providing students with the technical instruction and practical experiences for aspiring broadcast journalist and other media occupations in the production of film, video, and new media projects for business and entertainment.

This course covers the history and development of media and film technologies. Students develop skills, including camera/recording operation, framing and composition, idea development and communication, the mechanics and psychology of editing, script writing or text creation, light and sound, and impact.

Open to 10<sup>th</sup> grade upon instructor approval only

**PERSONAL FINANCE**

Grades 11-12

10 credits

Prerequisite: None

Personal Finance is a valuable course that teaches you how to address your financial future responsibly. The wide range of topics will include, saving and investing, credit and debt, financial responsibility and money management, insurances, risk management, income and careers, and consumer rights and responsibilities. Time permitting, additional topics to be covered are business etiquette, business ethics, current events regarding the financial markets, case studies and reflections, environmental and social responsibility, and what it means to turn 18.

**FBLA LEADERSHIP**

Grades 9-12

10 Credits

This course will focus on the day-to-day operations of running a comprehensive FBLA program at Colusa High School.

The members of the FBLA Leadership class will oversee the successful completion of the Program of Work established by the chapter officers. The Program of Work is built on the categories of Membership and Chapter Management, Community and School Service, and Education and Progress.

Instructional activities will include membership recruitment, state and national projects, chapter meeting management, partnering with business, participation in California and National FBLA Awards Program Competitive Events, community service, leadership training, and technology presentation skills.

Limited to adviser approval.

**ADVANCED BUSINESS MANAGEMENT**

Grades 11-12

10 Credits

Prerequisite: Business Applications (or equivalent to include Computer Literacy or Intro. to Business)

This course explores leadership styles, soft skills, economics and finance, while providing a background in business. Students engage with their peers, business professionals, and their community to actively practice communication, collaboration, creativity and critical thinking.

Key assignments require students to develop business documents and a marketing plan, practice accounting skills, customer service and financial literacy. Activities encourage career and college planning, preparing students for post-secondary business courses and successful participation in Future Business Leaders of America. Skills and concepts are wrapped around ethical considerations in business and use technology to research information and produce relevant outcomes. Team building and project management are integrated throughout, as well as current events and accountability.

Open to 10<sup>th</sup> grade upon instructor approval only.

**ENGLISH**

In order to graduate, Colusa High School students are required to pass four years of English. Classes are grouped heterogeneously. Honors English III and AP English IV are offered for advanced college preparatory students.

**ENGLISH I**

Grade 9

10 Credits

Prerequisite: Successful completion of 8<sup>th</sup> grade

The course focuses on communication skills in reading, writing, speaking, and listening, with an additional emphasis on study skills such as time management, note taking, and test-taking strategies. Writing instruction will focus on the introduction of the Jane Schaeffer Writing Program. A guided (teacher instructed) essay will be taught at the beginning of both semesters to ensure understanding of the elements of the writing program. This course concentrates on various selections from world

literature through a range of genres (short story, poetry, novel, expository text, and drama) following the guidelines in the English Language Arts Framework and Content Standards for California. A modified research paper unit following the MLA guidelines will be required in order to teach the essential skills of research papers: informational note cards, citations, parenthetical documentation, paraphrasing, and works cited page. Curriculum in this course will also focus on preparation for the ninth grade California Standards Test administered in the spring.

## **ENGLISH II**

Grade 10

10 Credits

Prerequisite: English I

The course focuses on communication skills in reading, writing, speaking, and listening. Curriculum in this course will also focus on preparation for state testing administered in the spring. Vocabulary study will accompany the literature, with additional work on common Greek and Latin roots. Writing instruction will focus on the introduction of the Jane Schaeffer Writing Program with significant class time dedicated to the writing process. A guided (teacher instructed) essay will be taught at the beginning of the fall semester to ensure understanding of the elements of the writing program. Students are required to complete two research papers following MLA guidelines. The English II and the World History curriculum are taught thematically to support the learning process. The curriculum will enable students to gain an understanding of and appreciation for great works of literature by authors of diverse cultures, including novels, plays, poetry, short stories, and essays following the guidelines in the English Language Arts Framework and Content Standards for California.

## **ENGLISH III**

Grade 11

10 Credits

Prerequisite: English II

English III focuses on communication skills in reading, writing, speaking, and listening with an additional emphasis on the analysis of an author's intended message and the synthesis of ideas from multiple literary sources. Students will also review grammar skills, writing mechanics, and punctuation. The writing component of the course will continue the use of the Jane Schaeffer Writing Program with moderate class time given for understanding of the writing process. Students will be required to complete a research paper following MLA guidelines. Writing instruction encourages and develops higher levels of critical thinking compared to English I and II. This course concentrates on selections from American Literature through a range of genres (short story, poetry, novel, expository text, and drama) following the guidelines in the English Language Arts Framework and Content Standards for California. Curriculum in this course will also focus on preparation for the eleventh grade California Standards Test administered in the spring.

## **HONORS ENGLISH III**

Grade 11

10 Credits

Prerequisite: English II – must earn an A or B both semesters

Must take assessment test

Must finish summer project – if summer project is not completed – student will be placed in English III

Honors English III will concentrate on intensive work to prepare the college bound student for the rigors of a college English curriculum. Class will augment the background and skills of students who plan to enter AP English IV. Open to ALL MOTIVATED juniors meeting the pre-requisite. This class will focus primarily on language and composition. Students will learn the primary modes of expository writing and will read, discuss and interpret American literature. The writing component will continue the use of the Jane Schaeffer Writing Program although the students will be expected to complete essays with only minor support of the teacher. There shall be periodic practice on AP multiple choice and composition exams, and a thorough analysis of writing modalities. It is a difficult, but rewarding, English course. This course exceeds the expectations in the English Language Arts Framework and Content Standards for California.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

**ENGLISH IV**

Grade 12

10 Credits

Prerequisite: English III

English IV focuses on communication skills in reading, writing, speaking, and listening with an additional emphasis on the analysis of an author's intended message and the synthesis of ideas from multiple literary sources. This course will review components of literature and writing, as well as provide instruction in research and presentation skills. The writing component of the course will be the continued use of the Jane Schaeffer Writing Program although the students will be expected to complete essays with only minor support of the teacher. Additionally, it stresses competency through multi-paragraph papers whose topics are persuasive, response to literature, analytical, compare/contrast, autobiographical, and/or application essays. There is an emphasis on the continued development of effective self expression and communication. Students will also write an extensive research paper tied to their senior project as part of their CHS graduation requirement. This course concentrates on British and multicultural literature through a range of genres (short story, poetry, novel, expository text, and drama) following the guidelines in the English Language Arts Framework and Content Standards for California.

**AP ENGLISH IV**

Grade 12

10 Credits

Prerequisite: Honors English III – must earn at least a B in both semesters. If not enrolled in an honors class, the student needs at least one A in a semester and a B to be accepted into the AP Program.

Must take assessment test.

Must finish summer project – if summer project is not completed – student will be placed in English IV.

If prerequisite is not met, administrative approval is needed.

AP English IV will concentrate on intensive work to prepare the college-bound student for the rigors of a college English curriculum. This course is an intensive study of traditional and modern British, American, and world literature with a strong emphasis on literature-based composition. The writing component of the course will be the continued use of the Jane Schaeffer Writing Program although the students will be expected to complete essays with only minor support of the teacher. Students will also write an extensive research paper tied to their senior project as part of their CHS graduation requirement. Students will read, discuss, interpret and analyze English poetry and prose in preparation for taking the Advanced Placement Literature and Composition Exam. There will be periodic practice on AP composition and multiple-choice exams, in-depth study of literary terms, and a rigorous writing component of literary analysis. It is a difficult, but rewarding course. A student who scores a three or higher on the AP exam will receive college credit towards first year English in most universities. This course exceeds the expectations in the English Language Arts Framework and Content Standards for California. The course is open to ALL MOTIVATED seniors meeting the prerequisites.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

**SHELTERED ENGLISH**

Grades 9-10

10 Credits

Prerequisites: Reading Level

This course is designed for designated English Language Learners. Students enrolled in Sheltered English will be assisted in understanding the English Language Arts Content Standards, through the use of Specially Designed Academic Instruction in English (SDAIE) methodology. This course will focus on the development of effective reading and writing skills. Sheltered English also addresses skills in the ELD standards and parallels the literary content of the non-sheltered course equivalent.

**FOREIGN LANGUAGE**

**SPANISH**

The Spanish taught in all Spanish courses at Colusa High School is that spoken by the educated, cultured Latin-American. An elementary knowledge of speaking, reading and writing can be acquired in the two year program. The advanced year of Spanish (III) will provide extensive reading and writing in addition to further development of oral skills. Students should find their knowledge useful in various occupations and when traveling in Spanish-speaking foreign countries.

Year	Non-Native Pathway	Native Pathway
Year 1	Spanish I	Advanced I
Year 2	Spanish II	Advanced II
Year 3	Spanish III	Spanish III / AP
Year 4	AP Spanish	AP

**SPANISH I** Grades 9-12 10 Credits  
Prerequisite: Incoming 9<sup>th</sup> graders must have a “B” or better in their 1<sup>st</sup> semester English in 8<sup>th</sup> grade.

This course is designed to ensure a rapid acquisition of listening, speaking, reading, and writing skills in Spanish. The cultural aspect of the Spanish speaking world will be explored.

**SPANISH II** Grades 10-12 10 Credits  
Prerequisite: “C” or better in Spanish I

This course is designed to ensure the continuing acquisition of the listening, speaking, reading, and writing skills necessary for meaningful communication in both oral and written Spanish. Study of the cultural aspect of the Spanish speaking world is continued.

**SPANISH III** Grades 11-12 10 Credits  
Prerequisite: “C” or better in Spanish II

This course advances the Spanish learner to more fluid written and spoken language. Students also interpret various written pieces and deepen their cultural awareness.

**ADVANCED SPANISH I** Grades 9-12 10 Credits  
Prerequisite: Oral, reading, and writing fluency in Spanish as determined by initial proficiency evaluation.

This course is designed to meet the specific needs of native Spanish-speakers. The goal is to ensure a continuing acquisition of listening, speaking, reading, and writing skills in Spanish; and to increase the students’ cultural awareness of their own heritage.

**ADVANCED SPANISH II** Grades 10-12 10 Credits  
Prerequisite: “C” or better in Advanced Spanish I, oral, reading, and writing fluency and/or teacher recommendation.

This course will meet the specific needs of more advanced native Spanish –speakers. The students will interpret and produce various genres of written Spanish and expand cultural awareness of the entire Spanish speaking world.

**AP SPANISH** Grades 11-12 10 Credits  
Prerequisite: B- or better in Advanced Spanish II or Spanish III, and must finish summer coursework– if summer coursework is not completed – student will be dropped from course.

This course is for those students interested in advanced study of the language. It is designed to refine and expand upon the basic structure of the language as introduced in Spanish I, II and III. Students will have an opportunity to enrich their vocabulary and expand their comprehension of the grammatical structures while practicing their skills in oral expression, reading, and composition. The textbook will be

supplemented and enriched by audio tapes, video tapes, and other literary selections on which will be based on compositions, discussions and oral presentations.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

## **MATHEMATICS**

A student is required to complete three years of math sometime during the 9<sup>th</sup>-12<sup>th</sup> grades, however the math department recommends four years. The math department recommends the following:

1. A student cannot be absent more than 25 days a semester to earn a passing grade.
2. Students who fail the first semester of a year-long course must obtain teacher approval before continuing on in the 2<sup>nd</sup> semester. Otherwise, a student will be encouraged to repeat a lower level of math for remediation.
3. A student may earn a “D” grade in the first semester, but must earn at least a “B” second semester in order to go on to the next level math class.
4. It is highly recommended that any UC or CSU bound student majoring in math, science, or engineering take math courses through AP Calculus.

The Integrated Math course sequence is specifically designed to support a collaborative classroom readying students for success in Common Core. Classroom activities address both mathematical content and process standards. Students develop skills to work cooperatively to solve problems. Additionally, they improve their reasoning and communication skills. Adaptive software and skills assignments support the classroom curriculum with an overall goal for students of content mastery and retention.

Math I is the first course of a three course sequence of Integrated Mathematics courses including Math I, Math II, and Math III. This course aligned to the Common Core State standards for high school mathematics and supports the Common Core Standards for Mathematical Practice. With this course, students will develop a deep conceptual understanding of mathematical relationships and concepts they will need to succeed in school and in life.

### **Math I**

Grades 9-10

10 Credits

Prerequisite: None

The purpose of Math I is to develop students’ ability to think deeply about mathematics and build procedural fluency. Math I will extend the mathematics students learned in earlier grades and begin the development of concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability needed for higher level mathematics courses. Extensive use of models/real-world situations, manipulatives, graphs, and diagrams will help students see the connections between different topics which will promote students’ view that mathematics is a set of related topics as opposed to a set of discrete topics. In addition, students will learn to solve problems graphically, numerically, algebraically, and verbally and make connections between these

representations. Students in this course will learn to use mathematical models to understand real world events and situations, and use algebraic reasoning to manipulate these models for deeper learning.

A college preparatory math course required for graduation. Skills necessary for solving equations are emphasized. Topics included: linear equations and their graphs; solving equations and systems of equations; radicals; exponents; quadratic functions; the quadratic formula; and factoring.

**MATH II**

Grades 9-12

10 Credits

Prerequisite: Students must earn a minimum grade of “C” for both semesters of Math I during the regular school year. Students who earn a “D” for the first semester of Math I must earn a “B” or better in the second semester to go on to Math II.

Math II is the second course of a three-year sequence of college prep mathematics classes which satisfy college entrance requirements. Math II extends students’ understanding of quadratic expressions, equations and functions, focusing on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilation and proportional reasoning.

**HONORS MATH II**

Grades 9-10

10 Credits

Prerequisite: Math I taken in 8<sup>th</sup>

Meets CSU/UC A-G College Code C – Requirement for Mathematics with grade C or better

Honors Math II is the second course of a three-year sequence of college prep mathematics classes which satisfy college entrance requirements. It is specifically designed to provide 9th graders performing at an advanced level with the skill set necessary for success in advanced mathematics classes including, but not limited to, Honors Precalculus and AP Calculus AB. Honors Math II extends students’ understanding of quadratic expressions, equations and functions, focusing on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential, and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilation and proportional reasoning.

**BRIDGE TO MATH III**

Grades 11-12

10 Credits

Prerequisite: Students must have passed 10 Credits of Math II and obtain teacher approval.

Bridge to Math III is a class designed to meet the needs of students who would not benefit from repeating Math II but are not yet ready for the rigor of Math III. Topics include solving linear equations

and inequalities including systems of equations and inequalities, graphing and writing linear and quadratic functions, factoring polynomials and right triangle trigonometry.

### **MATH III**

Grades 10-12

10 Credits

Prerequisite: Students must earn a minimum grade of “C” for both semesters of Math II. Students who earn a “D” for the first semester of Math II must earn a “B” or better in the second semester to go on to Math II.

A college preparatory math course. The study of functions and their graphs is emphasized. Topics include: linear, exponential, logarithmic and polynomial equations; complex numbers; conic sections; combinations and permutations; introductory trigonometry; and the unit circle. Students who earn a “C” for the first semester of Math III must earn a “B” or better in the second semester and receive teacher approval to go on to Honors Precalculus.

### **HONORS PRE-CALCULUS**

Grades 11-12

10 Credits

Prerequisite: Students must earn a minimum grade of “B” for both semesters of Math III. This course is recommended for students who plan to take AP Calculus AB as seniors.

A college preparatory math course. Study of the unit circle and its properties is emphasized. Topics include: radian measure; the unit circle; laws of sines and cosines; applications of trigonometry; polar coordinates; vectors and parametric equations; sequences and series; matrices; combinatorics; probability; and statistics.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

### **PRE-CALCULUS**

Grades 11-12

10 Credits

Prerequisite: Students must earn a minimum grade of “C” for both semesters of Math III. Students who earn a “D” for the first semester of Math III I must earn a “B” or better in the second semester to go on to Pre-Calculus. This course is recommended for students who want to continue their mathematics education, but do not plan to take AP Calculus AB as seniors.

A college preparatory math course. Study of the unit circle and its properties is emphasized. Topics include: radian measure; the unit circle; laws of sines and cosines; applications of trigonometry; polar coordinates; vectors and parametric equations; sequences and series; matrices; combinatorics; probability; and statistics.

## **AP CALCULUS AB**

Grade 12

10 Credits

Prerequisite: Students must earn a minimum grade of “C” for both semesters in Honors Pre-Calculus.

A college preparatory math course designed to provide students the skills and knowledge needed for success on the AP Calculus test. Differentiation and integration skills are emphasized. Topics include: limits; derivatives; indefinite and definite integrals; related rates; Mean Value Theorem; transcendental functions; volume of solids of revolution; and slope fields.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

## **MUSIC**

Any student joining a performing music class will be expected to participate in all public performances. Grades for the class will be determined on the basis of attendance, playing, singing, written tests, attitude and behavior, both in the class and at all public performances. A great deal of emphasis will be placed on individual responsibilities to the performing ensembles.

## **CONCERT BAND**

Grades 9-12

10 Credits

Prerequisite: None

Zero Period – 7:00am – 8:00am Monday, Tuesday, Wednesday, Thursday, Friday  
approval “a-g”

Concert Band performs intermediate and advanced level instrumental literature in diverse genres, styles, and cultures. In addition to analyzing, rehearsing, and performing various pieces of band music, students will develop and maintain correct instrumental technique, music reading skills, and explore historical, social, and artistic value of the pieces studied. Required performances are scheduled by the instructor. This course can be repeated for additional credits. 1. Students will be able to musically communicate at a basic level, including vocabularies, materials, tools, techniques, and intellectual methods of the discipline. 2. Students will improve their playing ability throughout the year. 3. Students will be able to present a basic analysis of works of art through performance and presentation. This includes the ability to understand and evaluate work in various genres, including structural, historical, and cultural perspectives. 4. Students will enhance their musical listening skills. 5. Students will develop capabilities for making personal, aesthetic, and artistic decisions. 6. Students will improve their music sight-reading skills.

## **CHOIR**

Grades 9-12

10 Credits

Prerequisite: None

Choir is a one-year music course open to all students interested in participating in group singing. This course is designed to provide a meaningful experience and breadth of knowledge in the musical arts.

Students will learn and develop proper voice techniques and musicianship skills (sight-reading, part-singing, intonation, melodic and rhythmic dictation) that make it possible for students to easily participate in the creation of musical experiences. Students will develop collaborative skills by learning how to blend their voices, create harmony, supporting each other through numerous performance projects and public performance opportunities. Students will be able to identify and demonstrate the elements of music (rhythm, melody, harmony, timbre, texture, form, and genre) allowing students to enjoy a deeper understanding and appreciation of music from diverse genres and cultures.

Students will study and perform music drawn from Renaissance, Baroque, Classical, Romantic and Modern repertoire including Musicals and Popular music. Students will study and practice principles of good vocal pedagogy, music theory, and ear training. Other outside performance opportunities will include Solo/Ensemble Festival, Honor Choir, and Choir Festival

There will be three or more required performances outside of the school day.

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## **PHYSICAL EDUCATION**

Students in physical education will develop skills and knowledge of various games and activities that will promote physical development and fitness and provide the basis for recreational activities following completion of high school. In addition, the P.E. program should further the student's knowledge of safety and health and promote leadership and good sportsmanship attitudes.

Physical Fitness Test – Freshman will be tested in May of their freshman year. Students must pass 5 of the 6 criteria to receive a PASS on the Physical Fitness Test. If students do not receive a PASS they will be enrolled in PE and re-tested each May until they receive a PASS on the Physical Fitness Test.

Uniform requirements for physical education will be: Gray T-shirt with school logo, black shorts, tennis shoes, white socks, and sweats (school colors only) labeled with student's name. It will be the responsibility of the individual student to provide and launder his/her equipment weekly. A mandatory 3-ring binder, pen, and pencil are required.

### **CO-ED P.E. A**

(Required in 9<sup>th</sup> grade.)

Prerequisite: None

Grades 9-12

10 Credits

This course is required for **ALL** students in their freshman year. Students will develop basic physical skills and have the opportunity to participate in team/individual, indoor and outdoor sports. This course is designed to offer development in basic skills for leisure time activities, sportsmanship, and the ability to work with others. This course will include health units, HIV/AIDS, tobacco, drugs/steroids, nutrition, four classroom units per year, and state mandated physical fitness pre-and post-tests.

**FITNESS WALKING** \_\_\_\_\_ Grades 10-12 10 Credits

Prerequisite: Co-Ed PE

This course provides each student with an opportunity to participate in a year long program to teach students how to walk to increase their fitness level. Students will develop skills to improve their over health by learning to increase their heart rate, increase their overall knowledge of nutrition and learn a lifetime physical activity students can participate in independently. There are several benefits of walking. It is desirable for many of our students because it is non-competitive in nature, less showy, and does not require great athletic skill. It's a great way to increase heart rate, and maintain target heart rate, which can be reached by high-intensity walks. Walking reduces impact on joints, reduces stress, increases cardiorespiratory stamina, and even prevents injuries. This course will focus on emphasizing fitness rather than team sports.

**FITNESS/WEIGHT TRAINING** \_\_\_\_\_ Grades 10-12 10 Credits

Prerequisite: Co-Ed PE

This course provides each student with an opportunity to participate in a year-long program in fitness and weight training. This course is designed to offer the advanced student physical development/fitness beyond that desired by the average student. Cardiovascular fitness and endurance will be stressed in conjunction with limited weight training. This course will include classroom units and state mandated physical fitness tests.

**ATHLETIC PE**

Prerequisite: Must be an athlete \_\_\_\_\_ Grades 10-12 10 Credits

This class is designed for students participating in interscholastic athletics. Course will focus on developing skill, proper conditioning, and fundamentals necessary to compete in various competitive sports. Weight training will teach students the benefits of using weights as a conditioning and strength tool. Our goal is not only to teach athletes about these benefits but also to provide them the safest environment for them. Our goal is to have our student athletes get the most out of their athletic career at Colusa High School.

**INTERSCHOLASTIC ATHLETICS** \_\_\_\_\_ Grades 9-12 10 Credits

Prerequisite: Athletic Elective

Students who successfully complete one full season of interscholastic athletics participation in a recognized sport may petition to waive one of four semesters of physical education required for high school graduation. **The student** must complete and submit to the Counseling Office at the end of the sports season a petition form with all required signatures. On the petition form the head coach of the sport completed must verify that the student athlete attended and successfully participated in **at least 95%** of required practices and athletic contests, and remained academically and behaviourally eligible throughout the entire season. Though absence due to illness or injury will be excused, extended periods of non-participation due to illness, injury, or disciplinary actions would exclude a student from receiving a P.E. waiver for that season. Ninth graders exercising the Interscholastic Athletics P.E. Waivers are still required to participate in state mandated physical fitness testing. Students still needing PE credits second semester senior year, must enroll in a PE class and may not rely on winter or spring sports participation to meet their graduation requirement. Each earned waiver exempts the student from one semester of physical education only and **does not constitute earned credits** toward the 250 total credits required for high school graduation.

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## **SCIENCE**

Two years of science are required to meet graduation requirements, one year of life and one year of physical science. All 9<sup>th</sup> graders are required to take a science class. Because all 10<sup>th</sup> grade students have to take a Biology test during STAR testing, students must complete the equivalent of Biology by the end of 10<sup>th</sup> grade.

### **EARTH SCIENCE-PHYSICAL SCIENCE**

Grade 9

10 Credits

Prerequisite: None

Earth Science is a laboratory science course that explores origins and the connections between the physical, chemical, and biological processes of the earth system. Students experience the content of Earth Science through inquiry-based laboratory investigations and focus on topics associated with matter, energy, crystal dynamics, cosmic evolution, and the expanded time scales needed to understand events in the earth system. Earth Science provides the knowledge, skills, and habits of mind needed for problem solving and ethical decision making about scientific and technological issues.

### **BIOLOGY – LIFE SCIENCE**

Grades 9-12

10 Credits

Prerequisite: Incoming 9<sup>th</sup> graders must have earned an A or B in 9th grade Science during the last grading period prior to registration and at the end of the year to enroll in Biology or Integrated Ag Biology.

Meets A-G requirements for Lab Science

This course, required for graduation, provides a basic knowledge of the general concepts of biology. The course also meets university lab science requirements for admission. Labs, note taking, and information gathering skills are highlighted. Mathematical skills, including basic Algebra, are essential for this course

**ACADEMY ADVANCED BIOLOGY – LIFE SCIENCE**

Grades 10-12

10 Credits

Prerequisite: Math I, a minimum letter grade of “B” in Biology or Integrated Ag Biology, or instructor approval.

This class is for Environmental Science Academy students who have a great interest, or plan to pursue a career, in the life sciences. It is a comprehensive study of life processes. Emphasis is placed on biochemistry, microbiology, anatomy, genetics, evolution and data analysis. Lab work is an integral part of the explorations in the course.

**CHEMISTRY-PHYSICAL SCIENCE**

Grades 10-12

10 Credits

Prerequisite: Algebra I and Biology I

A course designed to give students the background in chemistry necessary to pass a college chemistry class. Emphasis is placed on laboratory assignments and lectures. This course meets university lab science requirement for admission.

**PHYSICS**

Grades 11-12

10 Credits

Prerequisite: Math II, and Biology I or instructor’s approval

This class is designed to provide the student with a fundamental knowledge of general concepts of physics. It also provides the college bound student with the necessary concepts dealing with problem-solving as related to physics as a science.

**AG EARTH SCIENCE – PHYSICAL SCIENCE**

Grades 9-10

10 Credits

Prerequisite: None

This physical science course is a one-year course designed to provide students with quantitative analysis and experimental tools that will enable them to critically analyze content knowledge in the areas of geology, meteorology, oceanography, and astronomy. The classroom and course content matches the CHS Earth Science course content, and will include units about the FFA, public speaking and leadership development. All students enrolled in this course will be FFA members. Participation in FFA activities and having a supervised practical experience in agriculture will be required.

**ANIMAL SCIENCE – LIFE SCIENCE**

Grades 10-12

10 Credits

Prerequisite: Ag Earth or Integrated Ag. Biology

Meets UC A-G requirements as an academic elective

Animal Science will provide students with the opportunity to explore the many aspects of the livestock industry and companion animal care. During this course, students will study breeds of dairy cattle, beef cattle, equine, sheep, swine, poultry and common companion animals. Students will look at anatomy and physiology, animal breeding and reproduction, housing facilities, proper management practices, and feeding and nutrition. Judging and showing of some of these livestock breeds will also be included. Students will also be graded on FFA and Supervised Agricultural Experience Project involvement.

### **SUSTAINABLE AG – Lab Life Science**

Grades 9-12

10 Credits

Prerequisite: A 9<sup>th</sup> grade student must have a recommendation from the 8<sup>th</sup> grade science teacher and the instructor's approval.

Meets A-G requirements for Lab Science

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, what is sustainable agriculture? Unit two, how does sustainable agriculture fit into our environment? Unit three, what molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research. *Students will be required to participate in FFA activities and have a supervised practical experience in agriculture.*

### **CHEMISTRY & AGRICULTURE - Lab Physical Science**

Grades 11-12

10 credits

Prerequisite: a C or better grade in Sustainable Ag or Biology

Meets A-G requirements for Lab Science

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Included are:

Unit 1: Agriscience Practices

Unit 2: the Nature of Soil

Unit 3: Water and Soil Management

Unit 4: Plants and Soil Management

### **SOCIAL SCIENCE**

All students are required to pass 30 units of Social Science from grades 10-12. A passing grade in each of these courses is required for graduation.

**WORLD HISTORY**

Grade 10

10 Credits

Prerequisite: None

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. This class is a graduation requirement.

**SHELTERED WORLD HISTORY**

Grade 10

10 Credits

Prerequisites: Reading Level

This course is designed for designated English Language Learners. Students enrolled in Sheltered World History will be assisted in understanding the World History Content Standards, through the use of Specially Designed Academic Instruction in English (SDAIE) methodology. This course focuses on the development of effective reading and writing skills. Sheltered World History also addresses skills in the ELD standards and parallels the literary content of the non-sheltered course equivalent.

**U. S. HISTORY**

Grade 11

10 Credits

Prerequisite: None

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection. His class is a graduation requirement.

**HONORS U.S. HISTORY**

Grades 11-12

10 Credits

Prerequisite: Open to highly motivated students. Should receive an A or B in World History.

This course is designed for students who desire a rigorous academic experience. The course incorporates higher-level thinking skills that far surpass the basic facts of U.S. History. Goals for this course include the growth of students' historical knowledge and understanding, further development of critical academic skills, the promotion of creativity, and progress in becoming more informed and productive citizens.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

### **U.S. GOVERNMENT**

Grade 12

10 Credits

Prerequisite: None

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. This class is a graduation requirement.

### **ECONOMICS**

Grade 12

5 Credits

Prerequisite: None

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other-subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro-and macroeconomics, international economics, comparative economic systems, measurement, and methods. This class is a graduation requirement.

### **AP U. S. GOVERNMENT**

Grade 12

5 Credits

Prerequisite: Should have received an A or B in US History. Students are encouraged to have taken Honors US History as a junior.

AP Government is an in-depth study of the theories and practices of the American political system, and current national issues. Emphasis will be placed on development of critical thinking as well as oral and written communication skills. College credit may be earned by successful performance on the AP exam that is available for a fee in the spring.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

### **HONORS ECONOMICS\***

Grade 12

5 Credits

Prerequisite: Open to highly motivated students who meet the prerequisites.

This course is designed to focus on the growth, development, and progress of the American economy. Major emphasis will center on the process by which economic forces operate in our economy. The major essentials of economic principles are studied in the context of the facts of current economic life. This course is taught at an accelerated pace.

***A grade of D or F in the first semester is an automatic class change to a non-honors class no matter if it means multiple class changes.***

\* “Honors” designation will appear on the student’s transcript to indicate academic rigor; however, in accordance with UC/CSU admissions policy, a weighted grade point cannot be issued for this course.

## **OTHER COURSES**

### **SUPPORT**

Grades 9-12

10

Credits

Assessment – Reading Level below 9.0 based on Egling Reading Level

Assessment

Student need

This class will provide additional support to students in their effort to meet the standards of more rigorous and relevant courses. This course is taught concurrently with a student’s regular classes, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future courses.

### **ELD: ENGLISH LANGUAGE DEVELOPMENT**

*Emerging ELD:*

This class will help students learn basic functional communication in English. Students will learn new words and expressions that they can use in everyday conversation. Through classwork and activities, students will learn how to listen, speak, read, and write in English.

*Expanding/Bridging ELD:*

Through the course of this class, students will improve their English skills in reading comprehension, writing, grammar, word study (academic and literary language), and spelling. The curriculum used in this class will help students continue to develop English language skills that will help students be successful in the areas of English Language Arts, History, Math, and Science.

### **FBLA LEADERSHIP**

Grades 9-12

10 Credits

Prerequisite: Available to Chapter or Section Officers or highly active FBLA member (approval required) that have taken ABM in a previous year

FBLA Leadership will coincide with Advanced Business Management

This course will focus on the day-to-day operations of running a comprehensive FBLA program at Colusa

The members of the FBLA Leadership class will oversee the successful completion of the Program of Work established by the chapter officers. The Program of Work is built on the categories of Membership and Chapter Management, Community and School Service, and Education and Progress.

Instructional activities will include membership recruitment, state and national projects, chapter meeting management, partnering with business, participation in California and National FBLA Awards Program Competitive Events, community service, leadership training, and technology presentation skills.

### **BASIC SKILLS**

Grades 9-12

10 Credits

Basic Skills is a resource class that helps students on an IEP with deficit skill sets required for success in their high school setting. This includes developing reading, writing, editing, math, organization, and test taking skills. The class also includes life skills and post-secondary education targeted by grade level through the Workability I program provided by the County Office of Education.

### **ENVIRONMENTAL SCIENCES ACADEMY**

This is one of about 300 California Partnership Academics statewide. This three year program, starting in the sophomore year, is a chance for both teachers and students to work as a team for an extended period of time. This allows teachers to make connections in their curriculum, for Academy-wide projects to take place, and for students and teachers to develop much closer bonds than are normally possible. Included in the Academy curriculum are a number of special enrichment opportunities, such as barbeques, day trips, and presentation ceremonies. Sophomore students take two, three day camping trips, juniors spend three days at Lassen National Park and three days camping at Angel Island, and seniors spend a week at Yosemite. Each of these activities, in addition to being lots of fun, is academically rich and challenging. There are no prerequisites for being a member of the Academy, but students must apply in the spring of their freshman year to be an Academy student starting as a sophomore (no late additions are permitted), and commit to participating for three years. Students may opt-out of certain Academy classes in order to participate in Honors or Advanced Placement classes.

### **ENVIRONMENTAL SCIENCES ACADEMY CLASSES**

**SOPHOMORES:** Academy English II, Academy Biology or Academy Advanced Biology, Academy World History, Math I/Academy Math II

**JUNIORS:** Academy English III (or Honors English III) Academy U.S. History (or Honors US History), Academy Chemistry, Academy Math III or Pre-Calculus (Honors Pre-Calculus) or appropriate mathematics class

**SENIORS:** Environmental Science and Academy English IV

### **ENVIRONMENTAL SCIENCE**

Grade 12

10 Credits

Environmental Science fulfills a CPA (California Partnership Academy) grant requirement for the Colusa High School Environmental Sciences Academy as a career technical course for ESA seniors. Core components of the class include: environmental science curriculum in water, energy and current California, U.S. and global issues; vocational exposure in environmental science from field trips and guest speakers; and an opportunity to perform school and community service through SLEWS (Student Landowner Education and Watershed Stewardship), or a similar restoration project, running a school wide recycling program, leadership and planning responsibilities for all other academy activities and trips as well as organizing a science review fair for all CHS sophomores taking state mandated tests in biology. In other words, this course is designed to be a culminating academy experience. Students take a major role in the planning and implementation of class activities, especially regarding community service. Students will also compete in the Agrium "Caring for our Watershed" Proposal Contest with cash prizes possible.

### **MEDIA PRODUCTIONS**

Grades 10-11

10 Credits

Prerequisite: Letter of recommendation from teacher, instructor approval

The purpose of this course is to provide a project-based digital media program, which guides students to achieve the standards in media productions and career technical training, by providing students with the technical instruction and practical experiences for aspiring broadcast journalist and other media occupations in the production of film, video, and new media projects for business and entertainment.

This course covers the history and development of media and film technologies. Students develop skills, including camera/recording operation, framing and composition, idea development and communication, the mechanics and psychology of editing, script writing or text creation, light and sound, and impact.

Open to 10<sup>th</sup> grade upon instructor approval only

### **ASB STUDENT COUNCIL**

Grades 10-12

10 Credits

Prerequisite: 3.0 and No F's, ASB application, Instructor approval

This course is for ASB Officers and Executive Board Members only. This course is designed to develop in students an understanding of the interconnectedness and social networking required for success in participatory government, as well as an underlying sense of civic duty and civic responsibility as elected officials and future leaders. The course is student-driven and is entirely dependent on the participants in the class; the success of the school year's activities program rests solely on the shoulders of the elected officials at Colusa High School. Throughout the year-long endeavor, students will cultivate and master leadership skills that they will continue to utilize as community members and life-long learners.

### **STUDENT TEACHING**

Grade 11-12

10 Credits

Prerequisite: None

This course is designed to provide an opportunity for students to assist instructors at the primary or middle school level. Their duties will include clerical work, assistance with instruction or assignments to

work with students individually or in groups. Regular attendance is an important part of the evaluation in this class. **Students may not Student Teach for a parent or relative.**

**\*STUDENT MUST PROVIDE THEIR OWN TRANSPORTATION TO THEIR STUDENT TEACHING SITE**

**WORK EXPERIENCE**

Grade 12

10 Credits

Prerequisite: Students must be 16 years old or older and must have a job by the first day of school.

Students attend their own jobs during the week, and also submit their timecards once a week at school. Students develop work habits, self-confidence, and job skills. Students must have a valid Social Security Number. The basic requirements are:

- Work only legal hours in non-hazardous jobs for a minimum of 10 hours per week;
- Be covered by their employer's worker's compensation insurance;
- Be paid at least the minimum wage with a regular paycheck including deductions;
- Attend one class per week with no more than 3 absences (for any reason) per semester.

Grade Requirement: Students must maintain a C or better in Work Experience each grading period. Students with a work Experience grade lower than a C will be restricted to 1 period of Work Experience and 1 period of class work with the Work Experience teacher. Students with semester grades below a C **CAN** be dropped from the class.

Work Experience students can also take one period of a TA, OA, Student Teaching or Library Assistant.-\*

\*\*Juniors – with approval

**LIBRARY ASSISTANT**

Grades 10-12

10 Credits

Prerequisite: Varies with the office; advance permission from office supervisor is necessary.

Pass/Fail Class

This class is designed to develop basic library skills for individual use as well as assisting students who use the library. Students learn the procedures for processing library materials and general clerical duties. Students must have permission from the librarian and also have passed Word Processing.

**ATTENDANCE OFFICE ASSISTANT**

Grades 11-12

10 Credits

Prerequisite: Varies with the office; advance permission from office supervisor is necessary.

Pass/Fail Class

Students will develop and improve basic office skills as they work as assistants in the attendance office. The student will learn filing, record-keeping, telephone, and receptionist techniques. Other duties include collecting attendance slips and delivering messages. Students must have permission from the Assistant Principal.

**COUNSELING OFFICE ASSISTANT**

Grades 11-12

10 Credits

Prerequisite: Varies with the office; advance permission from office supervisor is necessary.

Pass/Fail Class

Students will practice general office skills. Personal characteristics are important because of the need for confidentiality in the work of this office. Students must have permission from the Counseling Office Administrative Assistant to take this class.

**STUDENT Intern**

Grade 11-12

10 Credits

Pre-requisite: None

This course is designed to provide an opportunity for students to assist instructors at the high school on a more intensive basis, they will learn how to plan and deliver lessons to a classroom. Students must meet the requirements and have approval from the Counseling Office.

**TEACHER ASSISTANT**

Grades 11-12

10 Credits

Prerequisite: Must have a 2.0 GPA

Pass/Fail Class

A student may be a Teaching Assistant for only one instructor during a period under the direct supervision of the instructor. The student will act as an aide for the teacher and must be able to work independently on clerical or other tasks specified by the teacher. Advance permission is required.

**CAFETERIA ASSISTANT**

Grades 11-12

10 Credits

Prerequisite: Varies with the office; advance permission from office supervisor is necessary.

Pass/Fail Class

Students will assist the cafeteria with food preparation, stocking inventory and sanitation. Personal reliability is the utmost importance. Students must have permission from the Assistant Principal and Cafeteria Manager.

**SENIOR PREP PERIOD**

Grade 12

0 Credits

Prerequisite: **Seniors only** - 3.00 or higher cumulative GPA at the end of junior year

Senior must have and maintain a cumulative GPA 3.00 or higher with no F's (unless course was repeated and a higher grade was earned). Initial eligibility: 3.00 end of junior year). Students, parents and counselors will sign a contract agreement. There will be no high school credit or grade for Senior Prep.

**REDUCED DAY - Fall Semester**

Grade 12

0 credits

Prerequisite: **Seniors only** who meet the minimum academic criteria for reduced day listed below. 6 period day (or 5 period day if also enrolled in Senior Prep, Work Experience, and/or Woodland Community College).

- 1) Students with 190 or more credits at the start of the senior year
- 2) Cumulative GPA of 2.00.

**REDUCED DAY – Spring Semester**

Grade 12

0 credits

Prerequisite: **Seniors only** who meet the minimum academic criteria for reduced day listed below.

- 1) Students with 220 or more credits at the mid-point of Senior
- 2) Cumulative GPA of 2.00.

**WOODLAND COMMUNITY COLLEGE – Career Planning and Development – Counseling 25**

Course Transferable to CSU and will earn 3 College Credits – 54 lecture hours

Grades 11-12

Survey of techniques of career exploration and selection. In the context of a study of the changes that occur during a typical life span, each student will construct a personal profile of current and projected interest, aptitudes, skills, values, personality, and life and personal circumstances.

1. Students will be able to identify and articulate their individual interest aptitudes, values, skills, and communication and learning styles.
2. Student will be able to analyze and interpret career assessments to assist with the selection of their occupational/major choice
- 3.

**WOODLAND COMMUNITY COLLEGE PREP**

Grade 12

5 Credits

Prerequisite: 2.00 or higher Total GPA

Seniors may enroll in Woodland Community College (WCC) Night Classes and have a period of WCC Prep held in the Counseling Office. A concurrent enrollment form must be filled out. This prep time will be used to work on their college class homework (there will be no high school credit or grade for work done in the Counseling Office during WCC prep). A contract must be signed by the student, parent and counselor in order to take advantage of this opportunity. The courses will be taken for college credits and a student may receive high school credit upon petition. Students cannot drop Woodland College classes after the 1<sup>st</sup> week.

**CTE COURSES – Satisfies Vocational Education for graduation**

**GRAPHIC COMMUNICATION**

**BASIC FARM POWER MECHANICS**

**INTERMEDIATE FARM POWER MECHANICS**

**ADVANCED FARM POWER MECHANICS**

**ANIMAL SCIENCE**

**SUSTAINABLE AG**

**CHEM/AG**

**MEDIA PRODUCTION**

**ADVANCED BUSINESS MANAGEMENT**

**ASB STUDENT COUNCIL**