

East Nicolaus High School



Course Catalog 2022-2023

Greetings Spartan Nation,

We are pleased to present the East Nicolaus Joint Union High School Course Catalog Handbook for the upcoming academic school year. The Spartan Handbook is designed to help you make the best possible selection of courses as you go through your four years at East Nicolaus High School. It contains information regarding: graduation requirements, college entrance requirements, class choices with descriptions, and distinct learning pathways.

We are proud to offer multiple CTE **Pathways** at East Nicolaus High School. ENHS Learning Pathways include: Academics, Agriculture, Business Management, Industrial Arts, Visual and Performing Arts, and Recreation, Hospitality, and Tourism. Each pathway affords our students a specific opportunity for post-secondary opportunities including: apprenticeships, college and/or employment.

We are confident that our Spartans educational journey at East Nicolaus High School will be meaningful and productive. Students and parents can rely on our teachers, academic advisors, administration, and staff to ensure each Spartan student is progressing toward their goals, ambitions, and life beyond East Nicolaus. Please do not hesitate to call upon us at any time.

For information on each class, 4 year plans, graduation requirements, and post-secondary education opportunities please see the full length course catalog on our schools website.

Lastly, students and parents should also be aware of the minimum graduation requirements at East Nicolaus High School.

In order to graduate a student must:

1. Successfully complete a total of 240 credits of course work.
2. Successfully Complete the ENHS Senior Project.
3. Successful completion of all graduation requirements as set forth by the ENHS Board of Trustees.

If we can be of further help concerning registration or academic advising throughout the school year, please feel free to give the front office a call at [\(530\) 656-2255](tel:5306562255).

Sincerely,

Jake Geivett
Principal

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GRADUATION REQUIREMENTS

20 credits of Science

- 10 credits of Physical Science (Ag Earth Science, Chemistry, AG Soil Chemistry, Physics)
- 10 credits of Life Science (Biology, Sustainable Biology, Physiology or AG Anatomy & Physiology)

40 credits of English

- 10 credits of English 9
- 10 credits of English 10
- 10 credits of Honors English 11 or English 11
- 10 credits of AP English Literature & Composition or English 12

30 credits of Social Science

- 10 credits of World History
- 10 credits of Honors US History or US History
- 10 credits of American Government/Economic or
 - American Government (Honors)/Economics or
 - Agriculture Government (Honors)/ Economics

20 credits of Physical Education

30 credits of Mathematics

- Must pass Algebra 1 or Int. Math I

10 credits of Fine Arts or Foreign Language

90 credits of electives

- 10 credits must be from a Career Technical Education course

Successfully completed at least 240 credits.

Successful completion of a Senior Project

Board approval for 8/11/202

ENHS Pathway Completer Criteria

Academic Pathway:

- Must take at least two AP or Honor class during their Junior and/or Senior years
- Maintain a 3.3 or higher GPA for 6 semesters
- Meet A-G requirements and complete FAFSA application
- Participate in at least 1 school college visit
- Be at least a life member in CSF (4 semesters or more)
- Must submit 5 scholarship applications

Agriculture Pathway:

- Must take at least one Agricultural class each year
- Participate in FFA activities
- Participate in a Supervised Agricultural Experience Project (SAE)

Industrial Arts Technology:

- Must take at least one Industrial Arts for 3 years.
- Must complete the capstone course within the discipline they choose
- Must complete a major project during their senior year

Food Tech

- Must obtain a Food Handlers Card
- Must complete 2 years of Food Tech Course
- Must complete a cumulative portfolio which will be judge senior year

East Nicolaus High School Course List

Agriculture

Sustainable AG Biology
AG Soil Chemistry
AG Animal Science (Dual Enrollment)
AG Plant Science (Dual Enrollment)
AG Mechanics I
AG Mechanics II
AG Mechanics III
ROP Floral Design (Ornamental Horticulture)
Agricultural Leadership
AG Government (Honors)/Economics

English

English 9
English 10
English 10(H)
English 11
English 11(H)
English 12
English 12(H)
AP English Literature & Composition (12th)

Fine Arts (Visual & Performing)

Drawing and Painting I, II, III, IV(H)
Photography
Floral Design

Foreign Language

German I
German II
German III (Honors)
German IV (Honors)
Spanish I, II, III
Spanish IV (Honors)
Italian I
Italian II

Industrial Technology

AG Mechanics I, II, III

Career Technical Education Courses

All Industrial Tech Courses, AG Courses
ROP Yearbook (Product Development)
Culinary 1, 2, 3

Business and Finance

Business Entrepreneurship
Business Finance Math
Intro Business Mgmt

Mathematics

General Math
Personal Finance
Integrated Math I
Integrated Math II
Integrated Math III
Trig/Pre-Calculus (Honors)
AP Calculus & AP Statistic

Physical Education

Physical Education 9-12 (Required 9th Grade)
Weights
Advanced Weights (Athletic Director Approval)

Science

Biology
Sustainable AG Biology (AG Science Class)
Chemistry
Ag Soil Chemistry (AG Science Class)
Physics
Anatomy and Physiology(H)
AG Animal Science (Dual Enrollment)
AG Plant Science (Dual Enrollment)

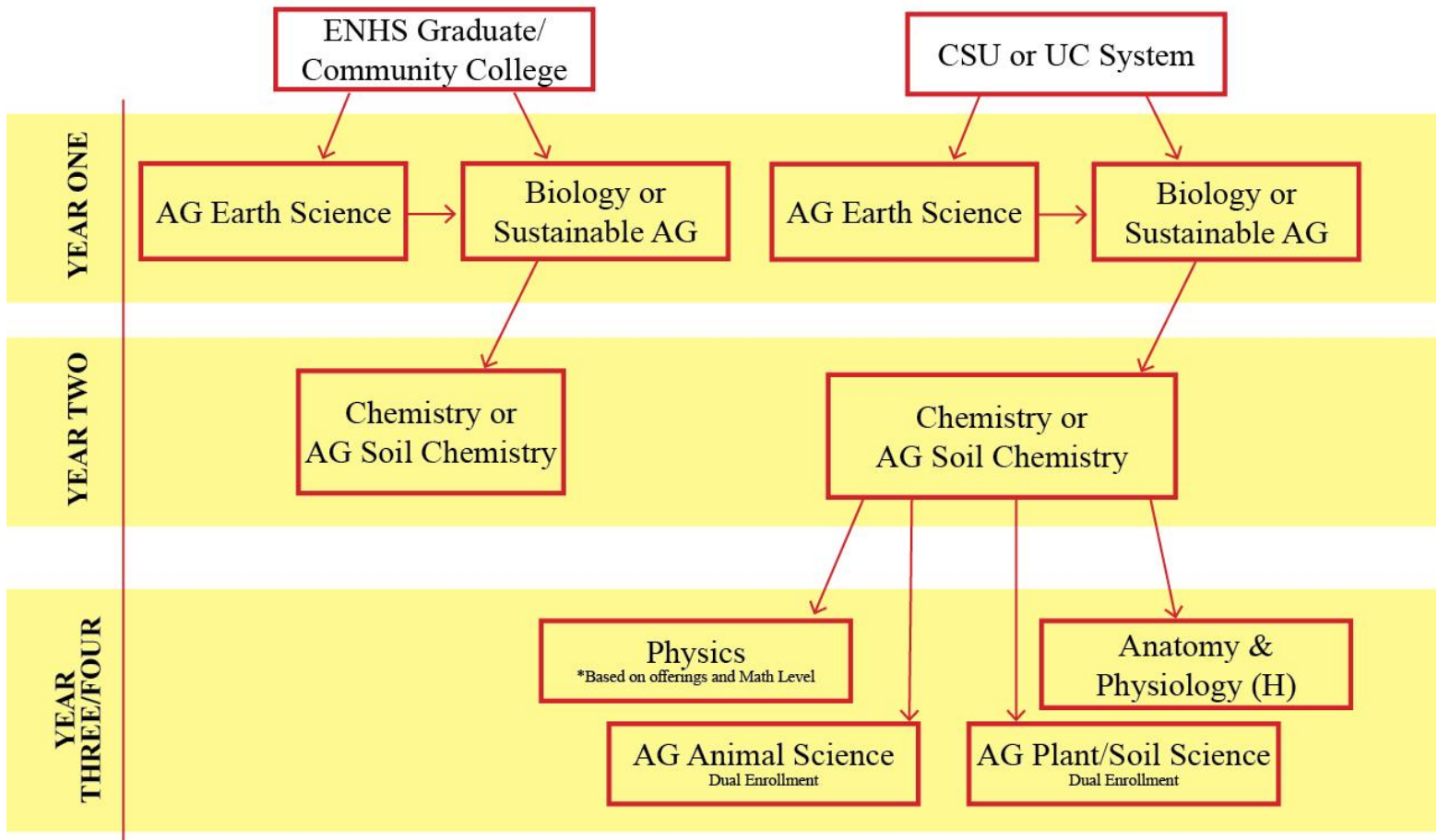
Social Science

World History
World History(Honors)
U. S. History
U.S. History (Honors)
American Government
American Government (Honors)
Economics
AG Government (Honors)
AG Economics

Non-Departmental Classes

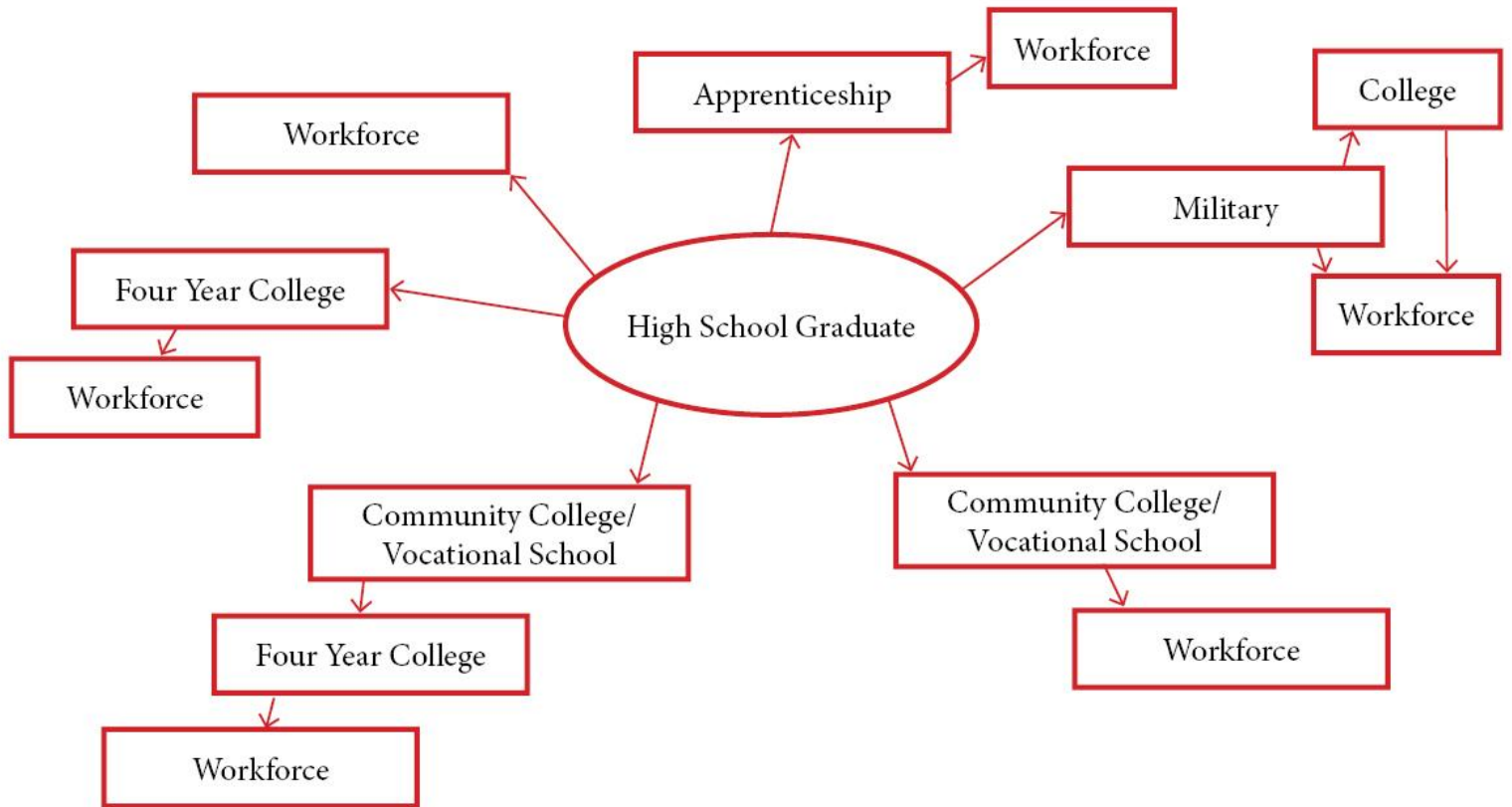
21st Century Career
ROP Yearbook (Product Development)
Culinary 1, 2, 3
Student Leadership
Service Learning Project
Work Experience
Learning Center Support
Student Office Aide
Teacher's Assistant/ Peer

ENHS Recommended Science Pathways



Helpful Hints: CSU/UC: 2 Years Minimum (3-4 Years Recommend)
 *AG Earth Science Counts CSU Lab Science

What Are Your Goals After High School



East Nicolaus High School

Four Year Educational Plan

Planning your high school years can make a big difference in how you get through high school, what you accomplish, and what your future options are. Both academic preparation and vocational training are appropriate during high school.

The East Nicolaus High School Course Catalog is intended to be a resource guide for charting your four-year pathway for graduation and post-secondary (after high school) preparation.

Below are some helpful questions that should be discussed and answered between you and your parent/guardian when planning your class choices.

Question #1: What is your primary educational goal at the conclusion of your senior year?

- A) Meet minimum college admissions requirements
- B) To enter the community, state, or university college system prepared to take college-credit courses
- C) To be competitive for admissions to an elite university
- D) To gain and enhance career-technical skills and experiences while meeting minimum high school graduation requirements.

Question #2: What area of study do you want to emphasize in, if any?

E) What are your natural abilities, interests, or passion for a particular field?

Question #3: Is there a career you are interested in pursuing?

Coordinate your plan with goal(s) beyond high school. Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> University of California* | <input type="checkbox"/> Private Career/Technical Program |
| <input type="checkbox"/> California State University* | <input type="checkbox"/> Apprenticeship |
| <input type="checkbox"/> Other 4-year College/University* | <input type="checkbox"/> Military Service |
| <input type="checkbox"/> Military Academy* | <input type="checkbox"/> Workforce |
| <input type="checkbox"/> Community College Transfer** | |
| <input type="checkbox"/> Community College Vocational School | |

Students must meet A-G requirements

East Nicolaus High School

Four-Year Academic Review Educational Plan

Freshman

Sophomore

Juniors

Seniors

Student Name		Student ID	
School	East Nicolaus High School	Date of Birth	
Date of Meeting with Counselor		Transcript Attached	Yes No

To earn an East Nicolaus High School diploma and be eligible to participate in the graduation ceremony, students must meet all of the requirements stated in the current student handbook including: a) 240 credits; b) complete a senior project; c) complete the California Math requirement.

COURSE REQUIREMENTS NEEDED

Credits need for Graduation	240	Credits Completed		Credits Deficient	
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Total credits required in each subject area are given in parenthesis. Each semester course earns 5 credits if passing grade is earned.

ENHS Graduation Requirements

<input type="checkbox"/> Physical Science (10 credits) <small>(AG Earth, AG Soil Chemistry, Chemistry, Physics)</small> <input type="checkbox"/> Life Science (10 credits) <small>(Biology, AG Biology, Physiology)</small> <input type="checkbox"/> English (40 Credits) <input type="checkbox"/> English 9 (10 Credits) <input type="checkbox"/> English 10/H (10 Credits) ___ English 11/H (10 Credits) ___ English 12/H (10 Credits) or ___ AP Lit. & Comp. <input type="checkbox"/> Math (30 credits) 1 st : _____ 2 nd : _____ 3 rd : _____	<input type="checkbox"/> World History/H (10 credits) <input type="checkbox"/> US History/US History (Honor (10 credits) <input type="checkbox"/> Government/ Government (H) (5 credits) <input type="checkbox"/> AG Government (H) <input type="checkbox"/> Economics (5 credits) <input type="checkbox"/> AG Economics (5 credits) <input type="checkbox"/> Physical Education (20 credits)	<input type="checkbox"/> Foreign Language or VAPA (10 credits) <input type="checkbox"/> Electives (90 credits) <input type="checkbox"/> Senior Project
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Credit Deficient

Students that have not passed the required courses for each grade level are to be considered “credit deficient”. Is this student credit deficient? YES NO

If **Yes**, the following classes below need to be repeated in either at ENHS or via the online learning platform that the school is using to make up credits:

Classes	Learning Platform	Credits

COLLEGE PREPARATORY REQUIREMENTS

Area	Subject	ENHS Classes
A	History/Social Science – <i>Two years</i> , including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics. (2 Years Required)	1 st Year: _____ 2 nd Year: _____
B	English (“b”) – <i>Four years</i> of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking. (4 years Required)	<input type="checkbox"/> 9 th Grade <input type="checkbox"/> 10 th Grade <input type="checkbox"/> 11 th Grade/ AP Lang. <input type="checkbox"/> 12 th Grade/ AP Lit.
C	Mathematics (“c”) – <i>Three years</i> of college-preparatory math, including or integrating the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. (3 Years Required/ 4 Years Recommended)	1 st Year: _____ 2 nd Year: _____ 3 rd Year: _____ 4 th Year: _____
D	Laboratory Science (“d”) – <i>Two years</i> of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. (2 Years Required/ 3 - 4 Years Recommended)	1 st Year: _____ 2 nd Year: _____ 3 rd Year: _____ 4 th Year: _____
E	Language other than English (“e”) – <i>Two years</i> of the same language other than English or equivalent to the second level of high school instruction. (2 Years Required/ 3 - 4 Years Recommended)	1 st Year: _____ 2 nd Year: _____ 3 rd Year: _____ 4 th Year: _____
F	Visual and Performing Arts (“f”) – <i>One year</i> chosen from dance, music, theater or the visual arts. (1 Year Required)	1 st Year: _____
G	College-Preparatory Elective (“g”) – <i>One year</i> chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area. (1 Year Required)	1 st Year: _____

COLLEGE COURSEWORK

College	Term	Course	Units	Grades for Transcript	
				Yes	No
				Yes	No
				Yes	No

Student Signature

Director of Student Counseling

COURSE OFFERINGS DESCRIPTIONS

ADVANCED PLACEMENT

Advanced Placement (AP) courses offer the opportunity to do college-level work at East Nicolaus High School. The curriculum for these courses is standard throughout the country and is very rigorous. AP classes are taught with the explicit goal of the students successfully completing the AP Exam. The courses are available to qualified, academically talented students in the eleventh and twelfth grades. Many colleges will give college credit based on the student's score on the examination. Check with the individual college to find out which examinations and scores they will accept. The AP exams are administered annually in May. An AP grade report is sent in July to the student, high school, and college(s), if requested. Admittance to an AP class may include (but is not limited to) the following steps: a completed application, teacher recommendation, sample(s) of student's work, completed summer assignments. **(Students must sign an AP Contract).**

AP Calculus (AB) [*\(Approved A-G Course Description\)*](#)

This course requires retention of skills from all courses (Algebra I through Trig/Pre-calculus). Calculus is the study of the rate of change via limits, derivatives, and integrals. Passing the AP Calculus (AB) College Board Exam will be accepted by most colleges as completion of a college level Calculus 1 course. (There can be 4 or 5 calculus levels depending on the college or university.) Grades are calculated on a 5.0 scale. For student success, a TI-83 plus or 84 graphing calculator must be accessible at school and at home. Students must take the AP exam to get the weighted GPA. Prerequisites: "B" or higher in Trig/Pre-calculus and teacher approval.

AP Statistics [*\(Approved A-G Course Description\)*](#)

This course requires students to have completed the Integrated Math Series with a C- or higher in all semesters. The AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns, 2. Sampling and Experimentation: Planning and conducting a study, 3. Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4. Statistical Inference: Estimating population parameters and testing hypotheses.

AGRICULTURE

All agriculture courses at East Nicolaus High School require three components: classroom instruction, participation in FFA activities, and participation (completion) in a Supervised Agriculture Experience (project).

Sustainable (AG) Biology [*\(Approved A-G Course Description\)*](#)

This course will focus on Biology with a sustainable agricultural approach. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. Throughout the course, students are graded on participation in extracurricular FFA activities

as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. This class is UC and CSU certified

Agricultural Soil Chemistry ([Approved A-G Course Description](#))

This course is developed to approach chemistry with an agricultural methodology. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Prerequisite: Biology or Sustainable (AG) Biology

Agricultural Animal Science (Dual Enrollment) ([Approved A-G Course Description](#))

This course will provide the student with principles in Animal Sciences along with Anatomy and Physiology focusing on the areas of mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. This course is intended to successfully prepare students for entry level employment after high school, as well as those students who plan on majoring in Agricultural Sciences at a post secondary institution. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Agricultural Plant and Soil Science (Dual Enrollment) ([Approved A-G Course Description](#))

This course is designed to provide the student with theories and principles of Agriculture and Plant & Soil Science through “hands on” learning. Utilizing our greenhouse and school garden we are able to expand learning beyond the traditional classroom and textbook and spend much more time learning biology concepts through experiential laboratory lessons. Students will become proficient in academic foundation standards, agriculture career standards (including CDE Agriculture and Natural Resource standards and Plant and Soil Science standards) and biology standards. Laboratory investigations/experimentation, reports and data are held to rigorous standards and follow the principles of the Scientific Method. Investigations/Experiments are designed to address key concepts as well as industry standards when possible so that students are more prepared for higher education and careers in Agriculture and the Plant & Soil Science industry.

Floral Design (Ornamental Horticulture) ([Approved A-G Course Description](#))

This class will deal with the propagation and growth of ornamental plants and the operation of a horticulture business. Emphasis will be on the role of higher plants in the living world, structure of higher plants, naming and classifying plants, propagation of plants, photosynthesis, respiration and translocation, soil and water, climatic influence on crop production, and biological competitors (weeds). Students will be able to identify color structure and create floral arrangements based on different elements taught. Class time will be spent in a standard classroom setting, within the greenhouse, and outside labs. FFA participation and completion of record books are an integral part of this class. (This class also satisfies Fine Art Requirement for A-G)

Advanced Floral Design (Ornamental Horticulture) ([Approved A-G Course Description](#))

The advanced floral design class is designed to give floral students the advanced techniques they need to perform in the floral industry. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; construct

arrangements for all occasions; display, price, and market floral designs; and preserve floral materials all while students run their own real world floral shop. Upon completion of this class, students will ne prepared to obtain a job in the floral industry. Students will master the art of corsage cut flower arranging in both 2 dimensional and 3 dimensional forms and will learn and detain the requirements of owning and operating a floral business. Classes will arrange and sell creations through pre sold orders to fully submerge themselves in business situations and work environment. Marketing and pricing strategies will be covered in order to enhance the floral business experience. Workplace skills and ethics will be covered in great detail and work safety habits certificated. In this course, students are encouraged to develop their leadership abilities through active participation in the East Nicolaus High FFA. Students also gain valuable career skills by having an SAE project that provides Supervised Agricultural Experiences outside of the classroom and includes instruction of record-keeping skills. These two intra-curricular components enhance student performance and serve as the foundation for hands-on learning.

Agriculture Leadership (Repeatable for Credit)(Approved A-G Course Description)

This agriculture course is designed to specifically train students as team leaders for the job site. Students will learn how to manage capital, labor, and resources to accomplish specific tasks. Computers and other technologies will be used to augment their leadership challenges. Emphasis will be placed on accomplishing assigned tasks by using advanced communication skills, interaction with the community and working with different people. FFA is an integral part of the class. Students will be required to keep record books and participate in FFA activities. Prerequisite: Chapter officer, teacher recommendation, or approval.

AG Mechanics I (Approved A-G Course Description)

Basic Agricultural Mechanics is an introductory course that explores a wide variety of mechanical processes. Students will learn and use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give students the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

AG Mechanics II (Approved A-G Course Description)

Agricultural Mechanics Woods and Welding II course continue to explore a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. Students will complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

AG Mechanics III (Approved A-G Course Description)

Agricultural Mechanics Woods and Welding III course is the capstone course to this pathway. This course continues to explore a wide variety of mechanical processes. Students will use their advanced knowledge from the first course and second course to complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

Agricultural Power Technology (Approved A-G Course Description)

Agricultural Power Technology is an applied course in agricultural mechanics with special emphasis on laboratory activities involving tractors and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and diesel-powered engines as well as exploration of a wide range of careers in agricultural mechanics. Upon completion of this course, proficient students will be able to pursue advanced training in agricultural mechanics. The course instruction integrates the FFA's Farm Power and Machinery Career Development Event competition. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Students will also develop and maintain a professional portfolio throughout the course.

Honors Agriculture Government (Approved A-G Course Description)

This fourth year course is designed for Agriculture Science Students that want to complete the Agriculture Science Pathway. Agriculture Government fits both into the Social Sciences Department and the Agriculture Department by offering an additional course that meets the requirements of the state Social Science Standards, as well as the Agricultural Career Pathway, which will prepare students for higher education in the agricultural industry. This course will analyze and evaluate the key facets of the American Government through an agricultural lens by looking into the structure and function of our government and their influence on agricultural issues and industries.

Agriculture Economics (Approved A-G Course Description)

This course is designed for advanced study of agriculture business opportunities and economics for students with an interest in US agriculture by incorporating the US and international agriculture industry into the principles and developing changes of economics, their role in political, cultural, and social spheres, business management, industry employability, and marketability of agricultural products in local, national, and international markets. This course will help students understand and apply basic economic principles as they relate to our nation's largest industry-agriculture and individual consumers, production agriculture, and agribusiness management. As the building blocks of individual societies require different programs, it is vital to evaluate the defining features of different political systems and their continuous cultural and social roles. This course will help students understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management. Students will also examine how different societies obtain, produce, and distribute their resources and services and analyze the impact of environmental and geographical change on societies. Life skills such as resumes, job applications, interview skills, accounting, and college and scholarship applications will be included.

ENGLISH

ELD

Students still in the process of acquiring English and not yet demonstrating full fluency in English will be assigned to a daily English class. Class content will mirror equivalent college prep English courses and also provide daily ELD instruction while moving students toward reclassification standards.

English 9 (Approved A-G Course Description)

English 9 is designed to provide students with high-level academic experiences in writing, collaborative learning, listening, and speaking. The class is literature driven, following the State Framework with exposure to classical literature as a foundation to enhance skills in writing, spelling, grammar, and following directions. Emphasis is placed on group interaction and acceptable social strategies. There is

comprehensive study of vocabulary, much of which is designed to enhance precise word choice in writing. Emphasis is placed on self-evaluation, peer assessment, and oral participation.

English 10 (Approved A-G Course Description)

English 10 is aligned to the California Common Core and builds upon skills learned in English 9, reinforcing key concepts and further delving into a more thorough understanding and analysis of literary devices and literary works. Critical thinking is a key component, found in such activities as in-class novel analysis, poetry, plays, short stories, vocabulary development, grammar, and essay structuring and contextualizing

English 10 Honors (Approved A-G Course Description)

English 10 is aligned to the California Common Core and builds upon skills learned in English 9, reinforcing key concepts and further delving into a more thorough understanding and analysis of literary devices and literary works. Critical thinking is a key component, found in such activities as in-class novel analysis, poetry, plays, short stories, vocabulary development, grammar, and essay structuring and contextualizing. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

English 11 (Approved A-G Course Description)

English 11 is a one-year required junior class. This course will enable student to continue developing their abilities in the skills of English. The emphasis for this course is on writing, extensive reading from all genres by American authors, and oral communication. This class follows the California State Framework for 11th grade Language Arts. A student taking this class will have opportunities to learn new vocabulary and apply the conventions of grammar in written and oral expression. Skills and concepts are taught in an integrated way to be mutually reinforcing. Emphasis is placed on self-evaluation, peer assessment, and oral participation. This class will use a variety of texts.

English 11 Honors (Approved A-G Course Description)

English 11 is a one-year required junior class. This course will enable student to continue developing their abilities in the skills of English. The emphasis for this course is on writing, extensive reading from all genres by American authors, and oral communication. This class follows the California State Framework for 11th grade Language Arts. A student taking this class will have opportunities to learn new vocabulary and apply the conventions of grammar in written and oral expression. Skills and concepts are taught in an integrated way to be mutually reinforcing. Emphasis is placed on self-evaluation, peer assessment, and oral participation. This class will use a variety of texts. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

English 12 (Approved A-G Course Description)

English 12 is a one-year required senior class. This course will enable students to continue developing their abilities in the skills of English. The emphasis for this course is on writing, extensive reading, and oral communication from all genres of British and World Literature. This class requires several essays in addition to other writing (Poetry, expository, narrative), and follows the California State framework for 12th grade Language Arts. A student taking this class will have opportunities to review vocabulary and apply the convention of grammar in written and oral expression. A district approved anthology of British and World Literature, various novels, and essays will serve as the core for this class, thus providing each student with a cultural and historical foundation. Skills and concepts are taught in an integrated way to be mutually reinforcing. **Seniors will be required to complete a Senior Project.**

English 12 Honors (Approved A-G Course Description)

English 12 is a one-year required senior class. This course will enable students to continue developing their abilities in the skills of English. The emphasis for this course is on writing, extensive reading, and oral communication from all genres of British and World Literature. This class requires several essays in addition to other writing (Poetry, expository, narrative), and follows the California State framework for 12th grade Language Arts. A student taking this class will have opportunities to review vocabulary and apply the convention of grammar in written and oral expression. A district approved anthology of British and World Literature, various novels, and essays will serve as the core for this class, thus providing each student with a cultural and historical foundation. Skills and concepts are taught in an integrated way to be mutually reinforcing. **Seniors will be required to complete a Senior Project.*Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

FINE ARTS (Visual & Performing Arts)

Drawing and Painting I (Approved A-G Course Description)

The Drawing and Painting class is a one-year course based on the learning, development, and application of basic design and composition principles. These principles will be introduced, explored, and integrated through a variety of drawing and painting techniques to produce finished art projects. Emphasis is placed on the students' development of observation skills and enhancing his own uniqueness in artistic expression. Technology support is available. Infusion of art history inspires a number of projects. Large group critiquing is introduced. Professional artists' profiles are included. Students prepare a personal portfolio. This class meets the fine arts requirement for East Nicolaus and for the A-G requirements.

Drawing and Painting II (Approved A-G Course Description)

Students may enroll only with teacher permission and are expected to be self-directed and highly motivated. All work is created by submitting written project proposals and followed by written self-assessments. A personal portfolio is required. All Standards, Goals, and Objectives of Drawing and Painting I apply. This class meets the fine arts requirement for East Nicolaus and A-G Requirements. Prerequisite: Drawing and Painting I

Drawing and Painting III (Approved A-G Course Description)

Students may enroll only with teacher permission and are expected to be self-directed and highly motivated. All work is created by submitting written project proposals and followed by written self-assessments. A personal portfolio is required. All Standards, Goals, and Objectives of Drawing and Painting I apply. This class meets the fine arts requirement for East Nicolaus and A-G Requirements. Prerequisite: Drawing and Painting II

Drawing and Painting IV Honors (Approved A-G Course Description)

Honors Drawing and Painting is intended for students who have completed the prerequisites and want a challenge above the expectations of Drawing and Painting 4-5. This course is designed to meet the needs of the developing young artist who is concerned with creating an individual voice in their chosen medium through the creation of an independently-produced portfolio. This course is especially suited for students wishing to pursue AP Studio Art Drawing or 2d Design, as works from this course may be used as part of a future AP Studio portfolio. Honors Drawing and Painting should be taken by students with a strong motivation and interest in drawing and painting. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

Photography (Approved A-G Course Description)

This project-based course is designed to engage a range of students from the photo newbie to the emerging intermediate in the exciting world of digital photography. The first semester will focus on familiarizing students with the tools related to digital photography including the camera, its functions, its accessories and the leading professional photo software, Adobe Photoshop. Students will keep web-based annotated pictorial journals to record their practical development in the use of basic photo elements such as: light, time, color, contrast, tone, and composition. During the second semester students will build web-based portfolios of their work to exhibit a series of assignments that will run the gamut of photographic studies from portrait, still life and landscape to advertising, journalism, event, and art photography. Using photographic masterpieces as models for their own work, students will gain a historical context for and an appreciation of photography as an art form. This course meets the A-G requirement for Fine Arts credit.

Floral Design (Ornamental Horticulture) (Approved A-G Course Description)

This class will deal with the propagation and growth of ornamental plants and the operation of a horticulture business. Emphasis will be on the role of higher plants in the living world, structure of higher plants, naming and classifying plants, propagation of plants, photosynthesis, respiration and translocation, soil and water, climatic influence on crop production, and biological competitors (weeds). Students will be able to identify color structure and create floral arrangements based on different elements taught. Class time will be spent in a standard classroom setting, within the greenhouse, and outside labs. FFA participation and completion of record books are an integral part of this class. (This class also satisfies Fine Art Requirement for A-G)

Advanced Floral Design (Ornamental Horticulture) (Approved A-G Course Description)

The advanced floral design class is designed to give floral students the advanced techniques they need to perform in the floral industry. Students will explore the floriculture industry on a more technical and advanced level including the proper care and handling of flowers, plants, and foliage; construct arrangements for all occasions; display, price, and market floral designs; and preserve floral materials all while students run their own real world floral shop. Upon completion of this class, students will be prepared to obtain a job in the floral industry. Students will master the art of corsage cut flower arranging in both 2 dimensional and 3 dimensional forms and will learn and detain the requirements of owning and operating a floral business. Classes will arrange and sell creations through pre sold orders to fully submerge themselves in business situations and work environment. Marketing and pricing strategies will be covered in order to enhance the floral business experience. Workplace skills and ethics will be covered in great detail and work safety habits certificated. In this course, students are encouraged to develop their leadership abilities through active participation in the East Nicolaus High FFA. Students also gain valuable career skills by having an SAE project that provides Supervised Agricultural Experiences outside of the classroom and includes instruction of record-keeping skills. These two intra-curricular components enhance student performance and serve as the foundation for hands-on learning.

FOREIGN LANGUAGE

German I (Approved A-G Course Description)

This course explores the German language and culture through listening, speaking, reading, writing, and cultural awareness. This class will focus on basic vocabulary, emphasizing understanding and use of the language in everyday situations. German students learn beginning grammar concepts such as present tense, formulating questions, genders, negation, imperative, and word order. Music and other regalia further enhance the curriculum for a fun and academic experience. This course meets the Foreign Language/Fine Arts requirements.

German II (Approved A-G Course Description)

This course builds upon the language and culture learned in German I. Students expand their knowledge of grammar and sentence structure, learning more complex linguistic skills and conversational past tense. This course meets the Foreign Language/Fine Arts requirements. Prerequisite: Successful completion of German I.

German III (H) (Approved A-G Course Description)

This course builds upon the language and culture learned in German II. Students expand their knowledge of grammar and sentence structure, learning more complex linguistic skills and narrative past tense while applying previously learned language concepts to literature and the creation of language in writing activities. This course meets the Foreign Language/Fine Arts requirements. Prerequisite: Successful completion of German II. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

German IV(H) (Approved A-G Course Description)

This course builds upon the language and culture learned in German III. Students review previously learned grammatical concepts as learned in German III while applying these to understanding literature and the creation of language in writing activities. This course meets the Foreign Language/Fine Arts requirements. Prerequisite: Successful completion of German III. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

Italian I (Approved A-G Course Description)

Italian 1 is a beginning language course that enables students to understand vocabulary, communicate, read and write Italian. Students listen, respond, and practice Italian in simulated, realistic situations. Students have opportunities to perform the communicative functions of socializing, exchanging information, counting, expressing feelings and emotions, and persuading, while learning the language structures needed to perform these skills. In addition learners engage in critical thinking through analysis and comparisons of culture and language, and explore the target language beyond the classroom in real-world interactions within their own community. Students compare their culture to the Italian culture. Students watch Italian films, create basic Italian dishes, sing Italian songs, participate in Italian heritage festivals, report on important Italian historical figures.

Italian II (Approved A-G Course Description)

The second level of Italian introduces many new challenging grammatical topics including the preterit tense, articulated prepositions, the imperative mood, the future tense, and the imperfect tense. Italian 2 explores important historical topics like the Renaissance and unification of Italy. This level continues explaining the culture of everyday life in Italy, but expands the topics to technology, the environment, and immigration.

Spanish I (Approved A-G Course Description)

In this beginning course, students start to develop an understanding of the Spanish Language with a focus on listening and speaking skills, beginning to read and write. Students will explore the cultures of Spanish speaking countries their geography, history, traditions, arts, and cuisines.

Spanish II (Approved A-G Course Description)

Students in level 2 will focus on communicating detailed information about self, daily life, community, family and friends. They will express opinions about familiar topics and build the vocabulary and

grammar skills necessary for communication. Students will continue culture studies begun in Spanish 1. Prerequisite: Grade C- or better in Spanish or by instructor approval.

Spanish III (Approved A-G Course Description)

Students in level 3 will learn to discuss and develop arguments about topics related to their lives and the world around them. They will build the vocabulary and grammar skills necessary for complex communication. Students will continue the culture studies developed in Spanish 2. Prerequisite: Grade C- or better in Spanish or by instructor approval.

Spanish IV(H) (Approved A-G Course Description)

Students in level 4 will continue to use the knowledge and concepts used in courses 1-3. This course provides a survey of Spanish history and culture and familiarizes students with works of major writers and topics in Hispanic culture. Students further develop their auditory, speaking, reading and writing skills. Prerequisite: Grade C- or better in Spanish or by instructor approval. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

INDUSTRIAL ARTS TECHNOLOGY

Industrial Arts is a phase of general education that concerns itself with the materials, processes, and products of manufacture and with the contribution of those engaged in industry. The learning comes through the pupil's experiences with tools and materials and through his study of resultant conditions of life.

AG Mechanics I (Approved A-G Course Description)

Basic Agricultural Mechanics is an introductory course that explores a wide variety of mechanical processes. Students will learn and use scientific and mathematical applications through relevant mechanical topics. In addition, students will complete numerous lab-based and project-based activities that will give students the opportunity to develop an understanding of the scientific process and increase hand-eye coordination and motor skills. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

AG Mechanics II (Approved A-G Course Description)

Agricultural Mechanics Woods and Welding II course continue to explore a wide variety of mechanical processes. Students will use scientific and mathematical applications through relevant mechanical topics. Students will complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

AG Mechanics III (Approved A-G Course Description)

Agricultural Mechanics Woods and Welding III course is the capstone course to this pathway. This course continues to explore a wide variety of mechanical processes. Students will use their advanced knowledge from the first course and second course to complete numerous lab-based and project-based activities. Areas of study in this course include careers in agriculture mechanics, mechanical safety and hazards, hand and power tools. Topic clusters in this course include electricity, small engines, welding and metal work, wood construction, and mechanical technology.

Agricultural Power Technology ([Approved A-G Course Description](#))

Agricultural Power Technology is an applied course in agricultural mechanics with special emphasis on laboratory activities involving tractors and agricultural equipment. The standards in this course address navigation, maintenance, repair, and overhaul of electrical motors, hydraulic systems, and diesel-powered engines as well as exploration of a wide range of careers in agricultural mechanics. Upon completion of this course, proficient students will be able to pursue advanced training in agricultural mechanics. The course instruction integrates the FFA's Farm Power and Machinery Career Development Event competition. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Students will also develop and maintain a professional portfolio throughout the course.

MATHEMATICS

General Math

General math is designed to practice and strengthen math concepts that are needed to be successful in Integrated Math 1, as well as applying math to real world situations with hands on applications. In the first semester students will use math in hands on applications to invoke interest in applicable real world math situations, such as designing and building, beginning personal finance, as well as using conversions and ratios in mixtures. The second semester will start to focus more on concepts, functions, linear relationships, and skills to prepare for Integrated Math 1.

Integrated Math I ([Approved A-G Course Description](#))

This is the first course in the CPM Integrated Math series. The students will learn the language of algebra and study the assumptions of the real number system. Students will perform the basic operations with real numbers, monomials, polynomials, and fractions. Students will learn to solve quadratic equations. Students will learn how to graph many types of functions on a real plane and use mathematical equations to solve real life situations.

Integrated Math II ([Approved A-G Course Description](#))

This is the second course in the CPM Integrated Math series. The Integrated Math Series must be taken in order, and students should have previously completed an Algebra 1 class or Common Core 8th grade math class before beginning the series. Students also need to complete Integrated Math 1 with a C- or better in both semesters. The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships and circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout *each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.*

Integrated Math III ([Approved A-G Course Description](#))

This is the third and final course in the CPM Integrated Math series. The Integrated Math Series must be taken in order, and students should have previously completed an Algebra 1 class or Common Core 8th grade math class before beginning the series. Students also need to complete Integrated Math 1 and 2 with a C- or better in both semesters. With this course, students further explore quadratic functions, rational functions, radical functions, exponential functions, logarithmic functions, extend their learning of

polynomial functions, their understanding of sequences and series, and their knowledge of trigonometric functions.

Trigonometry/Pre-Calculus (H) ([Approved A-G Course Description](#))

Students memorize and use all six trigonometric functions and their inverses for graphing, evaluating expressions, deriving proofs, solving equations and practical problems. Time permitting; students will study vectors and polar graphing. A more in depth study of Algebra I and II concepts will allow students to solve advanced equations and inequalities, geometric and algebraic theoretical proofs, and systems of multiple functions. This course will develop skills to recognize and analyze types of higher-degree polynomials. Time permitting students will also cover topics including: sequences and series, statistics, probability, and an introduction to calculus. Prerequisite: Algebra II with a “B” grade or higher or teacher recommendation.

AP Calculus (AB) ([Approved A-G Course Description](#))

This course requires retention of skills from all courses (Algebra I through Trig/Pre-calculus). Calculus is the study of the rate of change via limits, derivatives, and integrals. Passing the AP Calculus (AB) College Board Exam will be accepted by most colleges as completion of a college level Calculus 1 course. (There can be 4 or 5 calculus levels depending on the college or university.) Grades are calculated on a 5.0 scale. For student success, a TI-83 plus or 84 graphing calculator must be accessible at school and at home. Students must take the AP exam to get the weighted GPA. Prerequisites: “B” or higher in Trig/Pre-calculus and teacher approval. **(Students must sign an AP Contract).**

AP Statistics ([Approved A-G Course Description](#))

This course requires students to have complete the Integrated Math Series with a C- or higher in all semesters. The AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns, 2. Sampling and Experimentation: Planning and conducting a study, 3. Anticipating Patterns: Exploring random phenomena using probability and simulation, and 4. Statistical Inference: Estimating population parameters and testing hypotheses. **(Students must sign an AP Contract).**

Personal Finance Management ([Approved A-G Course Description](#))

Personal Finance is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Precalculus, and Calculus under four financial umbrellas: “Saving and Budgeting”, “Credit and Debt”, “Financial Planning and Insurance”, and “Income, Taxes and Giving”. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is aligned with the recommendations of the Common Core State Standards, as stated in this excerpt:

...all students should be strongly encouraged to take math in all years of high school. ...An array of challenging options will keep math relevant for students, and give them a new set of tools for their futures
From the Common Core State Standards.

Business Finance Math (Approved A-G Course Description)

Business Finance Math is a year-long course which cultivates decision making skills, examines real world financial issues and helps students develop good habits they will use in their daily lives. Students will investigate career choices and build budgets appropriate to that income base as well as analyze their personal finance and money management relative to higher education and its costs. Students will research banking, buying cars and homes, renting, taxes and investing their money, as well as entrepreneurship. Students will also develop an understanding of business, finance, management and marketing while applying the mathematical knowledge necessary for success in those fields. Technology will be used as a tool to facilitate these investigations and to complete most projects. Projects will involve research, reading, writing reports and oral presentations. In addition to projects, the students will use math skills to investigate real world problems and practice math skills that will be used in their daily lives based on Common Core standards. Assessments will be in the form of performance tasks, quizzes, chapter and unit tests, and a final exam. Students will develop a deep understanding of the expectations and situations they will face as productive young adults.

PHYSICAL EDUCATION

Physical Education 9-12

In this course the students will engage in a variety of team and individual activities that promote lifelong health and fitness. These activities will encourage skill and social development as well as a general knowledge of rules and etiquette. This course will involve both physical and written assignments. Strength training concepts and physical fitness practices will be developed in this class. Participation in strength training and overall physical fitness will contribute to an awareness of lifelong health related fitness. Health Components are embedded into this course and is a general introduction to such health topics as personality, reproductive health, mental health, substance abuse, disease, nutrition, life skills, and refusal skills. Current issues are examined and explored so that young people have as much factual information as possible before making responsible decisions. All 9th grade students will be participating in the California State Physical Fitness Test. (Required Course for all 9th graders).

Weight Training

Students will develop the knowledge and understanding of weight training. Students will learn how to create, implement, and execute a proper weight training routine following proper biomechanical and kinesthetic guidelines. Students will be evaluated on their performance and knowledge of proper technique, rack set, safety, and participation throughout the year.

Advanced Weight Training

Students will continue to develop their knowledge and understanding from what they have learned in the first Weight Training Course. Students will create, implement, and execute a proper weight training routine following proper biomechanical and kinesthetic guidelines. Students will be evaluated on their performance and knowledge of proper technique, rack set, safety, and participation throughout the year. (Required Athletic Director Signature)

SCIENCE

Biology ([Approved A-G Course Description](#))

The course of study for Biology includes the following topics: The science of biology, cells and their structure, microscopic life, plants (their importance, structure, and function), animal life, humans (the anatomy and function of all body parts), genetics, and ecology. There will also be in-class discussions centering on the many new and exciting discoveries that are occurring in biology and science.

Sustainable (AG) Biology ([Approved A-G Course Description](#))

This course will focus on Biology with a sustainable agricultural approach. Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. This class is UC and CSU certified.

Chemistry ([Approved A-G Course Description](#))

General Chemistry is a comprehensive initial exposure to the field of Chemistry. The course serves to help all students develop an understanding of chemistry and its role in society and to provide a foundation for those students who intend to continue the study of chemistry in college. The course of study includes general science, atomic properties, the periodic table, balancing chemical equations, gas laws, and organic chemistry. There will be a strong emphasis on dimensional analysis and data collection. Students will develop the understanding of the complex concepts in this class through lab-based learning. Prerequisites: Passed Biology with a “C” or higher and concurrently enrolled in Algebra II or have passed Algebra II with a “C” or higher.

Agricultural Soil Chemistry ([Approved A-G Course Description](#))

This course is developed to approach chemistry with an agricultural methodology. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students examine properties of soil and land and their connections to plant and animal production. Students develop and present a capstone soil management plan for agricultural producers, demonstrating their knowledge of the soil chemistry content learned throughout the course. Throughout the course, students are graded on participation in extracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program. Prerequisite: Biology or Sustainable (AG) Biology

Physics (23-24 School Year) ([Approved A-G Course Description](#))

Physics is the study of the physical universe concerned with the relation between energy and matter. Basic to this study is the concept of energy: what it is, what form it takes, how it affects matter and how matter affects it, and how it can be changed from one form to another. Physics considers such aspects of the world as time, space, motion, matter, electricity, light, and radiation and widely applicable principles of science. Students will develop the understanding of the complex concepts in this class through lab based learning. Prerequisites: Juniors and Seniors who have completed or are taking Algebra II concurrently.

Anatomy & Physiology Honors (24-25 School Year) (Approved A-G Course Description)

The objective of this course is to offer students a rigorously paced life science course to prepare them for the challenges of the college level material they will encounter in pursuit of a career in a health or medical profession. The course development has been guided by three main goals:

1. to give students interested in a health or medical profession the opportunity to engage in deeper content knowledge related to the structure and functions of human body systems and how they work together to maintain homeostasis
2. to develop real-world laboratory and clinical skills through engagement in the seven Science and Engineering Practices outlined by the Next Generation Science Standards
3. to give students who are interested in pursuing a health or medical profession insight into the wide variety of options for participating in these fields by exposure to the clinical, research, and professional opportunities available to them through research, field trips, and guest lecturers.

In addition to developing content knowledge and laboratory skills, students will also be taught the study skills necessary to learn and retain large quantities of information so they can be successful in this course and in their future studies. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

SOCIAL SCIENCE

World History (Approved A-G Course Description)

One of the primary goals strived for is to increase the student's appreciation of the history and accomplishments of past people and their civilization. The course should enable students to understand the chronological flow of events, the dynamics of change, and critical links between past and present. Other goals are to have the students comprehend the physical and cultural characteristics of different sections of the world; to appreciate the interactions of peoples with their environment, and to appreciate the nature, rates, and implications of change.

World History Honors (Sophomore Requirement) (Approved A-G Course Description)

One of the primary goals strived for is to increase the student's appreciation of the history and accomplishments of past people and their civilization. The course should enable students to understand the chronological flow of events, the dynamics of change, and critical links between past and present. Other goals are to have the students comprehend the physical and cultural characteristics of different sections of the world; to appreciate the interactions of peoples with their environment, and to appreciate the nature, rates, and implications of change. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

United States History (Approved A-G Course Description)

United States History is a survey of our history from reconstruction to the present. Students become familiar with events that show how we have come to be what we are today in terms of territorial growth, political and economic development, industrial growth and expansion, social progress, and cultural development. Special emphasis is placed on understanding how our past affects and directs our present and future.

United States History Honors (Junior Requirement) (Approved A-G Course Description)

United States History is a survey of our history from reconstruction to the present. Students become familiar with events that show how we have come to be what we are today in terms of territorial growth,

political and economic development, industrial growth and expansion, social progress, and cultural development. Special emphasis is placed on understanding how our past affects and directs our present and future. ***Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

American Government ([Approved A-G Course Description](#))

Civics (one semester): the study of the main concepts of American Government and the institutions it has formed. The Presidency, elections, Cabinet, Supreme Court, legislature, regulatory agencies, etc. will be studied in detail.

American Government Honors (Senior requirement) ([Approved A-G Course Description](#))

Civics (one semester): the study of the main concepts of American Government and the institutions it has formed. The Presidency, elections, Cabinet, Supreme Court, legislature, regulatory agencies, etc. will be studied in detail. ***Government Honors Sections: This course is also available for accelerated students. Permission of the instructor is required for this class, plus each student must fulfill the challenging requirements.**

Economics (Senior requirement) ([Approved A-G Course Descriptions](#))

This course introduces students to the fundamental principles of economic theory and practice. Students develop a working definition of economics, undergo an extensive introduction to supply and demand and laws that relate to supply and demand. They also are exposed to the variety of political systems and their effect on economic theory including socialism, capitalism, and communism. Types of businesses are explained including sole proprietorships, partnerships, and corporations. The pros and cons of each type of organization are discussed. Other important concepts are explored including pricing, gross national product, inflation, taxation, and selected economic indicators. In addition to a textbook, students will read contemporary non-fiction books about economics. Students will also complete a college-level economic research paper.

Honors Agriculture Government ([Approved A-G Course Description](#))

This fourth year course is designed for Agriculture Science Students that want to complete the Agriculture Science Pathway. Agriculture Government fits both into the Social Sciences Department and the Agriculture Department by offering an additional course that meets the requirements of the state Social Science Standards, as well as the Agricultural Career Pathway, which will prepare students for higher education in the agricultural industry. This course will analyze and evaluate the key facets of the American Government through an agricultural lens by looking into the structure and function of our government and their influence on agricultural issues and industries.

Agriculture Economics ([Approved A-G Course Description](#))

This course is designed for advanced study of agriculture business opportunities and economics for students with an interest in US agriculture by incorporating the US and international agriculture industry into the principles and developing changes of economics, their role in political, cultural, and social spheres, business management, industry employability, and marketability of agricultural products in local, national, and international markets. This course will help students understand and apply basic economic principles as they relate to our nation's largest industry-agriculture and individual consumers, production agriculture, and agribusiness management. As the building blocks of individual societies require different programs, it is vital to evaluate the defining features of different political systems and their continuous cultural and social roles. This course will help students understand and apply basic economic principles as they relate to individual consumers, production agriculture, and agribusiness management.

Students will also examine how different societies obtain, produce, and distribute their resources and services and analyze the impact of environmental and geographical change on societies. Life skills such as resumes, job applications, interview skills, accounting, and college and scholarship applications will be included.

ELECTIVES/SPECIAL CLASSES AND PROGRAMS

ROP Product Development/ Yearbook (Repeatable for credit) ([Approved A-G Course Description](#))

This one-year course is a creative class in planning and producing the school yearbook. The advisor and the current yearbook staff select new staff members. Students interested in being on the staff must submit an application. An interview and a practical are also conducted. A positive attitude, strong work ethic, and daily attendance are imperative. Computer competency and digital camera use are preferred.

(Application Required)

Culinary Arts I ([Approved A-G Course Description](#))

Culinary Arts I is an entry level, hands-on course. The first semester introduces students to nutrition, healthy eating, basic food knowledge and preparation, like sanitation, proper measuring and basic knife skills. Students will gain hands-on experience planning and preparing meals. Specific menu items include grains, vegetables, fruits, dairy, meat, and eggs. Assignments will include topics related to healthy eating, nutrition and food knowledge. Students will gain experience using a variety of preparation equipment and develop skills such as basic knife techniques, proper dry and wet measuring, and food plate presentation. In the second semester students will learn about the Farm to Fork movement and restaurant gardening. Students will also learn techniques in commercial baking and desserts as well as career opportunities in the food service industry.

Culinary Arts II ([Approved A-G Course Description](#))

Culinary II provides students an opportunity to interact with industry partners and experts via guest presentations and/or visiting local industries in support of the goals and objectives of the program. Students will participate by completing a variety of advanced level tasks and longer projects that serve to assist them in demonstrating competency in all phases of food service and food production. They will apply their knowledge of the art of food preparation to more advanced projects. Students will also participate in a variety of hands-on labs that require them to effectively demonstrate key aspects of the industry standards including principles of sanitation and safe food handling; food service and hospitality management; systems of operation and the importance of maintaining facilities, equipment, tools, and supplies; all phases of food preparation in a professional setting; baking, pastry, and dessert preparation; knowledge and skills of effective customer service; the role of management in meeting employee and customer needs; nutritional concepts in meal planning and food preparation; and cost and cost analysis in food and beverage production and service. Students will participate in a capstone project and a series of labs that progress toward mastery of the college and career readiness skills and competencies.

Culinary Arts III ([Approved A-G Course Description](#))

Students will practice advanced baking skills while learning about entrepreneurship and event planning. Each unit will incorporate topics around the themes of sustainability in hospitality, and the importance of visual arts and graphic impact in the Culinary setting. During the course, students will learn how to produce pastries and desserts, run a small business model, and organize events. Students will also learn how to produce photography with lighting, composition, framing, and exposure techniques to market and promote their food and their events. Both photographs and food samples will be presented to the class for peer evaluation and positive feedback. As the year progresses, students will begin to develop their creative voice and gain an appreciation for the aesthetic value in marketing food and hospitality

experiences. Since this is the capstone course in the SB Unified Culinary Arts Pathway, the course will also provide students with the opportunity to craft their Culinary Resume and put together a portfolio of all of their Culinary career readiness experiences and job skills which they have developed throughout the Pathway.

21st Century Career Exploration (Approved A-G Course Description)

Students will research and compare 21st Century career fields and will develop insights into their own career interests and aptitudes. Students will strengthen their general study skills and self-awareness, enhance research skills, and develop personal goal setting. This course will address essential literacy skills defined in the Common Core English Language Arts standards and Anchor standards for Reading, Writing, Listening and Speaking and Language. The primary textbook of the course is *The Transitions Curriculum*, which is structured around Bloom's Taxonomy of higher order thinking skills to increase reasoning, decision-making, problem solving and creativity. Students will develop self-awareness and self-advocacy skills through a variety of activities where they will analyze their own assessment results on Interest /aptitudes and personality traits. Additionally, students will work on the 4 Cs (critical thinking, collaboration, creative thinking, and communication) skills.

Introduction to Business Management (Approved A-G Course Description)

Introduces students to the concepts, techniques and requirements for establishing a business. Students will explore the roles that marketing, accounting, law and finance play in starting and running a business. This course will provide students the skills needed to effectively organize, develop, create and manage a business. Students will learn the significance of math, reading, writing and communicating to their future within the framework of operating a small business. They will understand how the market economy and ownership leads to wealth creation. Students will learn not only the skills necessary to become a successful business person but also the attitudes, characteristic, and techniques need to succeed. They will learn to save and make future investments in order to meet their financial goals in life. Students will build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

Emphasis is placed on the functions of business management: organization, management, finance, marketing, information technology, product/service management, distribution, promotion and selling. Additional topics to be addressed are the assessment of personal skills, the components of the free enterprise system and its place in our global economy, human relations and interpersonal skills, the importance of business ethics and the role quality and service play in business.

Business Finance Math (Approved A-G Course Description)

Personal Finance and Business is a year-long course which cultivates decision making skills, examines real world financial issues and helps students develop good habits they will use in their daily lives. Students will investigate career choices and build budgets appropriate to that income base as well as analyze their personal finance and money management relative to higher education and its costs. Students will research banking, buying cars and homes, renting, taxes and investing their money, as well as entrepreneurship. Students will also develop an understanding of business, finance, management and marketing while applying the mathematical knowledge necessary for success in those fields. Technology will be used as a tool to facilitate these investigations and to complete most projects. Projects will involve research, reading, writing reports and oral presentations. In addition to projects, the students will use math skills to investigate real world problems and practice math skills that will be used in their daily lives based on Common Core standards. Assessments will be in the form of performance tasks, quizzes, chapter and unit tests, and a final exam. Students will develop a deep understanding of the expectations and situations they will face as productive young adults.

Business Entrepreneurship (Approved A-G Course Description)

Business Entrepreneurship is a project-based course where students analyze and develop small businesses. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business. Through the study of entrepreneurship, students will learn the importance of the role of entrepreneurship in the market economy, opportunity recognition, communicate in business, ethical business behavior, social responsibility, competitive advantage and sustainability, market research and cost/benefit analysis, advertise and market products, business financial including pricing, operating costs, and projections. As students create their business plan, they will integrate academic knowledge to their own ventures, thus putting theory into practice

Student Leadership (Repeatable for credit) (Approved A-G Course Description)

The Student Leadership course is designed for student body officers-president, vice-president, secretary, treasurer, rally chairperson, assistant rally chairperson, and representative to the board/publicity. Students will plan and organize assemblies, rallies, and other events, hold student council meetings, conduct elections, assign concessions, conduct student surveys, prepare budgets, monitor student body records, and plan ways and means to improve the school. Students must participate in ALL spirit activities. Prerequisites: Cum. GPA of 2.5 and must be elected to a student body office or have the instructor's permission. (Application Required. See Advisor)

Learning Center Support

This support class is an opportunity for struggling students to receive extra support as they access grade level text. Students will receive elective credit for this course and it will be graded based on a letter grade. (Students must be on an IEP/ 504 with administration approval.)

Student Office Aide

Students will work in the school office one period each day. Instruction will be given in regard to attitudes and procedures necessary to perform the duties of the job. This is a work experience type opportunity. The tasks are varied and provide experience for a typical office position. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course. Grading will be Pass/Fail. Prerequisites: Cum. GPA 2.5, senior, and approval of the class/office with whom you will be working with. (Seniors Only and Application Required)

Teachers Assistant

A limited number of opportunities are available in classrooms for students to work with and assist high school faculty members in specialized teaching areas. Applications for these positions are to be made with your counselor and require the individual teacher's approval. This environment requires student aides practice confidentiality. Breach of confidentiality can result in removal from the student aide course. Prerequisites: Cum. GPA 2.5 (Seniors Only and Application Required)

Service Learning Project

Seniors who are on track for graduation will be eligible to participate in this program. Students can enroll in Service Learning Project class if they will be attending college courses. A letter signed by the parent and the student will be required. Students participating in this program will attend school for five

consecutive periods a day. This is a non-credit offering. (Students must meet with the Director of Student Services and get approval.)

Work Experience

The Work Experience course provides students with an opportunity to explore a career pathway in depth with a combination of in-class and on-the-job experiences. The course introduces students to a professional in their fields of interest, and enhances their abilities to make an informed career choice in preparing for college and a future career. Students will experience work-based learning through an internship. The course has a combination of classroom instruction in career exploration and employability skills. Students will work for at least four hours per week in an internship and meet in class one hour per week to complete related classroom instruction.

COLLEGE ADMISSION SECTION

Community College

Admission Requirements for Freshman Applicants

Graduations from high school, state proficiency certificate, or a minimum age of 18 years old are the only requirements for Community College admission. There are no subject or grade requirements. There are three primary programs in most community colleges: (1) 2-year college degree (AA/AS), (2) special training in technical fields, and (3) 2 years of general education for transfer to a 4-year university. Some Community Colleges are now offering Bachelor's degrees in selected programs.

Transfer Courses are equivalent to the lower division (freshman and sophomore) offerings of the four (4) year colleges and universities. These courses enable community college students to transfer to a four (4) year college for their junior year without loss of credit, provided they have a 2.75 – 3.2 GPA (varies by college).

Vocational Training courses are given in occupations that require post high school courses but do not require a college degree, such as engineering technician or medical secretary. Many community colleges offer certificates of achievement upon the satisfactory completion of occupational curriculums. Some of these local programs are:

- Aeronautics
- Automotive Technology
- Bookkeeping/ Office Management
- Business-General
- Computer Info Science
- Cosmetology
- Culinary Arts
- Early Childhood Education
- Electronics Technology
- Fashion Design
- Hospitality Management
- Landscape Industry
- Motorcycle Maintenance
- Railroad Operations
- Real Estate
- Small Business Management
- Management Telecommunications
- Television Production Option
- Veterinary Technology
- Web Publishing

Admission Requirements

All high school graduates are eligible for admission to public community colleges in California. Non-high school graduates over 18 years of age, who, in the opinion of the administration, would benefit from the institution, may be admitted.

Required Tests

Community Colleges don't require admission tests but does require placement tests in math and English. Contact the community college for test information.

Application Dates

Generally, applications should be filed during the enrollment dates posted in the spring semester of senior year.

Application Fees

The community colleges do not require application fees, but do have enrollment fees.

Housing

The following 10 California community colleges have on-campus dormitory facilities: College of the Redwoods, College of the Siskiyous, Columbia College, Feather River College, Lassen Community College, Reedley College, Shasta College, Sierra College, Taft College, and West Hills College Coalinga.

Local Community Colleges/ Vocational Schools

- Community Colleges—Yuba College, Butte College, Sacramento City College, American River College, Consumnes River College, Folsom Lake College, Sierra Community College etc. <http://www.cccco.edu/>
- Vocational Schools—Paul Mitchell, DeVry University, FIDM, UTI, etc. Many excellent vocational programs are also offered at community colleges. <http://www.careergps.com/>

**CALIFORNIA STATE UNIVERSITY (CSU)
Admission Requirements for Freshman Applicants**

The CSU draws its students from the top third of California's high school graduates with first-time freshmen comprising an average of approximately 40 percent of the overall enrollment each year.

A freshman applicant is a student who has graduated from (or is still in) high school and who has not enrolled in a regular (non-summer) session at any college or university following graduation. First-time freshman applicants must:

- Be high school graduates.
- Complete the 15-unit comprehensive "a-g" course pattern of college preparatory study with grades of C or better. These courses may not be taken pass/fail or credit/no credit.
 - For purposes of admission, the CSU faculty has delegated to the University of California (UC) the responsibilities for the process of certifying high school courses that meet the "a-g" requirement. Consequently, CSU accepts those high school courses on the UC "a-g" course list. Courses on the "a-g" list can be used to meet CSU requirements in the designated subject areas or may be used as electives. Under the "High School Coursework" section in the admission application, first-time freshman applicants must report all approved college preparatory "a-g" courses that have been completed, courses in which they are currently enrolled, and courses that they plan to complete prior to entrance into the CSU. Courses completed in summer school should be included here.
 - Courses completed at a college to fulfill "a-g" requirements should be reported on the High School Coursework page. College courses completed, in progress or planned for college credit should be reported on the Transcript Entry page.

You must complete with a grade of C or higher the following pattern of college preparatory subjects totaling 15 units.

- 2 years: Social Science, including one year of U.S. History or U.S. History and Government
- 4 years: English
- 3 years: Mathematics (Algebra, Geometry, and Algebra II)
- 2 years: Science with a laboratory (one year biological and one-year physical)
- 2 years: Foreign Language (the same language)
- 1 year: Visual and Performing Arts: Art, Dance, Theatre/Drama, or Music
- 1 year: Elective chosen from the subject areas listed above or approved college preparatory elective courses
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University of California Admission Requirements for Freshman Applicants
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WHO IS A FRESHMAN APPLICANT?

A freshman applicant is a student who has graduated from (or is still in) high school and who has not enrolled in a regular (non-summer) term at any college or university following graduation. Students must graduate from an accredited high school or qualify for admission by examination. Students who attend a college or university summer term immediately after graduating from high school are considered freshman applicants. Students who complete college/university courses while in high school are also still considered freshman applicants, regardless of the number of credits earned. Applicants must meet minimum requirements — detailed in the following pages — no later than the date of high school graduation.

MINIMUM ADMISSION REQUIREMENTS

All applicants will receive a full review of their applications to ensure they meet the following requirements:

- **Subject requirement:** 15 college-preparatory (“a-g”) courses, with 11 of those done by the beginning of 12th grade.
- **GPA requirement:** A grade point average of 3.0 (3.4 for nonresidents) or better, weighted by a maximum of eight semesters of honors points
- **Exam requirement:** ACT with Writing , old SAT or new SAT with Essay completed by December of the final year of secondary/high school In addition, California-resident applicants will be guaranteed admission to the UC system, although not necessarily to a campus, term or major to which they applied, if they:
 - Rank in the top 9 percent of all high school graduates statewide, according to the UC admissions index, or
 - Rank in the top 9 percent of their high school graduating class (the local context), as determined by UC.

“A-G” SUBJECTS

To meet minimum admission requirements, you must complete 15 yearlong high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school.

(A) HISTORY/ SOCIAL SCIENCE - 2 years required

Two years of history/social science, including one year of world history, cultures and geography; and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

(B) ENGLISH - 4 years required

Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

(C) MATHEMATICS - 3 years required, 4 years recommended

Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in seventh and eighth grades that the high school accepts as equivalent to its own courses.

(D) LABORATORY SCIENCE - 2 years required, 3 years recommended

(One year biological and one-year physical)

Two years of laboratory science providing fundamental knowledge in at least two of these three core disciplines: biology, chemistry, and physics. Advanced laboratory science courses that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement. The final two years of an approved three-year integrated science program may be used to fulfill this requirement.

(E) LANGUAGE OTHER THAN ENGLISH - 2 years required, 3 years recommended

Two years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement if the high school accepts them as the equivalent to its own courses.

(F) VISUAL AND PERFORMING ARTS (VPA) - 1 year required

One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art — or two one-semester courses from the same discipline is also acceptable.

(G) COLLEGE PREPARATORY ELECTIVES - 1 year required

One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)

ENHS Appendices

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[California State University](#)

[University of California](#)

[UC Personal Insight Questions](#)

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[NCAA Requirements Overview](#)

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