



# **Canyon High School Vision**

Canyon High School is committed to excellence through intellectual, social, cultural, and physical achievement. The development of each student as a unique individual is enhanced by promoting curiosity, creativity, responsibility, logical thinking, decision-making, and an appreciation for self and others.

**IT IS THE POLICY OF THE WILLIAM S. HART UNION HIGH SCHOOL DISTRICT THAT UNLAWFUL DISCRIMINATION REGARDING SEX, SEXUAL ORIENTATION, ETHNIC GROUP IDENTIFICATION, RACE, ANCESTRY, NATIONAL ORIGIN, RELIGION, COLOR, MENTAL OR PHYSICAL DISABILITY IS STRICTLY PROHIBITED AND NO PERSON SHALL BE SUBJECT TO DISCRIMINATION RELATED TO PROGRAMS OR OPPORTUNITIES WITHIN THE DISTRICT.**

# CANYON HIGH SCHOOL

## MISSION STATEMENT

Canyon High School is committed to excellence through intellectual, social, and cultural achievement. Promoting curiosity, creativity, responsibility, logical thinking, decision-making, and an appreciation for self and others enhances the development of each student as a unique individual..

### LEARNING OUTCOMES

#### CANYON GRADUATES WILL BE:

##### **I. CRITICAL THINKERS WHO:**

- Actively engage in asking essential questions and weighing critical evidence
- Employ critical thinking strategies to analyze and interpret information and solve problems creatively
- Access and analyze a variety of resources effectively

##### **II. EFFECTIVE COMMUNICATORS WHO:**

- Write with clarity, speak with purpose, and read with comprehension
- Successfully listen, interpret, and synthesize information
- Proficiently present ideas using technology

##### **III. CREATIVE PROBLEM-SOLVERS WHO:**

- Understand that problem-solving takes initiative and may require several attempts to find an effective solution
- Identify and implement resources to analyze problems and use innovative strategies to solve them
- Understand and practice conflict resolution skills

##### **IV. ACADEMICALLY COMPETENT INDIVIDUALS WHO:**

- Use the tools of learning to access knowledge across the curriculum as well as in everyday, social situations
- Read and comprehend written material and write in a logical and coherent manner
- Use technology and other resources to organize, analyze, and present data

##### **V. LIFE-LONG LEARNERS WHO:**

- Prepare and adapt to a global job market with ever-changing technology
- Develop goals and use effective learning strategies for post high school self-improvement
- Understand and appreciate the importance of continued personal growth and development through the pursuit of healthy lifestyles, civic responsibility, and cultural awareness

# Canyon High School Dress Code

**The William S. Union High School District has increased its efforts in helping students to learn appropriate work-wear. In an effort to support that goal, Canyon High School asks for parent and student support in choosing correct school attire for the school year.**

Practicing successful life skills is a part of Canyon High School's educational philosophy. Each student is preparing for a vocation after high school. Dressing appropriately is a part of that preparation and education. The dress code has been designed with the following goals:

- Canyon High School is a place of business where students learn and practice the skills necessary for being successful adults. Students should dress as if at work.
- Canyon High School must be a safe and effective school so that all students have the opportunity to learn.

**Students should dress with these goals in mind.**

**The following guidelines will assist you in the selection of school clothing and accessories:**

1. Clothing should not appear gang related nor depict inappropriate subjects or activities.
  - Known gang styles, accessories, symbols, and clothing modifications are prohibited.
  - Clothing graphics, which depict anti-social behavior, controlled substances, alcohol beverages, violence, sexual activities, or glorify gangs are prohibited.
  - Belts and buckles must be without any form of inappropriate symbols or words.
  - Bandanas, hairnets, and nylon caps are not permitted on campus.
  - Chains for wallets, watches, etc. may not be brought to campus.
2. Clothing shall be properly sized.
  - Pants may have a relaxed fit, but may not be excessively baggy or low riding.
  - Belts must be of a proper length and have their ends tucked within the belt or pant loops.
  - Skirts or dresses should be worn at modest lengths and fit.
3. Clothing shall be worn in a manner appropriate for school and work.
  - Clothing shall not be immodest. Crop tops, short shorts, halter shirts, low cut blouses, under shirts, muscle shirts, see-through or backless shirts are not appropriate for school. Shorts must be mid-thigh length.
  - Underwear including bra straps and boxers may not be exposed.
  - Bare midriffs/stomachs are completely prohibited.
  - Pajamas, sleepwear, and slippers are prohibited on campus.
  - Clothing must be neat, well maintained, and without holes.

Students not dressed appropriately will have inappropriate clothing confiscated and given clothes to wear at school that day or they will be in-school suspended until parent/guardian can bring up proper clothing. Students are also subject to disciplinary actions for violation of this school/district dress code.

**NOTE: Cell phones may only be used on campus as per California Education Code 48901.5 and Board Policy 5142.4. If used or signaled while in office areas or in classrooms, students in possession of these are subject to disciplinary action.**

**WM. S. HART UNION HIGH SCHOOL DISTRICT  
GRADUATION REQUIREMENTS**

	CREDITS
A. ENGLISH.....	40
B. MATH (including completion of first year algebra).....	20
C. SCIENCE (Total: 20)	
Physical Science .....	10
Biological Science .....	10
D. SOCIAL STUDIES (Total: 30)	
Modern Civilizations.....	10
U.S. History.....	10
American Government/Economics .....	5/5
E. HEALTH .....	2.5
F. PRACTICAL ARTS	
(Business, Family & Consumer Science OR Industrial Arts) .....	5
G. FINE ARTS/FOREIGN LANGUAGE .....	10 OR 15*
H. PHYSICAL EDUCATION.....	20
I. ELECTIVES.....	72.5/77.5
<b>TOTAL CREDITS: 220</b>	

\*EITHER 10 credits of Fine Arts or 5 credits of Fine Arts AND 10 credits of Foreign language are required. Students taking Foreign Language will need 70 elective credits.

**State law requires that students in the Class of 2006 and beyond must pass the California High School Exit Exam (CAHSEE) in order to earn a diploma. Passing score on CAHSEE Language and Math is 350 or higher for each exam. Those who meet all of the course and credit requirements, but who do not pass the CAHSEE will receive a Certificate of completion.**

## POST HIGH SCHOOL EDUCATION

Students are encouraged to seek academic, vocational and college counseling from their counselors and from the Career Center Advisor. In this way students can make certain that they are taking appropriate vocational courses or are satisfying admission requirements for the college of their choice.

### VOCATIONAL TRADE SCHOOLS

Entrance requirements for business, trade, and technical schools vary. Students may obtain information from various directories in the Career Center as well as by seeing the Career Center Advisor or their counselor. Students should also be aware that scholarships and grants are available to qualified students who attend these schools.

### CALIFORNIA COMMUNITY COLLEGES

Community colleges admit any student who is a graduate of a high school or is at least 18 years of age. College of the Canyons is our local community college. However, students may attend a community college outside of the Santa Clarita Valley. Students must take a math and English placement test. There are six remedial classes in each area if students fail to qualify for college level courses. Students may take courses of interest to them, can prepare for employment after a course of study which may lead to a certificate or an Associate degree, or can complete the general education requirements and then transfer them to a university.

### CALIFORNIA STATE UNIVERSITY AND COLLEGE SYSTEM

Twenty-three (23) campuses comprise this system:

California State College, Bakersfield  
California State University, Channel Islands  
California State University, Chico  
California State University, Dominguez Hills  
California State University, Fresno  
California State University, Fullerton  
California State University, Hayward  
Humboldt State University, Humboldt  
California State University, Long Beach  
California State University, Los Angeles  
California Maritime Academy, Napa  
California State University, Monterey Bay  
California State University, Northridge

California State Polytechnic University,  
Pomona  
California State University, Sacramento  
California State College, San Bernardino  
San Diego State University  
San Francisco State University  
San Jose State University  
California Polytechnic University, San Luis  
Obispo  
California State University, San Marcos  
Sonoma State University  
California State College, Stanislaus

### ELIGIBILITY INDEX

The eligibility index is a weighted combination of a student's grade point average during the final three years of high school and a score on either the ACT or the Scholastic Assessment Test (SAT I). Calculation of eligibility indices and required minimums for a California high school graduate is as follows:

$$\begin{aligned} & \text{Total SAT I Score +} \\ & (800 \times \text{high school grade point average}) \\ & \text{OR} \\ & (10 \times \text{total ACT score}) + \\ & (200 \times \text{high school grade point average}) \end{aligned}$$

Graduates of California high schools must have a minimum index of 2900 using the SAT I or 694 using the ACT.

Students with grade point averages of 3.00 or above (3.61 for non-residents) may establish eligibility for admission without submitting test scores. However, applicants are encouraged to take the SAT I or ACT since test scores may be included among the supplementary criteria used to determine admission to impacted campuses and programs.

## UNIVERSITY OF CALIFORNIA

Ten (10) campuses comprise this system:

Berkeley  
Davis  
Irvine  
Los Angeles  
Merced

Riverside  
San Diego  
San Francisco  
Santa Barbara  
Santa Cruz

It will take 15 units of high school work to complete the A-G requirements. Of these 15 units, at least 7 must be taken during the last two years of high school. A unit is equal to an academic year.

Courses in algebra I, geometry, and foreign language taken in grades 7 and 8 and equivalent to high school courses, may be used to partially satisfy the requirements in "C" and "E".

A student may satisfy the scholarship requirement with a 3.0 or higher GPA in combination with SAT I or ACT plus three SAT II subject tests (writing, math, student choice) scores. The lower the GPA, the higher the test scores must be. This is known as the UC Eligibility Index.

Under the Eligibility in Local Context (ELC) pathway, the top 4% of seniors are offered guaranteed admission to one of the UC campuses. To be considered for ELC, students must complete 11 specific units by the end of their junior year. Letters will be sent home to possible candidates for ELC after the junior year has been completed.

Grades received in courses taken in the 9th grade or earlier are not used in determining GPA, although subject requirements may be satisfied with grades of C or better.

If students successfully complete more than the minimum within each required subject area, only the best grades are used in calculating the GPA.

Students are urged to enroll in additional academic courses beyond the basic A-G sequence. Along with the GPA and SAT scores, UC considers the nature of the high school program in the admission's process. Additional academic, Honors, AP, and transferable community college classes along with the quality of the senior year program, have a positive effect on students' overall standing when being considered for admission. In addition, students' extra-curricular activities and the required personal statement play a large part in the admission's process.

## Meeting the Requirements

	University Requirements	High School Requirements	NCAA D1 Eligibility 16 core classes D2 Eligibility 14 core classes
A. History	2 years	Modern Civilization (10) US History (11) Government and Economics (12)	3 years/ Modern Civilization (10) US History (11) Government & Economics (12)
B. English	4 years of college preparatory English	4 years of English	4 years of college-preparatory English
C. Math	Completion of: Algebra, Geometry, and Algebra II	Must complete algebra Must have a minimum of 4 semesters of math	3 years of math (Algebra 1 and higher)
D. Science	Biology Chemistry or Physics	Biology Chemistry, Physics, Earth Science, or Physical Science	2 years of science (*one lab) Bio 1-2 *Chem, *Phys. (Human Anat, APES, Earth Sci 1, Mole Genetics) Extra Yr
E. Language	At least 2 years of the same language	No language requirement	At least 2 years of the same language
F. Fine Art	2 semesters of the same class (Art 1A and 1B, Chorus A and Chorus B)	If no language taken, student needs any 2 Fine Arts. If 1 year of language taken, student needs only 1 fine art.	<b>Not Accepted</b>
G. Additional Year	1 extra year of academics beyond the minimum. Third year of History will cover this.	Students must reach a total of 220 credits to graduate	2 extra years of academics beyond the minimum in Math, Science or Foreign Language. Division 1 only
H. Health	Not required	One health class required	<b>Not Accepted</b>
I. Practical Art	Not required	One Practical Art class required. (Foods, Business, Networking, Drafting, Auto, ROP, etc.)	<b>Not Accepted</b>
J. HSEE	Students must have a diploma, so therefore they need to pass the HSEE	Must pass both the English and math sections of the HSEE	<b>Not Accepted</b>
K. GPA/ Ranking	CSU typically takes the top 25% and UC the top 12.5% of a graduating class	No GPA or rank requirements	<b>GPA sliding scale.</b> A higher GPA will lower the score needed on the SAT/ACT for an athlete to qualify through the NCAA Clearinghouse.
L. PE	No PE requirement	4 semesters of PE or sports	<b>Not Accepted</b>

## CSU and UC Approved A - G Course Requirements

For the UC and CSU, students must complete a specific course sequence called the “A-G” pattern of CP courses and receive a “C” or better in each course in order to be considered for admission. Honors and Advanced Placement courses are indicated with a (+) before the course titles.

- a. History – 2 years (2 units)  
1 year of Modern Civilization  
1 year of U.S. History or 1 semester of U.S. History and 1 semester of U.S. Government
- b. English - 4 years (4 units)  
Only 1 year will be accepted from the 9th grade.
- c. Mathematics - 3 years (3 units) (4 years recommended by the UC)  
Approved courses beginning with first year Algebra  
Completion of Geometry and Algebra II required
- d. Science –(UC) 2 years (2 units) (3 years recommended)  
Two years of a Laboratory Science in at least two of the three disciplines:
  1. Biology
  2. Chemistry
  3. Physics(CSU) 2 years (2 units) Laboratory Science:
  1. 1 year Biological
  2. 1 year Physical
- e. Foreign Language - 2 years (2 units)  
Two years of one foreign language; 3-4 years is recommended by the UC.
- f. Visual and Performing Arts – 1 year (1 unit)
- g. Additional Academic Courses - 1 year (1 unit)  
These may be fulfilled by taking an additional CP class in the following areas:
  1. Visual and Performing Arts
  2. History
  3. Social Science
  4. English (including Journalism and Speech)
  5. Advanced Mathematics (Advanced Topics, Pre-Calculus, AP Calculus )
  6. Laboratory Science
  7. Foreign Language (must have two years of the language as a prerequisite. In order for a second language to qualify as an elective, at least two years must be completed.)

**NOTE:** Only the underlined courses will possibly be weighted for UC consideration (i.e. A=5, B=4, C=3). Each campus has its own set of regulations.

**A - HISTORY**

Modern Civilization AB  
U.S. History A/B, U.S. History Team A/B, AP U.S. History A/B  
American Government, AP American Government  
AP European History A/B

**B - ENGLISH**

English 9 A/B, English 9 A/B (Honors)  
English 10 A/B, English 10 A/B (H)  
English 11 A/B  
American Literature A/B, American Literature Team A/B  
Shakespeare  
Mythology and Folklore  
British Literature A/B, British Literature A/B (H)  
Humanities  
Sports Literature  
AP Literature and Composition A/B  
AP Language and Composition A/B

**C - MATHEMATICS** (\*may only be used for the “C” requirement)

Algebra A/B/C \*  
Geometry A/B/C (3 semesters equivalent to Geometry I A/B) \*  
Geometry IA/IB, Geometry IA/IB (H) \*  
Algebra IIA/IIB \*  
Algebra II/Trigonometry A/B, Algebra II/Trigonometry A/B (H) \*  
Advanced Math Topics A  
Trigonometry  
Pre-Calculus A/B, Pre-Calculus A/B (H)  
AP Calculus AB  
AP Calculus BC  
AP Statistics A/B

**D - LABORATORY SCIENCE**

Biology I A/B, Biology 2 A/B, AP Biology A/B  
Chemistry A/B, Chemistry A/B (H)  
Physics A/B, AP Physics A/B, AP Physics C  
Human Anatomy & Physiology A/B, Human Anatomy & Physiology A/B (H)  
AP Environmental Science A/B

**E - FOREIGN LANGUAGE**

French I A/B, French II A/B, French III A/B, AP French Language A/B  
Spanish I A/B, Spanish II A/B, Spanish III A/B, AP Spanish Language A/B

## **F - VISUAL AND PERFORMING ARTS**

Marching Band IA/IB (maximum 2 units)  
Symphonic Band IA/IB (maximum 2 units)  
Jazz Ensemble IA/IB (maximum 2 units)  
Guitar IA/IB  
Theater Arts IA/IB  
Theater Arts IIA, Theater Arts IIB  
Stagecraft IA/IB  
Mixed Chorus IA/IB  
Women's Chamber Ensemble IA/IB  
Concert Choir IA/IB (maximum 2 units)  
Small Vocal Ensemble (Madrigals) IA/IB  
Art IA/IB  
Ceramics IA/IB, Ceramics 2A/2B  
Advanced 2D Art IA/IB  
AP Studio Art Drawing A/B  
AP Studio Art 2-D Design A/B  
AP Art History  
Video Production IA/IB  
Digital Photography IA/IB

## **G - ELECTIVE COURSES**

### **HISTORY**

All courses listed under (A)

### **ENGLISH**

All courses listed under (B) plus the following:  
Journalism

### **ADVANCED MATHEMATICS**

All courses beyond Algebra II/Trigonometry listed under (C)

### **LABORATORY SCIENCE**

All courses listed under (D) plus the following:  
Earth Science A/B  
Astronomy

### **FOREIGN LANGUAGE**

All courses listed under (E)

### **SOCIAL SCIENCE**

Psychology, AP Psychology A/B  
Sociology  
Economics, AP Economics

See the Fine Arts section for more details (page 34).

# TRACKING YOUR PROGRESS

## Part I. High School Graduation Requirements

- A. Practical Art \_\_\_\_\_
- B. Health \_\_\_\_\_
- C. Algebra Requirement \_\_\_\_\_
- D. High School Exit Exam Math \_\_\_\_\_
- E. High School Exit Exam English \_\_\_\_\_
- F. Physical Education \_\_\_\_\_

## Part II. A-G Requirements, which are necessary for University Admissions

- A. History and Social Science (minimum 2 years)
  - Modern Civilizations \_\_\_\_\_
  - US History \_\_\_\_\_
  - Government \_\_\_\_\_
  
- B. English (four years of college-prep English)
  - 9<sup>th</sup> \_\_\_\_\_
  - 10<sup>th</sup> \_\_\_\_\_
  - 11<sup>th</sup> \_\_\_\_\_
  - 12<sup>th</sup> \_\_\_\_\_
  
- C. Math (must complete Algebra, Geometry, and Algebra II)
  - Algebra \_\_\_\_\_
  - Geometry \_\_\_\_\_
  - Algebra II \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
- D. Lab Science (1 year Biology, 1 year Chemistry or Physics)
  - Biology \_\_\_\_\_
  - Chemistry or Physics \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
- E. Language (2 years of same language minimum)
  - Year #1 \_\_\_\_\_
  - Year #2 \_\_\_\_\_
  - Year #3 \_\_\_\_\_
  
- F. Visual/Performing Arts (1 yr of same)
  - Classes: \_\_\_\_\_
  
- G. Academic Elective (1 year beyond minimum above)
  - Economics / and /or another Class \_\_\_\_\_

## Part III. Class Rank and GPA

Student is # \_\_\_\_\_ out of \_\_\_\_\_

GPA: \_\_\_\_\_/4.0

## **PRIVATE COLLEGES AND UNIVERSITIES**

Entrance requirements vary from institution to institution. It is important, therefore, that students obtain catalogs for all schools being considered. The Career Center in the Library has catalogs from many different institutions that can be checked out. The Counselors or Career Advisor can give students the address of any college in the country if they wish to send for their own copies of catalogs. Serious consideration concerning college application should begin no later than the 11th grade. Students are encouraged to see their counselor for college and financial aid information, or for more detailed information, call the colleges being considered, especially regarding financial aid and special academic requirements.

Most universities require applicants to take college admissions tests. It is the student's responsibility to determine which test or tests are required, to apply for and take the appropriate exams, and to meet all admissions deadlines. Applications are available in the Counseling Office and reminders are placed in the Daily Bulletin for the following tests:

1. SAT I
2. ACT
3. SAT II (Subject Tests)

Students are urged to visit college campuses before applying. Information about special college visitation days and how to arrange for your own tour is available in the Counseling Office, the Career Center, and through the Daily Bulletin announcements.

## **ACADEMIES - MILITARY TRAINING SCHOOLS**

College catalogs on the four major military academies are kept in the Career Center along with the other college catalogs. Generally, a student must successfully follow a very highly academic program in order to be eligible for entrance. A tentative decision to apply for a military academy appointment should be made as early in high school as possible, so that the necessary courses are taken to qualify for acceptance. Pre-candidate questionnaires must be sent in the spring of the junior year. Brochures are also available on other military scholarship programs and offerings. In addition to the Congressional nomination route for an appointment to the U.S. Air Force Academy, the AFJROTC CA-782 Cadet Squadron may recommend three of their honor graduates for nomination to the United States Military Academy (West Point), the United States Naval Academy (Annapolis), and the United States Air Force Academy each year.

## **FINANCIAL AID**

### Who receives financial aid?

You do not have to be from a low income family to qualify for financial aid, but you do have to show "financial need."

	COST OF THE COLLEGE (tuition, books, transportation, personal expenses)
minus	FAMILY CONTRIBUTION
equals	YOUR FINANCIAL NEED

What will my family have to contribute toward my college education?

The needs analysis takes the following factors into consideration:

1. Parents' income and assets
2. Parents' age and need for retirement income
3. Number of dependents
4. Number of family members in college
5. Unusual financial circumstances

Where does financial aid come from?

1. The federal government (e.g. Pell Grant)
2. The State of California (e.g. Cal Grants)
3. The college or vocational school student plans to attend
4. Foundations, community, business and service organizations (primarily merit-based scholarships)
5. Banks, savings and loans, credit unions, federal government (student loans)
6. Veteran's benefits, vocational rehabilitation, Aid to Families with Dependent Children, military programs

What types of financial aid are there?

1. Grants and Scholarships -- do not have to be repaid
2. Loans--must be repaid
3. Work/Study -- part-time jobs

How do I obtain more information about financial aid?

Information on many sources of financial aid, as well as application procedures, is provided through the Daily Bulletin, individual conferences with your counselor, and attending College field trips or college fairs. However, the major responsibility rests with the student who must follow all application procedures and meet all deadlines. This is why it is vital that you keep in close contact with your counselor, particularly in your junior and senior years.



# COUNSELING DEPARTMENT

The Canyon High School counselors are here to serve students in a variety of ways. Students meet with their counselor:

- To set educational and vocational goals
- To learn decision-making skills
- To obtain help in selecting classes
- To work out solutions to school-related problems
- To assess and plan for future careers
- To obtain information about universities, colleges, trade schools, financial aid, etc.
- To obtain help in dealing with personal problems

Students are encouraged to become acquainted with their Counselor and to see him or her on a regular basis.

## GRADE POINT AVERAGE (G.P.A.)

All letter grades earned by students are assigned a point value, from 0 to 4, which is then computed and converted into a Grade Point Average (G.P.A.). Letter grades for regular classes, Honors, and Advanced Placement classes are converted to points as follows:

<u>Regular Classes</u>		<u>Honors and Advanced Placement Classes</u>	
A = 4.00	Outstanding	A =	5.00
B = 3.00	Good	B =	4.00
C = 2.00	Average	C =	3.00
D = 1.00	Minimum		
F = 0.00	Unsatisfactory		

The process is simple. The points are added for all classes and then divided by the number of classes taken to give you the Grade Point Average (G.P.A.). Example:

<u>CLASS</u>	<u>GRADE</u>	<u>GPA</u>
English	B	3.00
Math	C	2.00
Social Studies	B	3.00
P.E.	A	4.00
Elective	B	3.00
Science	B	<u>3.00</u>
	Total	18.00

G.P.A. is computed as follows: 18.00 grade points divided by number of classes (6) = 3.00 G.P.A. for all courses taken during that grading period.

## CREDIT ONLY ENROLLMENT

Administrative Regulation 5121 states "where a student wishes to participate with parental approval in a course without receiving a grade, enrollment on a credit basis is provided. This option may be exercised only with Principal or Principal's designee approval and the following conditions apply:

1. "Approval of both the teacher, the parent, and the designated school administrator is required prior to the student beginning the course.
2. "The student is responsible to complete all class activities and assignments required of graded students."

## TRANSCRIPTS

Each student has a permanent record indicating the following:

1. All classes previously taken
2. Grades earned
3. Credits earned
4. Dates completed
5. G.P.A.
6. Rank in class
7. Test scores (SAT, ACT, AP)
8. Honor societies (CSF, NHS)
9. Awards and scholarships (on final transcript)

The transcript is updated at the end of each semester and is sent to another high school if the student should move. Upon request, the transcript is also sent to colleges to which the student applies.

## TAKING CLASSES PASS/FAIL

Freshmen and Sophomores may not request classes, that normally receive a letter grade, on a pass/fail basis, except district approved independent study P.E. (where the student meets the requirements of that program, which include performing on a state or national level). Juniors and seniors may request to take certain classes pass/fail, but several criteria need to be met. First, the class must be in addition to the normal load of classes. So it must, at least be the sixth class. Also, the class cannot be one that is needed as a graduation requirement. For example, if a student has already completed their one required practical arts class, and takes another in their junior or senior year, and it is in addition to their normal load (so it is the sixth class), the student may request to take it pass/fail. To do this, they student must fill out a form **AT THE BEGINNING OF THE SEMESTER**, during the first two weeks, It must be signed by the parent and counselor, before it can go to the principal for final approval. If approved, the principal then gives the form to the registrar and the grade is tracked from there.

## PROGRESS REPORTS/REPORT CARDS

Reports to students and parents are issued four times each semester as follows:

1. 5th week (September and February) - A Mid-Quarter Progress Report is mailed home.
2. 10th week (October and March) - Quarter Report Cards are issued half-way through the semester. These grades are not permanently recorded, except for quarter classes (Driver's Ed., Health and Athletic P.E.). Report cards are mailed home.
3. 15th week (November and May) - Another Mid-Quarter Progress Report is mailed home.
4. 20th Week (December and June) - Final report cards are mailed home in December and mailed home in June. These grades are permanently recorded onto transcripts.

**Parents are encouraged to communicate with teachers and counselors at any time if they have any concerns or questions relating to student progress. Parents may request supplemental progress reports (issued three weeks after a regular report card or progress report) for students experiencing academic problems. Contact the Counseling Department for supplemental progress reports.**

## SIX-YEAR EDUCATIONAL PLANS

Students are encouraged to develop a six-year educational plan in the 9th grade. Sample plans are provided on pages 21-23. Students are to select the one that best reflects their educational and vocational goals and use it as a guide. This plan will remain flexible and can be altered if goals change. However, it gives students a framework within which to operate during their four years at Canyon High School. Students who wish to work on their six-year plans with their Counselor may do so.

## PRE-REGISTRATION

Pre-Registration is the process by which students select their classes for the following year. The six-year plans and the Registration Guide should be utilized in making class selections. Each student will meet with his or her counselor to discuss selections.

## COMPUTER REGISTRATION

Canyon High utilizes a student data system to schedule students into the classes they wish to take or that counselors know they need to take to meet graduation requirements. The computer will place students in classes in an alphabetical order that will be changed each semester and with a descending priority beginning with seniors.

## PROGRAM CHANGES

The following are the only acceptable reasons for student-initiated program changes:

1. Already received credit for the class
2. Lacking prerequisite
3. Adding or dropping an athletic team (note from coach is necessary)
4. Adding an ROP or Work Experience class (11<sup>th</sup>/12<sup>th</sup>)
5. Lacking necessary skills (note from the teacher is required)
6. Adding a class for credit (11<sup>th</sup>/12<sup>th</sup>)
7. Having less than the required number of classes

Students have the right to appeal a course prerequisite or teacher recommendation to the Principal. Requests for program changes based upon teacher preference must be cleared with the Principal.

## CREDIT CHECKS

This conference with a Counselor involves an evaluation of a student's credit and course standing. Students may ask for a credit check whenever they feel the need for one. Every junior will be given a computerized credit check.

## GRADE LEVEL STATUS

Students progressing at a satisfactory rate will have accumulated the minimum number of credits prior to the beginning of the school year as follows:

<u>GRADE LEVEL</u>	<u>CREDITS REQUIRED</u>
Sophomores (10th grade)	50 credits
Juniors (11th grade)	100 credits
Seniors (12th grade)	155 credits

Students who are significantly behind in credits could be sent to an alternative program or the continuation school.

## CREDIT DEFICIENCY

Students who are short credits may earn additional credits in the following ways:

1. Summer school
2. Work Experience
3. Attend Independent Study Schools Concurrently (BYU, Mission View, OFL. Etc.)
4. ROP classes (seniors, juniors, 16-year olds)
5. Concurrent enrollment at Golden Oak Adult School (seniors only)
6. Concurrent enrollment at COC (receive both college and high school credit).  
Ninth and tenth graders need counselor recommendation.

For additional information, see your counselor.

## STUDENT AND PARENT REFERENCE GUIDE FOR POST HIGH SCHOOL PLANNING

Every other year this informative guide is made available to freshmen and juniors. It describes counseling services, college planning, career preparation, scholarships, financial aid, and testing. This valuable booklet should be a great help for students and parents in post-high school planning.

## THE CAREER CENTER

The Career Center at Canyon High School, located in the library, offers a variety of career services and information to students. One of our primary objectives is to assist students in identifying possible career choices so that they may effectively plan course work during their four years at Canyon.

Interest inventories and aptitude testing are available for use by all students. These programs encourage students to evaluate their personal attributes and make vocational and career choices consistent with their results. Computerized college and scholarship searches are also available.

The Career Center will arrange for college representatives and career speakers to visit our campus throughout the school year, and students will be invited to hear those who are of interest to them. Additionally, the Center houses a number of college catalogs and pamphlets as well as current career magazines, newspaper articles, pamphlets, computer programs, internet connections, etc., which cover a range of occupations. Many items are available for checkout. Students are invited to browse through these materials and talk with the Career Center Advisor by appointment.

## THE 10TH GRADE COUNSELING PROGRAM

The 10th Grade Counseling Program seeks to provide students with a systematic review of their academic progress and counseling regarding educational options available to them during the final two years of high school. This process includes, among other things, the administering of a career interest inventory (CHOICES).

## CALIFORNIA HIGH SCHOOL PROFICIENCY EXAMINATION (CHSPE)

A student 16 years of age or older, who passes this State exam and who receives parental permission, may withdraw from high school prior to graduation. By passing this exam, a student earns a Certificate of Proficiency from the State of California.

## CALIFORNIA SCHOLARSHIP FEDERATION (CSF)

CSF is an academic honor organization which fosters high standards of scholarship, service, and citizenship on the part of students in the senior high schools of California. Membership is earned on a semester basis with academic grades earned from the previous semester. 10 points are needed to qualify. A=3 points; B=1 point. Only those students who turn in a completed application during the specified two-week period and who qualify are accepted.

## NATIONAL HONOR SOCIETY (NHS)

The purpose of NHS is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools. NHS members are encouraged to maintain a high standard of character, leadership, service, and academics. Failure to maintain this standard in any of the four areas may result in dismissal from NHS.

At the conclusion of the second semester, tenth and eleventh grade students with a minimum GPA of 3.6 are invited to apply to NHS. Applicants will be thoroughly screened and rated in the areas of discipline, attendance, leadership, character, and service. The entire Canyon High School staff is encouraged to review applicants and give their input. Applicants' discipline and attendance records are also reviewed and taken under consideration. Ultimately, applicants are selected by a faculty committee with representatives from each academic department. Accepted applicants are not considered members and are continually evaluated until they are officially inducted. Acceptance may be revoked before induction if applicants fail to maintain high standards in any of the areas mentioned. The Induction Ceremony usually takes place at the Academic Banquet.

## **SPECIAL PROGRAMS**

Canyon is fortunate to have several special programs on campus to meet the needs of students. Information about Special Education Programs starts on page 69.

### THE HONORS PROGRAM

Honors courses in English, Math, and Science are available to qualified students.

Honors classes serve well the industrious and motivated student. These classes move more quickly, require a good academic background, and allow the individual student to achieve his or her highest potential growth.

The decision to accept the challenge of Honors classes should be made by the student, counselor or teacher, and parents. Extra-curricular activities, outside jobs, church responsibilities, and Honors classes often compete for attention in the life of a busy student. It is essential that the decision to enter an Honors course be carefully weighed, with adequate consideration being given to providing the student with the best possible conditions for success.

As an incentive to accept the challenge of Honors courses, grade points are “weighted” higher for letter grades A through C in the following manner:

<u>Regular</u>	<u>Honors</u>
A=4.00	A=5.00
B=3.00	B=4.00
C=2.00	C=3.00

### THE ADVANCED PLACEMENT (AP) PROGRAM

Advanced Placement courses offer our students the opportunity to do college level work while still in high school. They are available to qualified, academically-oriented students primarily in the eleventh and twelfth grades. Upon completion of an AP course, students may take the nationally administered examination in May. According to their performance on the examination, they may receive college credits for each examination they take and/or are allowed to register in upper level courses. This makes it possible for a student who is successful on the exam(s) and in the course(s) to enter college at or near the sophomore level.

At this time, Advanced Placement courses may be offered in the following areas at Canyon High School:

European History	Studio Art
U.S. History	Economics
Spanish Language	Advanced Language and Composition
Chemistry	Advanced Literature and Composition
Calculus	Biology
Statistics	Physics
American Government	Environmental Science

The Examinations contain a multiple-choice section and an essay section. Exams take about three hours to complete. The best way to describe them is “tough but fair.” Every examination receives an overall grade on a five-point scale:

- 5 (extremely well qualified)
- 4 (well qualified)
- 3 (qualified)
- 2 (possibly qualified)
- 1 (no recommendation)

An AP Grade Report is sent in early July to each student, the school, and, if the student requested it, to his or her college. Most colleges and universities accept only grades of 3 or above. Others require a higher grade and a few do not give college credit for these exams.

In addition, the Advanced Placement courses are weighted in the same manner as the Honors courses.

### ELIGIBILITY AND SELECTION FOR HONORS AND ADVANCED PLACEMENT COURSES

Students' admission to the Honors and/or Advanced Placement courses requires meeting the following criteria:

- A commitment to academic achievement
- An understanding and acceptance of the time the courses involve, both in terms of study time and homework
- Teacher and/or counselor recommendation
- In some cases, a teacher interview
- Parental approval and support

A variety of criteria is used in determining the potential academic performance of students who desire to be selected into Honors or AP courses. As consideration is given to students, four basic questions are raised:

1. Does the student have sufficient general ability?
2. Has he or she adequate academic preparation?
3. Has he or she sufficient motivation and maturity?
4. Does the student have parental support?

The policy at Canyon High School is to encourage and challenge qualified students to participate in the Honors and Advanced Placement courses. When selections are made, therefore, preference is given to those students who have demonstrated the greatest potential. Previous academic performance (grades, test scores, etc.) and motivation are the two most important factors in the selection process. Students are encouraged to take Honors and Advanced Placement courses.

## SAMPLE FOUR-YEAR EDUCATIONAL PLAN

FOR STUDENT BOUND FOR A COMMUNITY COLLEGE\*,  
A TECHNICAL VOCATIONAL PROGRAM, OR WORK

	<u>1st Semester</u>	<u>2nd Semester</u>
<b>9th Grade</b>	<ol style="list-style-type: none"><li>1. English 9A</li><li>2. Algebra A</li><li>3. Biology 2A</li><li>4. P.E.</li><li>5. Elective**</li><li>6. Elective</li></ol>	<ol style="list-style-type: none"><li>1. English 9B</li><li>2. Algebra B</li><li>3. Biology 2B</li><li>4. P.E.</li><li>5. Elective</li><li>6. Elective</li></ol>
<b>10th Grade</b>	<ol style="list-style-type: none"><li>1. English 10A</li><li>2. Algebra C--as recommended</li><li>3. Modern Civilization A</li><li>4. Earth Science 2A</li><li>5. Driver's Ed/Health</li><li>6. P.E.</li></ol>	<ol style="list-style-type: none"><li>1. English 10B</li><li>2. Geometry A</li><li>3. Modern Civilization B</li><li>4. Earth Science 2B</li><li>5. Fine Art Elective</li><li>6. P.E.</li></ol>
<b>11th Grade</b>	<ol style="list-style-type: none"><li>1. English 11A</li><li>2. U.S. History A</li><li>3. Practical Art Elective</li><li>4. Fine Art Elective</li><li>5. Elective</li><li>6. Elective</li></ol>	<ol style="list-style-type: none"><li>1. English 11B</li><li>2. U.S. History B</li><li>3. Practical Art Elective</li><li>4. Elective</li><li>5. Elective</li><li>6. Elective</li></ol>
<b>12th Grade</b>	<ol style="list-style-type: none"><li>1. American Government</li><li>2. English</li><li>3. Elective</li><li>4. Elective</li><li>5. Elective</li><li>6. Elective</li></ol>	<ol style="list-style-type: none"><li>1. Economics</li><li>2. English</li><li>3. Elective</li><li>4. Elective</li><li>5. Elective</li><li>6. Elective</li></ol>

\* For students NOT planning to transfer to a university. Those who are planning to transfer should follow a program for university-bound students.

\*\* "Electives" include Regional Occupational Program classes, Work Experience, Fine and Practical Arts, additional Math and/or Science classes.

# Example

# SAMPLE FOUR-YEAR EDUCATIONAL PLAN

## FOR THE UNIVERSITY-BOUND STUDENT

	<u>1st Semester</u>	<u>2nd Semester</u>
<b>9th Grade</b>	<ol style="list-style-type: none"><li>1. English 9A CP</li><li>2. Algebra IA CP</li><li>3. Bio. A CP</li><li>4. Spanish IA CP (or French IA CP)</li><li>5. P.E.</li><li>6. Fine Arts Elective <sup>1</sup></li></ol>	<ol style="list-style-type: none"><li>1. English 9B CP</li><li>2. Algebra IB CP</li><li>3. Bio. B CP</li><li>4. Spanish IB CP (or French IB CP)</li><li>5. P.E.</li><li>6. Fine Arts Elective <sup>1</sup></li></ol>
<b>10th Grade</b>	<ol style="list-style-type: none"><li>1. English 10A CP</li><li>2. Geometry IA CP</li><li>3. Chem. A CP/Physics A CP/ Earth Sci IB CP</li><li>4. Spanish IIA CP</li><li>5. Modern Civilization - A CP</li><li>6. P.E.</li></ol>	<ol style="list-style-type: none"><li>1. English 10B CP</li><li>2. Geometry IB CP</li><li>3. Chem. B CP/Physics B CP/ Earth Sci IB CP</li><li>4. Spanish IIB CP</li><li>5. Modern Civilization - B CP</li><li>6. P.E.</li></ol>
<b>11th Grade</b>	<ol style="list-style-type: none"><li>1. English 11A CP</li><li>2. Algebra II/Trig A CP</li><li>3. Anatomy &amp; Physiology A CP <sup>2</sup></li><li>4. Spanish IIIA CP</li><li>5. U.S. History A CP</li><li>6. Health for Living</li></ol>	<ol style="list-style-type: none"><li>1. English 11B CP</li><li>2. Algebra II/Trig B CP</li><li>3. Anatomy &amp; Physiology B CP <sup>2</sup></li><li>4. Spanish IIIB CP</li><li>5. U.S. History B CP</li><li>6. Practical Arts</li></ol>
<b>12th Grade</b>	<ol style="list-style-type: none"><li>1. English 12A CP <sup>3</sup></li><li>2. Pre-Calculus A</li><li>3. Science CP</li><li>4. American Government CP</li><li>5. Elective <sup>4</sup></li><li>6. Elective</li></ol>	<ol style="list-style-type: none"><li>1. English 12B CP <sup>3</sup></li><li>2. Pre-Calculus B</li><li>3. Science CP</li><li>4. Economics CP</li><li>5. Elective <sup>4</sup></li><li>6. Elective</li></ol>

<sup>1</sup> Four-year college-bound students need two consecutive classes of the same college-prep Fine Art.

<sup>2</sup> Student has a choice of several Science classes, including Anatomy & Physiology, Chemistry, Physics and AP Environmental Science.

<sup>3</sup> 12<sup>th</sup> grade student has a choice of several college prep (CP) English electives, including Shakespeare, Mythology, English 12 A/B, American Lit. A/B, and Humanities.

<sup>4</sup> Preferably an academic course, Regional Occupational Program classes and COC concurrent enrollment are available.

# Example

## SAMPLE FOUR-YEAR EDUCATIONAL PLAN

FOR THE UNIVERSITY-BOUND HONORS STUDENT

	<u>1st Semester</u>	<u>2nd Semester</u>
<b>9th Grade</b>	<ol style="list-style-type: none"><li>1. English 9 Honors A CP</li><li>2. Geometry IA Honors CP</li><li>3. Biology A CP (or AP Biology)</li><li>4. Spanish IA CP (or French IA CP)</li><li>5. P.E.</li><li>6. Fine Art Elective (A) <sup>1</sup></li></ol>	<ol style="list-style-type: none"><li>1. English 9 Honors B CP</li><li>2. Geometry IB Honors CP</li><li>3. Biology B CP (or AP Biology)</li><li>4. Spanish IB CP (or French IB CP)</li><li>5. P.E.</li><li>6. Fine Art Elective (B) <sup>1</sup></li></ol>
<b>10th Grade</b>	<ol style="list-style-type: none"><li>1. English 10 Honors A CP</li><li>2. Algebra II/Trig. A Honors CP</li><li>3. Chemistry A Honors CP</li><li>4. Spanish IIA CP</li><li>5. AP European History A</li><li>6. Driver's Ed/Health</li></ol>	<ol style="list-style-type: none"><li>1. English 10 Honors B CP</li><li>2. Algebra II/Trig. B Honors CP</li><li>3. Chemistry B Honors CP</li><li>4. Spanish IIB CP</li><li>5. AP European History B</li><li>6. Practical Art Elective</li></ol>
<b>11th Grade</b>	<ol style="list-style-type: none"><li>1. AP Lang. &amp; Comp. A CP</li><li>2. Pre-Calculus A Honors CP</li><li>3. Science <sup>2</sup></li><li>4. AP U.S. History A CP</li><li>5. Spanish IIIA CP</li><li>6. P.E.</li></ol>	<ol style="list-style-type: none"><li>1. AP Lang. &amp; Comp. B CP</li><li>2. Pre-Calculus B Honors CP</li><li>3. Science <sup>2</sup></li><li>4. AP U.S. History B CP</li><li>5. Spanish IIIB CP</li><li>6. P.E.</li></ol>
<b>12th Grade</b>	<ol style="list-style-type: none"><li>1. AP Comp &amp; Lit. A CP</li><li>2. AP Calculus B/C A CP <sup>3</sup></li><li>3. Science <sup>2</sup></li><li>4. Spanish AP A CP</li><li>5. AP Economics</li><li>6. Elective</li></ol>	<ol style="list-style-type: none"><li>1. AP Comp &amp; Lit. B CP</li><li>2. AP Calculus B/C B CP <sup>3</sup></li><li>3. Science <sup>2</sup></li><li>4. Spanish AP B CP</li><li>5. AP Amer. Government</li><li>6. Elective</li></ol>

<sup>1</sup> Four-year college bound students need two consecutive classes of the same college prep Fine Art.

<sup>2</sup> AP Physics, AP Chemistry, Honors Human Anatomy/Physiology and AP Environmental Science are also available.

<sup>3</sup> AP Calc BC and AP Statistics also available.

To include interests in areas such as Band, ASB, and Theatre Arts a student may wish to take Fine Arts in Summer School.

Regional Occupational Program classes and COC concurrent enrollment are also available.

# Example

**FOUR-YEAR EDUCATIONAL PLAN JUST FOR ME  
WORKSHEET**

	<u><b>1st Semester</b></u>	<u><b>2nd Semester</b></u>
<b>9th Grade</b>	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	5. _____	5. _____
	6. _____	6. _____
<b>10th Grade</b>	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	5. _____	5. _____
	6. _____	6. _____
<b>11th Grade</b>	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	5. _____	5. _____
	6. _____	6. _____
<b>12th Grade</b>	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____
	4. _____	4. _____
	5. _____	5. _____
	6. _____	6. _____

## **Career Technical Education at Canyon High School**

Wm. S. Hart High School District provides motivated students with an opportunity to study careers in their areas of interest. The Career Technical Education (CTE) program at Canyon High consists of a combination of school-based and work-based experience through a variety of programs. It is a system with students being granted certificates of completion or mastery, depending upon their level of achievement and commitment.

### **Guiding Principles of the Career Technical Program at Canyon High School**

1. *Inclusion*—CTE provides all students with full access to high-quality offerings in career technical education.
2. *Students and the economy*—CTE serves the career preparation needs and interests of students, industry, labor, and communities while promoting workforce and economic development.
3. *Preparation for success*—CTE prepares students to master the necessary technical, academic, employability, decision-making, and interpersonal skills to make the transition to meaningful postsecondary education and employment.
4. *Career planning and management*—CTE provides students with opportunities to develop and apply the skills needed for planning and managing their careers.
5. *Integration*—CTE incorporates instructional strategies to improve teaching and learning through rigorous academic content standards applied in real-world situations.
6. *Programs of study*—CTE provides sequenced curricular pathways that include career-related and academic content standards to prepare students for success in postsecondary education, careers, and lifelong learning.
7. *Innovation and quality*—CTE fosters innovation and continuous improvement of instructional content and delivery.
8. *Future orientation*—CTE demonstrates a forward-looking perspective that meets the contemporary and emerging needs of individuals, communities, and the economy.
9. *Collaboration*—CTE partners with business, industry, labor, postsecondary education, and the community to provide classroom and work-based learning opportunities that prepare all students for success.

The William S. Hart Union High School District and the surrounding educational and professional community are committed to career exploration and training. The primary objectives for Career Technical Education are expressed through the mission and vision of the program.

### **Mission:**

*The Mission of CTE (Career Technical Education) is to provide programs and services that enables all students to identify and achieve their career goals in order to attain economic self sufficiency and compete in the ever changing global marketplace.*

### **Vision:**

*CTE will engage all students in high quality and relevant educational programs developed in partnership with business and industry promoting leadership, problem solving, effective communication and inspire lifelong learning.*

**Career paths and their related courses include:**

**Culinary Arts Career Path**

**Required Coursework:** Culinary Basics I, Culinary Basics II, Advanced Culinary Arts I.

**Outside Experiences:** Internship, Job Shadowing, Approved Coursework at College of the Canyons, Mentoring or Approved ROP coursework.

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**Video Production Career Path**

**Required Coursework:** Video IA and IB, Video 2A and 2B, Television Production.

**Outside Experiences:** Job Shadowing, Approved Video Production coursework, related ROP courses, Internship.

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**Digital Photography Career Path**

**Required Coursework:** Digital Photo, Movie Making.

**Outside Experiences:** Internship, Mentoring or Approved ROP coursework, Job Shadowing.

Canyon High may offer career paths in the areas of Business, Performing Arts, Hospitality and Tourism, and Health Sciences in the near future.

If you are interested in any of these subject areas, please contact your counselor.



## ENGLISH DEPARTMENT

The heart of Canyon High School's English curriculum is the ninth and tenth grade program. The courses taken at this level provide the basis for the development of more sophisticated skills in the areas of critical thinking, listening, composition, and reading. The program is modeled after the state-developed Model English Curriculum Standards. The curriculum is literature-based and requires reading, writing, speaking, and listening. Short stories, novels, plays, poetry, essays, and biographies will be used to broaden creative and analytic skills, and communicate a sense of common values, common goals, and significant human issues.

Every student must complete 40 credits (eight courses) in English to meet graduation requirements. Not all classes are offered all semesters.

### **Regarding maintaining eligibility in the English Honors Program:**

Ninth grade students must achieve a "C" average over two semesters, or they will be dropped from the Honors program. Students in grades 10-12 will be dropped from the Honors program after receiving one "D" or "F" or two consecutive "C's." Dropped students may request to re-enter the Honors program after one semester.

**\*Prerequisites for English Lab classes:** Teacher/Counselor recommendation, California Standards Test (CST) scores that are Below Basic (BB) or Far Below Basic (FBB).

### **SDAIE COURSES**

Specially Designed Academic Instruction in English (SDAIE) is a teaching approach used to teach academic content in (math, science, social studies, English, etc.) in English to students whose first language is not English and who are still learning English. Effective SDAIE methodology ensures that students gain skills in both the subject matter and in using English. In these courses the modifier SDAIE refers to the instructional methodology rather than course content. All SDAIE courses are equivalent in content and skill development as their matching general education course counterpart. Offering SDAIE courses ensures equal access to grade level curriculum for English learners.

### **COURSES—BY GRADE LEVEL**

***CP: Serves as an indication of college-preparatory classes approved by the University of California and the California State University. CP and Honors English classes meet the "B" requirement of the A-G requirements. Non-CP classes do not fulfill any A-G requirements.***

#### **READ 180**

Credit 10

Prerequisites: Test scores and/or Teacher/Counselor recommendation

1 Year

Open to: Grade 9

This course combines research-based reading practices with the use of technology offering students an opportunity to achieve reading success through a combination of instructional, modeled, and independent reading components. Read 180 directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills.

**ENGLISH 9 A/B (or SDAIE ENGLISH 9A/B)**

Credit 10 CP

Prerequisites: Teacher/Counselor recommendation

1 Year

Open to: Grade 9

Major objectives of this course are the development of competence in the writing of clear, coherent, correct sentences and paragraphs, and the development of critical thinking and reading skills, as demonstrated in discussion and writing. Examples of short stories, novels, plays, and poetry will be examined to determine the inter-relation of form and content, and to develop the ability to see beyond the printed word to the intent of the writer. Emphasis is on why and how a writer achieves his intended aim through discussion and frequent writing assignments. Special attention will be given to usage errors such as sentence fragments and run-ons, confusion of pronoun reference, subject-verb agreement, confusion of adjectives and adverbs, and unclear word-usage in student writing. Spelling and vocabulary instruction will be included. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**ENGLISH 9 HONORS A/B**

Credit 10 CP

Prerequisites: Initial placement test and junior high English Department recommendation

1 Year

Open to: Grade 9

One objective of this course is the development of effective writing skills as demonstrated in multi-paragraph compositions. The emphasis of instruction will be on correctness, unity, and coherence. Students will have frequent writing assignments. The other goal is the development of advanced critical reading skills, prompted through the study of novels, short stories, plays, poems, and selected essays. Students will participate in frequent reading, discussion, testing, and writing activities. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**ENGLISH 10 LAB A/B**

Credit 10

Prerequisites: Teacher/Counselor recommendation

1 Year

Open to: Grade 10

The purpose of this class is to build basic reading, writing, speaking and listening skills. Reading skills grow with novels, short stories, and drama. Writing skills develop through creative and expository writing assignments. Speaking skills improve through presentations to other class members. Book projects encourage reading for pleasure.

**ENGLISH 10 A/B (or SDAIE English 10 A/B; may be part of English/Mod Civ Team)** Credit 10 CP

Prerequisites: Teacher/Counselor recommendation

1 Year

Open to: Grade 10

This course expands upon the critical reading, thinking, and writing skills attained in the preceding class by examining challenging short stories, novels, plays, poetry, and non-fiction. The essential difference between English 9 A/B and English 10 A/B will be found in the levels of difficulty in the materials read, discussed, and written about. The course will include an intensive review of fundamental grammar, usage, and mechanical skills in writing, with special attention given to the creation of essays. The primary objective of this class will be to develop the ability to write clear, correct, coherent, and entertaining multi-paragraph compositions. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**ENGLISH 10 HONORS A/B**

Credit 10 CP

Prerequisites: Completion of English 9 Honors A/B with a grade of "B" or better, or passage of a placement test, and completion of the summer assignment.

1 Year

Open to: Grade 10

English 10 Honors A/B is a course that concentrates on broadening students' critical reading, critical and analytical thinking skills. Students will read a variety of literature and develop effective writing skills. The study of writing will encompass unity, voice, and coherence. The study of literature will develop advanced critical reading skills through the study of novels, short stories, plays, and poetry. This class involves copious reading, writing, discussion, and testing. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**ENGLISH 10 A/B / MODERN CIVILIZATION A/B TEAM**

Credit 10 CP

Prerequisites: Teacher/Counselor recommendation

2 Semesters

Open to: Grade 10

An exciting way for students to gain a fuller understanding and appreciation for world cultures and history is to incorporate relevant works of literature with the major developmental themes of humanity. This course is a year-long approach to understanding major themes in human history and culture in this way. First semester units will cover the background to modern world history (prehistory to 1800) and the era of European dominance (1750 to 1914). Second semester studies will include the crisis of the 20th century (1914 to 1945) and the emergence of a global civilization (the world since 1945). Students enrolling in this course will be required to remain enrolled in their respective English and Modern Civilizations course for the entire year. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**ENGLISH 11 LAB A/B**

Credit 5-10

Prerequisites: Teacher/Counselor recommendation

1 Semester - 1 year

Open to: Grade 11

English 11 lab is a remedial class for those students who, through testing and/or teacher observation, have exhibited a deficiency in fundamental reading, grammar, usage, and/or writing skills.

**ENGLISH 11 A/B (or SDAIE ENGLISH 11 A/B)**

Credit 10 CP

Prerequisites: Satisfactory completion of English 10

1 Year

Open to: Grade 11

This college prep course is designed to familiarize students with American literature from the modern and contemporary ages through the study of novels, short stories, and poetry. Fall semester covers literature of the Native Americans and Explorers through the Civil War, while the spring semester covers literature of the late nineteenth through the twentieth centuries. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**AMERICAN LITERATURE A/B / U.S. HISTORY TEAM**

Credit 10 CP

Prerequisites: Satisfactory completion of English 10

2 Semesters

Open to: Grade 11

This one-year course satisfies a college preparatory English requirement and a U.S. History requirement for juniors. American Literature provides students with instruction in short stories, poems, novels, and dramas, examining the historical aspects of the literature. Students, through active participation in classroom discussion, activities, writing assignments and projects, will deepen critical reading skills, and will gain a better understanding of historical events as the curriculum between American Literature and U.S. History correlate. In surveying the history of America, U.S. History traces the origins and development of the United States political, economic, and social systems, as well as military engagements. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION A/B**

Credit 10 CP

Prerequisites: Teacher recommendation, counselor approval, parent or student request. "B" or higher in previous Honors English class is recommended. Completion of a reading list before the fall semester is essential.

1 Year

Open to: Grade 11

The AP English Language and Composition course requires a tremendous time commitment from all students. The class engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Using rhetorical analysis, students will become aware of the interaction between a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Other requirements include a research term paper and completion of the Advanced Placement test. Students who choose not to take the AP test will take a cumulative final exam at the end of the year. (AP Fee waivers are available for those who qualify.) A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**BRITISH LITERATURE HONORS**

Credit 10 CP

Prerequisites: English Honors A/B with a "B" or higher or passage of placement test

1 Year

Open to: Grades 11-12

British Literature Honors is a one-year course for students who have demonstrated superior reading, writing, and most importantly, critical thinking skills. Students will study the literature and literary history of the British Isles from the Anglo-Saxon era to the present through the study of short stories, poems, plays, essays and novels. The course will require reading assignments, essay and objective exams, oral and written reports, and a research project each semester. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**ENGLISH 12 A/B (or SDAIE ENGLISH 12A/B)**

Credit 10 CP

Open to Grade 12

1 Year

The course is designed for any student wishing to attend a 2 or 4-year college. It will focus on discussion skills, writing the college essay, note-taking and study skills. Students will read and analyze non-fiction texts and develop original writing, which will be improved upon throughout the course of the semester. This class will prepare students for the higher level work that comes with junior college or 4-year university enrollment. It will follow the format of College of the Canyon's English 091: Introduction to College Reading and Writing. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**SHAKESPEARE**

Credit 5 CP

Prerequisites: none

1 Semester

Open to: Grade 12

This is a survey course of William Shakespeare's greatest plays and sonnets. Plays that might be studied include, but will not be limited to, *Hamlet*, *Macbeth*, *Othello*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *The Merchant of Venice*, and *Henry V*. Classroom instruction will revolve around reading, discussion, and writing. Students may also be asked to perform monologues or soliloquies. A "C" or better in both semesters earns the student a half-unit for the "B" requirement on the UC/CSU A-G list.

**SPORTS LITERATURE**

Credit 5 CP

Prerequisites: none

1 Semester

Open to: Grade 12

This course examines sports themes expressed in short stories, poetry, nonfiction (journalism and essays), novels, drama, and film. These themes include: racism, sexism, and nationalism in sports, growing up, family, and relationships through sports; youth and aging; the hero and antihero in society, hero worship, and fanaticism. A "C" or better in both semesters earns the student a half-unit for the "B" requirement on the UC/CSU A-G list.

**HUMANITIES**

Credit 5 CP

Prerequisites: none

1 Semester

Open to: Grade 12

Humanities, in its purest form, is the study of the arts. Humanities is a single-semester English class which examines the arts from around the world. Literature will be studied from Shakespeare to Chinua Achebe, Africa's most celebrated writer. Art will be examined from Michelangelo to Salvador Dali. Musicians and composers will be analyzed from Beethoven and Bach, to Buddy Holly and Nirvana. We will also spend some time reviewing influential filmmakers. A "C" or better earns the student a half-unit for the "B" requirement on the UC/CSU A-G list.

**MYTHOLOGY**

Credit 5 CP

Prerequisites: none

1 Semester

Open to Grade 12

This one-semester course will give a comprehensive view of the world's mythologies. Myths are examined from Greece, the Viking tradition, Navajo Nation, Japan, Vietnam, and ancient Babylonia. Simple stories are read to see how they have transformed civilizations and human history for millennia. Emphasis is placed on hero myths and each student's own personal hero journey. Hercules, Thor, and King Arthur are studied as well as how Star Wars used ancient mythology as the model for Skywalker's journey. A "C" or better earns the student a half-unit for the "B" requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT LITERATURE AND COMPOSITION A/B**

Credit 10 CP

Prerequisites: Teacher recommendation, counselor approval, parent or student request. "B" or higher in previous Honors English class is recommended. Completion of a reading list before the fall semester is essential.

1 Year

Open to: Grade 12

This course is designed to enable qualified seniors to achieve to the best of their ability on the Advanced Placement examination in English Literature. This one-year course (offered in lieu of a student's fourth year of Honors English) will stress extensive reading and the analysis of required reading under the demands of time limitation. Given that this class is the equivalent of credit for two semesters of college credit in English, the works of such authors as Shakespeare, Dostoevsky, Conrad, and others of similar stature will be examined in detail. Regardless of the genre or author, close textual analysis and the effective expression of such analysis will be stressed. A "C" or better in both semesters earns the student a unit for the "B" requirement on the UC/CSU A-G list.

**NOTE:** THE ENGLISH DEPARTMENT RECOMMENDS ALL RESEARCH PAPERS IN ELECTIVE COURSES TO BE TYPED AND FOLLOW MODERN LANGUAGE ASSOCIATION'S DOCUMENTATION PROCEDURES.

## ENGLISH LANGUAGE ACQUISITION

When students arrive in the William S. Hart District, they are given a home language survey. If it indicates that a student is LEP (Limited English Proficient), they are referred to the ELA (English Language Acquisition) program.

Acquiring English as a second language is a developmental process. ELA courses are sequential in nature and support English Language Acquisition (ELA) standards. The ELA standards display patterns of language development that range from the student's initial contact with formal instruction in English to the point at which his/her use of English is comparable to that of his/her native English-speaking peers. California ELA standards are organized by language proficiency level, then by grade span. English Learners may enter school and begin their process of learning English at any of these levels, causing a variation in the grade span process, and providing adequate time to accommodate the EL student's academic language needs while credits are being earned. State assessments such as CELDT, CST, CAHSEE, as well as a Standard Reading Assessment may be used in determining the most appropriate placement in the ELA program. English Learners will be enrolled in two hours of ELA instruction daily until students are recommended for reclassification as FEP (Fluent English Proficient). English Learners approaching FEP status need to demonstrate sufficient academic literacy through such assessments as CELDT (Advanced), CST (Proficient), writing level of at least 2, and a minimum core G.P.A. of 2.00. English Learners may continue their course work at the secondary level until their 22<sup>nd</sup> birthday.

Every student must complete 40 credits in English, and ELA courses are applied in meeting graduation requirements in English. Accrued ELA credits for two-hour daily instruction beyond this graduation requirement will fulfill elective credits.

### **SDAIE**

Specially Designed Academic Instruction in English (SDAIE) is a teaching approach used to teach academic content in (math, science, social studies, English, etc.) in English to students whose first language is not English and who are still learning English. Effective SDAIE methodology ensures that students gain skills in both the subject matter and in using English. In these courses the modifier SDAIE refers to the instructional methodology rather than course content. All SDAIE courses are equivalent in content and skill development as their matching general education course counterpart. Offering SDAIE courses ensures equal access to grade level curriculum for English learners. Currently some SDAIE course offered are in English, Mod Civ, US History, Biology, and Earth Science.

## COURSE SEQUENCE

### ***ELA I A/B (Two hours of instruction daily)***

Credit 10 - 80

Prerequisites: Assessment

1 Semester – 4 years

English Learners at the BEGINNING LEVEL (CELDT) of English language proficiency are placed into ELA 1 (English Language Acquisition) for one or more semester. Students progress from having no receptive (listening/reading), or productive (speaking/writing) English skills, to possessing a basic use of English in communicating basic needs and social convention. Students may be reading at or below a third grade comprehension level on a SRA measurement. Students assessed on the CELDT are at the BEGINNING level, and on the CST, they usually range from Far Below Basic through Below Basic.

**ELA II A/B (Two hours of instruction daily)**

Credit 10 – 80  
1 Semester – 4 years

Prerequisites: Demonstration of English language proficiency approaching this level based upon assessments and teacher recommendation.

English Learners at the EARLY INTERMEDIATE level of English language proficiency respond with increasing ease to more varied communication tasks with learned material. Students at this stage of English acquisition are demonstrating language proficiency and reading comprehension at a third through fourth grade level (SRA), and on the Language Arts portion of the CST, they usually score in the Below Basic category.

**ELA IIIA/B (Two hours of instruction daily)**

Credit 10 – 80  
1 Semester – 4 years

Prerequisites: Demonstration of English language proficiency approaching this level based upon assessments and teacher recommendation.

English Learners at the INTERMEDIATE level of English language proficiency begin to refashion learned material to meet their immediate communication and learning needs. Students at this stage of English acquisition are demonstrating language proficiency and reading comprehension at a fifth through sixth grade level (SRA), and on the Language Arts portion of the CST; they usually score in the Below Basic through Basic categories.

**ELA IV (One hour of instruction daily)**

Credit 5 – 40  
1 Semester – 4 years

Prerequisites: Demonstration of English language proficiency approaching this level based upon assessments and teacher recommendation.

English Learners at the EARLY ADVANCED level of English language proficiency begin to create with the English language in more complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas. This ELA class supports reading comprehension and writing development of English Learners at this level in their mainstream English class. Students at this stage of English acquisition are demonstrating language proficiency and reading comprehension at a seventh grade level or above (SRA), and on the Language Arts portion of the CST, they usually score in the Basic through Proficient categories. All English Learners in this class will be concurrently enrolled in another English class according to their grade and proficiency level.



## FINE ARTS DEPARTMENT

Students entering college must satisfy the Visual and Performing Arts requirement by completing an appropriate single course in a yearlong sequence (i.e. the second semester must be the continuation of the first semester, requiring the first semester as a prerequisite). The term “one unit” means equivalent to one year-long course or two semester courses.

**CP: Serves as an indication of college-preparatory classes approved by the University of California and the California State University. CP and Advanced Placement Fine Arts classes meet the “F” requirement of the A-G requirements. Non-CP classes do not fulfill any A-G requirements.**

### INSTRUMENTAL MUSIC

The Instrumental Music Program at Canyon High offers the student a wide range of musical experiences. After the student has expressed an interest in instrumental music, he/she will be auditioned by the instructor and placed in one or more of the following groups based on his/her ability and maturity. Below you will find the courses offered and a short description of their goals and objectives.

#### **MARCHING BAND IA/IB**

Prerequisites: By Audition

Open to: Grades 9-12

Fall semester only

Credit 1A      Credit 5 CP

1B      Credit 5 –15 CP

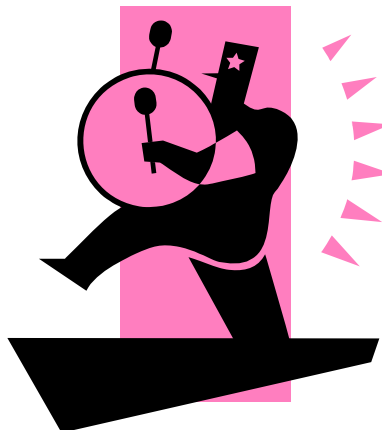
1-4 Semesters

(Fall semester per year for up to four years)

Supplemental program contribution requested.

Marching Band is a performance ensemble for students with prior band experience. Musical and visual performance techniques are developed and demonstrated in numerous performances at football games and competitive band events. Musical repertoire in both traditional and contemporary marching band styles is explored with the dual objectives of improving individual performance skill and ensemble performance concepts. Participation in rehearsals and performances is mandatory and considered to be a part of the course requirements. A “C” or better both semesters of Marching Band IA/IB or Marching Band IA and Symphonic Band IA earns a student one unit for the “F” requirement on the UC/CSU A-G list (maximum: two units). Students in this class will enroll concurrently in Symphonic Band.

Marching Band may be taken for P.E. credit fall semester. Ninth graders must enroll in a P.E. class spring semester.



**SYMPHONIC BAND IA/IB**

Prerequisites: By Audition

Open to: Grades 9-12

Credit 1A      Credit 5 CP

1B      Credit 5 –35 CP

1-7 Semesters

(Up to twice per semester per year for up to four years)

Supplemental program contribution requested.

One Symphonic Band is a performance class for advanced brass and woodwind students. Students are placed in one of two sections based on grade level and instrumentation balance. The primary objective of Symphonic Band is to develop understanding of the nature, structure and meaning of music through the rehearsal and performance of band literature of various symphonic styles. The bands perform locally in concerts and at adjudicated band festivals. At all times attention is given to the development of both ensemble and individual performance skills. Another Symphonic Band (for percussionists) is a performance class for advanced percussion students. Students enrolled in this class perform as part of the Marching Band and Symphonic Bands. The objectives are development of performance techniques on various percussion instruments and preparation of performance repertoire: Marching Band repertoire during fall semester; Symphonic Band both semesters. Students in this class will enroll concurrently in Marching Band in the fall. Participation in rehearsals and performances is mandatory and considered to be a part of the course requirements. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**JAZZ ENSEMBLE 1A/1B**

Prerequisites: By Audition

Open to: Grades 9-12

Spring semester only

Credit 1A      Credit 5 CP

1B      Credit 5 –40 CP

1-4 Years

(one semester per year for up to four years)

Jazz Ensemble is an advanced instrumental performance group. Students are placed in Jazz Ensemble I (or II when there is sufficient personnel for two bands) based on audition results. The main emphasis is on developing awareness and understanding of various jazz and jazz/pop styles. Individual and ensemble performance skills are refined, and improvisation techniques explored.

Students must participate in either Symphonic Band or Instrumental Music in order to enroll in Jazz Ensemble. Participation in rehearsals and performances is mandatory and considered to be a part of the course requirements. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**BEGINNING GUITAR 1A/1B**

Prerequisites: Student to obtain his/her own instrument

Open to: Grades 9-12

Credits 1A      Credit 5 CP

1B      Credit 5 CP

2 Semesters

Guitar will involve learning the basics needed to play six string guitars. Students signing up for this class will be instructed in the following areas: the history of the guitar; instrument care and preparation; strumming and picking techniques; chordal playing and progressions; and stylistic procedures. The class is especially designed for those students who have little or no experience in playing the Guitar. Students will be responsible for obtaining and maintaining their own guitar. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**CHORAL MUSIC**

The Choral Music Program at Canyon High School offers students the opportunity to develop musical ability through achievement in singing with others. After the student has expressed interest in this program, he/she will be auditioned by the Choral Director and placed in one or more of the following groups based on his/her ability and maturity:

Mixed Chorus

Concert Choir

Women's Chamber Ensemble

Small Vocal Ensemble

**MIXED CHORUS 1A/1B**

Prerequisites: None  
 Open to: Grades 9-12

Credit 1A            Credit 5 CP  
 1B                    Credit 5-35 CP  
 1-4 Years  
 (1B May be taken 7 times)

Chorus is a non-selective group organized for students as an introductory course in choral music. It develops skill in ensemble singing and understanding of the nature, structure and meaning of music through the rehearsal and performance of choral literature of various styles, appropriately arranged for the voice classifications in the group. The chorus may perform in school and community programs and may represent the school in choral festivals. Attendance at **performances is mandatory** and considered to be a part of the course requirements. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**WOMEN'S CHAMBER ENSEMBLE 1A/1B**

Prerequisites: By Audition  
 Open to: Grades 9-12

Credit 1A            Credit 5 CP  
 1B                    Credit 5-35 CP  
 (1B may be taken 7 times)  
 1-4 Years

Women's Chamber Ensemble is an intermediate choral ensemble consisting of auditioned female vocalists. The choral literature performed by the choral group comes from a unique, deep and widely varied choral history. Three and four-part Classical, Jazz, Pop and Rock music will be performed. This course refines skills in ensemble singing and provides opportunities for each student to develop musically to her maximum ability. Attendance at performances is mandatory and considered to be a part of the course requirements. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**SMALL VOCAL ENSEMBLE 1A/1B**

Prerequisites: By Audition  
 Open to: Grades 9-12

Credit 1A            Credit 5 CP  
 1B                    Credit 5-35 CP  
 (1B may be taken for 7 semesters)  
 1-4 Years

Small Vocal Ensemble (Madrigals) is a very selective performing group consisting of 16-24 singers who have previously mastered the fundamentals of ensemble singing. Music written for small ensembles is studied and performed. Further refinement of skills in ensemble singing and maximum musical development are the goals of the course. The Small Vocal Ensemble performs in school and/or community programs and represents the school in choral festivals. Attendance at performances is mandatory and considered to be part of the course requirement. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**CONCERT CHOIR 1A/1B**

Prerequisites: By Audition  
 Open to: Grades 9-12

Credit 1A            Credit 5 CP  
 1B                    Credit 5-35 CP  
 (1B may be taken for 7 semesters)  
 1-4 Years

Concert Choir is a selective performing group organized for students who have previously mastered the fundamentals of ensemble singing. Its basic purpose is to develop understanding of the nature, structure and meaning of music through the rehearsal and performance of choral literature of various styles. This course refines skills in ensemble singing and provides opportunities for each student to develop musically to his or her maximum ability. Concert Choir performs in school and/or community programs and represents the school in choral festivals. Attendance at performances is mandatory and considered to be a part of the course requirements. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

## THEATRE ARTS

### **THEATRE ARTS IA GENERAL**

Credit 5 CP

Prerequisites: None

1 Semester

Open to: Grades 9-12

Theatre Arts I is designed to expose students to drama, enable students to grow in self-confidence and self-awareness, develop theatre skills and promote appreciation of the dramatic art. This is done through participation and evaluation. Assignments include pantomimes, group scenes, improvisation, play readings, reports, and attendance at a live play. Outside work is required. When combined with Theater Arts IB, IIA, IIB, or Stagecraft it fulfills the UC/CSU Performing Arts "F" requirement.

### **THEATER ARTS IB GENERAL**

Credit 5-15 CP

Prerequisites: Theater Arts IA General

1-3 Semesters

Open to: Grades 9-12

Supplemental program contribution requested.

Theater Arts General IA/IB is a year-long college prep course which begins by exposing students to drama and drama skills, enabling students to grow in self-confidence and self-awareness. Emphasis is on performance: developing appreciation, critical and aesthetic-evaluation skills. Assignments include group scenes, improvisations, costuming and make-up. Attendance at performances is mandatory and considered to be part of the course requirement. Possible performances are: An Hour of Scenes or an Improv Show. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

### **THEATRE ARTS IIA PERFORMING – Adventures In Acting**

Credit 5-20 CP

Prerequisites: Theatre Arts IA General and/or Theater Arts IIB

1-4 Semesters

Children's Theatre, and Permission of Instructor (by audition)

Open to: Grades 9-12

Supplemental program contribution requested.

This is an advanced course for students who have completed one full year of Theatre Arts I and/or Children's Theatre. The emphasis of this course is on character development with continuation of skills and appreciation stressed in Theatre Arts I and Children's Theatre. Assignments include preparation and performance of a scripted play, participation in major production, and occasional drama festivals. Outside work is required. A college prep course which if taken for a year or following Theater Arts IA General, meets the UC/CSU Performing Arts "F" requirement.

### **THEATRE ARTS IIB PERFORMING - Children's Theatre**

Credit 5-35 CP

Prerequisites: Theater Arts IA General or 1 Semester Junior High drama

and Permission of Instructor (by audition)

1-7 Semesters

Open to: Grades 9-12

Supplemental program contribution requested.

Children's Theatre is a drama class designed for students who wish to perform scripted plays for elementary school audiences. Exaggerated characterizations are encouraged. Performances are staged for local neighborhood school children. Outside work is required. A college-prep course which if taken for one year or following Theater Arts IA General, meets the UC/CSU Visual/Performing Arts requirement – the "F" requirement.

### **THEATRE ARTS IIIA PERFORMING – Fall Advanced Production**

Credit 5-20 CP

Prerequisites: Theatre Arts IA General and/or Theater Arts IIA

1-4 Semesters

Children's Theatre, and Permission of Instructor (by audition)

Open to: Grades 9-12

Supplemental program contribution requested.

This is an advanced course for students who have completed one full year of Theatre Arts I and/or Children's Theatre. The emphasis of this course is on character development with continuation of skills and appreciation stressed in Theatre Arts I and Children's Theatre. Assignments include preparation and performance of a scripted play, participation in major production, and occasional drama festivals. Outside work is required. A college prep course which if taken for a year or following Theater Arts IA General, meets the UC/CSU Performing Arts "F" requirement

**THEATRE ARTS IIIB PERFORMING – Spring Advanced Production**

Credit 5-20 CP

Prerequisites: Theatre Arts IA General and/or Theater Arts IIA  
Children's Theatre, and Permission of Instructor (by audition)

1-4 Semesters

Open to: Grades 9-12 Supplemental program contribution requested.

This is an advanced course for students who have completed one full year of Theatre Arts I and/or Children's Theatre. The emphasis of this course is on character development with continuation of skills and appreciation stressed in Theatre Arts I and Children's Theatre. Assignments include preparation and performance of a scripted play, participation in a major production, and occasional drama festivals. Outside work is required. A college-prep course which if taken for a year or following Theater Arts IA General, meets the UC/CSU Performing Arts "F" requirement

**STAGECRAFT 1A/1B (Practical Art or Fine Art)**

Credit IA Credit 5 CP

Prerequisites: Theater Arts IA and Permission of Instructor

IB Credit 5-35 CP

Open to: Grades 9-12

IA may be taken once, IB may be taken 7 times

1-8 Semesters total

A hands-on class which covers make-up and costuming, set-designing and construction, lighting, and sound for current stage shows. Assignments include participation in Canyon productions as well as continuation in assignments in artistic perception, creative expression, historical and cultural context, aesthetic evaluation, and applications of these ideas to other art forms, subject areas, and careers. Outside work in critical listening/viewing is required. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list. If this course is taken for one year or sequenced after Theater Arts IA General, it fulfills the UC/CSU VPA "F" requirement.

**VISUAL ARTS**

**ART IA**

Credit 5 CP

Prerequisites: None

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

This is an introductory course providing experiences in creating art and responding to it, based on the acquisition and application of the elements and principles of art. Students will develop an appreciation of a variety of art forms. Emphasis will be placed on production and on forming a value system for art criticism. Creative problem-solving and individual creativity and expression is encouraged. Outside course work is required. This course, when combined with Art IB or Ceramics IA, meets the UC/CSU "F" requirement for the Visual and Performing Arts, when a student earns a "C" or better in both semesters.

**ART IB**

Credit 5 CP

Prerequisites: Art IA

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

Students will continue their study of art through the exploration of various media related to the elements and principles of design. The study of art from different cultures and time periods is explored. This course is designed to offer more creative problem-solving opportunities, and the course includes further exploration in concepts, techniques, media and personal self-expression and creativity. Outside course work is required. This course sequenced after Art IA meets the UC/CSU VPA "F" requirement, when a student earns a "C" or better in both semesters.

**FOLK ART A**

Credit 5-10

Prerequisite: Art 1A

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

Folk Art examines the traditional art and crafts produced from different cultures around the world. In this course students will explore the visual expression that reflect the customs, rituals and beliefs of people from Africa, Asia, Latin America and many other ancient and contemporary civilizations. Students will develop skills working with paints, paper mache, textiles, weaving, sculpture and a variety of other media. Research outside of class is required to emphasize the historical/cultural content of the course.

**CERAMICS I A/B**

Credit 5-10 CP

Prerequisite: Art 1A and Art 1B

1-2 Semesters

Open to: Grades 10-12

Supplemental program contribution requested.

Ceramics is an introduction to the techniques and processes used in clay. This course will cover various methods of hand-building, (such as coil and slab); glazing techniques, ceramic history, and an introduction to contemporary ceramic artists. In this course students will also be introduced to techniques used on the potter's wheel, and will experiment with personal expression through sculptural forms. Research outside of class is required to emphasize the historical/cultural content of the course. Ceramics IA is required for Ceramics IB. One year of Ceramics fulfills the UC/CSU "F" requirement on the Visual and Performing Arts, or Art IA may be followed by Ceramics IA to meet this requirement, when a student earns a "C" or better in both semesters.

**CERAMICS II A/B**

Credit 5-10 CP

Prerequisite: Ceramics I A/B

1-2 Semesters

Open to: Grades 11-12

Supplemental program contribution requested.

Ceramics is an advanced course building on the knowledge gained in Ceramics I A/B. Students will work more independently and extensively on the potter's wheel or on a personalized body of work. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**2-D ART A/B**

Credit 5 CP

Prerequisites: Art 1A/B

1-2 Semesters

Open to: Grades 10-12

Supplemental program contribution requested.

2D Art is an advanced course based on the knowledge gained in Art 1A and Art 1B, but limited to 2-D Media. Focus will be on production in drawing, painting, and design. Art history and appreciation will also be a central part of the course work. Students should be willing to enjoy and improve their ability in creating and responding to visual artwork. Students will acquire knowledge necessary to advance into AP Studio if they desire to do so. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**ADVANCED 2-D ART A/B**

Credit 10 CP

Prerequisites: Art 1A/1B and Teacher Recommendation

1 Year

Open to: Grades 10-12

Supplemental program contribution required.

This course is designed to prepare students to enter into AP Studio Art, and is a portfolio course for those students who are seriously interested in pursuing art in college. The course will address a very broad interpretation of drawing, painting, and two-dimensional design as well as some three-dimensional design issues. Students will acquire knowledge in working with various media, techniques, design issues, problem-solving and problem-making. Students must meet all criteria to be placed in this class. Student must maintain C average to continue on to second semester. Outside course work is required. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**AP STUDIO ART DRAWING A/B AND/OR AP STUDIO ART 2-D DESIGN A/B** Credit 10-20 CP

Prerequisite: Art IA/IB, portfolio review & instructor approval 1-2 Years

Open to: Grades 11-12 Supplemental program contribution requested.

The Advanced Placement Studio Art course has two options. A student is required to make a one-year commitment to complete a portfolio with a minimum of 24 pieces in EITHER drawing or 2-D Design. One portfolio per year can be submitted to the College Board in either *Drawing, 2D, or 3D*. In another year, a student may complete the other course. A passing score may earn students college-level credit in art. A portfolio of artwork will be added in a variety of media and techniques that will be suitable to submit to the college of one's choice. This course is recommended for students who are considering an art-related college major or career. Students must earn at least a "C" the first semester to continue second semester. A "C" or better in both semesters of one sequence earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**YEARBOOK LAB (Practical Art or Fine Art)**

Credit 10-30

Prerequisite: Permission of Instructor

1-3 Years

Open to: Grades 10-12

The main objective of this course is to produce a quality yearbook. A one-year commitment is preferred necessary to accurately record the entire school year. Excellent opportunities are available to develop specialized interests in photography, journalism and the visual arts. Students may use this course to meet either their Fine Arts or Practical Arts graduation requirement. It may NOT be used to meet the Visual and Performing Arts requirement for UC/CSU.

**JOURNALISM (STUDENT NEWSPAPER - "THE PONY EXPRESS")**

Credit 5-30 CP

Prerequisites: At least a "B" average in CP English classes already completed and a recommendation from at least one previous English instructor, current enrollment in CP English and permission of journalism instructor after submission of sample work. 1 semester - 3 years

Open to: Grades 10-12

This course has as its main objective instruction in the principles and skills involved in journalistic writing. Fundamental writing skills will be covered, with special emphasis on such stylistic forms as news writing, feature writing, and editorial writing. Analysis of the media through extensive reading and frequent writing assignments is emphasized. The students will write for and paste up the school newspaper, the "Pony Express", using the Macintosh computer. (Students may use this course to meet either their Fine Arts or Practical Arts graduation requirement. The course may not be used to meet the visual and performing arts requirement for CSU.)

**VIDEO PRODUCTION IA (Practical Art or Fine Art)**

Credit 5

Prerequisites: None

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

This course will provide students with the skills and technical knowledge needed to produce different video productions. Emphasis will be placed on storyboarding and writing scripts. In addition, students will learn the different job opportunities available in the entertainment industry. Further emphasis will be placed on working together as a team. This class may also be taken for practical art credit. This course when combined with video production 1B, meets the UC/CSU VPA requirement. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**VIDEO PRODUCTION IB** (*Practical Art or Fine Art*) Credit 5  
Prerequisites: Video Production IA with a grade of "C" or better 1 Semester  
Open to: Grades 9-12 Supplemental program contribution requested.  
Video Production IB will build upon the skills learned in IA. Here, the focus will be upon using the skills learned in the first class to produce projects. THIS CLASS MAY ALSO BE TAKEN FOR PRACTICAL ART CREDIT. This course sequenced after Video Production 1A meets the UC/CSU VPA "F" requirement. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**DIGITAL PHOTOGRAPHY I A/B** (*Practical Art of Fine Art*) Credit 5-10  
Prerequisites: A digital camera, and teacher approval and/or a "C" grade 1 semester-1 year  
or better in Video Production  
Open to: Grades 9-12 Supplemental program contribution requested.  
This class is an introduction to concepts in digital photography. Digital manipulation using Adobe Photoshop is the basis for this course. Elements of art and principles of design will be incorporated into student projects. These concepts also stress photography as an art form. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**MOVIE MAKING I A/B** (*Practical Art of Fine Art*) Credit 5-10  
Prerequisites: Grade "B" or better in Video Production I **and** instructor approval, 1 semester-1 year  
**and/or** prior experience in ASB film, and will be writing two papers  
Open to: Grades 9-12 Supplemental program contribution requested.  
This class introduces the student to the fundamentals of filmmaking including directing, cinematography, production design, editing, sound, and use of special digital effect. Students will begin with film history and film analysis (IA) on the way to learning lighting, composition, editing with programs such as Final Cut Pro and Studio DVD Pro (IB). Final projects will introduce and include the student in the filmmaking process as he or she rotates through different responsibilities on set. Students will be responsible for at least two papers for each class using Writing Across the Curriculum as a model. Attendance at local film screenings for film analysis will be mandatory.

**MOVIE MAKING II A/B** (*Practical Art or Fine Art*) Credit 5-10  
Prerequisites: Movie Making I A/B and instructor approval, or Video 1 Semester-1 year  
Production I A/B at teacher's discretion  
Open to: Grades 11-12 Supplemental program contribution requested.  
Students will expand their practical, hands-on knowledge of filmmaking as well as continue into deeper study of the history of film, its foundations, understanding that film is now a truly global art form and is from all cultures, religions, and countries. Students will create original works that reflect complex ideas and prepare portfolios for a variety of purposes (e.g. personal collection, exhibition, job application, review for post-secondary education). Students will investigate and report on essential features of modern or emerging technologies. Students will also do script-writing.

**MUSIC APPRECIATION IA/IB** Credit 5  
Prerequisites: None 1 Semester  
Open to: Grades 9-12  
This class explores the use of fundamental musical elements such as melody and rhythm in music of many styles and cultures. Prominent composers and performers of different musical eras and styles will be discussed. Class activity consists primarily of listening to and discussing musical works in various styles.

## FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department encourages maturity and willingness to accept responsibility for individual progress as a prerequisite for all its courses. To enroll in a foreign language, incoming ninth grade students must have a grade of "B" or better in their eighth grade English classes.

**CP: Serves as an indication of college-preparatory classes approved by the University of California and the California State University. CP and Advanced Placement Foreign Language classes meet the "E" requirement of the A-G requirements. Non-CP classes do not fulfill any A-G requirements.**

### ***FRENCH I A/B***

Credit 10 CP

Prerequisites: Placement in English 9 A/B or higher

1 Year

Open to: Grades 9-12

This is the standard beginning course in French for those who are preparing for college entrance or who want to enter an extensive course in French. The course develops the ability to speak, read and write simple French through practice in pronunciation, vocabulary building and grammatical principles. A "C" or better in both semesters earns the student a unit for the "E" requirement on the UC/CSU A-G list.

### ***FRENCH II A/B***

Credit 10 CP

Prerequisites: French I with a minimum grade of "C"

1 Year

Open to: Grades 9-12

Emphasis is placed on all four language skills: listening, speaking, reading, and writing. The language's basic grammatical structure is continued. Vocabulary building is increased with the help of short cultural readings and discussions. A "C" or better in both semesters earns the student a unit for the "E" requirement on the UC/CSU A-G list.

### ***FRENCH III A/B***

Credit 10 CP

Prerequisites: French II with a minimum grade of "C"

1 Year

Open to: Grades 10-12

This course is a general review as well as further study of the language structure. Practice in speaking, reading and writing French is continued. Cultural material, short stories, and current events are used as a basis for conversation. A "C" or better in both semesters earns the student a unit for the "E" requirement on the UC/CSU A-G list.

### ***ADVANCED PLACEMENT FRENCH LANGUAGE A/B***

Credit 10 CP

Prerequisites: French III with a grade of "B" or higher recommended

1 Year

Open to: Grades 11-12

College preparatory French course, continuing work of an advanced nature in structure-reading, writing, conversation, and grammatical exercises. This course is designed to enable qualified students to achieve to the best of their ability on the Advanced Placement examination in French. A "C" or better in both semesters earns the student a unit for the "E" requirement on the UC/CSU A-G list.

**SPANISH I A/B**

Credit 10 CP

Prerequisites: Placement in English 9 A/B or higher

1 Year

9th grade students must have a "B" or better in 8th grade English

Open to: Grades 9-12

This is the standard beginning course in Spanish for those who are preparing for college entrance or who want to lay the groundwork for a thorough and extensive course in Spanish. Study of the language's basic grammatical structure and vocabulary is enhanced through practice in reading, writing, listening and speaking. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**SPANISH II A/B**

Credit 10 CP

Prerequisites: Spanish I with a grade of "C" or higher

1 Year

Open to: Grades 9-12

This is the second level of college prep Spanish. When completed by the student, he or she will have nearly completed all the basic structure of Spanish and will be prepared to enroll in more advanced Spanish courses. Included in the course is a review of Spanish I basics; then new structural material is introduced. A "C" or better in both semesters earns the student a unit for the "E" requirement on the UC/CSU A-G list.

**ACCELERATED SPANISH A/B**

Credit 10 CP

Prerequisites: Students must be able to understand and speak Spanish

1 Year

Open to: Grades 9-12

This is a one year course covering Spanish I and II for students who already speak and understand Spanish, but who need to read and write the language before moving to Spanish 3. This class is designed for students who don't need the speaking practice provided in regular Spanish I and II.

**SPANISH III A/B**

Credit 10 CP

Prerequisites: Spanish II with a grade of "C" or higher

1 Year

Open to: Grades 10-12

A continuation of college preparatory Spanish with a balance of work on structure (oral and written) and on reading. Students will be introduced to selected works of art, music, and literature while continuing to increase vocabulary and fluency in the language. A "C" or better in both semesters earns the student a unit for the "E" requirement on the UC/CSU A-G list.

*Note: Speaking is an essential component for this course. The language of instruction for this course is Spanish.*

**ADVANCED PLACEMENT SPANISH LANGUAGE A/B**

Credit 10 CP

Prerequisites: Spanish III with a grade "C" or higher. Students with a grade "C"

1 Year

must have a recommendation from Spanish III teacher.

Open to: Grades 11-12

This is a college preparatory Spanish course, continuing work of an advanced nature in structure-reading, writing, conversation, and grammatical exercises. This course is designed to enable qualified students to achieve to the best of their ability on the Advanced Placement examination in Spanish. A "C" or better in both semesters earns the student a unit for the "E" requirement on the UC/CSU A-G list.

*Note: Speaking is an essential component for this course. The language of instruction for this course is Spanish.*

## Spanish Language Prerequisites

### *Spanish for non-native speakers*

#### **Spanish 1 A/B**

Placement in English 9 A/B or higher.  
9<sup>th</sup> grade students must have a "B" or higher in 8<sup>th</sup> grade English.

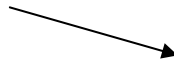
**1 year course** **CP**



#### **Spanish 2 A/B**

Spanish 1 with a grade of "C" or higher.

**1 year course** **CP**



#### **Spanish 3 A/B**

Spanish 2 with a grade of "C" or higher.

**Note:** Speaking is an essential component for this course.

**1 year course** **CP**



#### **Advanced Placement Spanish A/B** **Open to: Grades 10-12**

Spanish 3 with a grade "C" or higher.

**Note:** Speaking is an essential component for this course. The language of instruction is Spanish.

**1 year course**  
**CP**

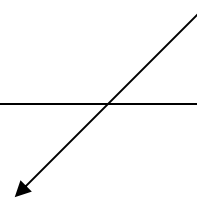
### *Spanish for native speakers*

#### **Accelerated Spanish**

For students who speak Spanish at home, but wish to improve their reading and written skills at a faster rate.

**Note:** This is a Spanish 1 & 2 course in one year. Students must be able to fully understand and speak Spanish.

**1 year course** **CP**



## MATHEMATICS DEPARTMENT

The Math Department encourages maturity and willingness to accept responsibility for individual progress as a prerequisite for all its courses.

**CP: Serves as an indication of college-preparatory classes approved by the University of California and the California State University. CP and AP Mathematics classes meet the “C” requirement of the A-G requirements. Non-CP classes do not fulfill any A-G requirements.**

### **ESSENTIALS FOR ALGEBRA**

Credit 5

Prerequisites: Students earning a C or below in Pre-Algebra in junior high

1 Semester

Open to: Grade 9

The Essentials for Algebra course covers pre-Algebra topics. Students then enter the Alg. A/B/C sequence. This course does NOT count as part of the California State Algebra graduation requirement. This course does not meet the UC Algebra requirement.

### **ALGEBRA A/B/C**

Credit 15 CP

Prerequisites: Teacher recommendation

3 Semesters

Open to: Grades 9-12

Algebra A/B/C is a course utilizing a formal approach to the development of algebraic skills and concepts. These skills are necessary for students who plan to continue in Geometry and other advanced college-preparatory courses. Concepts of directed numbers, sets, linear equations, inequality solving, and word problem solving are expected to be mastered. Additional concepts will include graphing, systems of equations, quadratic equation solving, and algebraic fractions. Universities view Algebra A/B/C as the equivalent of one year of Algebra I. Completing the A/B/C sequence fulfills the Algebra requirements for graduation, and meets the UC Algebra requirement. A “C” or better in these three-semester courses earns the student a unit for the “C” requirement on the UC/CSU A-G list.

### **ALGEBRA IA/IB**

Credit 10 CP

Prerequisites: Students earning a C or below in Alg. 8 or earning an A or B in Pre-Algebra

2 Semesters

Open to: Grade 9

Algebra IA/IB is a course utilizing a formal approach to the development of algebraic skills and concepts. These skills are necessary for students who plan to continue in Geometry and other advanced college-preparatory courses. Concepts of directed numbers, sets, linear equations, and inequality solving and word problem solving are expected to be mastered. Additional concepts will include graphing, systems of equations, quadratic equation solving, and algebraic fractions. Completing the IA/IB sequence fulfills the Algebra requirements for graduation, and meets the UC Algebra requirement. A “C” or better in both semesters earns the student a unit for the “C” requirement on the UC/CSU A-G list.

### **SENIOR ALGEBRA IA**

Credit 5

Open to only seniors who have not successfully completed Algebra A or B.

1 semester

Senior Algebra is a non-college preparatory Algebra class, which if completed for credit, will satisfy the California State Algebra graduation requirement but does not meet UC requirements. The same basic concepts as in Algebra A and B are covered but in short manageable units without the rigor of a college preparatory class.

**SENIOR ALGEBRA 1B**

Credit 5

Open to only seniors who have not successfully completed Algebra B or C

1 Semester

Senior Algebra is a non-college preparatory Algebra class, which if completed for credit, will satisfy the California State Algebra graduation requirement but does not meet UC requirements. The same basic concepts as in Algebra B and C are covered but in short manageable units without the rigor of a college preparatory class.

**GEOMETRY IA/IB**

Credit 5-10 CP

Prerequisites: Successful completion of Algebra 1B with a B or better, and  
successful completion of Algebra C with a C or higher

1-2 Semesters

This elective math course covers the basic concepts of two and three-dimensional geometry, inductive and deductive reasoning, formal logic, and proof are stressed in the development. Number and algebraic concepts are used extensively throughout the course by exposure to problem-solving skills and processes. An understanding of postulates, theorems, and definitions will be interwoven through all strands of the course. Geometry 1A/1B meets UC Geometry requirements. A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**GEOMETRY A/B/C**

Credit 5-15 CP

Open to Grades 9-12

1-3 Semesters

Prerequisites: Successful completion of Algebra C with a C or higher  
or Alg. IB with a C to enter Geometry A

Successful completion of Geometry A with C or higher to enter Geo B

Successful completion of Geometry B with C or higher to enter Geo C

This math elective course covers the basic concepts of two and three-dimensional geometry. Inductive and deductive reasoning, formal logic, and proof are stressed in the development. Number and algebraic concepts are used extensively throughout the course by exposure to problem-solving skills and processes. An understanding of postulates, theorems, and definitions will be interwoven through all strands of the course. Universities view Geometry A/B/C as the equivalent of ONE year of Geometry. Eleventh grade students that enroll in Geometry A/B/C will not be able to complete UC entrance requirements for math. Geometry A/B/C meets UC Geometry requirements. A "C" or better in these three-semester courses earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**GEOMETRY I A/B HONORS**

Credit 5-10 CP

Prerequisites: Algebra 1A/1B or Algebra C with an A and teacher  
recommendation or "C" in junior high Geometry

1-2 Semesters

Open to: Grades 9-10

This course covers the same topics as Geometry IA/IB except that the pace is accelerated and topics are covered in greater depth. . A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**ALGEBRA IIA/B**

Credit 10 CP

Prerequisites: Geometry C with C or higher and teacher recommendation

1 Year

Open to: Grades 10-12

Algebra II A/B is an elective course expanding on the mathematical content of Algebra I and Geometry. The same topics as in Algebra II/Trigonometry A/B will be covered with the exception of Trigonometry and conics, allowing the course to move at a slower pace. This course meets the UC entrance requirements for the third-year math elective. . A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**ALGEBRA II/TRIGONOMETRY A/B**

Credit 5-10 CP

Prerequisites: Geometry IB with a C or higher, or Geometry C with a B  
or higher and teacher recommendation

1-2 Semesters

Open to: Grades 10-12

Algebra II/Trigonometry AB and Algebra IIAB are elective courses in mathematics expanding on the mathematical content of Algebra A/B/C and Geometry. Review of those concepts shall be integrated throughout the course. Emphasis shall be placed on abstract thinking skills, the function concept, and the algebraic solution of problems in various content areas. This course shall stress the solution of systems of quadratic equations, logarithmic and exponential functions, the complex number system, and right and oblique triangle trigonometry. Students will begin to use graphing calculators as a tool to solve complex problems. This course meets the UC entrance requirements for the third-year math elective. A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**ALGEBRA II/TRIGONOMETRY A/B HONORS**

Credit 5-10 CP

Prerequisites: Geometry IB Honors with a B or higher and teacher  
recommendation

1-2 Semesters

Open to: Grades 9-11

This course covers the same topics as Algebra II/Trigonometry A/B except that the pace is accelerated and the topics are covered in greater depth. The use of a graphing calculator will be incorporated into the topics. Meets the UC entrance requirements for the third year math elective. A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**ADVANCED MATH TOPICS (Fall semester class)**

Credit 5 CP

Prerequisites: Successful completion of Algebra II (or a higher class)  
with a C or higher.

1 Semester

Open to: Grades 10-12

Advanced Math Topics is a course designed for students who have taken the Algebra II series. Algebra II topics will be reviewed to enhance performance on college entrance and placement test, so this course is recommended for students who want to take an advanced math course but are not ready for the Pre-Calculus course. This course does not satisfy the prerequisite for AP Calculus. A "C" or better in this course earns the student a half unit for the "C" requirement on the UC/CSU A-G list.

**TRIGONOMETRY (Spring semester class)**

Credit 5 CP

Prerequisites: Successful completion of Advanced Topics A with a C or higher  
or successful completion of Geometry C with a C or higher  
or for Algebra II students who will be repeating Algebra II in the fall.

1 Semester

Open to: Grades 10-12

Trigonometry is designed for students who have taken the Algebra II series without trigonometry, and for the Geometry C student before entering the Algebra II series. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Topics include circular functions and their graphs, polar coordinates, trigonometric identities and equations, triangle trigonometry, trigonometric addition formulas, double and half-angle formulas, and trigonometric functions with emphasis on application. This course is recommended for students who want to take an advanced math course but are not ready for the Pre-Calculus course. This course does not satisfy the prerequisite for AP Calculus. A "C" or better in this course earns the student a half unit for the "C" requirement on the UC/CSU A-G list.

**PRE-CALCULUS A/B**

Credit 5-10 CP

Prerequisites: Completion of Algebra II/Trig with C or higher, Algebra II with an A, Successful completion of Adv. Math Topics with a C or higher

1-2 Semesters

Open to: Grades 11-12

Pre-Calculus is a full-year course that blends together all of the pre-calculus concepts and skills that must be mastered prior to enrollment in a college-level Calculus course. A functional approach integrating as many concepts as possible will be used throughout the course. The natural progression would be to AP Calculus AB. A graphing calculator is used extensively. A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**PRE-CALCULUS A/B HONORS**

Credit 5-10 CP

Prerequisites: Successful completion of Algebra II/Trigonometry A/B Honors with a B or higher or teacher recommendation

1-2 Semesters

Open to: Grades 11-12

This course covers the same topics as Pre-Calculus A/B except that the pace is accelerated and the topics are covered in greater depth. Some calculus topics will be covered. The natural progression from Honors Pre-Calculus would be to AP Calculus BC. A graphing calculator is used extensively. A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**AP STATISTICS A/B**

Credit 5-10 CP

Prerequisites: Completion of Calculus AB or BC or teacher recommendation or concurrent enrollment in Pre-Calculus or Calculus AB or Calculus BC or completion of Algebra II/Trig with teacher recommendation

1-2 Semesters

Open to: Grades 11-12

Statistics is a one-year introductory course in probability and statistics. It is equivalent to a one-semester, introductory, non-calculus based college course in statistics. A graphing calculator is used extensively. Students who pass the advanced placement examination could earn one semester of college credit for this course. A "C" or better in both semesters earns the student a unit for the "C" requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT CALCULUS A/B**

Credit 5-10 CP

Prerequisites: Completion of Pre-Calculus B with an A or B, or C, or completion of Honors Pre-Calculus B with a C and teacher recommendation

1-2 Semesters

Open to: Grade 11-12

This college level course prepares the student to earn one semester of college credit by passing the Advanced Placement examination. Topics include the limit concept, the theory and skills of the derivative, the integral of algebraic and transcendental functions, and the study of series and parametric equations. Curve sketching, extreme value problems, areas, volumes, moments, and centroids of two and three dimensional figures are included in applications. A major emphasis is placed on problem-solving. The course requires at least an hour of outside work each day. This is a demanding schedule, but one equivalent to that of college freshmen. Students who pass the AP examination could earn college credit for this course. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT CALCULUS B/C**

Credit 5-10 CP

Prerequisites: Completion of Honors Pre-Calculus with a C and teacher recommendation

1-2 Semesters

Open to Grades 11-12

AP Calculus BC is a college level Calculus course. It is equivalent to two semesters of college level Calculus. Students will study the limit concept and develop the theory and skills of the derivatives and integrals. Curve sketching, extreme value problems, areas and volume problems are also covered. A major emphasis is placed on problem solving. A graphing calculator is used extensively. Included also is a study of series, polar and parametric equations. This course requires at least an hour of outside work each day. This is a demanding schedule, but one equivalent to that of a college freshman. Students who pass the AP examination could earn college credit for this course. A "C" or better in both semesters earns the student a unit for the "F" requirement on the UC/CSU A-G list.



## PHYSICAL EDUCATION DEPARTMENT

### PHYSICAL EDUCATION CURRICULUM PHILOSOPHY:

The United States Surgeon General states that regular physical activity is one of the most important things that people can do to maintain and improve their physical health, mental health, and overall well-being. A student who is physically educated is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout life.

Physical Education is an important part of the educational program for all students. It teaches students how their bodies move, how to perform a variety of physical activities, the health-related benefits of regular physical activity, and specific skills that will allow them to adopt a physically active, healthy lifestyle. It also provides learning experiences that meet the developmental needs of students. With Physical Education, students become confident, independent, self-controlled and resilient; develop positive social skills; set and strive for personal achievable goals; assume leadership; cooperate with others; accept responsibility for their own behavior; and improve their academic performance.

### PHYSICAL EDUCATION CURRICULAR GOALS:

There are three model Content Standards for Physical Education:

**Standard 1:** Demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.

**Standard 2:** Achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

**Standard 3:** Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity.

### PHYSICAL EDUCATION CURRICULUM EMPHASIS:

Life-time sports and activities (team, dual, and individual) are emphasized in our curriculum. Knowledge of physical fitness, health, nutrition, anatomy, and physiology are emphasized through written assignments and tests. Physical Fitness is emphasized through daily stretching calisthenics and jogging. All students are given weekly timed and recorded running tests varying from one-half mile to one mile as well as a 12-minute timed test. Students are also required to take the California Health-Related Physical Fitness tests in November and April each year, as well as activity skills tests, written mid-terms and final exams each semester.

Students must pass at least 20 credits of Physical Education to meet graduation requirements.

#### **PHYSICAL EDUCATION 9A/B**

Prerequisites: None

Open to: Grades 9

9th grade students must be enrolled in a Physical Education course both semesters of their freshman year.

Credit 10  
2 Semester

**TEAM SPORTS 10 A/B**Credit 10-30  
2 -6 Semesters

Prerequisites: None

Open to: Grades 10-12

Most 10<sup>th</sup> graders will be enrolled in Team Sports A/B and 11th or 12th graders may enroll in the Team Sports Physical Education courses.

**COURSES REQUIRING SPECIAL CONSIDERATION****BODY CONDITIONING**Credit 5-30  
1-6 Semesters

Prerequisites: None

Open to: Grades 10-12

Students will learn the basic fundamentals and techniques of weight training, cardio-respiratory endurance and efficiency, and flexibility. They will lift weights in the weight room 2 to 3 days a week and jog, swim, or participate in various body conditioning activities the rest of the week. Students will participate in skill testing, strength and cardio-respiratory exercise, and circuit training. Students must be self-motivated to give their best efforts to do well in daily running activities and daily weight room activities.

**RUGBY**Credit 5-40  
1-8 Semesters

Prerequisites: None

Open to: Grades 9-12

Students will learn the basic skills and techniques of rugby. They will learn the rules, strategy, terminology, and safety precautions of rugby. Students will participate in skill drills, skill tests, and class tournaments.

**ATHLETIC BODY CONDITIONING**Credit 5-40  
1-8 Semesters

Prerequisites: Permission of Coach

Open to: Grades 9-12

This course is designed for the athlete to develop strength, endurance, flexibility, coordination, and body fitness. Students who enroll in this course must be a participant in the athletic program or have the desire to participate on a school athletic team. A student who participates on an athletic team whose season runs through the course of the semester, cannot concurrently enroll in Athletic Body Conditioning.

**INTERSCHOLASTIC ATHLETIC TEAMS**Credit 2.5-40+  
1 Quarter-8 Semesters

Prerequisites: Permission of Coach

Open to: Grades 9-12

Boys' Athletic Baseball

Boys' Athletic Basketball

Boys' Athletic Cross Country

Boys' Athletic Football

Boys' Athletic Golf

Boys' Athletic Soccer

Boys' Athletic Swimming

Boys' Athletic Tennis

Boys' Athletic Track and Field

Boys' Athletic Volleyball

Girls' Athletic Basketball

Girls' Athletic Cross Country

Girls' Athletic Golf

Girls' Athletic Soccer

Girls' Athletic Softball

Girls' Athletic Swimming

Girls' Athletic Tennis

Girls' Athletic Track and Field

Girls' Athletic Volleyball

**ADAPTIVE PHYSICAL EDUCATION**Credit 5-40  
1-8 Semesters

Prerequisites: Must have a physician's note and counselor's approval

Open to: Grades 9-12

Students with Physical Education limitations will participate in modified Physical Education activities adapted to their needs.

**DANCE TEAM**

Credit 5-40  
1-8 Semesters

Prerequisites: Selection by a panel of judges

Open to: Grades 9-12

The Dance Team consists of students talented in various areas of dance such as lyrical, jazz, and hip hop. Students will learn and choreograph routines, participate in rallies, perform half-time shows at basketball games, and compete at competitions around the state. Dancers must commit to summer and evening rehearsals and sign-up for both semesters to participate.

**CHEERLEADING**

Credit 5-40  
1-8 Semesters

Prerequisites: Participation in spring try-outs, selection by a panel of judges

Open to: Grades 9-12

Students are selected based on teacher/coach evaluations and by a panel of judges. The purpose of the Canyon Cheerleading Squads is to support athletic teams, not only with signs and performances, but to promote quality sportsmanship at athletic events.

**AIR FORCE JUNIOR RESERVE OFFICERS' TRAINING CORPS (AFJROTC)**

These courses may be taken for Physical Education credit. See Science Department for prerequisites and course description.

**MARCHING BAND**

This course may be taken for Physical Education or Fine Arts credit. See Fine Arts for prerequisites and course description.

**AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)**

Credit 5-40

Prerequisites: Physically fit, 14 years of age, and good academic standing 1 Semester - 4 Years

Open to: Grades 9-12

This course is held on the Golden Valley High School campus (transportation provided). Modern aircraft design and their component parts, as well as their purpose, are studied along with the nature and importance of weather and the development of space flight. Students will become acquainted with military and civilian management customs and courtesies, and flag etiquette. Respect for authority, the principles of honor and integrity, communication skills, problem-solving, human relations, and logical thinking are emphasized. AFJROTC students are expected to wear the uniform properly and proudly during the school day an average of one day per week. They will learn the basic drill movements and how to give commands, and will participate in field trips, cadet organization activities, and special events. **Two classes are generally offered: ROTC pe which counts as physical education and ROTC Science which counts as a non-college prep physical science course.**

Students with notes from doctors might have modified pe classes (temporarily pe medically exempt) or possibly become permanently exempt from pe. You may contact a counselor or administrator if you have any questions.

## **PRACTICAL ARTS DEPARTMENT**

### **BUSINESS**

#### **TECHNOLOGY FOUNDATIONS**

Prerequisites: None

Open to: Grades 9-12

This course is designed to provide students with a functional keyboarding skill emphasizing personal and occupational goals along with computer literacy. The first part of the course will focus primarily on learning the keyboard and document formatting; and the second part of the course will focus on computer literacy with units of spreadsheets (Excel), Internet research, presentations (PowerPoint), an introduction to web page designing, and database management (Access).

Credit 5  
1 Semester

#### **COMPUTER APPLICATIONS**

Prerequisites: Technology Foundations

Open to: Grades 10-12

This course is designed to give students a more in-depth knowledge and use of Microsoft Office. Students will complete advanced projects in word processing (Word), spreadsheets (Excel), presentation applications (PowerPoint), a desktop publishing unit, a web page designing unit, and a data base management unit (Access).

Credit 5  
1 Semester

#### **ACCOUNTING IA**

Prerequisites: None

Open to: Grades 11-12

Students will learn the fundamentals of accounting including the accounting cycle, banking activities, and payroll activities.

Credit 5  
1 Semester

#### **ACCOUNTING IB**

Prerequisites: Accounting IA with grade of "C" or better or Instructor Approval

Open to: Grades 11-12

Students will apply the knowledge acquired in the first semester of accounting by completing a practice set for a service company and by completing a unit on computer applications. Units on subsystems for cash receipts, cash payments, and purchases will also be covered.

Credit 5  
1 Semester

### **FAMILY AND CONSUMER SCIENCE**

***FOR CULINARY STUDENTS - A SPECIAL NOTE – If a student takes Culinary Basics I and Culinary Basics II as well as ROP Intro to Culinary Arts and ROP Advanced Culinary Arts they will have the same skills test that COC had, so they can bypass the first required Culinary class at COC.***

#### **CULINARY BASIC I**

Prerequisites: None

Open to: Grades 9-12

Student will learn how to function safely and efficiently in the kitchen through small group recipe lab experiences. Students will learn about the importance of nutrition and how it affects health. They will also learn about sanitation, recipe skills and cooking methods, the food pyramid, role of nutrients, food labeling, and making healthy choices.

Credit 5  
1 Semester

Supplemental program contribution requested.

**CULINARY BASICS II**

Credit 5

Prerequisites: Food and Nutrition A with a minimum grade of C

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

This course builds on the concepts and skills learned in Culinary I. This class is designed for students who would like to further develop their cooking skills or have an interest in culinary arts. Emphasis is placed on a variety of cooking and baking methods, menu planning, meal presentation, food preparation, and effective consumer skills.

**INDUSTRIAL TECHNOLOGY****AUTO I**

Credit 5

Prerequisites: None

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

An introductory course consisting of classroom and shop experiences in which the student will learn to identify, locate, and describe the operation of components found in the automobile engine and all related subsystems, i.e. cooling, lubrication, ignition, etc. Minor repairs and preventive maintenance may be performed by the student through the proper use of tools and equipment in accordance with good safety practices.

**AUTO II**

Credit 5-20

Prerequisites: Auto I

1 Semester-2 Years

Open to: Grades 10-12

Supplemental program contribution requested.

An intermediate course consisting of classroom and shop experiences in which the student will learn to identify and describe the operation of components comprising the power train, brakes, air conditioning, suspension, and electrical systems. The student will have the opportunity to pursue individual projects in repair, maintenance, and construction.

**VOCATIONAL AUTO**

Credit 10-40

Prerequisites: Auto II and Permission of Instructor

1 Semester-2 Years

Open to: Grades 11-12 (2 Periods a day)

Supplemental program contribution requested.

This is a vocationally-oriented course for advanced students in automotive mechanics. Classroom and shop experiences will include training in all phases of automotive mechanical maintenance and repair work in various types of automotive vehicles. Included is training in the use of technical manuals, various hand tools, power tools and test equipment. Instruction and practice is provided in diagnosis of malfunctions, disassembly of units, parts inspection, and repair or replacement of parts comprising the drive train assembly, ignition, fuel, brakes and steering, and suspension systems.

**SMALL ENGINE REPAIR**

Credit 5-10

Prerequisites: None

1 Semester-1 Year

Open to: Grades 9-12

Supplemental program contribution requested.

Emphasis in this course is placed on the repair and servicing of small engines. Specialization is provided to students in one or more of the following occupational areas: general repair and servicing of motorcycle and motorbike engines; lawn mower and lawn servicing equipment.

**GRAPHIC ARTS I**

Credit 5

Prerequisites: None

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

This basic course in Graphic Arts is designed to give students some ideas and information about the main areas of graphic design and production. The course will include ideas in design, layout, and processing. It will give information about the basic types of reproduction equipment, stock, and accessories. It will also include discussions of related fields using graphic arts processes and materials. The course will include working with Photoshop, Indesign and Illustrator.

**GRAPHIC ARTS II**

Credit 5-30

Prerequisites: Graphic Arts I

1 Semester-3 Years

Open to: Grades 10-12

Supplemental program contribution requested.

This course is designed to help students to develop a proficiency in the techniques of design, layout, and printing. It is further designed to develop an understanding of occupations in graphic arts and related fields. It permits development of specific skills oriented toward those occupational areas and combinations of materials and processes that deal with graphic arts. It will also include some screen printing.

**ROP OFFSET LITHOGRAPHY (PRINTING)**

See R.O.P. section.

**JOURNALISM (STUDENT NEWSPAPER - "THE PONY EXPRESS")**

Credit 5-30 CP

Prerequisites: At least a "B" average in CP English classes already

1 semester - 3 years

completed and a recommendation from at least one previous

English instructor, current enrollment in CP English and

permission of journalism instructor after submission of sample work.

Open to: Grades 10-12

This course has as its main objective instruction in the principles and skills involved in journalistic writing. Fundamental writing skills will be covered, with special emphasis on such stylistic forms as news writing, feature writing, and editorial writing. Analysis of the media through extensive reading and frequent writing assignments is emphasized. The students will write for and paste up the school newspaper, the "Pony Express", using the Macintosh computer. (Students may use this course to meet either their Fine Arts or Practical Arts graduation requirement. The course may not be used to meet the visual and performing arts requirement for CSU.)

**VIDEO PRODUCTION IA (Practical Art or Fine Art)**

Credit 5 (CP if Fine Art)

Prerequisites: None

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

This performance course will provide students with the skills and technical knowledge needed to produce different video productions. Emphasis will be placed on storyboarding and writing scripts. In addition, students will learn the different job opportunities available in the entertainment industry. Further emphasis will be placed on working together as a team. A "C" or better in both semesters of IA and IB earns the student one unit for the "F" requirement on the UC/CSU A-G list.

**VIDEO PRODUCTION IB (Practical Art or Fine Art)**

Credit 5 (CP if Fine Art)

Prerequisites: Video Production IA with a grade of "C" or better preferred

1 Semester

Open to: Grades 9-12

Supplemental program contribution requested.

Video Production IB is a performance class that builds upon the skills learned in IA. Here, the focus will be upon using the skills learned in the first class to produce projects. A "C" or better in both semesters of IA and IB earns the student one unit for the "F" requirement on the UC/CSU A-G list.

**VIDEO PRODUCTION 2A/B (Practical Art only) Credit 5 (CP if Fine Art)**

Prerequisites: Video Production IA/1B with a grade of "C" or better, preferred, or teacher permission

1-2 semester

Open to: Grades 9-12

5-10 credit

Supplemental program contribution requested.

Video Production 2A/B, which may involve performance for some students, will build upon the skills learned in IA/IB. Here, the focus will be upon using the skills learned in the first class to produce projects. Students will also film, edit, and help present the morning announcements.

**DIGITAL PHOTOGRAPHY I A/B** (*Practical Art or Fine Art*) Credit 5-10 (CP if Fine Art)  
Prerequisites: A digital camera, and teacher approval and/or a "C" grade 1 semester-1 year  
or better in Video Production

Open to: Grades 9-12 Supplemental program contribution requested.  
This class is an introduction to concepts in digital photography and digital manipulation using Adobe Photoshop. Elements of art and principles of design are incorporated into student projects stressing photography as an art form. A "C" or better in both semesters of IA and IB earns the student one unit for the "F" requirement on the UC/CSU A-G list.

**MOVIE MAKING I A/B** (*Practical Art or Fine Art*) Credit 5-10  
Prerequisites: Grade "B" or better in Video Production I **and** instructor approval, 1 semester-1 year  
**and/or** prior experience in ASB film

Open to: Grades 9-12 Supplemental program contribution requested.  
This class introduces the student to the fundamentals of filmmaking including directing, cinematography, production design, editing, sound, and use of special digital effect. Students will begin with film history and film analysis (IA) on the way to learning lighting, composition, editing with programs such as Final Cut Pro and Studio DVD Pro (IB). Final projects will introduce and include the student in the filmmaking process as he or she rotates through different responsibilities on set. Students will be responsible for at least two papers for each class using Writing Across the Curriculum as a model. Attendance at local film screenings for film analysis will be mandatory.

**MOVIE MAKING II A/B** (*Practical Art or Fine Art*) Credit 5-10  
Prerequisites: Movie Making I A/B and instructor approval, or 1 Semester-1 year  
Video Production I A/B at teacher's discretion

Open to: Grades 11-12 Supplemental program contribution requested.  
Students will expand their practical, hands-on knowledge of filmmaking as well as continue into deeper study of the history of film, its foundations, understanding that film is now a truly global art form and is from all cultures, religions, and countries. Students will create original works that reflect complex ideas and prepare portfolios for a variety of purposes (e.g. personal collection, exhibition, job application, review for post-secondary education). Students will investigate and report on essential features of modern or emerging technologies. Students will also do script-writing.

**LEADERSHIP** Credit 5-40  
Prerequisites: Interview only by application or counselor recommendation 1-8 Semesters  
Open to: Grades 9-12

This course empowers students, educators, parents, businesses, and communities to work together to encourage and celebrate the achievements of students and educators. In this course, academic excellence, continuous improvement, and citizenship are recognized and promoted for all students, not just the elite groups on campus. Students design and promote celebrations and traditions specifically to honor academic achievement and improvement. By studying leadership, character, and organizational skills, these students will work to create an empowering environment of success on the school's campus. They will honor and celebrate deserving faculty members, and through the efforts of leadership, enhance the entire school and community climate. Elective or practical arts credit.

**STUDENT GOVERNMENT - ASSOCIATED STUDENT BODY (ASB)**

Credit 5-40

Prerequisites: Elected to Officer Position or Commissioner Interview

1-8 Semesters

Open to: Grades 9-12

Student Government is a required course for all students who are members of ASB as student body representatives. Objectives deal with improving leadership skills, planning and implementing student activities, problem solving, public speaking, legislation, community service, finances and budgets. The course content includes general and specific areas of concern to the student body, student activities, and communicating and working with staff, students, administrators, and community members. This class receives practical arts credit.

**TV PRODUCTION**

Credits 5-40

Prerequisites: Video Production IA, Movie-Making IA, or teacher approval

1-8 Semesters

Open to: Grades 10-12

Students will do pre- and post-production as well as produce the school's morning announcements. Students will help to create the morning announcements program that is broadcast through out the school. They must write the script, rehearse, and tape the show.



**SCIENCE DEPARTMENT**

**SCIENCE PREREQUISITES AND PROGRESSION OF CLASSES**

9 <sup>th</sup> Grade →	Bio 2A/B	Bio A/B	AP Bio
Classes you can take in the 10 <sup>th</sup> grade with the proper prerequisites	<b>Earth Science</b>	<b>Earth Science</b>	Completion of Geometry with a C or better; concurrent enrollment in Alg 2/Trig or higher, C or better in AP Bio <b>Physics</b>
<b>OR</b>	Completion of Geometry with a C or better; concurrent enrollment in Alg 2/Trig or higher <b>Physics</b>	Completion of Geometry with a C or better; concurrent enrollment in Alg 2/Trig or higher <b>Physics</b>	Completion of Algebra 1b or C with a C or better and a C or better in AP Bio <b>Chemistry</b>
<b>OR</b>	Completion of Algebra IB or Algebra C with a C or better and an A in Bio 2 <b>Chemistry</b>	Completion of Algebra IB or Algebra C with a C or better and a C or better in Bio A/B <b>Chemistry</b>	Completion of AP Bio with a B or better and concurrent enrollment in Honors Geom, Algebra II Trig or higher <b>Honors Chemistry</b>
<b>OR</b>		Completion of Bio A/B with an A and concurrent enrollment in Honors Geom, Algebra II Trig or higher <b>Honors Chemistry</b>	Completion of Alg II/Trig with a B or better, C or better in AP Bio <b>AP Physics</b>
<b>OR</b>		Completion of Alg II/Trig with a B or better concurrent enrollment in pre-calc; C or better in Bio <b>AP Physics</b>	

If you do not meet the prerequisites, but would like to take a particular class, please see the instructor.

**SCIENCE DEPARTMENT**

**SCIENCE PREREQUISITES AND PROGRESSION OF CLASSES**

10 <sup>th</sup> Grade →	Earth Science	Physics	AP Physics	Chemistry/ Honors Chemistry
Classes you can take in the 11 <sup>th</sup> or 12 <sup>th</sup> grade with the proper pre-requisites	Completion of Geometry with a C or better; concurrent enrollment in Alg 2/Trig or higher <b>Physics</b>	Completion of Algebra C or better, concurrent enrollment in Geom, Bio or AP Bio with a C or A in Bio 2A <b>Chemistry</b>	Completion of Algebra C or better, concurrent enrollment in Geom, Bio or AP Bio with a C or A in Bio 2A <b>Chemistry</b>	Completion of Geometry with a C or better; concurrent enrollment in Alg 2/Trig or higher <b>Physics</b>
<b>OR</b>	Completion of Algebra C or better, concurrent enrollment in Geom, Bio or AP Bio with a C or A in Bio 2A <b>Chemistry</b>	A in Bio A/B or a B or better in AP Bio & concurrent enrollment in Algebra II or higher <b>Honors Chemistry</b>	A in Bio A/B or a B or better in AP Bio & concurrent enrollment in Algebra II/higher <b>Honors Chemistry</b>	B or better in Alg II/Trig or a B or better, concurrent enrollment in pre-calc or higher <b>AP Physics</b>
<b>OR</b>	"C" or better in Biology, fulfillment of physical science grad requirement <b>Anatomy &amp; Physiology</b>	"C" or better in Biology, fulfillment of physical science grad requirement <b>Anatomy &amp; Physiology</b>	B or higher in Biology completion of Chemistry or Physics; and minimum GPA of 3.0. <b>Honors Anatomy &amp; Physiology</b>	B or higher in Biology completion of Chemistry or Physics; and minimum GPA of 3.0. <b>Honors Anatomy &amp; Physiology</b>
<b>OR</b>	Completion of Earth Science with a C or better <b>Astronomy</b> (Not offered every semester)	Concurrent enrollment in Alg 2 Trig or Honors Geom. A in Bio A/B. B or better in AP Bio. <b>AP Chem</b>	Concurrent enrollment in Alg 2 Trig or Honors Geom. A in Bio A/B. B or better in AP Bio. <b>AP Chem</b>	Concurrent enrollment in Alg 2 Trig or Honors Geom. A in Bio A/B. B or better in AP Bio. <b>AP Chem</b>
<b>OR</b>		B or better in Alg II/Trig or a B or better, concurrent enrollment in pre-calc or higher <b>AP Physics</b>	B or better in Bio & Chem or Physics or teacher/counselor recommendation <b>AP Environ Science</b>	B or better in Bio & Chem or Physics or teacher/counselor recommendation <b>AP Environ Science</b>
<b>OR</b>		Enrolled in or completed Alg II & a B or better in Bio A/B <b>AP Bio</b>	Enrolled in or completed Alg II & a B or better in BioA/B <b>AP Bio</b>	Enrolled in or completed Alg II & a B or better in Bio A/B <b>AP Bio</b>

If you do not meet the prerequisites, but would like to take a class, please see the instructor.

## SCIENCE DEPARTMENT

**CP: Serves as an indication of college-preparatory classes approved by the University of California and the California State University. CP, Advanced Placement, and Honors Science classes meet the “D” requirement of the A-G requirements. Non-CP classes do not fulfill any A-G requirements.**

### ***EARTH SCIENCE 1 A/B (or SDAIE EARTH SCIENCE 1 A/B)***

Credit 10 CP

Prerequisites: Recommendation of previous science teacher or counselor

1 Year

Open to: Grades 9-10

Earth Science 1 is a one-year college prep science class that is designed to provide students with an understanding of the Earth system and its processes. Special emphasis will be placed on the achievement of the California State Earth Science Standards. This course includes a laboratory component that will compliment the information covered in the class. Topics covered in the first semester include Earth materials, dynamic Earth processes, global oceans, and Earths dynamic atmosphere. Second semester units will cover Earths place in the Universe, water resources, the ocean floor, Earth’s weather, and California geology. A “C” or better in both semesters earns the student one unit for the “G” requirement on the UC/CSU A-G list.

### ***CHEMISTRY A/B***

Credit 10 CP

Prerequisites: Minimum completion of Algebra IB or Algebra C with a C or better. C or better in Bio A/B or AP Bio or an A in Bio 2A/B with teacher recommendation.

1 Year

Open to: Grades 10-12

Supplemental program contribution is requested

Chemistry is a rigorous course in physical science that meets the UC/CSU "D" requirement for a laboratory science class. This class is for the student who has made a definite commitment to attend college. The material is difficult and the work is demanding. Students should be willing to do at least one half hour of daily preparation. The course explores atomic theory, the nature and phases of matter, chemical periodicity, the mole concept, models of atoms, energy, rate and equilibrium characteristics of chemical reactions, acid-base behavior, oxidation-reduction, and chemical bonding in gases, liquids, and solids. A “C” or better in both semesters earns the student one unit for the “D” requirement on the UC/CSU A-G list.

### ***CHEMISTRY - HONORS A/B***

Credit 10 CP

Prerequisites: A in Bio A/B. B or better in AP Bio. Concurrent enrollment in Algebra II or Honors Geometry

1 Year

Open to: Grades 10-12

Supplemental program contribution is requested

Honors Chemistry follows the same curriculum as AP Chemistry. Honors Chemistry students are not expected to take the AP exam. Students have more time to prepare for final exams and do not attend Saturday review sessions. A “C” or better in both semesters earns the student one unit for the “D” requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT CHEMISTRY A/B**

Credit 10 CP

Prerequisites: A in Bio A/B. B or better in AP Bio. Concurrent enrollment  
in Algebra II or Honors Geometry

1 Year

Recommended: AP Physics, Chemistry A/B, or Physics A/B

Open to Grades: 10-12

Supplemental program contribution requested.

Advance Placement Chemistry is a university-level course. It is intended for highly motivated students preparing to enter a science, engineering, or medical field of study in college. Topics covered include atomic theory, quantum mechanical nature of the electron, nature and phases of matter, gas laws, chemical periodicity, chemical bonding, mole concept, stoichiometry, thermochemistry, thermodynamics, chemical kinetics, acid-base behavior, oxidation-reduction and electrochemistry. This class includes a combination of lecture, demonstration and weekly lab exercises. Also emphasized in the course are strategies for successfully completing the College Board Advanced Placement examination. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**PHYSICS A/B**

Credit 10 CP

Prerequisites: Completion of Geometry 1B or Geometry C with a C or better  
Or Teacher Permission

1 year

Open to: Grades 10-12

Supplemental program contribution requested.

This course applies a conceptual approach to Physics. Concepts are explored using common explanations with mathematics as a guide to thinking. Emphasis is placed on comprehension rather than on extensive computation. Topics include Newton's laws, conservation laws, circular and orbital motion, gravitation, properties of matter, thermodynamics, sound and light, electricity, and magnetism. This course includes a combination of lecture, demonstration, and lab work. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT PHYSICS A/B**

Credit 10 CP

Prerequisites: B or better in Algebra II/Trig or a C or better in Honors Algebra II/Trig  
Or Teacher Permission

1 Year

Open to: Grades 10-12

Supplemental program contribution requested.

Advanced Placement Physics is a university-level course intended for highly motivated students. This course is equivalent to a one-year university physics course in content, rigor, and demands on the student. Diverse topics in classical and modern physics includes kinematics, Newton's laws, conservation laws, electrostatics, electric circuits, magnetism, waves, optics, and thermodynamics. Also emphasized are strategies for successfully completing the College Board Advanced Placement Physics B examination. This class includes a combination of lecture, demonstration and laboratory activities. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE A/B**

Credit 10 CP

Prerequisites: B or better in Biology and Chemistry or Physics or  
teacher/counselor recommendation

1 Year

Supplemental lab contribution requested.

Open to: Grades 11-12

Advanced Placement Environmental Science is a rigorous, interdisciplinary class designed to be the equivalent of a one-semester, introductory college laboratory-science course. AP Environmental Science is designed for motivated students who are interested in environmental issues. The course is organized around six unifying themes: science is a process, energy conversions underlie all ecological processes, the earth is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems. As with other AP classes, strategies for successfully completing the College Board Advanced Placement Environmental Science examination will be stressed throughout the course. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**ENVIRONMENTAL STUDIES**

Credit 5

Prerequisites: Science requirements for high school must be successfully completed 1 Semester  
Open to: Grades 11-12 Supplemental lab contribution requested.  
The course is organized around six unifying themes: science is a process, energy conversions underlie all ecological processes, the earth is one interconnected system, humans alter natural systems, environmental problems have a cultural and social context, and human survival depends on developing practices that will achieve sustainable systems.

**ASTRONOMY**

Credit 5 CP

Prerequisites: Science requirements for high school must be successfully completed. 1 Semester  
Open to: Grades 11-12  
Astronomy is an elective science course. Students will gain skills in astronomical observation by locating and identifying major sights in the night sky such as constellations, first magnitude stars, clusters, and planets. Students will gain knowledge of equipment like binoculars, telescopes, lenses, mounts, and other accessories. Lectures include many interesting phenomena including the Big Bang Theory, star structure, black holes, relativity, and space time dilations, and the solar systems. A "C" or better in both semesters earns the student one-half unit for the "G" requirement on the UC/CSU A-G list.

**INTRODUCTION TO FORENSIC SCIENCE**

Credit 5

Prerequisites: Student should have completed science grad requirements 1 Semester  
Open to: Grades 11-12  
Students in this science elective will examine the science used to solve crimes. We will learn the informational background and lab techniques, and apply them to simulated crime scenes. Major topics covered include DNA fingerprinting, chromatography, decomposition and skeletal remains, blood and trace evidence, and fingerprinting.

**BIOLOGICAL SCIENCES**

The study of Biology attempts to instill a true interest and appreciation for the natural order of living organisms and their relation with their environment. Fundamental biological concepts are investigated with specific information about the structure and function of living organisms from the simple amoeba to the most complex organism, humans. Topics are explored through lectures, readings, group activities, discussions, and lab work.

**BIOLOGY A/B (or SDAIE BIOLOGY A/B)**

Credit 10 CP

Prerequisites: Grade of "B" or better in 8th grade math/science, Algebra B. 1 Year  
Open to: Grade 9  
This course is designed to meet the needs of the college-bound student and meets the UC "D" lab requirement. This course investigates life. It recognizes the recent advancements made in the area of biochemistry and biotechnology and its contribution to the understanding of life processes. The course begins at the molecular level and progresses to whole systems.

One of the basic unifying themes of this program is that science is inquiry. Open-ended experiments help students develop a critical and creative attitude toward inquiry. Students are given the opportunity to learn proper laboratory procedure, data analysis and the use of some sophisticated equipment and lab techniques. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**BIOLOGY 2A/B (or SDAIE BIOLOGY 2 A/B)**

Credit 10 CP

Prerequisites:

1 Year

Open to: Grades 9-12

This course covers the state standards for biology which includes the study of life. Students are given the opportunity to learn proper laboratory procedure, data analysis, and scientific inquiry. Laboratory exercises are an integral part of the curriculum. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**ADVANCED PLACEMENT BIOLOGY A/B**

Credit 10 CP

Prerequisites for 9<sup>th</sup> grade: Enrollment in Geometry or Alg II/Trig (preferably Honors) and enrollment in Honors English, and recommendation of junior high teacher, as well as submission of AP Bio Application, summer assignment (must be completed by first day of school in August) 1 Year

Prerequisites for 10-12<sup>th</sup> graders: Enrolled in or completed Algebra II and a B or better in Biology A/B

Open to: Grades 9-12

Advanced Placement (AP) Biology is an introductory college-level course designed for the academically mature student. Emphasis will be placed on passing the College Board Biology Advanced Placement Examination in May, which could enable the student to earn college credits.

Due to the extensive quantity of material to be covered, it is expected that students will study some of the material on an independent basis. Work will be assigned for the summer proceeding the fall semester. Laboratory work is an integral part of the course and will sometimes be done after school hours or on Saturdays. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**HUMAN ANATOMY AND PHYSIOLOGY A/B**

Credit 10 CP

Prerequisites: "C" or better in Biology, fulfillment of physical science grad requirement 1 Year

Open to: Grades 11-12

Supplemental program contribution requested.

Human Anatomy and Physiology A/B is designed to provide an in-depth exploration of the human body from the cellular level to the whole organism. Curriculum is laboratory based and includes numerous discussions. Medical applications are stressed. This college preparatory class is especially applicable to those students interested in pursuing careers in the health sciences. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**HUMAN ANATOMY AND PHYSIOLOGY HONORS A/B**

Credit 10 CP

Prerequisites: "A" or "B" in Biology A/B and completion of Chemistry or Physics; and a minimum GPA of 3.0. 1 Year

Open to: Grades 11-12

Supplemental program contribution requested.

Human Anatomy and Physiology Honors covers the same materials as Human Anatomy and Physiology A/B. The topics will be explored in greater detail with an emphasis on critical thinking and diagnosis. The course work includes laboratories, dissections, and special projects. A "C" or better in both semesters earns the student one unit for the "D" requirement on the UC/CSU A-G list.

**MEDICAL INTERNSHIPS**

Credit 5-10

Prerequisites: Honors Human Anatomy and Physiology A/B, or Human Anatomy and Physiology A/B recommended. Approval by instructor.

1 or 2 Semesters

Open to: Grade 12

This course gives students the opportunity to intern in a medical facility out in the community. Students will work along side a health care professional, learning workplace skills by observing them in practice. Students are required to find their own internship location and secure proper permission from such facility. Parent permission and personal transportation is required, as all internship hours are performed independently out in the community. This course may be repeated for credit.

**AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)**

Credit 5-40

Prerequisites: Physically fit, 14 years of age, and good academic standing

1 Semester - 4 Years

Open to: Grades 9-12

This course is held on the Golden Valley High School campus (transportation provided). Modern aircraft design and their component parts, as well as their purpose, are studied along with the nature and importance of weather and the development of space flight. Students will become acquainted with military and civilian management customs and courtesies, and flag etiquette. Respect for authority, the principles of honor and integrity, communication skills, problem-solving, human relations, and logical thinking are emphasized. AFJROTC students are expected to wear the uniform properly and proudly during the school day an average of one day per week. They will learn the basic drill movements and how to give commands, and will participate in field trips, cadet organization activities, and special events. **Two classes are generally offered: ROTC pe which counts as physical education and ROTC Science which counts as a non-college prep physical science course.**

**COLLEGE PREPARATORY PLAN (CP)**

The following is the recommended sequence of courses for a student taking a college preparatory program who has an interest in science and is concurrently enrolled in, or has completed, first year Algebra II or higher. These courses are accepted by the University of California and the California State University.

- 9th: Biology I A/B or AP Biology
- 10th: Chemistry, Physics, AP Biology
- 11th: Chemistry, AP Chemistry, Physics, AP Physics, AP Biology, AP Environmental Science, Honors Human Anatomy & Physiology, or Human Anatomy & Physiology
- 12th: Chemistry, AP Chemistry, Physics, AP Physics, AP Biology, AP Environmental Science, Honors Human Anatomy & Physiology, or Human Anatomy & Physiology

## **SOCIAL STUDIES DEPARTMENT**

The Canyon High School Social Studies Department offers a wide-range of courses that includes electives to complement courses required for graduation. All the students must take one year of Modern Civilization, one year of United States History, and one semester each of American Government and Economics. As upperclassmen, students can take elective courses. This program is designed to produce a well-rounded knowledge of our country's history, government and economic system, as well as an understanding of other countries' cultures and histories.

The Social Studies required courses are as follows:

### 1. THE HONORS PLAN

(10th Grade) AP European History A/B

Students must be enrolled in English Honors 10 A/B or teacher/counselor recommendation.

AP (11th Grade) U.S. History

Completion of AP Modern Civilization or teacher approval.

(12th Grade) AP Economics/AP American Government

Students must be enrolled in English Honors or be recommended by their U.S. History teacher.

*Students in grades 10-12 will be dropped from the Honors program after receiving one "D" or "F" or two consecutive "C"s.*

### 2. THE GENERAL ACADEMIC PLAN

(10th Grade) Modern Civilization A/B CP

(11th Grade) U.S. History A/B CP

(12th Grade) Economics/Government CP

## **COURSES—BY GRADE LEVEL**

**CP: Serves as an indication of college-preparatory classes approved by the University of California and the California State University. CP and Advanced Placement Social Studies classes meet the “A” requirement of the A-G requirements. Non-CP classes do not fulfill any A-G requirements.**

## REQUIRED COURSES

One year of Modern Civilization is required for all sophomores:

### **MODERN CIVILIZATION A/B (or SDAIE MODERN CIVILIZATION A/B**

or may be part of English 10 A/B/Mod Civ A/B Team)

Credit 10 CP

Prerequisites: None

1 Year

Open to: Grade 10

This course focuses on the major geographic, political, economic, and cultural themes of European and world history from the late 18<sup>th</sup> Century to the present. The Fall semester will trace the rise of democratic ideas, survey the major democratic revolutions, analyze the effects of the Industrial Revolution, and contrast the world-wide rise of Imperialism with the nationalistic desire for independence, culminating in the First World War. The Spring semester begins with the Russian Revolution, traces the rise of totalitarian governments, the causes and course of the Second World War, the Holocaust, and subsequent Cold War. The study concludes with current global issues and the significant geopolitical changes in contemporary Africa, the Middle East, Asia and Latin America. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

### **MODERN CIVILIZATION/ENGLISH 10 A/B TEAM**

Credit 10 CP

Prerequisites: Teacher/Counselor recommendation

1 Year

Open to: Grade 10

The team provides an exciting way for students to gain a fuller understanding and appreciation for world cultures and history by incorporating relevant works of literature with the major developmental themes of humanity. This course is a year-long approach to understanding major themes in human history and culture. First semester units will cover the background to modern world history (prehistory to 1800) and the era of European dominance (1750 to 1914). Second semester studies will include the crisis of the 20th century (1914 to 1945) and the emergence of a global civilization (the world since 1945). Students enrolling in this course will be required to remain enrolled in the English and Modern Civilization team for the entire year. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

### **AP EUROPEAN HISTORY A/B**

Credit 10 CP

Prerequisites Honors English or teacher/counselor recommendation or parent/student request.

1 Year

Open to: Grades 10-12

Advanced Placement European History is a challenging history course primarily designed for sophomores. This demanding course allows high school students to pursue a college-level history class while attending high school. As well as being a college-level survey of European history from 1450 to the present, it is designed to prepare students to take the Advanced Placement exam in European history. A passing score on the AP exam will earn college credit, depending on the requirements of the college. The course is intended for highly-motivated students who possess strong reading and writing skills as well as a mature work ethic. This year-long survey course will develop an understanding of the themes of modern European history, an ability to analyze historical evidence, and an ability to analyze and express historical understanding in writing. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

One year of U.S. History is required for all juniors:

***U.S. HISTORY A/B (or SDAIE U.S. HISTORY A/B)***

Credit 10 CP

Prerequisites: None

1 Year

Open to: Grade 11

This one year course presents students with the causes and effects of events in American History in a chronological manner. The course focuses on the origins and development of American institutions, economy, and society and on the role this nation has played in world affairs. The basic values of the American way-of-life -- individual rights, government by the consent of the governed, and equal opportunity -- are presented in an academic manner. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

***U.S. HISTORY/AMERICAN LITERATURE A/B TEAM***

Credit 10 CP

Prerequisites: Must be enrolled in both the History and American Lit component  
for full year

1 Year

Open to: Grade 11

History and literature are tightly interwoven in the fabric of our American culture. To understand the literature of the period, one must know the socio-political climate of the time. To truly appreciate history, one must examine the works of fiction and non-fiction, poetry and prose, to grasp the sentiments of the era. Students on this interdisciplinary team should anticipate a year-long commitment to both classes. This course begins by reviewing the history and literature of early America, exploring how our nation began, and the values and ideals that shaped our growing republic. It then moves quickly into a primary focus on twentieth century America, where students will examine both the history and culture that make the United States what it is today. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

***ADVANCED PLACEMENT U.S. HISTORY A/B***

Credit 10 CP

Prerequisites: Teacher/counselor recommendation or parent/student request.

1 Year

Open to: Grades 11-12

The AP Program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American History. This two semester course prepares students for college courses by making demands upon them equivalent to those of full year introductory college courses. This survey course utilizes a textbook and supplementary readings in the form of documents, essays, or books on special themes. Students will develop the skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly in essay format. This course is designed to enable qualified students to take the AP examination in American History. It is possible for students to earn the equivalent of credit for one or two semesters of college credit depending on college requirements. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

One of the following Government courses is required for all seniors:

***AMERICAN GOVERNMENT AP (SPRING)***

Credit 5 CP

Prerequisites: AP U.S. History or Instructor Approval

1 Semester

Open to: Grade 12

This course is a fast-paced study of the ideals, concepts, principles, traditions, and institutions of American Government. This course is intended to prepare students for taking the AP American Government Exam which will award successful students college credit transferable for required undergraduate coursework. The Constitution and relevant Supreme Court rulings will be stressed in their application to current issues in domestic and international affairs. Students are required to maintain a relatively heavy reading and homework schedule, and can expect daily quizzes and frequent tests. Panel discussion on thematic topics is required of all students. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

**AMERICAN GOVERNMENT**Credit 5 CP  
1 Semester

Prerequisites: None

Open to: Grade 12

This college-preparatory course fulfills the District requirement for high school graduation. Integral units will include the principles and elements of a Constitutional democracy, the components and operation of the national government, the election process, and the rights and responsibilities of citizenship. All units will be explored from a Constitutional perspective as well as focusing on contemporary society. A research project of a current political issue is required which may be orally presented and debated in a Mock Senate format. A "C" or better in both semesters earns the student a unit for the "A" requirement on the UC/CSU A-G list.

One of the following Economics courses is required for all seniors:

**ADVANCED PLACEMENT ECONOMICS**

Credit 5 CP

Prerequisites: AP U.S. History or Instructor Approval

1 Semester

Open to: Grade 12

This course is a fast-paced study of the macro-economy including an in-depth study of aggregate supply and demand, the Federal Reserve System, monetary policy, fiscal policy, inflation, unemployment, GDP, and the world economy. In addition, students will learn how to logically analyze and use economic graphs and to interpret macroeconomic data. Students should plan on a heavy reading load and challenging tests. This course is intended to prepare students for taking the AP Economics Exam which awards successful students college credit transferable for required undergraduate coursework. A "C" or better in this course earns the student a half unit for the "G" requirement on the UC/CSU A-G list.

**ECONOMICS**

Credit 5 CP

Prerequisites: None

1 Semester

Open to: Grade 12

This college-preparatory course fulfills the district requirement for high school graduation. It provides students with an overview of general economic theories and principles that will enable them to understand the American Economic system and their role in that system. For students intending to go on to college, this course will provide a background to help that student succeed in college courses dealing in macroeconomics and microeconomics. A "C" or better in this course earns the student a half unit for the "G" requirement on the UC/CSU A-G list.

**ELECTIVE COURSES****19<sup>th</sup> CENTURY WARS**

Credit 5

Prerequisites: None

1 Semester

Open to: Grades 10-12

This exciting course is designed for the student who wishes to study world military history in depth. The course will provide students with an understanding of key battles and the development of modern military tactics and technology. Students will analyze the events leading to several wars, debate national objectives, complete readings, interpret data and plan battle scenarios.

**20<sup>th</sup> CENTURY WARS**

Credit 5

Prerequisites: None

1 Semester

Open to: Grades 10-12

This intense course is designed for the student who wishes to study modern military history in greater depth than is possible in survey courses. Students will analyze world events leading to war, debate national objectives, conduct research, present data, write scenarios on key battles, and consider the viability of total war and conflict resolution in the modern world.

**PSYCHOLOGY**

Credit 5 CP

Prerequisites: "C" or better in Modern Civilization and/or U.S. History

1 Semester

Open to: Grades 11-12

This course provides a general introduction to basic psychological principles focusing on human behavior. The topics covered require student involvement and participation in gaining an understanding about themselves and those around them through discussions, student reports, and video presentations. Student reports cover topics such as dreams, autism, hypnosis, phobias, eating disorders, and obsessive compulsive disorders. A "C" or better in this course earns the student a half unit for the "G" requirement on the UC/CSU A-G list.

**AP PSYCHOLOGY A/B**

Credit 10 CP

Prerequisites: "C" or better in Honors/AP courses.

1 Year

Open to: Grades 10-12

This year-long course parallels introductory psychology at the college/university level. An intensive study of the history, theorists, theories, and concepts related to the field of Psychology will take place in the form of lecture, discussion, experimentation, and research. Highly motivated students with the intention of taking the Advanced Placement Examination are invited to enroll. A "C" or better in this course earns the student a half unit for the "G" requirement on the UC/CSU A-G list.

**SOCIOLOGY**

Credit 5 CP

Prerequisites: "C" or better in previous Modern Civilization and/or  
U.S. History

1 Semester

Open to: Grades 11-12

Sociology is the scientific study of people in groups and how they interact. Through lectures, discussions, sociological experiments, and research papers, students will gain a better understanding of their values and attitudes that exist in various groups in American society. A "C" or better in this course earns the student a half unit for the "G" requirement on the UC/CSU A-G list.

**CONTEMPORARY AMERICAN PROBLEMS (CAP)**

Credit 5

Prerequisites: None

1 Semester

Open to: Grades 10-12

Students will learn about and discuss current American Problems and issues including civil rights, poverty, economics, population, pollution, foreign policy, violence and change, national health, education, national defense, and the effect of technology on society.

**WORLD GEOGRAPHY**

Credit 5

Prerequisites: None

1 Semester

Open to: Grades 9-10

Students will learn about all aspects of geography including some elementary physical elements, extensive cultural features of major areas of the world and the use of maps. The course will emphasize the interactions of man and the environment, both positive and negative. It will also show how geography affected major historical events of the past and how it affects current world problems.

## SPECIAL EDUCATION

Special Education courses require individual placement through an Individualized Education Plan (IEP). Students must be identified with exceptional needs in accordance with the Individual with Disabilities Educational Act of 1977 (IDEA). A student who is in a Special Education Program may also receive Designated Instructional Services in accordance with his/her IEP. These services would be enumerated in the IEP.

### PROGRAM DESCRIPTIONS

#### **Special Day Class 1**

These students typically need intensive educational services in a structured environment, and will be included in general education programs to the maximum extent that they are able to participate. Core subjects including math, English, history, and science are often taught in the SC1 classroom. Teachers utilize the core curriculum of the District as the basis of instruction, but may modify and augment the student's education with supplementary materials. Additional emphasis is given to personal organization, making appropriate choices, and assuming responsibility. When special education students are included in general education programs, there shall be frequent communication and coordination of instruction between the regular education and special education staff. Students will participate to the full extent possible in general education.

#### **Special Day Class 2**

The Special Day Class 2 program services district students with mild to moderate cognitive delays. The curriculum includes basic reading, writing, and math in addition to functional academics, social skills and living skills. Functional academics include daily living skills (money management, care of personal needs, and community awareness.), personal social skills (socially responsible behavior, making informed decisions, and communicating with others), occupational guidance and preparation (safety, responding to directions, maintaining good attendance and punctuality). The behavior management system is based on a token economy in which students work toward earning items in a classroom store each week.

Direct instruction by the teacher may be presented to the entire class or in small groups or individually based on the type of lesson and the needs of each student. Lessons appropriate to the specific goals and objectives of the student's individual education plan are always implemented. Students can be included in general education elective classes as appropriate. All students participate with their non-disabled peers during lunch, brunch and assemblies. Students often participate in a modified physical education class.

#### **Special Day Class 3**

Students are placed in a Special Day Class 3 for a number of reasons. Students may be experiencing emotional or behavioral difficulties which interfere with their ability to learn or to form and maintain relationships. Students who need a smaller, structured environment with extra support can also be placed in these classes. These difficulties are discovered through a psycho-educational assessment conducted by a multi-disciplinary team. Students who qualify for this program must meet one category and three limiting conditions as per IDEA.

The Special Day Class 3 program utilizes a positive behavior point system frequently based on levels. Each level earns a student certain class privileges. Students earn their way to more privileges and higher levels through the completion of class assignments and proper behavior. Students may be integrated into general education classes and electives based on their individual education plan.

Program goals include an increase in positive, appropriate behavior, self-confidence and self esteem, academic performance through the core or modified curriculum, and in the student's acceptance or responsibility of his/her behavior through reinforcement and consequences.

### **Resource Specialist Program**

The Resource program promotes maximum interaction with the general school population in a manner appropriate to the needs of each student.

Students enrolled in the Resource Program may remain in the general education classes for the majority of the day (5 out of 6 periods). Most students are assigned to general education classes in which the resource teacher or the instructional assistant attends the class. The resource teacher or assistant may offer specific help to the student while in class. In addition, the teacher or assistant may attend class to take lecture notes, insure that any homework assigned by the general education teacher is recorded, and to consult with the general education teacher concerning accommodations that the student may need to be successful.

In the resource classroom (usually assigned by the counselor as an elective), the student will review homework assignments, prepare for tests, organize his/her notebook, and work on time management. Instruction in the resource room may be individual or in small group depending on the needs of students.

### ***LEARNING STRATEGIES***

Credit 5-40

Prerequisites: Must be in the Resource Specialist Program

1-8 semesters

Open to: Grades 9-12

Ongoing throughout the year, students will be given direct instruction on strategies designed to make them more effective learners. Topics include, but are not limited to using graphic organizers, listening skills, note-taking (Cornell or Interactive), outlining, test-taking strategies, time management, understanding oral and written directions, career education and transition, and memorization strategies. In addition, students are taught tools for self-advocacy.

Learning Strategies will reinforce skills that contribute to the student passing the California High School Exit Exam (CAHSEE). These skills include, but are not limited to vocabulary development, writing content and mechanics, reading comprehension, and math computation skills.

Learning Strategies will support each student in achieving success in his/her general education courses through reinforcement, practice, and additional and/or modified instruction. Students will receive clarification on assignments and concepts which allow them to learn academic concepts more deeply and effectively.

Content is based on the student's immediate educational needs as outlined by the IEP, and the academic demands of the student's general education classes. Because content is student-driven, content is not necessarily organized by week, month, quarter or semester. In addition to providing direct instruction as explained above, instructors will reteach lessons from general education courses, provide assistance on assignments, and help students prepare for tests.

**CAREER VISIONS**

Credit 5-10  
1-2 Semesters

Prerequisites: Must be a Special Day Class or RS student. Must enroll as Department of Rehabilitation client.

Open to: Grades 11-12

This course is designed to help students focus on the future as well as realize their own worth and potential as a member of our community. Topics include self-awareness, career decisions, job search, job acquisition, and on-the-job skills. Field trips and guest speakers are an important part of the curriculum.



## SPECIAL INTEREST COURSES

### 10-WEEK COURSES

**(10-week course are offered in combinations; not all combinations offered all semesters)**

#### ***DRIVER EDUCATION***

Credit 2.5

Prerequisites: None

1 Quarter

Open to: Grades 10-12 (10th graders must turn 15 by June 30th in order to enroll for the fall semester)

The Driver Education course is designed to give students an awareness of vehicle safety and the basic fundamentals of defensive driving techniques. To help develop a good philosophy toward the motoring public, this course includes a working knowledge of traffic laws, signs, signals, vehicle restriction, and classes of licenses. The course also includes basic understanding of what makes a car run, and the effects of drugs and alcohol on driving. **NO HIGH SCHOOL CREDIT WILL BE AWARDED FOR DRIVERS EDUCATION COURSES COMPLETED PRIVATELY.**

#### ***HEALTH***

Credit 2.5

Prerequisites: None

1 Quarter

Open to: Grades 9-12

This Health course is designed to confront students with facts and information concerning certain subject areas; and to mold good attitudes and values toward areas of study including alcohol, drugs, smoking, communicable diseases, nutrition, and physical fitness. Health is a required course for graduation in the Wm. S. Hart High School District. 2.5 credits are awarded if taken in conjunction with driver education. 5 credits are awarded if taken as a semester class.

#### ***STUDY SKILLS***

Credit 2.5-5

Prerequisites: None

1-2 Quarters

Open to: Grades 9 -12

Under the direction of a teacher and in the structure of a classroom, students work on homework and other assignments.

#### ***DOCUMENTATION PRODUCTION***

Credit 2.5

Prerequisites: None

1 Quarter

Open to: Grades 9-12

This course will provide students with an intense, short-term course, using any word processor, for real-life written communication situations that will arise while in college, in their personal life, and on-the-job. Students will become "effective communicators" who will be able to write with clarity and professionally format a variety of business communications (letters, reports and announcements).

#### ***PERSONAL MATH***

Credit 2.5

Prerequisites: None

1 Quarter

Open to: Grades 9-12

The purpose of this course is to provide students with an intense, short-term course in understanding daily, real-life math situations that will arise while in college, in their personal life, and on-the-job. Students will become informed consumers who will be able to reconcile a checking account, compute taxes, understand a purchase contract (cars, homes), determine the advantage of savings vs. credit purchasing, recognize the reasonableness of a calculated result, understand simple interest or credit or savings, and estimate a reasonable budget to live by.

**PRESENTATIONS**

Credit 2.5

Prerequisites: None

1 Quarter

Open to: Grades 9-12

This course will provide students with an intense, short-term course in understanding daily, real-life professional speaking situations that will arise while in college, in their personal life, and on-the-job. Students will learn how to prepare for a one-on-one or public speaking presentation while learning life skills needed by all students, regardless of background, culture, ethnicity, etc. to become competent citizens and successful members of our global workforce.

**REGULAR SEMESTER CLASSES****ACADEMIC SEMINAR**

Credit 5-20

Pre-requisites: none

1-4 Semesters

Open to: Grades 11-12

The Academic Decathlon is a program that provides Canyon High students an opportunity to experience the challenges of rigorous academic competition through participation in team activities. The Academic Decathlon is designed to include students of three academic levels competing in 10 academic events. Each nine-member team consists of three "A" students, three "B" students and three "C" students. Academic Decathletes take 30-minute multiple-choice tests in the subjects of Economics, Art, Music, Language and Literature, Mathematics, Science, and Social Science. In addition, each team member gives a planned 4-minute speech and a 3-minute impromptu speech, sits through a 7-minute interview, and has 50 minutes to write an essay. The only event open to the public is the Super Quiz Oral Relay, which deals with either the Science or Social Science topic. In Los Angeles County there are three separate competitions: the LA County competition, in which Canyon participates, the Los Angeles City schools, and the private schools. Since national competition began in 1982, California has performed in a superior manner, winning 10 national titles and posting 11-second place finishes as of 2005. This course receives general elective credit.

**AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)**

Credit 5-40

Prerequisites: Physically fit, 14 years of age, and good academic standing

1 Semester - 4 Years

Open to: Grades 9-12

This course is held on the Golden Valley High School campus (transportation provided). Modern aircraft design and their component parts, as well as their purpose, are studied along with the nature and importance of weather and the development of space flight. Students will become acquainted with military and civilian management customs and courtesies, and flag etiquette. Respect for authority, the principles of honor and integrity, communication skills, problem-solving, human relations, and logical thinking are emphasized. AFJROTC students are expected to wear the uniform properly and proudly during the school day an average of one day per week. They will learn the basic drill movements and how to give commands, and will participate in field trips, cadet organization activities, and special events. **Two classes are generally offered: ROTC pe which counts as physical education and ROTC Science which counts as a non-college prep physical science course.**

**AVID**

Credit 5-40

Prerequisites: Application and interview

1 Semester – 4 years

New Enrollment: 9-10

Open to: Grades 9-12

A.V.I.D. (Advancement Via Individual Determination) is an elective program that helps students who have average and above average academic ability and have not been previously successful in a college preparatory path to increase their chances for enrollment in four-year colleges. The three main components of the program are: 1) academic instruction, 2) tutorial support, and 3) motivational activities. The goal of AVID is to educate the “whole student” by unifying six important elements of education: students, curriculum, faculty, tutors, parents, and community.

The mission of AVID is to ensure that all students, especially students in the middle with academic potential capable of completing a college preparatory path will...

- succeed in the most rigorous curriculum,
- enter mainstream activities in school,
- increase their enrollment in four-year colleges and
- become educated and responsible participants and leaders in a democratic society.

**AVID 11** This course is designed for students who are underserved. Generally, these students will be students in the middle whose parents did not attend college and/or students who have overcome adversity. Avid 11 seeks to support students in rigorous courses. This class helps students toward the goal of attending a university after high school by offering tutorials twice a week during class time, preparing students for the SAT/ACT tests, supporting students in honors/AP classes and preparing students for the demands of college. The students begin learning about the research process and how to deconstruct a prompt in preparation for the senior seminar “Leadership as a Catalyst for Change in Society” project. The level of reading, writing, inquiry, discussion, and analysis experienced in the junior year will serve as the foundation for in depth research to be introduced and completed as a final project in the senior year.

**AVID 12 Senior Seminar**

This two-semester course is a two-year interdisciplinary course for AVID juniors and seniors. The course is designed for those students who elect to take a course that prepares them for the rigor required for college work. Students will engage in higher levels of WIC-R (writing, inquiry, collaboration, and reading) strategies than experienced in prior years of AVID. These higher-level thinking, reading, writing, and oral language skills are needed to prepare students for that level of work required to produce a culminating research project at the end of the senior year.

**AVID PEER TUTOR**

Credits 5-10 (Pass/Fail)

Prerequisites: Must have taken an AP or Honors course

1-2 Semesters

Open to: Grade 12

This course allows specially trained students to provide tutorial assistance and mentoring to individuals enrolled in the AVID class. Under the direction of the AVID teacher and coordinator, the tutor will help AVID students learn about time management, test taking strategies, and other skills necessary for college readiness and success. Students will be able to take and use Cornell notes effectively, conduct tutorials and notebook checks, hold philosophical chairs and Socratic seminars, mentor students, effectively communicate, and work with a diverse student population.

**ACADEMIC TUTOR**

Credits 5-30 (Pass/Fail)

Prerequisites: Instructor approval

1-6 Semesters

Open to: Grades 10-12

In this course, students act as classroom tutors as well as mentoring other students. The instructor will train each tutor how to teach and/or reinforce the curriculum to individual students and offer tutorial assistance in class.

**COMMUNITY VOLUNTEER**

Credit 5

Prerequisites: Must be in Resource Specialist Program, or Special Day Class

1 Semester

Open to: Grades 9-10

This is a special education elective course. Students will have the opportunity to get involved in their community, gain self-confidence, and improve communication skills. Pre-employment skills will be emphasized. This course is held off campus at a job site four days a week. Must complete 90 work hours for credit. The job site is determined by the interest of the student.

**READ 180**

Credit 10

Prerequisites: Test scores and/or staff recommendation

1 Year

Open to: Grade 9

Read 180 is an intensive reading intervention program that helps struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high interest literature, and direct instruction in reading, writing and vocabulary skills.

**WORK EXPERIENCE**

Credit 5-20

Prerequisites: Students must work a minimum of 10 hours a week

1 Semester-2 Years

Open to: Grades 11-12 and at least 16 years of age

This class assists students in becoming better acquainted with the world of work. It helps students determine occupational goals (both short and long range), child labor laws, job hunting, and money matters. The class meets one day per week. This course may be repeated for elective credit. Students must have a part-time job prior to the first day of class.

**YES I CAN**

Credit 10

Prerequisite: Instructor approval

1 Year

Open to: Grades 9-12

Yes I Can is a social inclusion course designed for students with and without disabilities. It is a yearlong elective course, and students must have teacher permission to join. Candidates who are chosen must demonstrate empathy, kindness, and respect to ALL others and have an interest in improving themselves, others, and the community. The class meets five days a week during 5<sup>th</sup> period, and focuses on understanding different disabilities as well as learning about self-determination and self esteem. Students study teen issues and work with students from other Yes I Can classes in a mentoring program. At the end of the year, the Yes I Can students support a major rock concert as a fundraiser and social celebration.

A maximum of 20 credits may be earned EACH as Lab Assistant, Peer Tutor, Library Science Assistant, and Student Service. A student service may be enrolled in no more than one such class per semester.

**LAB ASSISTANT**

Credit 5-20

Prerequisites: Permission of Instructor

1-4 Semesters

Open to: Grades 10-12

Lab Assistants help the Science instructor in various capacities that facilitate classroom procedure and provide learning experiences such as autoclaving, preparing bacterial cultures, preparing solutions, care of glassware, and repair of equipment.

**LIBRARY SCIENCE ASSISTANT**

Credit 5-20

Prerequisites: Permission of Librarian

1-4 Semesters

Open to: Grades 9-12

Students will assist with the following library tasks: book check-out, shelving of books, shelf-reading, processing books and magazines. Students will be proficient in the use of OPAC (online book catalog), specialized reference materials, and become familiar with the school's databases.

**PEER TUTOR**

Prerequisite: Teacher's approval

Open to: Grades 10-12

Students will assist Special Ed teacher and students in the classroom setting for one period a day.

Credit 5-20 (Pass/Fail)

1-4 Semesters

**STUDENT SERVICE**

Prerequisites: Permission of Instructor

Open to: Grades 10-12 (9<sup>th</sup> grade special circumstances only—ex. PE med. excuse  
and 10<sup>th</sup> grade at counselor's discretion)

Students will assist the teacher in the care of room or management equipment, and/or be responsible for occasional clerical work and running on-campus errands.

Credit 5-20 (Pass/Fail)

1-4 Semesters



## HART REGIONAL OCCUPATIONAL PROGRAM (ROP)

### **ANIMAL CARE AND SERVICES**

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Valencia High School

Time: Meets twice a week, for 4 hours, plus 6 hours on the job training (OJT)

Classroom activities and hands-on experiences teach many aspects servicing exotic and domestic animals. Additionally, the summer school Animal Care class is a 5-credit course. Students may take both classes for a total of 15 credits.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

Credit 10  
1 Semester

### **ANIMAL CARE AND SERVICES (ADVANCED) (Spring)**

Prerequisites: Animal Care

Open to: Grades 11-12 or 16 years of age

Location: Valencia High School

This competency-based course prepares students for intermediate level positions in veterinary and animal care facilities. Students will gain experience with many aspects of the animal care field including safe handling of animals and equipment, critical care and wound management, animal ethics, nutrition from newborn to geriatric, anatomy and physiology, pathology and disease response, pharmacology and pharmacy, laboratory collections, preparations and analysis. The course is designed to prepare students to be a veterinary assistant. Class may involve field trips to premier animal facilities, which may require admittance fees.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

Credit 5  
1 Semester

### **ANIMATION, COMPUTER (INTRODUCTION)**

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: ITT Tech, Sylmar

This course includes an introduction to the techniques of freehand drawing and design visualization. Learn to use tools and skills used in the manipulation of two-dimensional materials and convert these into precise three-dimensional models of various forms of products and principles of form topology. Visual design and movement are applied in the creation of simple animated sequences.

Credit 5  
1 Semester

### **AUTOMOTIVE TUNE-UP, BRAKES & FRONT-END ALIGNMENT**

Prerequisites: Beginning Automotive Course or Instructor Permission

Open to: Grades 11-12 or 16 years of age

Location: Canyon High School or Valencia

Time: Canyon M-F 6:00am – 8:00 am/ Valencia M-TH 3:30 – 6:00 pm

With a good background in auto mechanics, this two-semester class will prepare students for entry-level positions in the auto repair industry and provide specialized skills in diagnostic, troubleshooting, tuning-up a car, aligning front suspension systems, and repairing and maintaining brake systems. Students will examine various systems including ignition, fuel, emission, electrical brakes/steering, and computer management. Courses may be taken independently or in sequence.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

Credit 10 per semester  
4 Semesters  
Credit 5—Summer School  
1 Semester

**BANKING OCCUPATIONS**Credit 5  
1 Semester

Prerequisites: None

Open to: Grade 11-12 or 16 years of age

Location: Bank of America, Valencia

Time: Meets twice a week plus 20 hours OJT - TBA

This is the same course that the bank offers to newly employed bank tellers. It includes services, window transactions with deposits, withdrawals, etc. Classroom and on-site instruction is included.

**PRACTICAL ARTS OR ELECTIVE CREDIT****BUSINESS OFFICE (was BUSINESS TECHNOLOGIES/OFFICE CAREERS)**Credits 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years old

Learn to master Microsoft Office suite and gain organizational business skills necessary in the business world and office management. Learn time management skills, electronic and paper record management, calendaring, meeting planning, budgets, effective communication skills including business English, effective email communication, etc. Students may be eligible to participate in unpaid on-the-job training experiences at local businesses. These credits are officially eligible for college credit at COC. CIT 120-Office Procedures has been articulated with the ROP Business Office Class. Students who receive a C or better will be awarded "credit-by-exam" credit for CIT 120.

**CHILD CARE OCCUPATIONS--INFANT/TODDLER CARE**Credit 10  
1 Semester

Prerequisites: None

Open to: Grades 11-12

Location: Canyon

The infant/toddler childcare course is designed to provide students with training for an entry-level position in the field of Early Childhood Education. The program includes on-the-job training in local childcare facilities. Classroom topics include infant and toddler development, health, safety, guidance planning, appropriate environments, and curriculum. Students will work with infants and young children under the supervision of a qualified infant/toddler teacher, implementing hands-on curriculum activities and assisting in the care routines of the children. After successfully completing the 180-hour semester program, students will have the necessary training to receive a Child Development Permit as an Assistant Teacher from the California Commission on Teacher Credentialing.

**PRACTICAL ARTS OR ELECTIVE CREDITS****CHILD CARE--PRESCHOOL**Credit 10  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Canyon High School

This course prepares students for entry-level employment as child care and teacher aides in nursery schools, day care centers, kindergartens, and primary grade classes, working with children ages approximately 3 to 5.

**PRACTICAL ARTS OR ELECTIVE CREDITS****CHILD CARE--SCHOOL-AGE CHILD CARE**Credit 10  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Golden Valley High School

Time: Meets twice a week plus OJT

This course is designed to help develop skills used in working with school-age children. Topics of instruction include understanding the developmental stages of the child, health, safety, nutrition and curriculum development. Classroom instruction is combined with on-the-job training at local elementary schools, working with children ages approximately 5 to 10.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**COMPUTER ASSISTED DRAFTING (CAD)**

Credit 5 per semester  
4 Semesters

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Hart High School/also Canyon High School

Time: Mon. & Wed. 4:30 pm (Hart) or Mon.-Fri. 6:55am - 7:55 am (Canyon)

The course covers the basics of Mechanical Drawing, which includes line work, geometrical construction, sectioning and auxiliary views, dimensioning and tolerancing.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**CONSTRUCTION TECHNOLOGY**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School

It focuses on concepts, practices and activities related to residential and commercial building construction industry concepts and practices, and carpentry. It assists students in focusing on a career path sequence which can be tailored to a student's lifelong learning and may include training, retraining, and upgrading programs. It may also include advanced training, which can include further ROP instruction, community college and apprenticeship programs, and professional level baccalaureate degrees. Students receive up to 180 hours of classroom instruction.

**COSMETOLOGY**

Credit 10 per semester  
Length - Variable  
Total Hours 1600

Prerequisites: 16 years old

Open to: Grades 11-12 (12th graders first)

Location: Newberry's (Granada Hills), Academy of Esthetics (Sylmar), or Flair Beauty College (Canyon Country).

Time: 1:00 p.m. - 5:00 p.m., Tuesdays through Fridays AND 8:30 a.m. - 5:00 p.m., Saturdays

This course is 1600 hours in length which can be completed in 18 months of full-time attendance. The course covers all phases of cosmetology, skin care, manicuring, and pedicuring. Students will be well-prepared to pass the state examination and obtain a job in Cosmetology. **Entrance exam:**

**\$20. Other costs total approximately \$600.**

**PRACTICAL ARTS OR ELECTIVE CREDIT**

***SPECIAL NOTE for Culinary Students – If a student takes Culinary Basics I and Culinary Basics II as well as ROP Intro to Culinary Arts and ROP Advanced Culinary Arts they will have the same skills test that COC had, so they can bypass the first required Culinary class at COC.***

**CULINARY ARTS**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: West Ranch High School

Take the first step to your career as a chef in a fine restaurant and hotel, and prepare for food handling certification. Learn knife skills, cooking techniques and food service procedures from the chef instructor at West Ranch High School. Complete the ServSafe Sanitation Program exam recommended by the California Restaurant Association.

**CULINARY ARTS, ADVANCED**

Credit 5

Prerequisites: Minimum grade of C+ in Culinary Arts and with Chef's recommendation

1 Semester

Open to: Grades 11-12 or 16 years of age

Location: Golden Valley High School

This course will concentrate on refining the cooking methods and techniques, knife skills, and menu development that students previously learned. This course will also concentrate in a la carte preparation and service utilizing meat, fish, poultry, soups, sauces, and gravies, as well as lab preparation of foods served in fine dining environments. Students are encouraged to take the ServSafe Final Exam with the state prior to advancing to a college culinary arts program (\$60).

**DENTAL ASSISTANT**

Credit 10 per semester

Prerequisites: None

2 Semesters

Open to: Grades 11-12 or 16 years of age

Location: Clarita Career College and Dental Offices

Time: Monday through Thursday

This two-semester course provides a combination of classroom and practical experience designed to prepare students to assist the dentist in chair-side operations. Students will learn specific job-seeking skills related to this occupation. Students will have the opportunity to earn their California State Dental Radiology Certificate, as well as certified in CPR and First Aid. Students may continue afterwards at the Clarita College and become eligible to become licensed as a Registered Dental Assistant (RDA). **There is a book and uniform fee, totaling approximately \$125.**

**PRACTICAL ARTS OR ELECTIVE CREDIT****GRAPHIC DESIGN (was DESK-TOP PUBLISHING)**

Credit 5-10

Prerequisites: In order to enroll in this class, students must have completed a Word Processing class or Computer Applications in Business.

2 Semesters

Open to: Grades 11-12 or 16 years old

Location: Hart High School

Time: Meets twice a week

Instruction includes the application of desk-top publishing using Adobe Create Suite 3 software (Adobe Photoshop, Indesign, and Illustrator) concepts where students receive step-by-step directions that will teach them how to create fliers, brochures, reports, newsletters and manuals. Students will also learn about the various equipment needs in setting up desk-top publishing facilities for a business.

**PRACTICAL ARTS OR ELECTIVE CREDIT****EMERGENCY MEDICAL RESPONDER (EMR) (Spring)**

Credit 5

Prerequisites: Passed any anatomy class or have taken and passed any ROP medical class (Physical Therapy, Medical Office, Nursing, Intro to Health Care, etc.).

1 Semester

Open to: Grades 11-12 or 16 years of age

Time: Twice a week

This competency-based course gives students an overview of the career opportunities in Emergency Medical Services field. It prepares students to successfully complete a state accredited emergency medical technical course. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem-solving, workplace safety, technology, and employment literacy. EMR is the first level before EMT. COC accepts ROP in lieu of 139, the first course towards earning EMT. Students receive up to 90 hours of classroom instruction. **The fee for the class is approximately \$100.00.**

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**ENTERTAINMENT/PERFORMANCE OCCUPATIONS**

Credit 10 per semester  
2 Semesters

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Valencia High School

Time: Meets twice a week plus weekly TBA

Students learn about the field of entertainment such as acting techniques, responding to audiences, auditions, agents, costuming, production and studio work.

**FINE ARTS, PRACTICAL ARTS OR ELECTIVE CREDIT**

**EXPLORING ENGINEERING & TECHNOLOGY (EET)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Golden Valley High School

Explore, design and build using computer software and hands-on tools and equipment. Learn about designing and building vehicles, robotics, and more.

**FASHION MERCHANDISING**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Hart High School and Retail Stores

Time: Meets twice a week

This course provides training in sales, merchandising, fashion coordination and personal grooming including poise and modeling techniques.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**FIRE ACADEMY (BEGINNING) (was FIGHTING TECHNOLOGY I)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School (Rm. B-2)

Time: Meets twice a week

This course includes training with equipment, forest service exam and techniques of fire control.

**There is a financial fee for slacks and shirt costing approximately \$400.**

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**FIRE ACADEMY (ADVANCED) (was FIGHTING TECHNOLOGY II)**

Credit 5  
1 Semester

Prerequisites: Beginning Fire Academy

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School (Rm. B-2)

Time: Meets twice a week

This course includes training with equipment, and advanced techniques of fire control.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**FLORISTRY (BEGINNING)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School or Canyon High School

Time: Meets twice a week

Fundamentally, the student will learn procurement, care, design, construction and merchandising of basic floral pieces. The student will be able to identify flowers, plants, supplies and equipment commonly used in the floral trade. The student will learn retail floral practices in pricing, order taking, and merchandising. Field trip to the Los Angeles Flower Mart is included. **There is a \$9.00 fee for a floristry knife.**

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**FLORISTRY (ADVANCED)**

Prerequisites: Floristry

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School

Time: Meets twice a week

The basics of commercial floral arrangements, corsages and decorations are stressed, as well as the business of a shop, care of flowers and its commercial application. Field trip to the Los Angeles Flower Mart is included.

**PRACTICAL ARTS OR ELECTIVE CREDIT**Credit 5  
1 Semester**FORENSICS**

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: ITT Tech in Sylmar

Time: Twice a week

This course is designed to give students both theory and hands-on experience in the skills and knowledge required of a forensic crime scene investigator working in law enforcement, including crime scene searches, best procedures, and procedures for conducting an autopsy.

**PRACTICAL ARTS OR ELECTIVE CREDIT**Credit 5  
1 Semester**FORENSICS (ADVANCED)**

Prerequisites: Forensics

Open to: Grades 11-12 or 16 years of age

Location: ITT Tech in Sylmar

Time: Twice a week

This class is taught in the classroom and lab settings. Students will use actual crime scene data utilizing equipment for analyzing DNA, lifting fingerprints, gunshot residue testing, use of forensic light source technology, and diagnosing blood types. Students must have taken the beginning class or have the instructor's permission.

**PRACTICAL ARTS OR ELECTIVE CREDIT**Credit 5  
1 Semester**FORESTRY BASICS AND TRAIL CONSTRUCTION**

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Wm. S. Hart Union High School District Administration Center

Interested in pursuing a career where you get to work in the great outdoors? This course offers participants a great opportunity to explore an outdoor recreation career working with different land management agencies including the United States Forest Service, Pacific Crest Trails Association, and the Mountain Recreation Conservation Authority. Course includes weekly hands-on training in trail construction and maintenance; environmental stewardship; leave no trace ethics; wilderness navigation, land management practices and much, much more!

Credit 10  
1 Semester**HEALTH CAREERS (INTRODUCTION)**

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

There is a multitude of exciting careers available and in-demand in the health care field today. Come learn the educational requirements and pay scales of various disciplines and see which occupation would be your best choice! You will learn basic anatomy and physiology, medical terminology, and infection control procedures. You will also learn ethical medical practices, HIPAA laws, OSHA, and practical skills such as taking vital signs and becoming CPR certified. You will be required to purchase scrubs and we highly recommend buying your own stethoscope. There is a small fee for CPR certification.

Credit 5  
1 Semester

**HOTEL OPERATION**

Credit 10 per semester  
2 Semesters

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Valencia High School, and local hotels

Time: Meets twice a week plus 7 hours OJT.

This course provides an on-site hotel/motel training experience. Students will divide their time between a classroom setting and working and training under the direction of a department head in a choice of areas: guest receiving, housekeeping, maintenance, switchboard operating, and many others.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**INTERIOR DESIGN**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Valencia High School

Time: Meets twice a week

Students learn the basics of room design, color, textile, blueprints, furniture and fabric.

**FINE ARTS, PRACTICAL ARTS OR ELECTIVE CREDIT**

**LAW ACADEMY/EXPLORER ( BEGINNNG)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Golden Valley High School

This course provides an insider's view of the careers, of a police officer, security guard or a probation officer, taught by a police officer from the local Los Angeles Sheriff's Station will give you an insider's view of these and other careers. Topics of study include traffic laws, criminology, crime prevention, accident investigation, the court system, arrest, and search and seizure procedures.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**LAW ACADEMY/EXPLORER (ADVANCED)**

Credit 10  
1 Semester

Prerequisites: Law Academy Sheriff Explorer class

Open to: Grades 11-12 or 16 years of age

Location: College of the Canyons

The Advanced Law Academy Sheriff Explorer class is a vocational class that gives young adults the opportunity to implement the skills learned in the Beginning Law Academy Sheriff Explorer lass. They will have the opportunity to assist sworn law enforcement personnel with the skills learned. They will also become familiar with the preparation for the testing process of becoming a sworn law enforcement officer.

**LAW ENFORCEMENT**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

This course is designed to give students a basic understanding of how the L.A. Sheriff's Department operates. The class includes a tour of a correctional facility and a ride-along with a deputy sheriff. Students learn about traffic laws and accident/criminal investigations.

**MEDICAL OFFICE (INTRODUCTION)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Hart High School

Time: Meets twice a week

This course is designed to teach students the basic skills necessary for entry level positions within a medical office, covering the basics of back office as well as reception and billing services.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**NURSE ASSISTANT (INTRODUCTION)**

Credit 10  
1 Semester

Prerequisites: None

Open to: Grade 12

Location: Henry Mayo Newhall Memorial Hospital

Time: Meets three times a week

This course provides classroom and hospital training involving basic care of patients such as temperature, pulse, respiration, weight, feeding, transporting, and assisting staff. Learn infection control, record vital signs, psychosocial needs, and assist patients with basic personal needs, and ambulation. **There are some uniform, supplies, fingerprinting and licensing fees with this course, totaling approximately \$250.**

**BIOLOGICAL SCIENCE, PRACTICAL ARTS OR ELECTIVE CREDIT**

**OFFSET LITHOGRAPHY (PRINTING)**

Credit 5 per semester  
Up to 4 Semesters  
20 credits maximum

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Canyon High School

Time: 7:00 a.m. – 8:00- a.m., Daily

Location: Saugus High School

Time: 2:00 p.m. - 4:00 p.m., Daily

Location: Hart High School (Q-4)

Time: 9:00 a.m. – 10:00 a.m., Daily

Students will specialize in and rotate through various phases of printing including composing, camera work, paste-ups, press work, and the final product.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**PHARMACY ASSISTANT**

Credit 5 per semester  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Canyon High School

Time: Meets twice a week plus OJT in the second semester

This course teaches students the basic pharmaceutical skills necessary to assist the pharmacist in providing services to the consumer in a retail or hospital setting. Learn pharmacy software. Students can become Pharmacy Clerks; others take the National Pharmacy Technician Board Exam and earn their Pharmacy Technician license.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**PHOTOGRAPHY, COMMERCIAL**

Credit 5 per semester  
4 Semesters

Prerequisites: One semester of Photography

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School (D-3)

Student must provide own camera. The course is designed to train students in employable aspects of photography. Emphasis is on photojournalism, portrait photography, weddings and formal parties, magazine layouts and action stills. Techniques of color and black/white and color film developing, mounting, cropping and portfolio production are covered in course. Two semesters of this course will satisfy the UC/CSU performing arts “F” requirement.

**FINE ARTS, PRACTICAL ARTS OR ELECTIVE CREDIT**

**PHOTOGRAPHY, DIGITAL**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Golden Valley High School

Digital Photography introduces students to practical and modern techniques in the field of photography. Learn photo-composition, color, tonality, design, lighting, camera modes/functions, Adobe Photoshop tools, digital SLR camera. This course will emphasize the use of digital cameras and the use of the computer to produce images that historically have been produced using film, film cameras, traditional developing and print processing. This course will prepare students to advance to occupational training at the college, trade school or internship level.

**PHYSICAL THERAPY**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grade 11-12 or 16 years of age

Location: Golden Valley High School

Time: Meets twice a week

This course provides classroom instruction in anatomy, physiology, injury care, rehabilitation, and injury prevention.

**BIOLOGICAL SCIENCE, PRACTICAL ARTS OR ELECTIVE CREDIT**

**PLUMBING**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School

Learn fundamentals for new construction and repair. An instructional program that prepares individuals to assemble, install, and repair pipes, fittings, and fixtures of heating, water, and drainage systems according to specifications and plumbing codes. This course is a helpful means for future employment in the plumbing industry.

**RETAILING**

Credit 10 per semester  
3 Semesters

Prerequisites: Working in retail store

Open to: Grades 11-12 or 16 years of age

Location: Hart High School & Retail Stores

Time: Meets once a week, plus 8 hours weekly, paid OJT

Students are paid weekly for on-the-job training plus meet for a three-hour related control class each week.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**SILK SCREEN PRINTING (BEGINNING)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Hart High School/ Saugus High School/Canyon High School

Students will learn techniques of printing fabrics, manufacturing decals, printing circuit boards, advertising circulars, greeting card design, and production and printing special applications.

**FINE ARTS, PRACTICAL ARTS OR ELECTIVE CREDIT**

**SILK SCREEN PRINTING (ADVANCED)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School

Students will organize a student company, design a printed product, and produce the product for sale, using graphic reproduction processes that include computer word processing and desktop publishing, silk-screening, and offset printing processes.

**TELEVISION PRODUCTION (was TV BROADCAST JOURNALISM)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Canyon High School/Public Access T.V.

Time: Meets twice a week

This course is designed to provide students with basic understanding and knowledge of the various aspects of the TV Video industry. The course will include student involvement in the components necessary to produce a TV Video program such as training in the operation of a camera, editing, script writing and directing. As a culminating activity, students will produce a segment for broadcasting on the public access channel.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem-solving, workplace safety, technology, and employment literacy. Students receive up to 100 hours of classroom instruction.

**FINE ARTS, PRACTICAL ARTS OR ELECTIVE CREDIT**

**TRAVEL AGENCY OCCUPATIONS**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Canyon High School

Time: Meets twice a week and on two Saturdays

This course teaches students all aspects and operation of a travel agency including ticket-writing, booking, group tours, computer training, customer service, etc. Learn sale techniques and how airlines, cruise lines, tour operators, hotels, car rentals, railroads, and more do business.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**VIRTUAL ENTERPRISE**

Credit 5-10  
1-2 Semesters

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Golden Valley High School

Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant with the support of real business partners. Emphasis will be placed on the use of current business software packages and the internet for business transactions, marketing, sales and promotion.

**WILDLAND FIREFIGHTER (Spring)**

Credit 5  
1 Semester

Prerequisites: None

Open to: Grades 11-12 or 16 years of age

Location: Saugus High School

Time: Meets twice a week

The course is designed to prepare students for entry level positions within the Department of Forestry. Emphasis is placed on wildland fires, safety, equipment and control.

**PRACTICAL ARTS OR ELECTIVE CREDIT**

**NOTE: COURSES, TIMES AND LOCATIONS ARE SUBJECT TO CHANGE.**

IT IS THE POLICY OF THE HART R.O.P. TO AWARD CREDITS BASED UPON THE NUMBER OF HOURS THE STUDENT ATTENDS. THEREFORE, IF THE STUDENT DOES NOT ATTEND, FULL CREDIT MAY NOT BE AWARDED. "MAKE UP WORK" MAY BE ASSIGNED AT THE DISCRETION OF THE TEACHER TO COMPENSATE FOR UNEXCUSED ABSENCES.

## **CANYON HIGH SCHOOL DIRECTORY**

19300 West Nadal St.  
Canyon Country, CA 91351  
(661) 252-6110; Fax (661) 251-8512  
www.canyonhighcowboys.org

Principal	Mr. Bob Messina		Ext. 139
Assistant Principals	Mr. Pete Getz	A - D	Ext. 117
	Dr. Andy Keyne	E - K	Ext. 117
	Mrs. Jan Hayes-Rennels	L - Rh	Ext. 109
	Mrs. Pam Thompson	Ri - Z	Ext. 109
Counselors	Mrs. Ina Trapani	A – Con	Ext. 131
	Mr. Jibri Hodge	Coo - Gre	Ext. 131
	Ms. Olga Lavallo	Gri – Ler	Ext. 131
	Mr. Ross Pollack	Les – Pall	Ext. 131
	Mrs. Shari Smith	Palm - Sinf	Ext. 131
	Ms. Kim Atkin	Sing - Z	Ext. 131
Registrar	Ms. Maria Aguilar		Ext. 119
Activities/ASB Director	Mrs. Jennifer Ambrose		Ext. 155
Athletic Director	Mr. Richard Gutierrez		Ext. 493
Attendance Office	Mrs. Rosemary Lazard	A - L	Ext. 127
	Mrs. Dorothy Belli	M - Z	Ext. 128
Band Director	Mrs. Melissa Palmer		Ext. 447
Basketball Office	Mr. Chad Phillips		Ext. 235
Choral Director	Mrs. Mary Purdy		Ext. 448
Football Office	Mr. Chris Varner		Ext. 136
Health Office	Mrs. Doreen Schwamb		Ext. 130/124
Library	Mrs. Karen Limbaugh		Ext. 170