**COURSE DESCRIPTIONS**

All classes are year long (10 credits) unless otherwise specified.

**CAREER PATHWAY – CONSTRUCTION TECHNOLOGY**

The construction technology program leads to a skills certificate, job placement, or higher education opportunities. Graduates will be well prepared to work or continue their education in architecture, building inspection technology, or construction management. Students will learn carpentry technology, blueprint reading, land preparation, basic plumbing and electrical installations, roofing as well as safety and first-aid procedures.

**ACE Mentor Program**

Students participating in the three year sequence are encouraged to join the ACE Mentor program at San Juan High School. ACE Mentor (Architects, Construction and Engineering) is a project design club which meets after school with industry professionals who mentor the students through the project design. A competition in late April allows the students to propose their project to a panel of judges. For further details about the ACE Mentor program, please visit acemntor.org.

**Woodworking Specialties**

(Grades 10) Year one of a three year sequence woodworking specialties sets the foundation for the construction program at San Juan High School. Students will learn to follow architectural design plans, layout and installation of cabinets, utilize technology and computer software (Auto Cad and Microsoft Projects). They will learn to interpret and read blueprints, develop construction techniques, and learn basic hand and power tool safety. Students learn to manage their projects within a company format, identify requests for proposals and provide written proposals.

**Construction and Remodeling Skills 1 (20 credits)**

(Grades 11) Year two of a three year sequence focuses on the industry from an introductory approach. Students learn carpentry technology, use of measuring instruments and basic hand and power tool safety. They will participate in concrete work, wood framing, steel stud framing basics, plumbing and electrical installations as well as roofing, exterior and interior finishing. An emphasis is placed on basic construction management and career exploration.

**Construction and Remodeling Skills 2 (20 credits)**

(Grade 12) Year three of the sequence focuses on job performance and industry standards. Building codes, estimating, sustainable building process and techniques, project management and advanced carpentry techniques. Students will learn site survey and layout, footings and foundations, floor systems, stick framing layout and assembly, stairs and landings and roof systems. Students will manage their project and determine all costs, materials needed and request and accept bid proposals. This program is designed to prepare students for employment at an apprentice level with a focus on reachability.
CAREER PATHWAY - HOSPITALITY MANAGEMENT

The award winning Culinary Arts and Hospitality Management pathway prepares students to enter a community college, a four year university, a technical school and the world of work. Students are able to earn college credit towards a food service and management or culinary arts degree at Johnson and Wales University and The Culinary Institute of America. Scholarships, internships, competitive events, and national certification are part of the program.

Foods and Nutrition I – Introduction to Culinary Arts
(Grade 10) An introductory food and nutrition course designed to help students understand the importance of food. Basic culinary skills will be developed through units on kitchen safety and safe food handling, reading recipes, measuring ingredients, kitchen tools and equipment, and preparation tasks. Cooking methods will be explored using the following food products; cookies and pastries, grains and cereals, fruits and vegetables, dairy products, quick breads, cakes and baked goods, protein foods, and eggs. Nutritional needs for a healthy life will be emphasized using the USDA’s MyPlate, nutrition label reading and the Dietary Guidelines for Americans. Students will participate in hands-on activities as an individual and in groups.

Foods and Nutrition II - Advanced Culinary Principles
(Grade 10) An advanced food and nutrition course that builds on the skills learned in Introduction to Culinary Arts. Advanced culinary skills will be developed through units on kitchen appliances and kitchen design, yeast breads, pasta, potatoes, rice and gifts from the kitchen. Nutrition throughout the life cycle, sports nutrition, weight management and eating disorders will be explored. International culinary arts skills will be developed by discovering the foods and preparation techniques used around the world.

Culinary Arts Occupations I (20 credits)
(Grade 11) An advanced culinary arts skills course that explores the concepts and practices utilized in the food service industry. Students will earn a California Food Handler Card, required by all California food service employees based on food safety and sanitation. Students learn about food safety and sanitation, industry equipment, advanced food preparation, table service and customer relations through ProStart, a curriculum designed for high school students by the National Restaurant Association. Students will participate in presentations by food service industry speakers, and learn about the industry on field trips. Through hands-on activities, students cater events, manage the on-campus restaurant, Thermopylae, prepare a professional portfolio, and develop leadership skills through FHA-HERO: The California Affiliate of FCCLA and compete in regional and statewide culinary arts competitions.

Culinary Arts Occupations II (20 credits)
(Grade 12) An advanced culinary arts skills course that completes the Culinary Arts Occupations sequence of courses. Students learn about careers in the foodservice and hospitality industry, menu planning, purchasing and inventory, cost and profitability, and marketing in the industry and practice advanced food preparation techniques. Students can compete on the ProStart Culinary and Management teams. Students can earn the National Restaurant Association’s Certificate of Achievement and qualify for PAID internships. Students will also cater events, manage the on-campus restaurant, Thermopylae, continue polishing their portfolio, and develop leadership skills through FHA-HERO: The California Affiliate of FCCLA.

Bakery Academy I (20 credits)
(Grade 11) An advanced Baking and Pastry course which emphasizes skills used in a professional bakery. Students will earn a California Food Handler Card, required by all California food service employees based on safety and sanitation. In addition, proper usage and care of industry equipment: mixers, sheeter, proof-box and convection ovens is practiced. Students also study the function of all baking ingredients and why products are successful or not. Students will individually produce all types
Bakery Academy II (20 credits)
(Grade 12) An advanced Baking and Pastry course with an emphasis in decorating skills completes the two year sequence. Students will learn to bake many types of cakes, use a variety of icings from butter cream through rolled fondant to create simple cakes through complex wedding cakes. Chocolate desserts, patisserie items and gingerbread houses add additional experience in problem solving. Costing out the ingredients using standard and metric culinary math and recipes/formulas are used to price a product. The National Restaurant Association ServSafe Food Protection Manager Certification can be earned along with valuable internship experience. Students will make products for Thermopylae, the coffee/ juice bar, numerous customer orders and competitions. The Level 2 student will leave the year with life-long skills ready for an occupation in Baking and Pastry, culinary school or a successful hobby.

CAREER PATHWAY – MEDIA PRODUCTION

The Media Production pathway offers a chance to produce videos, create digital animation and learn what it takes to manage the creative process from concept development, to marketing and production. Students will take advantage of the latest hardware and software, and have the opportunity to produce real world projects for professional clients.

Digital Imaging
(Grade 10) This is the introductory course to the pathway and introduces students to the technical and artistic elements of photography. Students will learn to use and care for advanced digital SLR cameras to develop their visual storytelling skills while creating their own online portfolios. Essential photography topics will be covered including, exposure, composition, color theory, color correction, tonal balance and digital manipulation with Adobe Photoshop and other creative tools.

Digital Media (20 credits)
(Grade 11) This course explores digital video production from concept to finished product. Students learn advanced storytelling techniques found in documentaries, commercials and narrative forms while using state of the art high definition equipment, modern computers and industry standard professional software. The curriculum revolves around project based assignments wherein students work as a team to write, shoot, direct, and edit their own documentary, narrative, or experimental videos for a daily bulletin. Students work with advanced equipment including a multi camera, state of the art studio, and an editing suite containing industry recognized software.

Television Occupations (20 credits)
(Grade 12) Television and multimedia production explores the conceptual skills, equipment and techniques utilized in television and film production. Students write, shoot, direct, and edit their own documentary, narrative, or experimental videos as well as produce videos for outside sources. Students continue working with multiple and single camera techniques and learn how to produce multi camera productions out of the studio. Students will also experience the development of supporting computer graphics, and develop web site designs using state of the art facilities.
CAREER PATHWAY - TRANSPORTATION TECHNOLOGY

The Transportation Technology pathway provides instruction and hands-on experience with the operation of repair facilities; repair skills for National Automotive Technicians Education Foundation (NATEF) specialties, and installation methods for aftermarket electronics. Paid work and internships are part of the program, offering students valuable experience and an entry into the profession. The program leads to Automotive Service Excellence and Regional Occupation Program skill certificates and will prepare students to continue their education in automotive engineering, diesel mechanics, or transportation research and design.

Auto Technician ~ Introductory

(Grade 10) Intro to Auto is a year-long course, open to all sophomores. It is designed for student with little or no experience with automobiles. Topics covered include: How Car’s Work, What to look for when buying a car, finances and maintenance involved in owning a vehicle. Additionally, students will be exposed to basic engine operation, cooling and lubrication, automotive electronics, fuel delivery, and ignition systems. Students will also learn about brakes, tires, alignment, and transmissions. This class will be taught using a variety of methods with an emphasis on hands-on activities. Students will perform oil and coolant changes, engine compression tests, and brake inspections on shop vehicles. Students will also be educated about shop safety, proper tool usage, and hazardous waste management. Industry standards of proper attitude and behavior will be discussed, and professional conduct and dress will be required at all times. Intro to Auto is not a hobby shop class; however, students will have opportunities to work on personal vehicles during the topics that are covered. Students who maintain a “C” or better will progress to the next course in the Automotive Pathway series. If you love working on cars or would just like to learn more about them, Intro to Automotive Technology is for you!

Auto Technician I (40 credits)

Auto I: Basic Auto is a semester course, offered twice a year during the fall and spring semesters. The course is three hours a day five days a week. The course is open to juniors, seniors, and select sophomores who have a recommendation by one of SJ’s auto instructors. It is designed for people with little or no experience in the automotive field. Topics covered include a more in-depth understanding of the topics covered in the Intro to Automotive Course. In addition, students will become familiar with how today’s technicians are compensated, time management, potential for earning and industry certification. The legal aspects and liabilities technicians are exposed to. Students will acquire competetive employability skills, such as interviewing techniques, creating a usable resume and creating an employment portfolio. Other topics include effective communication and how to resolve conflicts with co-workers. This class will be taught using a variety of methods with an emphasis on hands-on activities. Auto I is not a hobby shop class, however, students will have opportunities to work on personal vehicles throughout the course. In recent years, San Juan and American River College (ARC) have teamed up to offer American River credits to students who successfully complete Auto I. These students may also skip ARC’s two beginning automotive classes. If you would like to earn college credit and love working on cars, want to explore the automotive industry as a possible career or would just like to learn more about them, Auto I is for you! Students who successfully complete Auto I: Basic Auto will receive an ROP Certificate of Completion.

Auto Technician II (40 credits)

(Grade 11/12) Auto II is open to juniors and seniors who have completed Auto I with a “C” grade or better and have the recommendation of one of San Juan HS Automotive Instructors. Each section of Auto II is a one semester class that meets daily for three hours a day. In Auto II, the emphasis is on Automotive Service Excellence certification through the use of job placement. Auto II curriculum covers four of the eight National Automotive Technicians Education Foundation (NATEF)/Automotive Service Excellence (ASE) specialties. Each semester is dedicated to one of the four specialty areas. A4-
Suspension and Steering, A5-Brake Systems, A6-Electrical and Electronics and A8-Engine Performance. Students can receive credit for up to four semesters of Auto II. During the first few weeks of the course students will receive in-depth instruction related to the given topic area. Students are placed in a paid position or an intern situation within a local repair facility. ROP relies heavily on cooperative vocational training through local Automotive Repair Facilities to assist in training students in a “live shop environment”. Students will be required to complete a list of ASE tasks during their internship. Students will work at their job site four days a week and meet in the classroom one day a week. During the weekly classroom meeting, students receive more advanced instruction in one of the four areas. At the conclusion of each semester students who successfully complete the course will receive an ROP Certificate of Completion. Moreover, students are strongly encouraged to register with ASE and to attempt the related ASE Certification test.

ENGLISH

English Overview

All English courses at San Juan High School are college preparatory and based on the grade level California Content Standards for English/Language Arts. All courses emphasize critical reading, writing, presentation, and discussion. The level of difficulty of these skills progressively increases as students advance through the four-year sequential program of English. We do not offer honors courses at the freshman or sophomore levels because we believe in rigorous expectations and thinking for all students. Because our Advanced Placement courses at the upper levels of our curriculum are open to all students, we want to make sure that any student is prepared for the rigor of these courses, and therefore preparation for upper-level classes is infused into English 1 and 2.

English 1 (meets UC “b” requirement/CSU English requirement)

(Grade 9) This course focuses on building a foundation for writing and critical reading. There is an emphasis on students’ abilities to develop, organize, and support their ideas within a written piece, begin to explore their personal writing voice, and learn how to edit their work for formatting, punctuation, grammar, and usage. In reading, students learn to make arguments about different types of text and use evidence to support these arguments. Types of writing in this course include the personal narrative, persuasive, expository, and literary analysis essays.

English 2 (meets UC “b” requirement/CSU English requirement)

(Grade 10) This course builds on the reading and writing skills of English 1 and also integrates the curriculum with recurring themes in World History. In addition to refining their ability to read and write, students examine the way that historical events influence the literature of various time periods. There is an increased emphasis on presentation skills, and students continue to develop their writing in the persuasive, expository and technical genres.

English 3 (meets UC “b” requirement/CSU English requirement)

(Grade 11) In the junior year, there is an emphasis on American literature and poetry covering colonial through modern periods. In addition, students focus on learning how to analyze nonfiction text, paying particular attention to rhetorical devices and advanced stylistic choices. Writing in the junior year focuses primarily on the advanced use of the narrative form (fictional, autobiographical, or biographical), the reflective essay, and research writing. Students are focused on giving professional presentations within the scope of our Project-Based Learning philosophy.

English 4 (meets UC “b” requirement/CSU English requirement)

(Grade 12) This course studies British Literature from the Anglo-Saxons through the Twentieth Century; from a non-fiction perspective, students deepen and refine their ability to analyze and write arguments. This is in preparation for Intro to Composition at the college level. In the senior year,
students also explore writing reflectively by writing their personal statements for college applications, and the work for their senior project is infused into the curriculum as well.

**Advanced Placement Language and Composition** *(meets UC “b” requirement/CSU English requirement)*

*(Grade 11)* This course meets the requirements outlined in the Advanced Placement Course Audit manual and follows the College Board guidelines for Advanced Placement Language and Composition by providing students with a learning experience equivalent to the introductory year of college composition coursework. The course focuses on non-fiction (primarily argumentative) text, and in it, students learn how to analyze rhetorical strategies and devices and write clearly and convincingly in various modes of discourse (narrative, analytical, persuasive, etc.). There is also a focus on research and source citation.

**Advanced Placement Literature and Composition** *(meets UC “b” requirement/CSU English requirement)*

*(Grade 12)* This course meets the requirements outlined in the Advanced Placement Course Audit Manual and follows the College Board guidelines for Advanced Placement English Literature and Composition. This course focuses on contemporary and classic works of literature, from both the American and British canons. Students learn and refine the skills of sophisticated literary analysis as they read poetry, drama, short stories, and novels. They also learn to write about literature and form arguments about sophisticated texts. There is also a focus on analysis using various critical lenses (Marxist, Feminist, Mythological, Psychological, Deconstructionist).

**ELECTIVES**

**AVID II**

*(Grade 10)* AVID II is designed to prepare students in rigorous secondary curriculum for admission to four-year universities. Students must apply for this program. Students selected for this program must have academic potential, average test scores, 2.5-3.5 grade point average, desire and determination, appropriate classroom behavior, a good attendance record, and willingness to commit themselves to a rigorous course of study. Students complete a similar curriculum as AVID I, but in greater depth and focus. Students will continue to receive tutoring from college students, further develop individual success strategies, continue to study for and take college entrance exams, learn more about college and financial aid, further research and visit different college campuses, continue to develop presentation and communication skills, interact with guest speakers, and participate in extra-curricular and community service activities. The tools of writing, inquiry, collaborative grouping and reading are used as a basis for the learning activities. Students complete an end of the year portfolio and exit interview, assessing their learning for the year, including their academic goals for the following year.

**AVID III**

*(Grade 11)* Students in AVID III will continue on a similar course of study as in AVID II except a stronger focus will be upon taking and performing well on college entrance exams, researching and making final decisions upon what colleges they will apply to their senior year, assessing the approximate amount of financial aid that will be needed for college, beginning the scholarship application process, and beginning the first few drafts of the college application essay. Students will continue to be coached to maintain a 2.5 or above grade point average, appropriate classroom behavior, good attendance, and a willingness to commit themselves to a rigorous course of study in order to prepare for college entrance upon graduation. The tools of writing, inquiry, collaborative grouping and reading are used as a basis for the learning activities. Students complete an end of the year portfolio and exit interview, assessing their learning for the year, including their academic and college goals for the following year.
**AVID IV** *(meets UC “g” requirement/CSU Elective requirement)*

(Grade 12) Students in AVID IV use the skills learned in AVID I-III as a foundation for the activities in this class. Skills such as time management, organization, note taking, reading, writing, inquiry and collaboration, and Socratic seminars will continue to be refined. Students will continue to be coached to maintain a 3.0 or above grade point average, appropriate classroom behavior, good attendance, and a willingness to commit themselves to a rigorous course of study in order to prepare for college entrance upon graduation. The core curriculum of AVID IV includes the following and must all be completed in order for the student to graduate from the AVID program: study for and take final college entrance exams and any advanced placement exams, finalize the college application essay, obtain letters of recommendation from teachers and counselors, apply to a minimum of five colleges, apply for federal and state financial aid, complete 20 hours of community service, college preparation presentation to a AVID II or AVID III class, and complete 30 or more scholarship applications. 95% of students who graduate from AVID are accepted to a four year college with some type of financial aid. For more information about AVID, go to: [http://www.avid.org](http://www.avid.org) or [http://j.mp/sjAVID](http://j.mp/sjAVID)

**AVID Peer Tutor**: In order to qualify for this course, students must have a 2.5 GPA, strong leadership on campus, organization, good communication skills, good attendance and approval by the AVID Coordinator. Under direct supervision of the AVID elective teacher, tutors perform the following tasks:

1. Take an active role in developing the academic and personal strengths of AVID students.
2. Serve as a role model/mentor to AVID students by being a lifelong learner, demonstrating appropriate academic and social behaviors.
3. Determine from student’s notes and discussions, the concepts that need to be taught or retaught.
4. Evaluate student binders, including calendars, class and textbook notes, etc.
5. Become familiar with the textbooks and materials used by AVID students.
6. Conduct tutorial sessions in all subject areas.
7. Set an example of personal excellence and high expectations for AVID students to follow.
8. Work with students in any phase of the writing process, such as brainstorming, clustering, revision, and editing.
9. Communicate frequently and honestly with the AVID coordinator/teacher regarding student progress and areas of concern.
10. Assist the AVID teacher with other classroom related tasks on days the tutorials are not in session.

**ENGLISH I TRANSITION/ELD I SUPPORT** *(Grades 9-12)*

This course is for Students who have had an annual, or initial language testing (CELDT) and has scored at the Beginning Level in English Language Acquisition. This class is designed for students who have limited English language abilities. The class includes extensive oral language development, beginning reading and writing skills. This class meets for 2-period block and addresses State English Language Arts and English Development standards.

**Student Government** *(Grades 9-12)*

This course is required for all student body officers, class officers, and commissioners. Concentration is on: organizing, developing, implementing, and evaluating San Juan activities; managing and budgeting student body funds; effective advertising; improving personal and interpersonal relationship skills; learning collaborative worker skills and teamwork; time management; self-directed learning, accountability and responsibility; becoming a quality producer and performer; improving communication skills (public, group, interpersonal); becoming a community contributor; promoting and recognizing San Juan High students and staff and learning to be a leader. *(Requires instructor’s approval for admission.)*

**Yearbook** *(Grades 9-12)*

Yearbook stresses journalistic writing, concept development, graphic design, photojournalism, and technical skills. The class is responsible for the design, finance, and production of the school’s only publication, Greenback Notes. *(Requires instructor’s approval for admission).*
College/Career Center Assistant: (Grades 11/12) In order to qualify for this course, junior or senior students must have a 2.5 GPA, strong leadership on campus, organization, good communication skills and good attendance. Under direct training and supervision of the College/Career Center Coordinator, assistants perform the following tasks:

1. Take an active role in maintaining the order and organization of the College/Career Center.
2. Serve as a role model/mentor to SJHS students by demonstrating and encouraging appropriate academic and social behaviors in the College/Career Center.
3. Learn how to navigate the online college and career resources to assist other students.
4. Lead student, class and visitor tours of the College/Career Center, explaining what resources are available and how to access them.
5. Assist students in researching and applying for jobs, colleges and scholarships.
6. Assist college and career speakers with the set up and take down of a presentation.
7. Assist the College/Career Center Coordinator with special event planning and preparation.
8. Deliver passes for students to meet with the College/Career Center Coordinator.
9. Maintain the College/Career Center calendar of events and sign in attendance sheets.
10. Actively promote the College/Career Center to all students on campus.

MATHEMATICS

**Algebra I** (meets UC “c” requirement/CSU Math requirement and high math graduation credits)
(Grades 9-12) In this two-semester course, students will study Algebra 1 and its application to the real world. Students will be required to demonstrate proficiency in the content to pass the course. Symbolic reasoning and calculations with symbols are central in Algebra 1. Through the study of Algebra 1, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem solving situations. The standards for this course are the California Algebra 1 Mathematics Standards as approved by the California Board of Education. The curriculum for this course prepares students for both the annual state testing and the California High School Exit Exam. Students who earn a “C” or better in Algebra 1 will be prepared for Geometry.

**Geometry** (meets UC “c” requirement/CSU Math requirement and high math graduation credits)
(Grades 9-12, passing grade in Algebra 1 required) In this two-semester course, students will study Geometry and its application to the real world. Students will be required to demonstrate proficiency in the content to pass the course. The Geometry skills and concepts developed in this discipline are useful to all students. Aside from learning the Geometry skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. The standards for this course are the California Geometry Standards as approved by the California Board of Education. The curriculum for this course prepares students for the annual state test. Students who earn a “C” or better in Geometry will be prepared for Algebra 2.

**Algebra 2** (meets UC “c” requirement/CSU Math requirement and high math graduation credits)
(Grades 9-12, passing grade in Geometry required) This is a two-semester course. Students will study Algebra 2 and its application to the real world. Students will be required to demonstrate proficiency in
the content to pass the course. This discipline complements and expands the mathematical content and concepts of Algebra 1. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, the complex number system, probability, series and sequences, and conic sections. The standards for this course are the California Algebra 2 Mathematics standards as approved by the California Board of Education. The curriculum for this course prepares students for both the annual state testing and the High School Exit Exam. Students who earn a “C” or better in Algebra 2 will be prepared for Math Analysis.

**Math Analysis** *(meets UC “c” requirement/CSU Math requirements and high math graduation credits)*

*(Grades 10-12, passing grade in Algebra 2 required)* In this two-semester course students will study both Trigonometry and Pre-Calculus concepts. Approximately 95% of the concepts in a traditional Trigonometry class are covered. The Analysis/Pre-Calculus concepts are similar to other text including limits, vectors, conic sections, and series. Calculus concepts are studied in more depth than traditional Analysis/Pre-Calculus courses. The use of mathematical models is a reoccurring theme throughout the course. The use of statistical concepts is also applied in the use of the models. Additional algebraic techniques that are necessary for calculus and other advanced mathematics courses are explored including rationalization, properties of logarithms, and use of substitution. Extensive understanding of functions and inverses is also developed throughout the course. Use of graphing/programmable calculators is extensive. Students will write several programs at different times during the course. Concepts of Calculus are investigated with considerably more depth than others. Students will be required to demonstrate proficiency in the content to pass the course. The standards for this course are the California Math Analysis and Trigonometry Mathematics Standards as approved by the California Board of Education. Students who earn a “C” or better in Math Analysis will be prepared for Calculus.

**AP Calculus** *(meets UC “c” requirement/CSU Math requirements and high math graduation credits)*

*(Grades 11-12, passing grade in Math Analysis required)* In this two-semester course, students will study Calculus and its application to the real world. Students will be required to demonstrate proficiency in the content to pass the course. The standards for this course are the California Calculus Mathematics Standards as approved by the California Board of Education. The curriculum for this course prepares students for the AP Calculus Exam. Students enrolled in this course can take the AP Calculus test in order to earn college credits for completion of this course. The course starts with five major problems that introduce the big ideas of calculus: optimization, limits, differential equations, exponential functions, the relationship between distance and velocity, piecewise functions, volumes of revolution, volumes by slicing, and the Fundamental Theorem of Calculus. The curriculum contains several key labs and hands on activities throughout the course to introduce concepts. Students learn about derivatives and integrals simultaneously and both are presented geometrically and in context.

**Real Life Math** *(meets high school math requirement)*

*(Grades 11-12)* This course is designed for students who have been introduced to the entire Algebra curriculum. The students will review all content standards for Algebra including but not limited to: solving all types of equations (one variable, quadratics, system of equations), graphing, inequalities, absolute values and irrationals. This class will explore parts of the Geometry and Algebra 2 curricula. Students will explore mathematics and its application to the real world. Students will be required to demonstrate proficiency in the content to pass the course.
Physical Education

Physical Education I

(Grade 9) Grade nine emphasizes motor skill and movement development, self image, personal and social development. Areas of activity include flag football, soccer, basketball, volleyball, personal fitness, and health education. Using current technology such as heart monitors, we provide awareness of the relationship between sport activity workouts and strictly cardio workouts. Students will be instructed in developing a personal fitness program to include goal setting, selecting activities and assessment.

Physical Education II

(Grades 10-12) This course emphasizes advanced skills, rules, strategy, and teamwork in all major sports activities. These include weight training, volleyball, basketball, indoor and outdoor soccer, softball, and track and field. An introduction to badminton, tennis, and golf is available. All areas of activity stress physiology and anatomy aspects as they pertain to the sport and healthy living. Critical analysis of one’s own performance will be encouraged. Self-evaluation and personal goal setting are emphasized. Diet, physical structure and style of living will be considered as the individual student forms personal healthy living plans.

Adaptive Physical Education

(Grades 9-12) Adaptive PE offers a modified physical activity class for limited activity students. All students are provided with an individual program designed for their specific needs and welfare. The programs are determined by their doctor’s recommendations. Instructor is specifically trained in this area.

Weight Training

(Grade 10-12) Students will receive instruction and practice in all phases of weight training. This class is designed for the student who has a desire to learn about and develop personal strength and endurance.
SCIENCE

**Biology** *(meets UC “d” requirement/CSU Laboratory Science requirement and high school life science requirement)*

*(Grade 9)* Biology is a laboratory science that covers the study of living things. Biology focuses on the study of life by examining the five fundamental concepts of cellular biology, genetics, ecology, evolution and physiology. The scientific process and laboratory skills are emphasized along with biology’s connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues.

**Health & Safety (5 credits)**

*(Grade 9/10)* This is a comprehensive course that emphasizes acceptance of personal responsibility for lifelong health, respect for and promotion of health of others, understanding growth and development, informed use of health related information, products and services. Topics will include: Personal wellness, consumer and community health, injury prevention and safety, alcohol, tobacco, and other drugs, nutrition, environmental health, family living, individual growth and development, and communicable and chronic diseases. This course will emphasize positive life style choices and risk education.

**Physics** *(meets UC “d” requirement/CSU Laboratory Science requirement and high school physical science requirement)*

**Prerequisite:** *This course requires a C or better in Algebra 1 and 10 units of Biology credit*

*(Grade 10)* Topics for this course include motion and gravity, momentum, energy, heat, electricity, magnetism, waves, sound, light, and wave optics (follows the California State Physics Standards). Hands on laboratory work, demonstrations, and classroom discussions are the core of the course. Some math is used, but the emphasis is placed on conceptual understanding and simple real work applications.

**Chemistry** *(meets UC “d” requirement/CSU Laboratory Science requirement and high school physical science requirement)*

*(Grades 11-12)* Chemistry is a lab science course based on the California Science Content Standards. Topics covered include: The periodic table, properties of matter, conservation of atoms, kinetic molecular theory, acid-base reactions, solutions, energy, chemical reactions, chemical equilibrium, molecular bonding, and nuclear chemistry. This lab-oriented course provides ample opportunities for investigation and experimentation using technology and written and oral communication for an appreciation of how chemistry applies to your daily life. This laboratory oriented course is centered on chemistry related technological issues and teaches students the chemistry required to make intelligent and well informed decisions regarding humans and their relationship to the environment.

**AP Biology** *(meets UC “d” requirement/CSU Laboratory Science requirement and high school life science requirement)*

**Prerequisite:** *This course requires 1 year of chemistry, which may be taken concurrently, and 1 year of biology.*

*(Grades 11-12)* This course follows the criteria set forth by the College Board for all AP Biology courses. This course is designed to offer students a solid foundation in introductory college-level biology and is structured around four big ideas: (1) The processes of evolution drives the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit and respond to information essential to life processes; and (4) Biological systems interact, and these systems and their interactions possess complex properties. The course is also focused on inquiry and this is supported through several college-level labs, including those recommended by the College Board as well as enrichment labs created to support the big ideas central to this course.
**SOCIAL SCIENCE**

**Geography (5 credits) (meets UC “a” requirement/CSU History requirement)**

(Grade 9) This course will provide an overview of the scientific study of the earth and its features, landforms, earth systems, regions and cultures. Students will study the effects that human development have on the earth, including resources, population growth and decline, and the effects of communication, transportation, and technology. Interactive class assignments and mapping labs will allow students to master the basic concepts, skills and tools of geography.

**World History (meets UC “a” requirement/CSU History requirement)**

(Grade 10) World History is a required sophomore course focusing on humankind from the Renaissance to the contemporary world. It investigates Western European traditions and those of non-Western peoples. Last quarter emphasis will be the understanding of major sources of tension and conflict in the contemporary world and scientific, technological, social, and cultural trends of the late 20th century.

**United States History (meets UC “a” requirement/CSU History requirement)**

(Grade 11) In this course students examine major turning points in American history in the twentieth century. Themes covered include the expanding role of the federal government, the tension between the individual and the state and minority rights and majority power, the emergence of a modern corporate economy and the federal government’s role in the economy, changes in the ethnic composition of America, the movement towards equal right for racial minorities, the role of America as a world power, and changes in American culture.

**AP United States History (meets UC “a” requirement/CSU History requirement)**

(Grade 11) This course surveys U.S. History from exploration and colonization to the 1980’s. AP U.S. History places emphasis on American political, economic, social, and cultural history. This course prepares students for intermediate and advanced college courses by making demands equivalent to an introductory college course. AP U.S. History makes use of primary source materials and historical, interpretive essays and will provide students with the analytical skills and factual knowledge necessary to deal critically with the topics and materials in U.S. History. Students will be expected to take the AP test.

**American Government (5 credits) (meets UC “a” requirement/CSU History requirement)**

(Grade 12) American Government prepares students to understand and participate in the processes of political change and to understand the consequences of decisions. Units include examination of the court system, constitutional rights and responsibilities, public policy, the political process, and comparative political systems.

**Economics (5 credits) (meets UC “g” requirement/CSU Elective requirement)**

(Grade 12) Topics covered include an introduction to economics, your role as a consumer, markets, prices, and business competition, American and international economics, and managing the nation’s economy. Economics is taught using Problem-Based Learning (PBL) to give curriculum relevance while teaching the values of student inquiry, creativity, and teamwork. This course also provides insight and experience in public speaking and communication.
**VISUAL AND PERFORMING ARTS**

**Art 1 (meets UC “f” requirement/CSU Visual & Performing Arts requirement)**

*(Grades 9-12)* Art 1 is a one year basic introduction to art designed for students with little or no prior art training. Students will learn to draw and paint in a variety of artistic media such as pencil, charcoal, crayon, as well as tempera, watercolor and acrylic paints. They will also be given an overview of the history of art, both ancient and modern, and its various roles in society. An introduction to the language of art will allow students to begin to explore the conceptual aspects of art, such as aesthetics, analysis, and criticism.

**Beginning Drama (meets UC “f” requirement/CSU Visual & Performing Arts requirement)**

*(Grades 9-12)* Beginning Drama is a survey class designed around the state standards to create an appreciation for theatre. Students will have the opportunity to explore the many faceted aspects of theatre arts: theatre games, improvisation, pantomime, history, play reading, character analysis, performance, and critical audience appreciation. It is a participation based class that introduces students to the many genres of theatre. This class provides students with many opportunities to speak, move, and collaborate with others.

**Advanced Drama (meets UC “f” requirement/CSU Visual & Performing Arts requirement)**

*(Grades 10-12)* Advanced Drama continues to build on all the concepts of beginning drama, while advancing students towards performance based theatre. Students will be expected to converse using theatrical terminology. All students will be expected to perform in scenes, as well as monologues from a variety of published plays. The culminating project for this course is participation in a full length production, including play selection, staging, casting, and performing before a live audience. Students are required to see two outside theatre performances during the term, which includes writing critical reviews of each.
WORLD LANGUAGE

Spanish 1 (meets UC “e” requirement/CSU Language requirement)  
(Grades 9-11) Spanish 1 students will develop a proficiency in essential listening and speaking skills, as well as beginning reading and writing skills. Students will master the sound system and the key elements of Spanish grammar. The cultures of the Spanish speaking countries are explored.

Spanish 2 (meets UC “e” requirement/CSU Language requirement)  
(Grades 9-11) Students may enter Spanish 2 if they have successfully completed both semesters of Spanish 1 with a C or better or are fluent native language speakers and have permission from the instructor. Students gain a greater depth of knowledge of the Spanish language. They will study and use more complex structures. Communication will be more effective with broader vocabulary. Students will continue to develop and improve in the areas of listening, speaking, reading, and writing. Cultural studies will continue to provide more understanding of the Spanish-speaking world.

Spanish 3 (meets UC “e” requirement/CSU Language requirement)  
(Grades 10-12) Students may only enter Spanish 3 if they have successfully completed both semesters of Spanish 2 with a C or better. Students will progress sequentially through more in-depth, enriched course work and further strengthen their achievement, fluency, and proficiency in the areas of listening, speaking, reading, and writing. Cultural studies will continue to enrich the curriculum at this level, with more exposure to the traditional and current culture.
SCHEDULE CHANGE GUIDELINES

Students must stay in the courses that they are registered for unless:
   a) they are in a course they took during summer school;
   b) they need to repeat a course they previously failed
   c) teacher recommends a level change

How to make a schedule change:  Pick up the Schedule Change Request Form in the counseling office.  Write in your requested changes.

Schedule changes will be accepted the first week of the fall semester and the first week of the spring semester only.  Schedule changes will only be made after the deadlines if there is a student/parent/teacher counselor conference held and an agreement is reached that the move is in the best academic interest of the student.

Grade Change (District policy for earning a drop F grade)
AR5121- Any change of grade shall be accomplished within six weeks following the date of notification of the original grade.

The following provisions will serve as guidelines for grading when a student fails to complete a class in which he/she is formally enrolled.
   a) Students who enroll in classes are expected to complete those classes on either a semester or yearly basis.
   b) Students who drop a course after 20 regular school days shall receive a drop “F” grade for that class which will appear on the transcript as a 5 unit class with an “F” grade.
   c) Based on the recommendation of the teacher and concurrent agreement of the administrative designee, a student may change academic levels without penalization of an “F” grade.
   d) The final decision concerning a drop “F” for all class changes will be determined by the principal.

REQUIREMENTS FOR GRADUATION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>English:</td>
<td>4 years</td>
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<tr>
<td>High Math:</td>
<td>1 year Algebra 1, or higher level math</td>
</tr>
<tr>
<td>Mathematics:</td>
<td>1 additional year of math</td>
</tr>
<tr>
<td>Visual/Performing Arts:</td>
<td>1 year</td>
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<tr>
<td>PE:</td>
<td>2 years</td>
</tr>
<tr>
<td>Life Science:</td>
<td>1 year biology</td>
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<tr>
<td>Physical Science:</td>
<td>1 year chemistry or physics</td>
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<tr>
<td>American Government:</td>
<td>1 semester</td>
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<tr>
<td>US History:</td>
<td>1 year</td>
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<tr>
<td>World History:</td>
<td>1 year</td>
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<tr>
<td>Social Studies:</td>
<td>1 semester geography</td>
</tr>
<tr>
<td>Economics:</td>
<td>1 semester</td>
</tr>
<tr>
<td>Health:</td>
<td>1 semester</td>
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</tbody>
</table>

Students graduating in 2015 must complete a minimum of 250 credits; class of 2016; 235 credits, and the class of 2017 and beyond a minimum of 220 credits.  Students coming from a block school will have credits adjusted.
UNIVERSITY OF CALIFORNIA/CALIFORNIA STATE UNIVERSITY
ADMISSION REQUIREMENTS (A-G REQUIREMENTS)

“a” History/Social Science – 2 years history/social science, including 1 year U.S. history or 1 semester of U.S. history and 1 semester government, and 1 year of world history, cultures and geography

“b” English – 4 years

“c” Math – 3 years (4 recommended), Algebra 1, Geometry and Algebra 2 or higher

“d” Lab Science – 2 years science (3 recommended), including biology and physics or chemistry

“e” Language other than English – 2 years of the same language (3 recommended)

“f” Visual/Performing Arts – 1 year

“g” College Prep Elective – 1 year additional from those above, and/or AVID IV, or economics

Students must complete subjects with a “C” or higher grade, except for the following:

1) Mathematics – a grade of C or better in the second semester of a yearlong algebra course validates a D in the first semester. A grade of C or better in Algebra II validates Algebra 1. A grade of C or better in trigonometry or pre-calculus validates the entire high school college preparatory requirement. A grade of C or better in statistics will validate only Algebra 1 and Algebra II, not geometry.

2) Language Other than English (LOTE) – a grade of C or better in a higher-level course validates a lower-level course. A higher-level LOTE course can validate the appropriate number of years based on the level. A college course can validate a high school LOTE course. The level of validation depends on the college course prerequisite and description.

3) Chemistry – The CSU will continue to permit the second semester of chemistry and validate the first semester. For the UC System a grade of C or better in the second semester of chemistry WILL NO LONGER VALIDATE a D in the first semester.

Students must also complete the SAT reasoning or ACT test. The class of 2015 and beyond may use career technical education courses that meet model curriculum standards to satisfy the completion of general elective courses for the California State University System.
San Juan High School
UC/CSU A-G Courses

a. History/Social Science
   American Government
   AP US History
   Geography
   US History
   World History

b. English
   AP English Language & Composition
   AP English Literature & Composition
   English 1
   English 2
   English 3
   English 4

c. Mathematics
   Algebra 1
   Algebra 1B
   Algebra 2
   AP Calculus
   Geometry
   Math Analysis

d. Laboratory Science
   AP Biology
   Biology
   Chemistry
   Physics

e. Language other than English
   Spanish 1
   Spanish 2
   Spanish 3

f. Visual & Performing Arts
   Art 1
   Drama

g. Elective
   AVID Senior Seminar
   Economics
   Journalism/Yearbook