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COURSE CATALOG



“Home of the Saints”

2024 - 2025

**ST. HELENA HIGH SCHOOL
COURSE CATALOG**

2024 – 2025

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INTRODUCTION

This catalog is designed to provide students with information about courses and requirements so they will be able to make informed decisions about future goals. In most cases, the greatest consideration should be given to taking a well-rounded program that will allow the student to move in any number of possible directions upon graduation. Even students who believe they know exactly what they want to do must recognize that they might change their minds several times or that circumstances might not allow them to take only courses they want to take.

Serious consideration must be given to the student's ability, aptitude, interest, and achievements. Each student faces a unique opportunity in planning a four-year program and in selecting courses each year. Time and thought spent here are an investment in the future and will pay dividends both in satisfaction and increased earning power. The student should seek sound counsel in each selection. Students should consult teachers, counselors and parents in planning their high school courses.

The word "prerequisite" means there are requirements or courses that a student must have completed before he/she can enroll in the class. In classes where enrollment is limited, preference will be given to seniors and juniors.

Some courses require attendance at functions outside of school hours. This information is noted in the course description. Some classes are offered for a semester rather than a full year. In planning courses, students should consider what they will take each semester.

SUPPORT SERVICES

OFFICE STAFF

(Main Office Number: 967-2740; Fax Number: 967-2735; Web Site: www.shhs.sthenaunified.org)

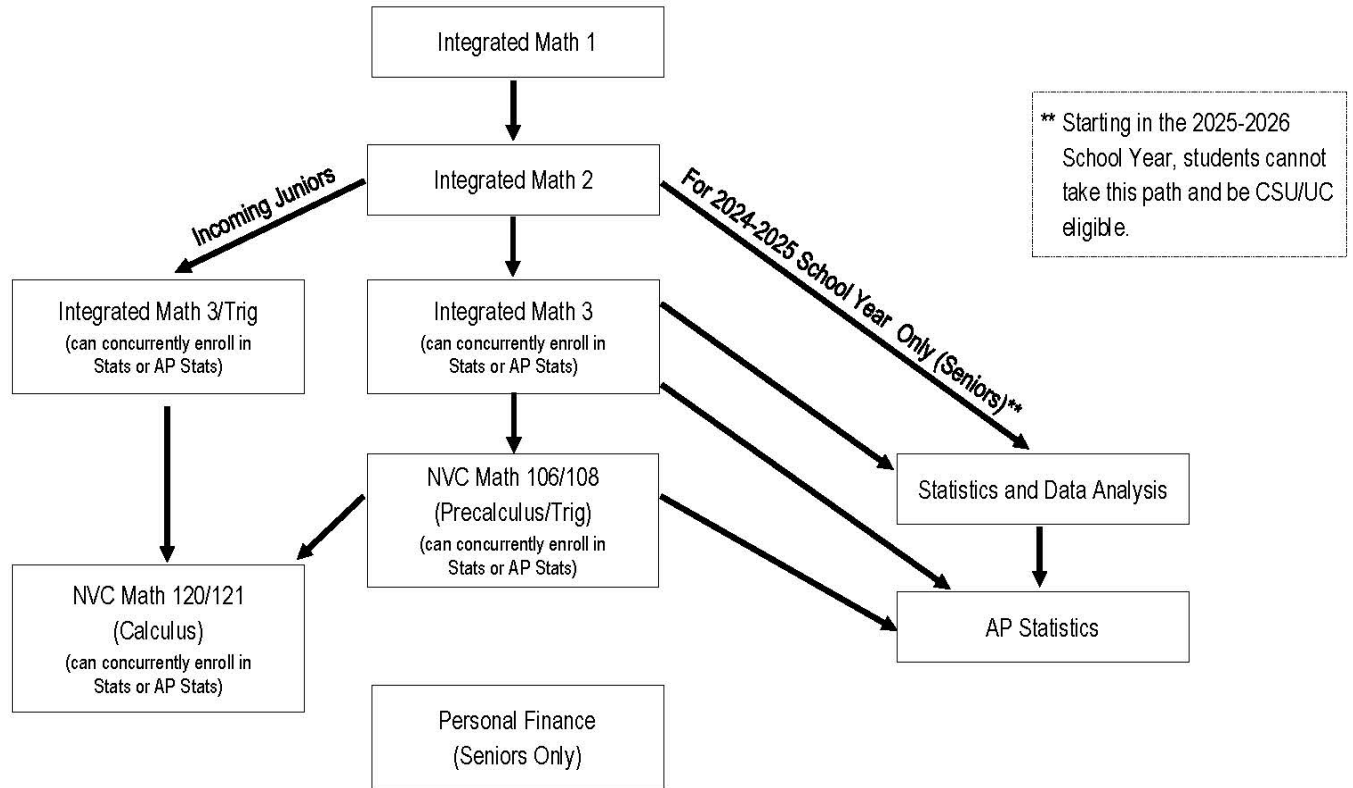
Mr. Benjamin L. Scinto	Principal (staff, curriculum, instruction, etc.)	967-2740
Mr. Gregory N. Fetters	Vice Principal (attendance, discipline, etc.)	967-2740
Ms. Terri Linder	Counselor (last names A – L)	967-2740
Mr. Shawn Garrity	Counselor (last names M – Z)	967-2740
Mrs. Diana Carr	Principal's Secretary & Registrar	967-2748
Mrs. Nancy Zago Gonzalez	Vice Principal's Secretary & Student Daily Attendance	967-2741
Mrs. Charlene Rabanal	Account Technician	967-2743

OTHER SUPPORT SERVICES

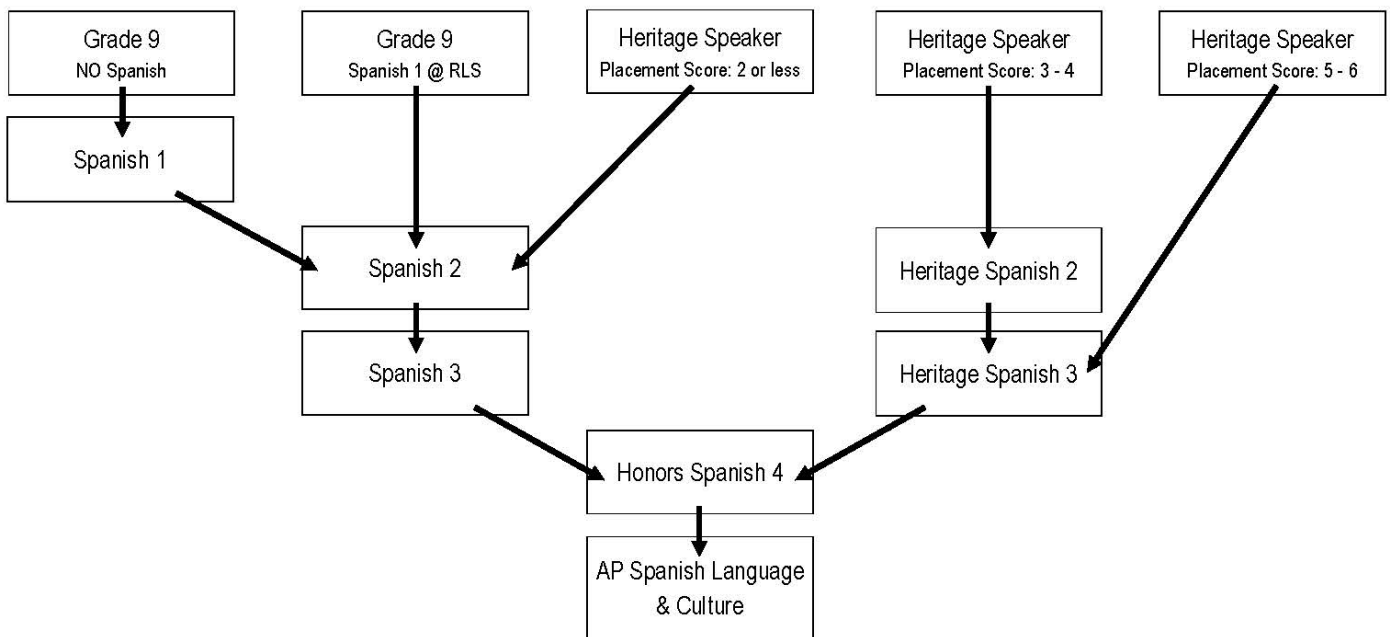
Mr. Brandon Farrell	Athletic Director	967-2757
Mrs. Madeline Breazeale	Activities Director	967-2740
Mrs. Michele Morrison Mosbarger	Special Day Class	967-2740
Mrs. Ann Cifarelli	Resource Specialist	967-2740
Ms. Ilona Falvy	Physical Therapist	967-2740
Mrs. Cecilia Sanchez	Migrant Education	253-3537

COURSE SEQUENCES

MATH SEQUENCE



SPANISH SEQUENCE



CTE COURSE PATHWAYS

AGRICULTURAL MECHANICS

1. Ag Mechanics (Introductory)
2. Computer Aided Design (Concentrator)
3. Advanced Ag Mechanics (Capstone)

AGRISCIENCE

1. Chemistry-Ag or Honors Chemistry-Ag (Concentrator)
4. Advanced Ag Systems (Capstone)

ENGINEERING TECHNOLOGY

1. Engineering 1 (Concentrator)
5. Engineering 2 (Capstone)

FOOD SERVICE & HOSPITALITY

1. Introduction to Culinary Arts/NVC HCTM 100 (Concentrator)
6. Advanced Culinary Arts/NVC HCTM 120 (Capstone)

ORNAMENTAL HORTICULTURE

1. Horticulture 1 (Concentrator)
7. Landscape Design (Capstone)

PERFORMANCE, MUSIC, & LIVE EVENTS-MUSIC & RECORDING ARTS

1. Concert Choir (Concentrator)
8. Chamber Singers/NVC Music 130 (Capstone)

PERFORMING ARTS/PRODUCTION & MANAGERIAL ARTS IN THEATER

1. Drama/NVC Music 130 (Concentrator)
9. NVC Theater 151/153 (Capstone)

SOFTWARE & SYSTEMS DEVELOPMENT

1. Exploring Computer Science (Concentrator)
10. Computer Science Principles (Capstone)

VITICULTURE & ENOLOGY

1. Viticulture 1 (Concentrator)
2. Viticulture 2 (Capstone)

The **Introductory** course must be completed with a D or better each semester in the same school year to be on track to achieve pathway completion.

The **Concentrator** course must be completed with a D or better each semester in the same school year to be on track to achieve pathway completion.

The **Capstone** course must be completed with a C or better each semester in the same school year to be a pathway completer.

PLEASE NOTE:

- Students who receive a D in the second semester may need to repeat the course to advance to the next level based on the next level's prerequisites. Please see course descriptions for more information.

CO-CURRICULAR ACTIVITY ELIGIBILITY & ATTENDANCE POLICY

We encourage students to participate in the various sports and activities offered at St. Helena High School, knowing that their involvement and connection to the school will pay dividends both academically and socially. To participate, students must . . .

- earn at least a 2.00 GPA
- have no more than one F at the end of the previous grading period
- maintain minimum progress toward graduation

Co-Curricular courses (when enrolling in these courses, there are obligations outside school hours):

- | | | |
|---------------------------------|-----------------|-----------------------|
| ▪ Applied Science | ▪ Concert Choir | ▪ Leadership |
| ▪ All Ag Classes | ▪ Culinary Arts | ▪ NVC Theater 151/153 |
| ▪ Chamber Singers/NVC Music 130 | ▪ Drama | |
| ▪ Concert Band/NVC Music 179 | ▪ Jazz Band | |

Other pertinent Information:

- **Incomplete Grade:** Students issued an Incomplete Grade at quarter/semester grading period due to physical illness or injury have up to six weeks (contingent upon number of days missed) to remedy any missed work and/or assessments. For extra- and co-curricular eligibility purposes, a student can be considered eligible during this six-week window only if their quarter/semester grades would not drop below eligibility requirements (below 2.0 or more than one F) without competing the missed work and/or assessments.
- Students must attend all classes in order to participate in any activity that day or the Friday before a weekend event/activity/sport/etc., with exceptions being made for pre-scheduled medical appointments or court appearances only. If a student is tardy/absent/truant/ill on the day of or the Friday before an activity, the student is **not allowed** to participate.

CHANGE OF CLASSES

Be Responsible: Students can change classes through the **FIRST TEN** school days of each semester. Students can change classes for the following reasons **ONLY**:

- Academic misplacement: Student is placed in the wrong level of class (Honors/AP vs. college-prep) or is placed in a class without meeting the pre-requisite.
- Missing an academic class: Student is missing a core class such as English, history, math, or science.
- Missing a graduation requirement: Student is missing a course necessary to graduate in the upcoming school year.
- To balance overcrowding of classes.

GRADUATION REQUIREMENTS		CREDITS REQUIRED
1.	English – One class each year in grades 9-12.	40
2.	Mathematics – Each year, at least one math course must be taken in grades 9-11; and at least one math course must meet or exceed the California State Content Standards for Algebra 1/Integrated Math 1.	30
3.	Science (including life and physical science) – at least one science course must be taken in three out of four years.	30
4.	Social Studies – including courses in United States History and geography; world history, humanities; a one-semester course in American Government and Civics; and a one-semester course in economics.	35
5.	Visual and Performing Arts	10
6.	Career and Technical Education	10
7.	Foreign Language	20
8.	Physical Education	20
9.	Essentials	05
10.	Electives	50
TOTAL		250

Students must earn a passing grade (D or better) to receive credit for a course. A total of 250 units are required to graduate.

Students earn five credits per semester for each course passed. Pass/Fail grades are assigned for teachers', office or library aides, Primary School tutors, and peer tutors.

LIST OF COURSES THAT MEET THE GRADUATION REQUIREMENTS BY SUBJECT AREA

The following is a breakdown of courses that meet the graduation requirements for each subject area. Please note: some courses might be listed in more than one subject area but may only be used to complete ONE year of ONE subject area. (HP = Honors Prep, P = College Prep, S = Semester)

- 1. ENGLISH (40 credits)**
 - AP English Language (HP)
 - AP English Literature (HP)
 - ELD 1-4
 - English 9-11 (P)
 - English 12 ERWC (P)
 - Honors English 10 (HP)
- 2. SOCIAL STUDIES (35 credits)**
 - American Government (S)(P)
 - AP Comparative Government (S)(HP)
 - AP World History (HP)
 - Economics (S)(P)
 - Humanities (S)(P)
 - NVC HIST 120/121 (HP)
 - U.S. History (P)
 - World History (P)
- 3. PHYSICAL EDUCATION (20 credits)**
 - PE: Fundamentals of Fitness
 - Personal Fitness & Wellness
 - Strength & Conditioning
- 4. MATHEMATICS (20 credits)**
 - AP Statistics (HP)
 - Integrated Math 2 (P)
 - Integrated Math 3 (P)
 - Integrated Math 3/Trigonometry (HP)
 - NVC Math 106 (HP) / 108 (P)
 - NVC Math 120 (HP) / 121 (HP)
 - Personal Finance
 - Statistics (P)
- 5. PHYSICAL SCIENCE (10 credits)**
 - Advanced Ag Systems (HP)(lab)
 - AP Environmental Science (HP)(lab)
 - Chemistry (P)(lab)
 - Chemistry-Ag (P)(lab)
 - Environmental Science (P)
 - Honors Chemistry (HP)(lab)
 - Honors Chemistry-Ag (HP)(lab)
 - Horticulture 1 (P)
 - Landscape Design (P)
 - Physics (P)(lab)
 - Science & Media (P)

- 6. LIFE SCIENCE (10 credits)**
- Advanced Ag Systems (HP)(lab)
 - Anatomy & Physiology (HP)(lab)
 - AP Environmental Science (HP)(lab)
 - not offered 2024-25
 - AP Biology (HP)(lab)
 - Biology (P)(lab)
 - Biology-Ag (P)(lab)
 - Horticulture (P)
 - Viticulture 1 (P)
 - Viticulture 2 (P-pending)
- 7. INTEGRATED MATH 1 (10 credits)**
- 8. SCIENCE (10 CREDITS)**
All courses listed under physical science and life science meet this requirement.
- 9. VISUAL AND PERFORMING ARTS (10 credits)**
- AP 2-D Art & Design (HP)
 - Art 1-3 (P)
 - Chamber Singers/NVC Music 130 (P)
 - Concert Choir (P)
 - Concert Band (P)/NVC Music 179
 - Drama/NVC Music 130 (P)
 - Jazz Band (P)
 - Landscape Design (P-pending)
 - NVC Theater Arts 151/153 (P)
- 10. CTE (10 credits)**
- Advanced Ag Mechanics
 - Advanced Ag Systems (HP)
 - Adv. Culinary Arts/NVC HCTM 120 (P)
 - Ag Leadership (P)
 - Ag Mechanics
 - Applied Science
 - Biology-Ag (P)(lab)
 - Chamber Singers/NVC Music 130 (P)
 - Chemistry-Ag (P)(lab)
 - Computer Aided Design
 - Computer Science Principles (P)
 - Concert Choir (P)
 - Drama (P)
 - Engineering 1 (P)
 - Engineering 2 (P-pending)
 - Exploring Computer Science (P)
 - Honors Chemistry-Ag (HP)(lab)
 - Horticulture 1 (P)
 - Intro to Culinary Arts (P)/HCTM 100
 - Landscape Design (P)
 - NVC Theater Arts 151/153 (P)
 - Viticulture 1 (P)
 - Viticulture 2 (P-pending)
- 11. FOREIGN LANGUAGE (20 credits)**
- AP Spanish Language & Culture (HP)
 - French 1-3 (P)
 - Heritage Spanish 2 (P)
 - Heritage Spanish 3 (P)
 - Honors French 4 (HP)
 - Honors Spanish 4 (HP)
 - Spanish 1-3 (P)
- 13. ESSENTIALS (5 credits)**
- 14. ELECTIVES (50 credits)**
- AP Psychology (HP)
 - Applied Science
 - AVID 9-11 (P)
 - AVID Senior Seminar (P)
 - Directed Studies
 - Leadership (P)
 - Library Aide
 - Life Skills
 - Office Aide
 - Peer Tutor
 - Primary School Tutor
 - Psychology (P)
 - Study Skills
 - Teacher Aide
 - Weight Training
 - Work Experience

COLLEGE ENTRANCE REQUIREMENTS

Community College Entrance Requirements: Students who have earned a high school diploma or are 18 years old are automatically eligible to attend a community college. Students must complete assessment and orientation programs at all community colleges before enrolling. This is done in the spring semester of the senior year.

Community colleges offer a wide range of courses for students who plan to transfer to four-year institutions and many two-year occupational programs to prepare students for employment. Associate of Arts and Associate of Science degrees are awarded upon successful completion of a prescribed study in transfer and/or career areas. Short-term certificate programs that train students for specific career fields are also offered.

There are 114 community colleges in California. Check the catalogs for programs that interest you or at home.cccapply.org.

California State University (CSU) Entrance Requirements: Students must also complete with a grade of C or better 15 of the A – G courses listed on page 8. If the number of applicants exceeds the spaces available for a particular campus or major, as is often the case, the campus uses criteria that exceed the minimum requirements to select students. Meeting the minimum requirements, therefore, is not enough to gain admission to some CSU campuses and programs. More information on campus selection criteria is available at www2.calstate.edu/apply.

University of California (U.C.) Entrance Requirements: Students must also complete with a grade of C or better 15 of the A – G courses listed on page 8. Students must also earn a minimum GPA of 3.0 or better. The UCs will NOT consider the SAT or ACT for admissions. If the number of applicants exceeds the spaces available for a particular campus or major, as is often the case, the campus uses criteria that exceed the minimum requirements to select students. Meeting the minimum requirements, therefore, is not enough to gain admission to many UC campuses and programs. More information on campus selection criteria is available at www.universityofcalifornia.edu.

Private and Out of State Colleges and Universities: These schools use a wide variety of factors in determining admission eligibility, including grades, test scores, activity records and recommendations. Check the school's catalog or website for specific information.

CSU/UC REQUIREMENTS COMPARED TO SHHS REQUIREMENTS

ST. HELENA HIGH SCHOOL		CSU/UC { } = RECOMMENDED	
SUBJECT	CREDITS D- or better	SUBJECT - must be College Prep (P)	CREDITS C- or better
English	40	English	40
Social Studies ▪ Humanities (05) ▪ World History/AP World History (10) ▪ US History/NVC HIST 120/121 (10) ▪ American Gov't/AP Comparative Gov't (05) ▪ Economics (05)	35	Social Studies ▪ World History (10) ▪ US History/US Government (10)	20
Mathematics (must include Integrated Math 1)	30	Mathematics (through Integrated Math 3 or Statistics)	30 {40}
Science ▪ Science (10) ▪ Life Science (10) ▪ Physical Science (10)	30	Laboratory Science ▪ Biology or Ag Biology ▪ Chemistry/Ag Chemistry or Physics	20 {30}
Physical Education	20	Physical Education	00
Visual & Performing Arts	10	Visual & Performing Arts (same course)	10
Career Technical Education	10	Career Technical Education	00
Essentials	05	Essentials	00
World Languages (through level 2)	20	World Languages (same language through level 2 {3})	20 {30}
Electives	50	Electives	10
TOTAL CREDITS REQUIRED	250	TOTAL CREDITS REQUIRED	N/A

FOUR-YEAR COLLEGE A-G SUBJECT REQUIREMENTS

The following college-prep courses meet the A-G requirements for admission to both the California Universities and the University of California. (AP = Advanced Placement, HP = Honors College Prep)

A. HISTORY – 2 years

Humanities (S)
World History
AP World History (HP)
U.S. History
NVC HIST 120/121 (HP)
American Government (S)
AP Comparative Government (S)(HP)

B. ENGLISH – 4 years

English 9
English 10
Honors English 10 (HP)
English 11
AP English Language (HP)
AP English Literature (HP)
ELD 3/4 (Allow 1 unit with other English ESL courses)

C. MATHEMATICS- 3 years

Integrated Math 1
Integrated Math 2
Integrated Math 3
Integrated Math 3/Trigonometry (HP)
Statistics
AP Statistics (HP)
NVC Math 106 (HP)/NVC Math 108 (P)
NVC Math 120/121 (HP)

D. LABORATORY SCIENCE – 2 years

Biology
AP Biology (HP)
AP Environmental Science (HP) – not offered 2024-25
Biology-Ag
Chemistry-Ag
Chemistry
Honors Chemistry (HP)
Honors Chemistry-Ag (HP)
Viticulture 2 (P-pending)
Physics
Anatomy & Physiology (HP)
Advanced Ag Systems (HP)

E. WORLD LANGUAGE- 2 years

Spanish 1
Spanish 2
Spanish 3
Heritage Spanish 2
Heritage Spanish 3
Honors Spanish 4 (HP)
AP Spanish Language & Culture (HP)
French 1
French 2
French 3
Honors French 4 (HP)

F. VISUAL AND PERFORMING ARTS – 1 year

Art 1-3
AP 2-D Art & Design (HP)
Concert Band
Jazz Band
Concert Choir
Chamber Singers/NVC Music 130
Drama
NVC Theater 151/153
Landscape Design

G. COLLEGE PREP ELECTIVES – 1 year

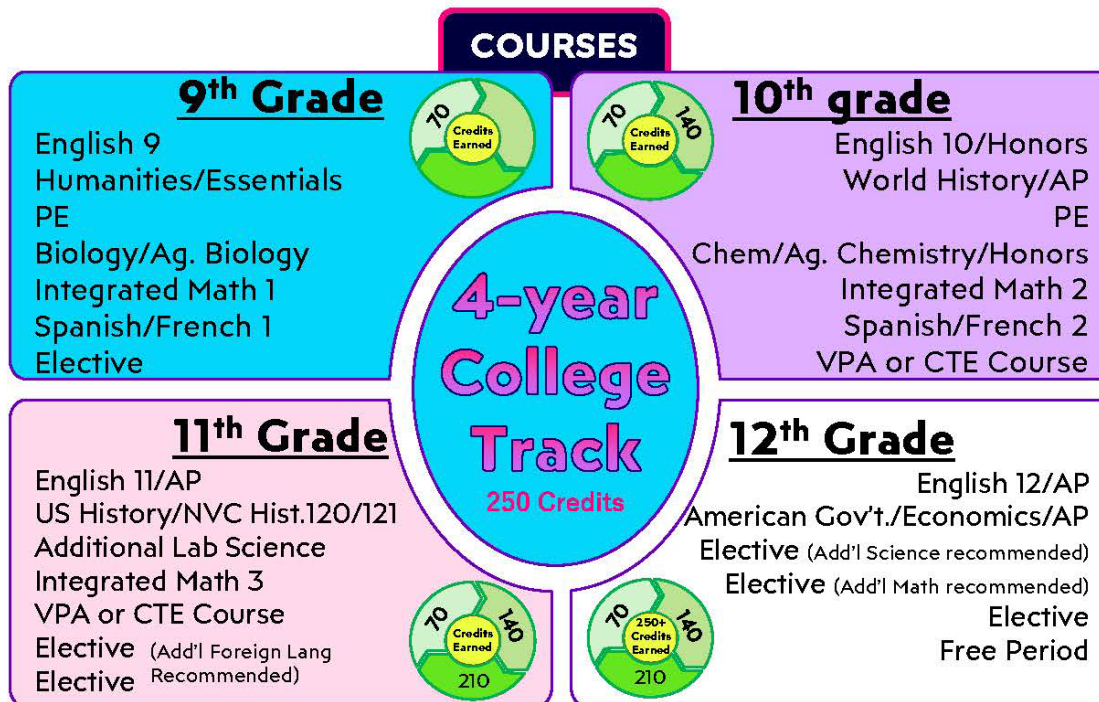
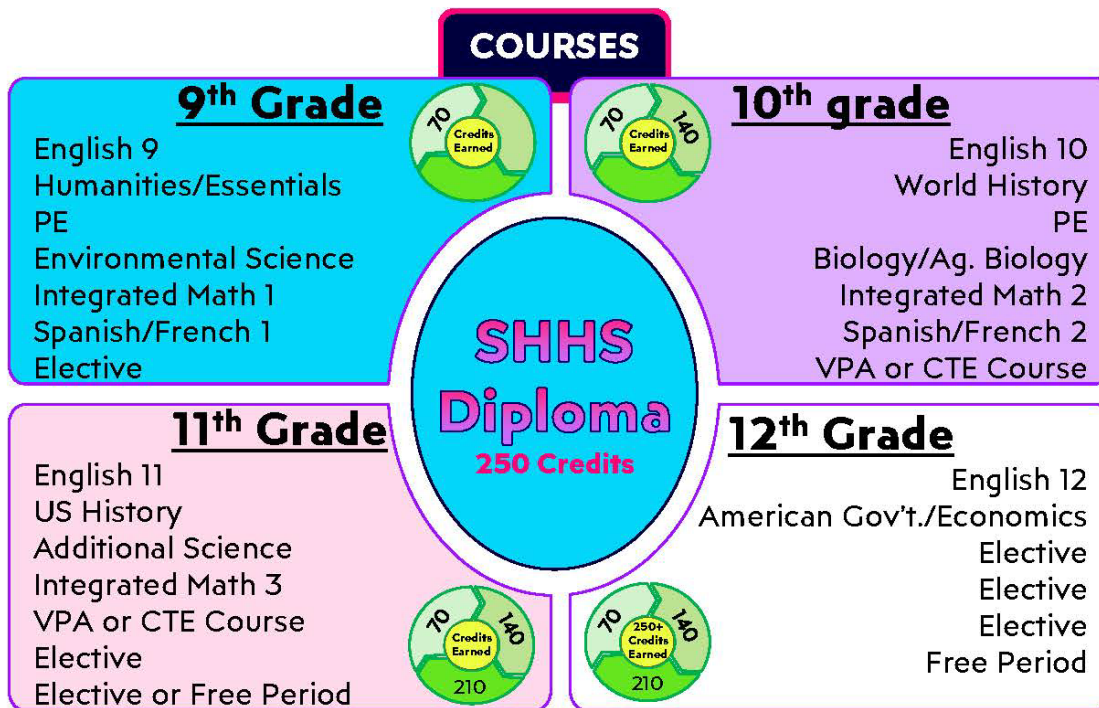
Ag Leadership
AVID 9-11
AVID Senior Seminar
Intro to Culinary Arts/NVC HCTM 100 (P)
Adv Culinary Arts/NVC HCTM 120 (P)
Exploring Computer Science
Computer Science Principles
Engineering 1 & 2
Leadership
Personal Finance
Psychology
Social Studies
Economics
AP Psychology (HP)
Science
Science & Media
Viticulture 1
Viticulture 2 (P-pending)
Horticulture 1
Environmental Science
Landscape Design

GRADUATION/FOUR-YEAR PLANNER

Please fill in or circle the seven classes you plan to enroll each year.

<u>SUBJECT</u>	<u>CREDITS</u>	<u>FRESHMAN</u>	<u>SOPHOMORE</u>	<u>JUNIOR</u>	<u>SENIOR</u>
English	40	English 9	English 10 OR Honors English 10	English 11 OR AP English Language	English 12 ERWC OR AP English Literature
Social Studies	35	Humanities (1 st Semester)	World History OR AP World History	US History OR NVC HIST 120/121	American Gov't OR AP Comparative Gov't (1 st Semester)
					Economics (2 nd Semester)
Physical Education	20	Physical Education	Physical Education		
Mathematics	30				
Science	30				
Visual and Performing Arts	10				
Career Technical Ed	10				
Foreign Language	20				
Essentials	05	Essentials (2 nd Semester)			
Electives	50				
TOTALS	250				

4 Year Sample Class Schedules



Initial Placement

Math: 9th grade placement can start at Integrated Math 1, or Integrated Math 2.
Foreign Language: 9th grade placement in foreign language can start at level 2 or 3.

ADVANCED PLACEMENT COURSES

At the encouragement of the College Board and as a belief in having students challenge themselves, SHHS is working to ensure equitable access to our AP program by giving all willing and academically prepared students the opportunity to participate in AP. We are continually working to eliminate barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. We are making every effort to ensure our AP classes reflect the mix of our student population. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Students enrolling in two or more AP courses per year must meet with their counselor prior to registration.

If students do not meet the grade requirement to enroll in an AP course, they may receive a teacher recommendation permitting enrollment. Teacher recommendation will be based on the following criteria:

- 9th/10th grade: must have a MAP score in Reading above or equal to the 80th percentile.
- 11th grade: must have an Interim CAASPP score at or above Standard Met.
- Attendance, citizenship, and grades will be assessed on a case by case basis.

Students must initiate a discussion with the AP teacher to review the above criteria and complete and return a signed teacher recommendation form to their counselor.

2-D ART & DESIGN (AP-audited teacher: Seyve)

- Pre-Requisite: B or better in Art 2/3 with teacher recommendation
- Rigor/Scope: 15 artworks for a sustained investigation; a statement how work shows evidence of practice, experimentation, and revision guided by your questions (1200 characters)
- Summer Work: sketchbook (formulate guiding questions, document practice, experiment, and revision for two artworks) due at first Access Period of the school year
- SHHS Grading: artworks, sketchbooks, gallery, writing, AP portfolio, and slides
- AP Assessment: mail five images demonstrating 2-D skills; synthesis (300 characters) of materials, processes, and ideas per image; digital portfolio of 15 artworks plus statement

BIOLOGY (AP-audited teacher: Luhn)

- Pre-Requisite: Biology or Chemistry; completion of summer work
- Rigor/Scope: 60-80 minutes of homework/studying per week; 4 AP units per semester
- Summer Work: chapter 1 and 2 with study guides
- SHHS Grading: testing and labs
- AP Assessment: three-hour exam (50% multiple choice and 50% free response)

COMPARATIVE GOVERNMENT (AP-audited teacher: Luelsdorf); semester 1

- Pre-Requisite: B or better in U.S. History or C or better in college level U.S. History
- Rigor/Scope: ability to compare and contrast political concepts, themes, and generalizations as well as political institutions and processes across countries
- Summer Work: summer flash cards and reading assignment
- SHHS Grading: quizzes, exams, projects/essays, and in class assignments
- AP Assessment: two and a half hour exam (50% multiple choice-70 questions in 60 minutes and 50% free response-eight questions in 100 minutes) including one argumentative essay

ENGLISH LANGUAGE (AP-audited teacher: Backhaus)

- Pre-Requisite: B or better in English 10
- Rigor/Scope: rigid college level with high expectations for all work; extensive writing; high level reading requirements
- Summer Work: read and respond to a nonfiction book (annotations & essay); study AP terms and practice questions
- SHHS Grading: formal assessment and skill builders
- AP Assessment: three-hour 15 minute exam (45 multiple choice and three timed essays)

ENGLISH LITERATURE (AP-audited teacher: Paterson)

- Pre-Requisite: B or better in English 11
- Rigor/Scope: demanding college-level course; regular in class timed essay writing and answering multiple choice questions; focus is on independent reading with a significant number of novels, plays and poems; application of literary devices and analysis of the texts
- Summer Work: read one full-length piece of selected literature, read portions of supplementary text, and written response to guided questions due on 1st day of school
- SHHS Grading: tests; quizzes; essays, both process and in-class
- AP Assessment: three-hour exam (45% multiple choice and 55% essay response)

ENVIRONMENTAL SCIENCE (AP-audited teacher: Luhn)

(AP Environmental Science will not be offered in 2024-2025 school year. Instead, AP Biology will be offered.)

- Pre-Requisite: B or better in Biology and Chemistry
- Rigor/Scope: course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world
- Summer Work: packet of research articles
- SHHS Grading: tests; labs
- AP Assessment: three-hour exam (60% multiple choice, 40% free response)

PSYCHOLOGY (AP-audited teacher: Rios)

- Pre-Requisite: B or better in English
- Rigor/Scope: ability to keep pace with a fast-paced curriculum and to communicate meaningfully in class activities; course covers 9 areas of psychology, including biology of the brain and research methods
- Summer Work: introduction to psychology assignment
- SHHS Grading: frequent objective and writing-based exams; active participation in class activities and discussions; completion of unit-aligned lessons
- AP Assessment: two-hour exam (75% multiple choice-100 questions in 70 minutes, 25% free response-two prompts in 50 minutes)

SPANISH LANGUAGE & CULTURE (AP-audited teacher: Parker)

- Pre-Requisite: B or better in Honors Spanish 4
- Rigor/Scope: class attendance and participation mandatory; critical analysis skills applied to writing
- Summer Work: optional
- SHHS Grading: written work; listening and speaking comprehension activities; oral exercises
- AP Assessment: multiple choice – print and audio texts (95 minutes-50%); free response – email reply, persuasive essay, conversation, and speaking cultural comparison (85 minutes-50%);

STATISTICS (AP-audited teacher: Rios)

- Pre-Requisite: B or better in Integrated Math 3 or Statistics
- Rigor/Scope: one chapter per week (minimum) with corresponding reading and assignments; six midterms per year; reading or homework most days of the week; focus is on statistical analysis and inference; substantial writing emphasis
- Summer Work: none
- SHHS Grading: tests/quizzes; problem sets; investigative tasks
- AP Assessment: three-hour exam (50% multiple choice and 50% free response)

WORLD HISTORY (AP-audited teacher: Breazeale)

- Pre-Requisite: B or better in English
- Rigor/Scope: college level of reading and analytical writing, and ability to develop and articulate historical arguments in class discussions
- Summer Work: major concept and thematic review (assigned end of May, due 1st day of school)
- SHHS Grading: summative-unit tests and formal essays (60%); formative notes, class assignments, and quizzes (40%)
- AP Assessment: three-hour exam (55 questions in 55 minutes, three short answers in 40 minutes, 1 DBQ in 60 minutes, and 1 LEQ in 40 minutes)

COURSE DESCRIPTIONS/PREREQUISITES

ADVANCED AG MECHANICS (1 year, grades 10-12) (Co-Curricular)

Prerequisite/Recommendation: Successful completion of Computer Aided Design

This course is designed for students who are interested in Ag technology. The course emphasizes hands-on learning by allowing the student to use mechanical skills to design, budget, and fabricate two semester-long projects. Students will use community input to help them decide what kind of agriculture project to build. The student project will be either sold through a community auction, used at home or used by the SHHS agriculture department. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

ADVANCED AG SYSTEMS (HP) (1 year, grades 11-12) (Co-Curricular)

Prerequisite/Recommendation: Successful completion of Chemistry-Ag or Chemistry-Ag Honors

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with agriscience experimental research projects in which students design and conduct experiments to solve relevant issues. Final projects will be eligible for Career Development Event competition at FFA events. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

AGRICULTURE LEADERSHIP & COMMUNICATIONS (P) (1 year; grades 10-12) (Co-Curricular)

Prerequisite/Recommendation: Successful completion of 1 year of previous Ag course with a C- or better

Agriculture Leadership is designed for students interested in learning and improving leadership skills and to provide time and training to better assume the responsibilities required for student leaders. This course is designed to build the leadership capacity of high school agriculture students. Emphasis is placed on the development and application of leadership skills and on the actual organization of chapter activities and functions. This course offers students the opportunity to develop a new range of skill sets, including personal leadership, working as a team, and establishing a vision for our Chapter. These skill sets and habits of mind will support students as leaders at St. Helena High School and within the St. Helena FFA Chapter and can also be applied to future college and career goals. The ultimate outcome of this course is the development of a new generation of young leaders prepared to take on the challenges and opportunities in the agriculture community. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

AGRICULTURE MECHANICS (1 year; grades 9-12) (Co-Curricular)

Agriculture Mechanics is a class designed for students interested in agriculture technology. The course emphasizes hands-on learning of physical science principles through a series of projects including arc and oxyacetylene welding, electricity, concrete and masonry work, and design and construction of wood and metal projects. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

AMERICAN GOVERNMENT (P) (first semester; grade 12)

Students examine constitutional principles and the protection afforded all members of our society. The course covers are the rights and responsibilities of citizens based on the Constitution and other basic U.S. documents. An examination of the modern legal system helps students understand the law, their rights, and their responsibilities as American citizens. The American structure of government, political system and judicial proceedings will be analyzed and compared to other types. The course will also address how our principles and institutions have permitted the United States to cope with changes. Debates, trials and speakers are included.

ANATOMY & PHYSIOLOGY (HP) (1 year; grades 11-12)

Prerequisite/Recommendation: Biology (C or better), Chemistry (C or better or taking concurrently with instructor approval)

Human Anatomy and Physiology is a full-year upper-level laboratory class geared to students looking for a more in-depth look into how living systems operate. This rigorous full-year course is designed to prepare students for advanced biological studies in areas such as premedical studies, nursing, biomedical engineering, sports medicine, kinesiology, and other related fields. Open to all qualified students in grades 11-12, Honors Anatomy and Physiology applies the all-important concept of form vs. function to the human body. As a class, we will methodically investigate the major systems of the human body at the microscopic and macroscopic levels. The nature and depth of the material covered will require students to dedicate a significant amount of time outside of class time to effectively cover the required material.

AP 2-D ART AND DESIGN (HP) (1 year, grades 11-12)

Prerequisite/Recommendation: see pages 10-12

Students use 2-D elements and principles of design. Portfolios are completed mid-April 2021. Students consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students submit 15 digital images that demonstrate a sustained investigation and state in writing the questions that guided their sustained investigation; and the work shows evidence of practice, experimentation and revision, (1200 characters maximum, including spaces, for response to both prompts) five physical works will be sent in the mail to the AP Portfolio Exam.

AP BIOLOGY (HP) (1 year, grades 11-12)

Prerequisite/Recommendation: see pages 10-12

Students may take this course after completing Biology and Chemistry courses. This is a rigorous college level laboratory class. Expect three to four hours of homework weekly. Summer work is mandatory and the AP Biology exam is a course requirement.

AP COMPARATIVE GOVERNMENT (HP) (first semester; grade 12)

Prerequisite/Recommendation: see pages 10-12

The Advanced Placement Comparative Government introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

AP ENGLISH LANGUAGE (HP) (1 year; grade 11)

Prerequisite/Recommendation: see pages 10-12

This is a rigid college-level course with high expectations for all work. In this course students will read and critically analyze a broad range of nonfiction prose, deepening their knowledge of rhetoric. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students will also read selections from American literature, including *The Grapes of Wrath*, *The Things They Carried*, and *The Kite Runner*. Students have extensive opportunities to improve their research skills, to analyze visual images, and to become better informed citizens, capable of writing arguments that analyze, synthesize and evaluate various viewpoints on a wide variety of contemporary social, economic, and political issues. Additionally, students will prepare for standardized tests such as the SAT, ACT, and CAASPP.

AP ENGLISH LITERATURE (HP) (1 year; grade 12)

Prerequisite/Recommendation: see pages 10-12

This is a demanding college course that covers ancient and modern world literature: novels, drama, and poetry. Texts are read and analyzed independently, and will include *Heart of Darkness*, *Candide*, *Frankenstein*, *Native Son*, *A Doll's House*, and *Oedipus Rex*. Writing for this class focuses on detailed literary analysis and research, with the additional expectation that students will regularly contribute to in-class discussions. In preparation for the AP spring exam that students are expected to take, they will regularly complete assigned multiple-choice questions and in-class timed writings. Summer reading is mandatory and needs to be completed by the first week of school, when tests and/or essays will be given.

AP ENVIRONMENTAL SCIENCE (HP) (1 year; grades 11-12) (not offered 2024-2025 school year)

Prerequisite/Recommendation: see pages 10-12

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. Environmental science draws from geology, biology anthropology, chemistry, and geography. AP Environmental at SHHS will have a strong focus on the ecological and chemistry aspects of environmental science. We will take our study out into the environment of St. Helena and beyond to perform authentic investigations into soil chemistry, water chemistry and biology, and local ecosystems research projects.

AP PSYCHOLOGY (HP) (1 year; grades 11-12)

Prerequisite/Recommendation: see pages 10-12

The course provides instruction in each of the following 9 content areas: Scientific Methods; Biological Bases of Behavior; Sensation and Perception; Learning; Cognition; Developmental Psychology; Motivation, Emotion and Personality, Psychological Disorders, and Social Psychology.

As relevant to each of the 9 areas, the course provides instruction in empirically-supported psychological facts, research findings, terminology, associated phenomena, major figures, and perspectives. The course is fast-paced, adhering to a schedule that allows for exposure to all topics represented on the AP Psychology exam in early May. An APA-style term paper is required second semester.

AP SPANISH LANGUAGE & CULTURE (HP) (1 year; grades 11-12)

Prerequisite/Recommendation: see pages 10-12

This is a test prep course conducted exclusively in Spanish and is equivalent to a third-year college course in Advanced Spanish writing and conversation. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. This course is designed to further improve students proficiency in listening, speaking, reading and writing skills to be ready for the AP Spanish Language and Culture Examination.

AP STATISTICS (HP) (1 year; grades 11-12)

Prerequisite/Recommendation: see pages 10-12

This course will emphasize statistics as a practical discipline. Data will be explored using the technology of calculators, spreadsheets and statistical software. Exercises will involve mathematical computation, interpretation and written response. Exercise topics will require students to discuss the problem and justify the method (*think*), to do some work by hand or technology (*show*), and to draw a reasoned conclusion that responds to

the initial motivation for the exercise (*tell*). The course will examine data analysis through statistical graphs, standard deviation, sampling variability, inference, data re-expression, sample surveys and experiments, hypothesis testing, population parameters, and probability distributions. Students use data from issues that students are likely to encounter in everyday life from games of chance, politics, business, social sciences, science, and sports. Students will prepare to take the Advanced Placement exam to be given in May.

AP WORLD HISTORY (HP) (1 year; grade 10)

Prerequisite/Recommendation: see pages 10-12

The Advanced Placement course in World History focuses on developing students' abilities to think conceptually about world history from approximately 1200 C.E. to the present and apply to historical thinking skills as they learn about the past. Five themes of equal importance – focusing on the environment, cultures, state-building, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

APPLIED SCIENCE (1 year; grades 10-12) (Co-Curricular)

Prerequisite/Recommendation: written application process and interview

Applied Sciences is a year-long course designed to give students the opportunity to apply what they are learning in the field. Experimental science by its very nature is often littered with obstacles of all manner that require a level of dedication, discipline and passion which is uncommon. At SHHS, we have a rare opportunity to offer a course which allows students to apply the scientific knowledge and background they have obtained towards specific solutions to very real, and complex situations. The goals and objectives of this course revolve around having students employ and sharpen their critical reasoning skills when faced with novel situations. Class meets Monday through Thursday from 6:30 a.m.-8:00 a.m.

ART 1 (P) (1 year; grades 9-12)

This course introduces students to elements of art and the principles of design. Students will complete a variety of assignments in drawing, scratch board, pen and ink, watercolor, and printing. Further study in art history and art appreciation along with the study of the human body completes the course.

ART 2 (P) (1 year; grades 10-12)

Prerequisite/Recommendation: Art 1 with a C or better

Art 2 reviews media technique, drawing and painting skills. Artistic creativity and imagination will be further stimulated via advanced 2-D design projects in acrylic painting, oil painting, block printing, drawing, sculpture, and ceramics.

ART 3 (P) (1 year; grades 11-12)

Prerequisite/Recommendation: Art 2 with a C or better

This course is for students wanting to pursue individual studies in 2-D design drawing, painting, sculpture, and ceramics.

AVID 9-11 (P) (1 year; grades 9-11)

Prerequisite/Recommendation: Student must meet all of the following requirements – both parents never received a four-year college degree; your family has a history of low or middle income; demonstrate academic potential and motivation for educational success; special circumstance as defined by SHHS AVID staff will be considered; AVID 11 students must be on track to meet A-G college entrance requirements.

The AVID Program is offered to students who wish to further their education to the collegiate level. More than a program, it prepares students for the rigors of high achievement and provides support and a roadmap down the *highway to success* in college. Rigorous curriculum emphasizes learning through writing, inquiry, collaboration, organization, and reading (WICOR). Students receive a tutorial support twice weekly. College entrance testing exam preparation, college visits, and parent workshops are also part of the program. The course builds throughout four years. The curriculum becomes more advanced each year. Students are encouraged to remain with the program for four years. AVID 12 follows the Senior Seminar curriculum for students who are not in Honors or AP as juniors and seniors.

AVID SENIOR SEMINAR (P) (1 year; grade 12)

Prerequisite/Recommendation: Student must meet all of the following requirements – both parents never received a four-year college degree; your family has a history of low or middle income; demonstrate academic potential and motivation for educational success; special circumstance as defined by SHHS AVID staff will be considered; AVID enrollment for two years; enrollment in at least one AP or college-level course; AVID 11 students must be on track to meet A-G college entrance requirements.

The AVID Senior Seminar follows the weekly structure of all AVID classes, with two days of teacher-led curriculum per week. In addition, students will complete the UC-approved research component. Students will be given assistance with college applications and financial aid. As the seniors progress through the year they will build skills in facilitating and participating in Socratic seminars.

BIOLOGY (P) (1 year; grades 9-12)

Prerequisite/Recommendation: Concurrent enrollment in Integrated Math 1 and MAP scores

Biology is a college-prep class with two major goals. It helps students know what to expect in college biology. It also equips students with the knowledge and skills necessary to succeed in college. Major units include cellular molecular biology, genetics, evolution, ecology, and a survey of the relationships in the biological kingdoms. Expect about three hours of homework weekly.

BIOLOGY-AGRICULTURE (P) (1 year; grades 9-12) (Co-Curricular)

Prerequisite/Recommendation: Concurrent enrollment in Integrated Math 1 and MAP scores

Biology-Agriculture is a laboratory science course designed for the college-bound student. It provides the skills and knowledge necessary to succeed in college. The course emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things; structure and function of agricultural plants and animals; genetics; evolution; physiology; plant and animal diversity; and principles of classification, ecological relationships, and animal behavior. State standards will be met by using agriculture as a learning vehicle. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

CHAMBER SINGERS / NVC MUSIC 130 (P) (1 year; grades 9-12) (Co-Curricular)

College Credit: Transfers to CSU and UC

Prerequisite/Recommendation: Successful completion of Concert Choir AND Audition or Invitation

Since its inception in 2012, the Chamber Singers have become a staple in the St. Helena Unified School community. The 10-20 voice ensemble features the choral program's best musicians. During the winter holiday season, the Chamber Singers are in demand throughout the Napa Valley for their authentic performances, strong musicianship, and fine singing. This Choir is regularly invited to participate in many community events and competitions, earning superior ratings. This is an advanced-level performance-based course designed to develop student's personal maturity, vocal ability, and musical aptitude at a collegiate level. Curriculum is centered on carefully selected vocal literature. Members of the choir are required to participate at all choral festivals, competitions, and the Spring Tour.

This course is year two of the CTE Performance Arts and Entertainment Industry Pathway.

Chamber Singers are also part of the Napa Valley College Voice Studio which provides students individual vocal instruction and technique skills to improve vocal artistry through interesting and challenging vocal repertoire of quality in a variety of genres. This class will knowledgeably and confidently prepare singers for solo and ensemble performances, auditions, and contests.

This class will have the opportunity to attend local and out-of-state Choir Festivals in Seattle, New York, Anaheim, Hawaii, etc.

CHEMISTRY (P) (1 year; grades 10-12)

Prerequisite/Recommendation: Biology or Biology-Ag with a C- or better

This is a college preparatory course with an emphasis on Chemistry (the study of matter and its interaction) in Earth Systems. This course is designed to develop chemical principles and concepts from experimental observations and data. These principles can be used to explain phenomena in daily life. Throughout the year students will investigate concepts beginning with macroscopic observations of phenomena center on the two basic building blocks of our universe, matter and energy. Students will then work towards explaining these phenomena using the microscopic understanding of matter.

CHEMISTRY-AGRICULTURE (P) (1 year; grades 10-12) (Co-Curricular)

Prerequisite/Recommendation: Biology-Ag or Biology with a C or better

This course is designed for the college-bound student and will involve studying matter, atomic structure, chemical bonding, and composition and its place in agriculture. This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals, and agricultural practices. Students will examine properties of soil, land and water quality and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience Research Project. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

COMPUTER AIDED DESIGN (1 year; grades 10-12) (Co-Curricular)

Prerequisite/Recommendation: Successful Completion of Ag Mechanics

This is an introductory course to Computer Aided Design software. This software allows students to learn the skills and processes to draw mechanical parts, architectural plans, engineering diagrams, electronics, etc. During this course, students will learn the basics of CAD creation and manipulation using a variety of computer command inputs including keyboard shortcuts, toolbox icons, and mouse menu selection. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

COMPUTER SCIENCE PRINCIPLES (CSP) (P) (1 year; grades 10-12)

Prerequisite/Recommendation: Completion of Exploring Computer Science

Computer Science Principles (CSP) is the 2nd level course in a two-course series that is being offered at SHHS. The academic component of the class provides the students with an in-depth knowledge of Computer Science, the ability to program in Javascript and C++, and a hands on understanding of Artificial Intelligence. The students will also build, code and compete in robotics competitions with other schools and design and build suspension bridges using 3D Printers. The career component of the course provides the students with tech internships with the school district's IT department, a guest speaker series provided by tech industry leaders and field trips to Google, NASA and Intel. This course builds upon the skills presented in Exploring Computer Science (ECS – 1st level course, and at the same time it is meant to keep the students excited and having fun.

CONCERT BAND / NVC MUSIC 179 (P) (1 year; grades 9-11) (Co-Curricular)

Prerequisite/Recommendation: at least one year of band at middle school level or recommendation from Director; concurrent enrollment at Napa Valley College

Concert Band is available to students interested in developing intermediate and advanced musical techniques on instruments including woodwinds, brass and percussion. Band is a skilled effort in which each student is expected to show technical and musical growth throughout this course. Music of increasing difficulty is presented with instruction designed to increase the range, flexibility, endurance, tone quality, and artistic interpretation of the student. **This is a performance-based class and requires participation in concerts/performances and rehearsals outside of class time.** Concert Band performs outside of class throughout the school year, including but not limited to CMEA (and/or comparable) Festivals. Participation in performances is mandatory as is home practice. Concert Band students are also part of the SHHS Band (Pep/Marching Band) which performs at various school and community events, including but not limited to, concerts, parades, assemblies, football games and festivals.

CONCERT CHOIR (P) (1 year; grades 9 -12) (Co-Curricular)

Prerequisite/Recommendation: at least one year in a music course from 5-8 grade

Concert Choir is open to students from grades 9-12. This class is a mixed group of singers interested in developing intermediate and advanced vocal production and musicianship. The Choir performs a mix of music styles, from classical to popular music. In addition, this choir provides a great opportunity for all singers to broaden their songwriting and piano skills using music software for music production. Members of this Choir perform at least twice each semester and will be part of our Spring Tour and Choral Festivals every year. This course is year one of the CTE Performing Arts and Entertainment Industry Pathway. Students have the opportunity to attend local and out-of-state choir festivals and competitions.

DIRECTED STUDIES (grades 9-12)

Directed Studies is a course aimed at providing students with strategies to be more successful and will include topics such as: executive functioning, study skills, successful note taking, setting objectives and learning goals, using graphic organizers, critical reading strategies for expository text, etc.

Provides students with support in core academics as well as preparing students for post-secondary education and employment through goal setting, learning style assessments, and organizational structures. Time is allocated for school work completion, however, it is not sole intent of the class.

DRAMA (P) (1 year; grades 9-12) (Co-Curricular)

Drama is open to 9-12 students who want an introduction to all aspects of theatre and film. Acting (characterization, voice and movement), playwriting, history and stagecraft are all covered in this year-long course. In addition, each student will write an original screenplay, with select winners produced in class. This course is a highly collaborative course that requires flexibility, the willingness to take risks, and be a team player. This course is a prerequisite for NVC Theater 154. Many field trips throughout the year. CTE or VPA credit for this course.

ECONOMICS (P) (second semester; grade 12)

Economics is a one-semester course designed to deepen students' understanding of the economic problems and institutions of the nation and world in which they live. The goal is for students to be able to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. Coursework will emphasize project-based learning of fundamental economic concepts, comparative economic systems, microeconomics, and macroeconomics, as well as contemporary economic conditions vis-à-vis current events.

ELD 1-4 (1 year; grades 9-12)

ELD 1-4 is designed to meet the language and academic needs of English Language Learners. Course goals include developing students' reading, writing, speaking, listening skills while learning the English Language.

ENGINEERING 1 (P) (1 year; grades 9-12)

Prerequisite/Recommendation: Concurrent enrollment in Integrated Math 2

An introductory engineering course that explores the role of creativity, teamwork, and communication in promoting innovative engineering design. Students develop their knowledge and skills in all three areas through a series of hands-on simple machines projects, electronic circuit projects, robotics projects, and computer programming projects.

ENGINEERING 2 (P-pending) (1 year; grades 10-12)

Prerequisite/Recommendation: Successful completion of Engineering 1

Engineering 2 provides a foundation for students who are interested in electrical engineering, electronics, programming, or circuit design. Students study topics such as combinational and sequential digital logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. Students will take their knowledge in digital circuits to program microcontrollers, design robots, and create communication protocol between robots to accomplish specific tasks.

ENGLISH 9 (P) (1 year; grade 9)

English 9 students focus on multi-genre reading and writing using a variety of critical thinking and skill-building tools, as outlined in the Common Core Standards. In English 9, students build critical literacy tools as foundations across content areas. Student are expected to read regularly at home and in class.

ENGLISH 10 (P) (1 year; grade 10)

English 10 continues developing foundational skills of English language study, specifically in vocabulary and grammar, critical reading strategies, expository writing, and literature comprehension and analysis. Students examine the genres of short story, poetry, novels, drama, and literary nonfiction.

ENGLISH 11 (P) (1 year; grade 11)

English 11 focuses on students refining critical thinking and academic writing skills through working with a varied genre of texts including essays, editorials, nonfiction and fiction literature, poetry, short stories, and dramas that primarily focus on American historical and contemporary culture.

ENVIRONMENTAL SCIENCE (P) (1 year; grade 9-12)

This course is designed to immerse students in the physical, biological, and earth systems sciences that shape our environment. Environmental Science surveys key topic areas including the application of the scientific process to environmental analysis, ecology, energy flow, ecological structures, and earth systems, as well as atmospheric, land, and water science. Scientific concepts, principles and modern science practices allow students to analyze environmental issues, both natural and human induced, and engage in evidence-based decision making in real world contexts.

ESSENTIALS (1 semester; grade 9)

All freshmen take one semester of Essentials. Essentials is interwoven with Humanities through topics such as Nutrition, Drugs and Alcohol, Sexual Health, Mental Health, and Relationships. The scientific aspects of these topics are covered in Essentials, and the social aspects of these topics are covered in Humanities. The courses combine periodically to explore how these two realms overlap. The depth of knowledge of these topics progress over the course of the year. Students practice skills such as reasoning, research, written argumentation, oral debate, and reflection. The course is project based, and all students maintain an interactive notebook throughout the semester.

EXPLORING COMPUTER SCIENCE (ECS) (P) (1 year; grade 9-12)

Exploring Computer Science (ECS) is the 1st level in a two-course series that is being offered at SHHS; The 2nd level is Computer Science Principles (CSP). The students will acquire a hands-on understanding of a number of tech fields, in particular: Programming, Computer Science, Robotics and Engineering/3D Printing where the students will design and build race cars. Students will also be exposed to career opportunities in the tech sector by being offered internships, a guest speaker series provided by industry tech leaders and fields trips to tech companies. The Goal: Get the students excited about the Tech. Sector so that they may consider it as a career. Thus, this course is designed to be intriguing, challenging and fun!

FREE PERIOD (1 year; grades 11-12)

Students are eligible to take one Free Period per school year with parent and counselor signed approval. A Free Period does not award any credits towards graduation as the student is not enrolled in a class during that time.

FRENCH 1 (P) (1 year; grades 9-12)

This class begins a sequential four-year program in which the four language skills, listening comprehension, speaking, reading and writing are presented, developed and practiced through daily exercises, projects, and storytelling. Students develop an appreciation of French-speaking countries and their cultures.

FRENCH 2 (P) (1 year; grades 9-12)

Prerequisite/Recommendation: French 1 with a grade of C or better or Placement test indicates this level.

Students will review grammar concepts of French 1. New vocabulary, grammar and a variety of verb tenses will be learned and practiced through daily exercises, projects, and storytelling in listening, speaking, reading and writing. Emphasis will be placed on past tense verb forms. Students will continue to study the culture and geography of the French speaking world.

FRENCH 3 (P) (1 year; grades 9-12)

Prerequisite/Recommendation: French 2 with a grade of C or better or Placement test results indicate their level.

Students will review vocabulary and grammar taught in French 2. Previously learned concepts will be integrated into activities which promote meaningful communication. Students will gather information and express opinions in this semi-immersion environment through listening, speaking, reading and writing. Several complex verb tenses (for example, future, conditional perfect tenses) will be studied.

HERITAGE SPANISH 2 (P) (1 year; grades 9-12)

Prerequisite/Recommendation: Placement exam

This course is designed specifically for native or heritage speakers of Spanish with auditory proficiency but little or no formal training in the language. 1st semester, students complete the *Estrellita Accelerated Beginning Reading Program*, focusing on systematic, explicit phonics

instruction, providing students with the phonics tools necessary to decode beginning reading material in Spanish. In the 2nd semester, students continue to build reading fluency, as well as improve their Spanish writing skills. Spanish is used almost exclusively in this course.

HERITAGE SPANISH 3 (P) (1 year; grades 9-12)

Prerequisite/Recommendation: Placement exam or C or higher in Heritage Spanish 2

This course is designed to develop and challenge students' ability in speaking, reading, writing, listening, and culture development. Heritage Spanish 3 offers Heritage students who are already able to converse in, and understand Spanish, an opportunity to study Spanish formally in an academic setting in the same ways students study English Language Arts. Through the use and study of a wide variety of authentic resources in Spanish, students will increase their proficiency level in Spanish and learn about various issues in the Spanish speaking world.

HONORS CHEMISTRY (HP) (1 year; grades 10-12)

Prerequisite/Recommendation: B or better in Biology-Ag or Biology

This is a college preparatory course with an emphasis on Chemistry (the study of matter and its interaction) in Earth Systems. This course is designed to develop chemical principles and concepts from experimental observations and data. These principles can be used to explain phenomena in daily life. Throughout the year students will investigate concepts beginning with macroscopic observations of phenomena center on the two basic building blocks of our universe, matter and energy. Students will then work towards explaining these phenomena using the microscopic understanding of matter.

This course differs from chemistry in that places an additional emphasis on eight additional laboratory experiments completed outside of class and formal written laboratory reports.

HONORS CHEMISTRY-AG (HP) (1 year; grades 10-12)

Prerequisite/Recommendation: B or better in Biology-Ag or Biology

Students taking this honors level course will be preparing for a concentration in the sciences in college. They will be expected to master all of the content in the Chemistry-Ag Course, which follows the NGS Standards and complete additional laboratory written reports. They will increase their laboratory content to 35% of the course content and be expected to individually develop and carry through a unique experimental design through their Agriscience Research Project. The overall goal of a rigorous chemistry curriculum is to develop critical, disciplined thinking in our students and to encourage a love of learning about and respect for the intricacies and beauty of our physical world. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

HONORS ENGLISH 10 (HP) (1 year; grade 10)

Prerequisite/Recommendation: Summer reading and writing

Honors English 10 surveys classic and contemporary texts with a wide variety of multi-genre supplemental reading. Students will study and practice advanced composition techniques, deepen their knowledge of research methodology, and routinely engage in academic discourse. In Honors 10, students are challenged to build academic independence and adopt a worldview perspective to prepare for college entrance exams and rigorous coursework.

HONORS FRENCH 4 (HP) (1 year; grades 10 - 12)

Prerequisite/Recommendation: Completion of French 3 with B or better and /or teacher approval

This fourth-year French course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of language and continue a thematic study of the literature and culture of France and other Francophone countries. **This course will be conducted entirely in French.**

HONORS SPANISH 4 (HP) (1 year; grades 10-12)

Prerequisite/Recommendation: Spanish 3 or Heritage Spanish 3 with a B or better.

This honors course is conducted in Spanish. Through the use and study of a wide variety of authentic resources in Spanish, as well as the study of modern Hispanic literature, students will increase their proficiency level in Spanish, and learn about various issues in the Spanish-speaking world including: Frida Kahlo in Mexico, gang violence in El Salvador, The Dirty War in Argentina, Bullfighting in Spain, Che Guevara in Cuba, and Euthanasia. They will also keep up to date on current events. Grammar will be studied in the context of the authentic resources.

HORTICULTURE 1 (P) (1 year; grades 10-12) (Co-Curricular)

Prerequisite/Recommendation: Successful completion/concurrent enrollment in Environmental Science, Biology, or Biology-Ag

Horticulture involves scientific and practical aspects of plant growth and function, classification, and environmental factors. This course provides a broad view of the horticulture industry in California. Instruction emphasizes nursery and greenhouse production practices, soils and fertilizers, plant identification, and integrated pest management. Students will understand the large scope of career opportunities in horticulture. Application of skills includes propagation of annual and perennial plants from seeds, plugs, and cuttings for use on campus and for plant sales. Students will be responsible for managing the school gardens, greenhouse, and shade house on campus. To enhance and enrich learning, this course includes hands-on labs, presentations, and demonstrations throughout the year. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

HUMANITIES 9 (P) (1 semester; grade 9)

All freshmen take one semester of Humanities. Humanities is interwoven with Essentials through topics such as Nutrition, Drugs and Alcohol, Sexual Health, Mental Health, and Relationships. The scientific aspects of these topics are covered in Essentials, and the social aspects of these topics are covered in Humanities. The courses combine periodically to explore how these two realms overlap. The depth of knowledge of these topics progress over the course of the year. Students practice skills such as reasoning, research, written argumentation, oral debate, and reflection. The course is project based, and all students maintain an interactive notebook throughout the semester.

INDEPENDENT STUDY (grades 10-12)

Independent Study is a credit recovery course for those who are missing credits due to failing courses in English or Social Studies. There is a predetermined amount of work that, when completed, can expedite the process of credit recovery.

INTEGRATED MATH 1 (P) (grades 9-12)

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

Integrated Math 1 covers the following topics: Organizing Single Variable Data; Patterns and Linear Functions; Proportional Reasoning; Modeling Situations Using Multiple Representations; Linear Equations: Solving, Graphing, Intercepts, and Slopes; Area and Perimeter; The Geometry and Algebra of Right Triangles; Statistics; and Probability.

INTEGRATED MATH 2 (P) (grades 9-12)

Prerequisite/Recommendation: Integrated Math 1 with a C- or higher

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

Integrated Math 2 covers the following topics: Tools of Geometry; Introduction to Proofs; Properties of Triangles; Similarity Through Transformations; Congruence Through Transformations; Using Congruence Theorems; Properties of Quadrilaterals; Trigonometry; Circles; Arcs and Sectors of Circles; Three-Dimensional Figures; Introduction to Quadratic Functions; Polynomials and Quadratics; Solving Quadratic Equations and Inequalities; and Real Number System.

INTEGRATED MATH 3 (P) (grades 9-12)

Prerequisite/Recommendation: Integrated Math 2 with a C- or higher

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

Integrated Math 3 covers the following topics: Interpret Data in a Normal Probability Distribution; Searching for Patterns; Quadratic Functions; Graphs of Polynomial Functions; Polynomial Expressions and Equations; Polynomial Modeling; Sequences and Series; Graphs of Rational Functions; Rational Expressions and Equations; Radical Functions; Graphs of Exponential and Logarithmic Functions; Exponential and Logarithmic Expressions and Equations; and Mathematical Modeling.

INTEGRATED MATH 3/TRIGONOMETRY (HP) (grade 11)

Prerequisite/Recommendation: Sophomore in Integrated Math 2 with an A or teacher recommendation

Integrated Math 3/Trigonometry is an accelerated subsection of Integrated Math 3 intended for sophomores in Integrated Math 2 who want to take Calculus as seniors. It covers all the material of Integrated math 3 at a higher conceptual level and includes concepts of Trigonometry not covered in Integrated Math 3. It covers material from Integrated Math 3, Pre-Calculus, and Trigonometry needed to be successful in Calculus.

INTRODUCTION TO CULINARY ARTS / NVC HCTM 100 (P) (1 year; grades 9-12)

Introduction to Culinary Arts is an introductory course for the food service and hospitality pathway. In this course, students will learn the fundamentals of baking, cooking, and nutrition. Emphasis will be on safety, sanitation and food production procedures, as well as the business of food service through real world applications and experiences.

JAZZ BAND (P) (1 year; grades 9-12) (Co-Curricular)

Prerequisite/Recommendation: Audition and Director recommendation*; it is highly recommended that Jazz Band students are enrolled in Concert Band

Jazz Band is an advanced instrumental ensemble. It explores a variety of jazz styles such as swing, funk, rock, Latin, bebop, and improvisation. Concerts of traditional and contemporary jazz ensemble works will be prepared and performed during the school year. Small ensemble and/or solo work as well as music theory and history will be components of this course. **This is a performance-based class and requires participation**

in concerts/performances and rehearsals outside of class time. The Jazz Ensemble performs outside of class throughout the school year, including but not limited to CMEA (and/or comparable) Festivals. Participation in performances is mandatory as is home practice. Jazz Band students are also part of the SHHS Band (Pep/Marching Band) which performs at various school and community events, including but not limited to, concerts, parades, assemblies, football games and festivals.

** Students will be required to pass a proficiency audition with the Band Director which will include all twelve major scales, chromatic scale for the full range of the instrument, a prepared selection and sight reading. Freshmen wishing to enroll in Jazz Band are encouraged to first enroll in Concert Band to improve their musicianship skills.*

LANDSCAPE, HYDROLOGY, AND SUSTAINABLE ENVIRONMENTAL DESIGN (P) (1 year; grades 11-12) (Co-Curricular)

Prerequisite/Recommendation: Horticulture 1 with a C or better

Students would have the educational background in biology, chemistry, mathematics and horticulture knowledge to make this course a rigorous applied agriscience course that is infused with artistic and design elements. Students will learn that landscape and sustainable environmental design projects range from nature, restoration projects, city and regional parks, critical habitat for endangered species, urban forestry and all the way to the front and backyards of homes.

Students will develop an awareness of the interactive relationship between humans and how they shape their environment. They will also gain an appreciation for the historical and cultural traditions that are reflected in landscape architectural designs. Instruction will be given in the following areas: elements of design, the history of landscape architecture, plant identification, hydrology, sustainability, technical drafting, sketching, and computer design. Hydrology, Landscape and Sustainability Environmental Design is a course in which the students will express themselves visually and showcase their creativity. Students will also utilize their knowledge and skills in design projects to beautify their school, community and submit and construct landscaping designs.

LEADERSHIP (P) (1 year; grades 10-12) (Co-Curricular)

Prerequisite/Recommendation: Open to all students with teacher approval and student application (Spring)

This two-semester course will cover the topics of teambuilding, leadership styles, current events, school and community service, and development and implementation of school projects. All students enrolled must be dedicated to developing their leadership potential and using their abilities to create positive school experiences.

LIBRARY AIDE (1 year; grades 11-12)

Prerequisite/Recommendation: Approval of librarian and counselor

This program provides high school students with the opportunity to acquire extensive knowledge of the library's resources for use in their own schoolwork and in assisting others. Preference will be given to students with clerical and/or computer skills. All aides will be graded on a Pass/Fail basis.

NAPA VALLEY COLLEGE HCTM 120: INTRODUCTORY TO HOSPITALITY MANAGEMENT (P) (grades 10-12)

College Credit: Transfers to CSU only

A beginning course presenting an overview of the hospitality industry with all its segments. This overview will include lodging, restaurants, food and beverage, tourism and recreation, and other operational areas of the hospitality industry.

NAPA VALLEY COLLEGE HIST 120/121: UNITED STATES HISTORY 1 (HP) (1 year; grades 11)

College Credit: Transfers to CSU and UC

Prerequisite/Recommendation: U.S. History teacher approval

Survey of the political, economic, intellectual, social and cultural history of the United States from the colonial era to the present day.

NAPA VALLEY COLLEGE MATH 106: COLLEGE ALGEBRA (HP) (1 semester; grades 11-12) (equivalent to SHHS Pre-Calculus)

College Credit: Transfers to CSU and UC

Prerequisite/Recommendation: Completion of Integrated Math 3 with a minimum grade of B or better for both semesters or with teacher recommendation as determined by Napa Valley College math assessment; or 3.4 overall unweighted GPA; concurrent enrollment at Napa Valley College

This course provides a strong algebraic foundation for the study of Calculus. From numerical graphing, and analytical views, the course studies functions, including polynomial, rational, exponential and logarithmic. Series, sequences and conic sections are also included.

NAPA VALLEY COLLEGE MATH 108: TRIGONOMETRY (P) (1 semester; grades 11-12)

College Credit: Transfers to CSU only

Prerequisite/Recommendation: Completion of Math 106 with a C or better in the fall semester; concurrent enrollment at Napa Valley College

The course provides a strong trigonometric foundation for the study of Calculus. Included are trigonometric functions, their inverses and their graphs, identities and proofs related to trigonometric expressions, trigonometric equations, solving right triangles, solving triangles using the Law of Cosines and the Law of Sines, polar coordinates, and an introduction to vectors.

NAPA VALLEY COLLEGE MATH 120: CALCULUS 1 (HP) (1 semester; grades 11-12)

College Credit: Transfers to CSU and UC

Prerequisite/Recommendation: Completion of NVC Math 106 and NVC Math 108 with a C or better or 3.4 overall unweighted GPA; concurrent enrollment at Napa Valley College

Math 120 is the first semester of a three-course sequence in differential and integral calculus. Topics include functions, limits and continuity techniques and applications of differentiation and integration, and the Fundamental Theorem of Calculus. Primarily for students majoring in mathematics, engineering or sciences. A graphing calculator is required.

NAPA VALLEY COLLEGE MATH 121: CALCULUS 2 (HP) (1 semester; grades 11-12)

College Credit: Transfers to CSU and UC

Prerequisite/Recommendation: Completion of NVC Math 120 with a C or better in the fall semester; concurrent enrollment at Napa Valley College

The second semester of a three-course sequence in differential and integral calculus. Topics include integration, techniques of integration, infinite sequences and series, polar and parametric equations, and applications of integration. Primarily for majors of mathematics, engineering, and sciences. Graphing calculator is required.

NAPA VALLEY COLLEGE THEATER 151: THEATER PRODUCTION - CONTEMPORARY (P) (1 semester; grades 10-12)

College Credit: Transfers to CSU and UC

Prerequisite/Recommendation: Completion of Drama/NVC Music 130; concurrent enrollment at Napa Valley College

Theater Production – Contemporary provides instruction and supervised participation in rehearsals and performances of contemporary plays to be presented before the campus and community with full production support.

NAPA VALLEY COLLEGE THEATER 153: MUSICAL THEATER PRODUCTION - REPERTORY (P) (1 semester; grades 10-12)

College Credit: Transfers to CSU and UC

Prerequisite/Recommendation: Successful completion of Theater 151; concurrent enrollment at Napa Valley College

Musical Theater Production – Repertory provides instruction and supervised participation in rehearsals and performances of musicals to be presented before the public with full production support. This course is year two of the CTE Performing Arts Pathway. Students have the opportunity to attend field trips to see live theater.

OFFICE AIDE (1 year; grades 11-12)

Prerequisite/Recommendation: Approval of office supervisor and counselor

This program provides juniors and seniors the opportunity to work in one of our school offices. Preference will be given to students who possess some clerical abilities. All aides will be graded on a Pass/Fail basis.

PE: FUNDAMENTALS OF FITNESS (1 year; grades 9-10)

This course focuses on general fundamentals of fitness, improving physical fitness as a lifetime activity, and is designed to teach students how to adopt daily movement habits. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Activities will include a wide variety of indoor and outdoor movement activities including calisthenics; ball goal, and racket games/sports; conditioning such as power walking, jogging/running, and aquatics. Students will participate in quarterly fitness assessments and fitness/health goal setting.

PEER TUTOR (grades 10-12)

Prerequisite/Recommendation: Teacher/counselor recommendation

The responsibility of peer tutors is to help students with classroom lessons, homework assignments, and test preparation. In addition, they will reinforce basic skills that traditionally lead to academic success, including study habits, time management, problem solving techniques, and teacher-student interactions. Bilingual skills are helpful. All tutors will be graded on a Pass/Fail basis. A 2.5 credit option is available.

PERSONAL FINANCE (P) (1 year, grade 12)

Prerequisite/Recommendation: Integrated Math 1 or equivalent

In this course, students will learn practical applications of mathematical skills, such as buying a car, home, and insurance; budgeting; bank services; and savings and investing. This course also includes taxes, math in the workplace, statistics, probability, measurement, manufacturing, insurance, and supplying services.

PERSONAL FITNESS & WELLNESS (1 year; grades 10-12)

Prerequisite/Recommendation: pass physical fitness test in PE 9-10

This course focuses on personal fitness and wellness, improving physical fitness as a lifetime activity, and is designed to teach students how to adopt daily movement habits. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Activities will include a wide variety of indoor and outdoor movement activities including resistance/weight training, circuit/interval training, and aerobic conditioning such as power walking, core workouts, yoga, Zumba, pilates, kickboxing, aquatics, and jogging/running exercises; as well as understand general concepts of anatomy, kinesiology and biomechanics in fitness. Students will participate in quarterly fitness assessments and fitness/health goal setting.

PHYSICS (P) (1 year; grades 11-12)

Prerequisite/Recommendation: Chemistry with C or better or Biology with a C or better and concurrent enrollment in Integrated Math 3 or higher, or Teacher Approval.

This is a college preparatory course with an emphasis on Physics in the Universe. This course is designed to develop an understanding of physics principles through projects and experiments. Throughout the year students will investigate concepts relating to forces and motion, conservation of energy, and waves and electromagnetic radiation.

PRE-CALCULUS/TRIGONOMETRY (P) (1 year; grades 11-12)

Prerequisite/Recommendation: Integrated Math 3 with C- or better

This course covers the following topics: graphs of trigonometric functions; trigonometric identities; vectors; polar coordinates and complex numbers; sequences and series; and introduction to calculus. Graphing calculators required.

PRIMARY SCHOOL TUTOR (1 semester/1 year; grades 10-12)

Prerequisite/Recommendation: Approval of counselor

In an effort to support primary students in reading and math, high school students will work with both individual students and small groups. Students are trained to become tutors and are assigned to classrooms. Assignments are dependent on high school student schedules. All tutors will be graded on a Pass/Fail basis.

PSYCHOLOGY (P) (1 year; grades 11-12)

This course focuses on the study of human behavior. Through the study of scientific psychology will students gain an understanding of the complexities of human thought and behavior, as well as the factors related to the differences between people. Students also gain a basic understanding of the knowledge gained from a psychology class to their daily lives.

This course is project-and-activity based. Special topics include personality development, group dynamics, motivation, problem solving, memory, psychological disorders, and neuroscience.

SCIENCE AND MEDIA: DISCERNING FACT FROM FICTION (P) (1 year; grades 11-12)

This course is designed to explore some of the critical issues that mankind must address from a scientific perspective. In our fast-paced world of drive through coffee, instant anything, and five-second news bites, key issues are often reduced to a level that leaves the viewer/listener/reader ill-equipped to make rational, scientifically-based assessments. Coupled with this, is our penchant for spectacular "Hollywood"-style renditions that frequently distort the science behind the issue in favor of "shock and awe" entertainment. The net result is that society is often left with a warped perception of the essential role that science plays in our understanding of the complex systems around us.

SPANISH 1 (P) (1 year; grades 9-12)

The goal for this course is to communicate in Spanish in a natural verbal setting, as well as through writing and reading. High frequency vocabulary will be used, grammatical structures will be studied, and fun and interesting strategies to acquire the language will be utilized. This course also explores the culture of the Spanish-speaking world.

SPANISH 2 (P) (1 year; grades 9-12)

Prerequisite/Recommendation: Spanish 1 with a grade of C or better or Placement test results that indicates this level or teacher recommendation

This course reviews course content from Spanish 1 and continues to develop high frequency vocabulary, grammatical structures, as well as the ability to communicate verbally and through reading and writing, in a natural setting using fun and interesting strategies. This course also continues to explore the culture of the Spanish-speaking world.

SPANISH 3 (P) (1 year; grades 9-12)

Prerequisite/Recommendation: Spanish 2 with a C or better or Placement test indicates this level or teacher recommendation

Students will continue to develop and expand high frequency vocabulary words and grammatical structures. From there, students will begin to develop and expand high-frequency words and grammatical structures. Previously learned content and new concepts are integrated into activities that promote meaningful communication and imitate an authentic Spanish-speaking environment. Students will gather information and express opinions on a variety of topics through speaking, listening, reading and writing. Verb tenses will be learned and assessed throughout this course, including: the present, preterite, and imperfect.

STATISTICS & DATA ANALYSIS (P) (1 year; grades 11-12)

Prerequisite/Recommendation: Integrated Math 2 with a C- or better or concurrent enrollment with Integrated Math 3 (for 2024-2025 school year only)

This course introduces you to the discipline of statistics as a science of understanding and analyzing data. You will learn how to effectively make use of data in the face of uncertainty: how to collect data, how to analyze data, and how to use data to make inferences and conclusions about real world phenomena.

The course integrates the use of statistical programming R to summarize data numerically and visually, and to perform data analysis. Data is used from issues that students are likely to encounter in everyday life from games of chance, politics, business, social sciences, science, and sports. Statistical programming in R is an integral part of the curriculum.

This course is project-based with most projects integrating data analysis using spreadsheets and/or R statistical programming. Special data analysis topics, include sports statistics, music and marketing, economic disparity in the US, health and wellness behaviors, impact of social media on mental health, and climate change.

STRENGTH & CONDITIONING (1 year; grades 10-12)

Prerequisite/Recommendation: must pass physical fitness test in PE 9-10

This course focuses on strength training and conditioning, improving physical fitness as a lifetime activity, and is designed to teach students how to adopt daily movement habits. This course will emphasize the five components of fitness: cardiovascular fitness, muscular endurance, muscular strength, flexibility, and body composition. Emphasis will be to use a safe, structured, periodized program to improve flexibility, mobility, speed, agility, lifting technique, strength, power, stability, plyometrics, and core strength; as well as understand general concepts of anatomy, kinesiology, and biomechanics in fitness to enhance performance, reduce injury potential, and optimize athletic ability. Students will utilize a weekly individualized workout plan, participate in quarterly fitness assessments, and practice fitness/health goal setting.

STUDY SKILLS (1 year; grades 9-12)

Study Skills is a course aimed to provide students with support in the mastery of general education curriculum. Students will implement organizational strategies, receive direct instruction and support with curriculum, and engage in other activities designed to help them achieve success in all classes.

TEACHER'S AIDE (1 year; grades 11-12)

Prerequisite/Recommendation: Approval of teacher and counselor

This program enables juniors and seniors to be teachers' aides. All aide credits will be graded on a Pass/Fail basis.

Duties may vary from class to class, but the main duty of the teacher's aide is to help the teacher or supervisor when needed. Duties may include filing, word processing, duplicating, entering non-confidential records, taking inventories, delivering messages, shelving books, creating bulletin boards and making displays. In specialized areas such as shop or lab science, aides might be responsible for assisting or taking care of supplies and equipment. Teacher's aides will be expected to be punctual, professional, and dependable in performing their duties.

U.S. HISTORY (P) (1 year; grade 11)

This class covers the history of the U.S. from the late 19th through the 20th Centuries. Some review of the colonial period through the Civil War is included. Students participate in a wide variety of activities including art, poetry, drama, music and the reading of primary sources.

VITICULTURE 1 (P) (1 year; grades 11-12) (Co-Curricular)

Prerequisite/Recommendation: Successful completion of Environmental Science, Biology, or Biology-Ag

Viticulture (grape-growing) prepares students for further studies and employment in the viticulture and enology industry. The course equips students with the basic knowledge and skills necessary to succeed in college and in the work force within the viticulture industry. The course emphasizes hands-on agricultural applications using local vineyards and wineries as extensions of the classroom. Students in this class collaborate with the industry at every step of vineyard management in the production of one barrel of wine. Students are expected to participate in all hands-on aspects of the course, which enrich understanding by applying skills learned in real-world applications, including vineyard management, harvest, crush, press, fermentation, and bottling of the class wine. Students will not only learn about past and present viticulture and enology industry in Napa Valley, but emerging careers and agriculture issues within the industry. Students will understand the large scope of career opportunities in viticulture and enology. Participation in a collaborative winemaking project, field trips, demonstrations, labs, and hands-on projects enhance and enrich learning within this course. Within this course, career-based skill standards are practiced through student's class-based Supervised Agricultural Experience Project and participation in leadership development activities through FFA.

VITICULTURE 2 (P-pending) (1 year; grades 11-12) (Co-Curricular)

Prerequisite/Recommendation: Successful completion of Viticulture 1

This is a year-long advanced course in the Agriculture Pathway and is designed to provide the students with theories and principles related to viticulture and environmental sciences. Students will demonstrate laboratory skills that include but are not limited to soil, water and fruit analysis techniques, vine propagation, pruning, canopy and trellising systems, pest and climate and control, resource management, and business skills which are the basis for grape growing operations. Students will utilize Viticulture and Environmental Science principles as a relevant vehicle to teach biological principles and improve the science principles and scientific literacy of students. They will integrate mathematic standards, Language Arts, and science principles into an academically rigorous course that increases the student's capacity to think analytically, problem solve, and utilize effective research practices. This course includes classroom instruction, practical lab work, research reports and field trips. This course is intended to successfully prepare students for entry-level positions as well as those who plan on majoring in agricultural sciences at a four-year college and/or university.

WORLD HISTORY (P) (1 year; grade 10)

In this two-semester class, students study major turning points that shaped the modern world, from the late 18th century through the present. Students will trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.