

2019-2020 COURSES – Program Changes: Student grades 9th -11th grade will not be made after the start of school as changes are being made prior to the start of school. Seniors ONLY will have the first three days to request changes. **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 careers, sports medicine/coaching and nutrition, art, and leadership class. 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. Student should have a better idea how to make difficult decisions regarding what they eat, how much they exercise and how decisions effect 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 supports and services, and communication skills. Examples of assignments include binder checks, **and** grade checks.

PATHWAYS

AGRICULTURAL PATHWAY

Ag Earth Science
 Sustainable Ag
 Animal Science
 Farm Power Mechanics
 (Beginning, Intermediate, and Advanced Metal Fabrication)
 Ag Business Finance

ACADEMIC PATHWAY

Introduction to Careers
 15 CSU/UC a-g Courses
 Honors/AP Courses

VISUAL & PERFORMING ARTS PATHWAY

Introduction to VAPA Pathway
 Art Appreciation
 Art I & II
 Band
 Theatre Production I
 Band/Choir
 Farm Power Mechanics
 Yearbook

LEADERSHIP PATHWAY

Introduction to Leadership Pathway
 FFA – Ag Class/Chapter Officer
 Advanced Business Management
 Yearbook
 Media Productions
 ASB Student Council

To earn a stole:

1. Ag Pathway
 - a. Three years of Ag classes
 - b. Ag Business Finance Senior Year
2. Leadership
 - a. Complete a class in the leadership pathway every year
 - b. Must take ASB Student Council senior year

3. Career
 - a. Complete a-g courses with a C- or better
4. VAPA
 - a. Complete a class under the VAPA pathway every year
5. Business Pathway
 - a. Served one year as a chapter, section, or state officer
 - b. Completed two years of business courses. Qualifying courses include:
 - i. Business Applications (Intro to Business/Computer Lit)
 - ii. Personal Finance
 - iii. Advanced Business Management
 - iv. FBLA Leadership
 - c. Achieve *Champion of Colusa* Recognition a minimum two of three membership years - one of those during senior year
 - d. Earned the Future Degree

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.

AG EARTH – PHYSICAL SCIENCE

Grades 9-10

10 Credits

Pre-requisite: None

This is a one-year class that introduces the student to broad areas of agriculture including food and fiber production, service industries, natural resources, and the California agriculture economy. California science standards in genetics, physiology, anatomy, cell biology, and scientific investigation will be covered. Students will also learn record keeping skills and develop public speaking skills through speech presentations and parliamentary procedure exercises.

Participation in FFA activities and having a supervised practical experience in agriculture will be required.

BASIC FARM POWER MECHANICS

Grades 9-12

10 Credits

Pre-requisite: 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.*

SUSTAINABLE AG

Grades 9-12

10 Credits

Pre-requisite: A 9th grade student must have a recommendation from the 8th grade science teacher and the instructor's approval.

Meets CSU/UC A-G College Code D - Requirement for Lab Science with grade C or better

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.*

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 I

Grades 9

10 Credits

Pre-requisite: 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.

THEATRE PRODUCTION I

Grades 9-12

10 Credits

Pre-requisite: None

Meets CSU/UC A-G College Code F - Requirement for Visual and Performing Arts with grade C or better

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 skill and test their knowledge and skills in competition at the local, section, state and national levels.

BUSINESS APPLICATION

Grade 9

10 Credits

Pre-requisite: None

This is a course required for all 9th graders. The student will learn to type the alphabetic, numeric and 10-key pad by touch with a reasonable degree of speed and accuracy. The student will also learn the Windows XP operating system for file management.

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

Pre-requisite: Successful completion of 8th grade

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

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.

SHELTERED ENGLISH I*

Grades 9-10

10 Credits

Prerequisites: Reading Level

This modified English I 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, including reading comprehension, grammar and mechanics (spelling, punctuation, etc.), and analytical writing. 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 Track	Native Track
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

Pre-requisite: Incoming 9th graders must have a “C” or better in their 1st semester English in 8th grade.

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

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.

ADVANCED SPANISH I

Grades 9-12

10 Credits

Pre-requisite: Oral, reading, and writing fluency in Spanish

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

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.

MATHEMATICS

A student is required to complete three years of math sometime during the 9th-12th 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 2nd 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

Pre-requisite: None

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

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.

HONORS MATH II

Grades 9-10

10 Credits

Pre-requisite: Algebra I taken in 8th grade and teacher approval

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.

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

Pre-requisite: None

Zero Period – 7:00am – 8:00am Monday, Tuesday, Thursday, Friday

Meets CSU/UC A-G College Code F - Requirement for Visual and Performing Arts with grade C or better

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

Pre-requisite: None

Choir is a one-year music course open to all students interested in participating 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.

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 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

Grades 9-12

10 Credits

(Required in 9th grade.)

Pre-requisite: None

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 help prepare the student for the state mandated physical fitness pre- and post-tests.

INTERSCHOLASTIC ATHLETICS

Grades 9-12

10 Credits

Pre-requisite: 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. At the conclusion of each season of sport (Fall-Winter-Spring) the Athletic Director will

provide the Counseling Office with rosters verifying which student athletes attended and successfully participated in **at least 95%** of required practices and athletic contests, and remained academically and behaviorally 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. Waiver 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.

SCIENCE

Two years of science are required to meet graduation requirements, one year of life and one year of physical science. All 9th graders are required to take a science class.

EARTH SCIENCE-PHYSICAL SCIENCE

Grade 9

10 Credits

Pre-requisite: 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

Pre-requisite: Incoming 9th 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 CSU/UC A-G College Code D - Requirement for Lab Science with grade C or better

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

AG EARTH SCIENCE – PHYSICAL SCIENCE

Grades 9-10

10 Credits

Pre-requisite: 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.

SUSTAINABLE AG

Grades 9-12

10 Credits

Pre-requisite: A 9th grade student must have a recommendation from the 8th grade science teacher and the instructor's approval.

Meets CSU/UC A-G College Code D - Requirement for Lab Science with grade C or better

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.*

OTHER CLASSES

SUPPORT

Grades 9-12

10 Credits

Assessment – Reading Level below 9.0 based on Egling Reading Level Assessment

This class will provide additional support to students in their effort to meet the standards of more rigorous and relevant courses. This course is be 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

Pre-requisite: 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 High School.

The members of the FBLA Leadership class will oversee the successful completion of the Program of Work established by the chapter officers. 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.

CTE COURSES – Satisfies Vocational Education for graduation**GRAPHIC COMMUNICATION - YEARBOOK****BASIC FARM POWER MECHANICS****INTERMEDIATE FARM POWER MECHANICS****ADVANCED FARM POWER MECHANICS****ANIMAL SCIENCE****SUSTAINABLE AG****CHEM/AG****ADVANCED BUSINESS MGMT****MEDIA PRODUCTION****ASB STUDENT COUNCIL**