

**2012-2013**

**Analy High School**

**Curriculum Planning Guide**



**Mission**

*The mission of Analy High School is to promote academic and personal success, responsible citizenship and life-long learning, in a cooperative environment.*

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**APPENDICES**

.....Appeals Form\*

..... Application to Change a Course\*

..... Weekly Progress Report\*

..... Petition for Early Graduation\*

..... Request for Waiver of One Semester of Physical Education\*

**\*Available online at: <http://www.analyhighschool.org>**

*Information in this guide is subject to change. Every effort has been made to ensure that the information in this guide is accurate. If you should find any information to be incorrect please bring it to the attention of administration or counselors.*

## PRINCIPAL'S MESSAGE

Dear Future Analy Graduate,

Welcome to Analy High School, home of the Tigers. Our goal is to provide you with a comprehensive education, not only in the classroom but in the myriad of activities we have available. I want every student to be connected to the high school and know that every adult on campus is in a capacity to serve and assist students. If you take advantage of everything Analy High School has to offer, it will prepare you for your life after you graduate.

This Curriculum Guide will be of incredible value as you progress through the years at Analy. We ask that you and your parents read it carefully and use it as a resource whenever you need it. This information will tell you what requirements you need to complete in order to graduate, what steps you need to complete in preparation for higher education, and ways that we can prepare you for careers and employment. In addition, it provides detail on activities and avenues to pursue your field of interest in making your high school years enjoyable.

This guide will be most useful to you in the spring, at course selection time. It contains every course that we offer as well as the prerequisites for entry. I encourage you to have your parents participate in the selection process as their signature is required.

To insure your success, keep in mind these tips:

- Develop good school habits. Come to school daily and on time to create good attendance. Nothing prepares us for success like being on time and ready for school.
- Strive to do your best. Develop a work ethic to organize your time and prioritize what needs to be on daily and weekly basis. Teenagers have many choices on how to spend their time; successful teens manage their days well.
- Consult our knowledgeable staff and do not hesitate to ask questions when needed. We do not expect you to know everything. We are here to assist and support you on your journey through the educational process.

On behalf of the Analy faculty and staff, welcome to your high school. We are confident that these will be the best four years of your life and prepare you well for your future.

Go Tigers!

Chris Heller  
Principal

## **Analy Expected Schoolwide Learning Results (ESLRs)**

*The mission of Analy High School is to promote academic and personal success, responsible citizenship, and life-long learning, in a cooperative environment.*

Cooperation: Students will...

- work cooperatively and collaboratively, demonstrating teamwork and mutual respect.
- acknowledge opposing and alternative points of view and work towards common ground and solutions.

Thinking and Problem Solving: Students will...

- use reasoning strategies to solve problems.
- gather, analyze, and synthesize information from a variety of sources.
- organize relevant information, make connections, and draw conclusions.

Communication: Students will...

- analyze, interpret, and communicate information effectively.
- understand and convey written, oral, and visual ideas and information.
- listen actively.

Technology: Students will...

- select and apply appropriate technology.
- use technology to gather, select, and apply information appropriate to educational tasks.
- become ethical and discerning consumers of the internet and other wireless/electronic media.
- use personal technology appropriately and safely.

Career Preparation: Students will...

- have an awareness of career options, and know the need for and value of continuing education.
- practice the skills to be productive in the workforce, family, and community.

Social & Personal Responsibility: Students will...

- take responsibility for their study skills and academic development.
- set, prioritize, and revise personal and academic goals, be willing to take risks, and adjust to new situations and ideas.
- serve as positive role-models by exhibiting mutual respect, and recognizing and accepting individual and cultural uniqueness.
- develop skills and knowledge to maintain a healthy and physically fit lifestyle.
- take positive action on issues and gain skills to contribute to the solution of community, environmental, and worldwide issues starting on campus and in the classroom.
- show respect and care for the physical environment of the school and support the school's recycling efforts.

## GENERAL INFORMATION

**Access**—No student shall be denied access to our programs because of ethnicity/race, color, sex, age, religion, marital status, disability, sexual orientation, national origin, medical condition, ancestry, or political or organizational affiliation. This nondiscrimination policy covers admission and access to the school's programs and activities. The lack of English language skills will not be a barrier to admission and participation in the school's programs. When signing up for classes, every attempt will be made to give students their first or second choices; all decisions are made on a space-available basis. Furthermore, although many courses are listed in this guide, not all classes are offered each year. Inquiries regarding the equal opportunity policies, and the filing of grievance procedures covering discrimination complaints, may be directed to the school's administration.

**California High School Exit Exam (CAHSEE)**—California State Law requires that, in addition to other graduation requirements, all students become proficient at a minimum competency level in reading, writing, English and Mathematics. **All students must pass the California High School Exit Examination prior to receiving a high school diploma.** Students first take the CAHSEE the spring of their sophomore year. There are ample opportunities to retake the test and also tutoring available to support each student's successful completion of the testing requirement.

**Credit for Off-Campus Schooling**—Students must apply in advance for permission to earn credit at schools or colleges other than Analy High School. Students who come in with transcripts "after the fact" without prior approval may not receive credit.

### **Grading System—**

*Progress reports*—Progress report notices are mailed home in the middle of each quarter. They are issued to all students in danger of failing any class; however other indications may also be noted.

*Quarter grades*—Report cards will be mailed to students' homes in the middle of each semester. These grades are not permanent grades and do not carry any credit.

*Semester grades*—Semester report cards will be mailed to students' homes at the end of each semester. These grades are considered permanent grades and become part of the official record.

*Loss of credit*—Loss of credit due to excessive unexcused absences should be made up as soon as possible. Credit can be made up by repeating the course, appealing if absences were due to medical or other extenuating circumstances, attending summer school, or Independent study as a senior. For more information, contact your counselor.

**ROP** For sophomores, juniors, or seniors who are 16 years old. Students interested in starting careers immediately following high school or students desiring to learn marketable skills to work their way through college can meet these needs in the Regional Occupational Program (ROP). This program offers many vocational courses, which give students the opportunity to develop entry-level job skills.

### **Student Services—**

*College and Career Center:* The Analy High School College & Career Center is a resource center available to all students. Located in the Analy Library, the Center provides a wealth of information, tools and materials that enable students to explore available options and make informed choices regarding their college and career pathways. Access to a wide variety of computer programs, catalogs and books can be used to provide students with information on community colleges, public and private colleges and universities, technical/vocational schools and international programs. The College and Career Center is also a resource for students whose post-secondary intentions are to enter directly into the workforce. Providing students with assistance researching employment options, creating resumes and developing interviewing skills are also functions of the Career Center.

*Counseling Services—*Students are urged to take advantage of the counseling opportunities that are made available. Analy presently has 3.6 counseling positions to which students are assigned on an alphabetical basis. Students may arrange to see their counselor at any time during the day. If the counselor is not immediately available, students can sign up for an appointment. Mental health counseling services are available to students by referral. Parents and students who would like more information on the counseling program are encouraged to visit the Counseling Department link at <http://www.analyhighschool.org>

*Analy Library Media Center -* The Analy Library is a resource center serving the Analy Community, meeting the research needs of our students and faculty. The library staff, with input from the faculty, continues to build an excellent collection of resources to support the curriculum. The Library collects materials in many formats such as: books, ebooks, and books on CD, Playaways, & DVDs. We pride ourselves in collecting as many young adult fiction titles as possible. Students are welcome to use the Library before school, during tutorial, lunch, and after school. The Library is staffed by a Library Assistant, and a professional Librarian with a Master's degree in Library and Information Science.

*Transcripts and Records—*Students may request a copy of their transcript in the Registrar Office. A request to send records must be placed at least five (5) days in advance. Transcripts cost \$2.00 each.

• • • when reading this guide

**Length of Class**--Most classes are for one year in duration. When a student enrolls in a yearlong class, it is assumed that he/she will remain in the class for its duration.

**Pre-requisites**--This line in the course description section shows the pre-requisite(s) or conditions necessary for admission to the class. If the line indicates "none," it may be assumed that no specific pre-requisites exist.

**Course Description**--This space contains a description of the main activities and content of the course and sometimes an indication of expectations of performance for those who enroll in the course.

**Changing Classes**--Students may initiate a request for a change from one course to another through the first three weeks of the semester.

**Dropping Classes**--If a class is dropped after the 4<sup>th</sup> week of the semester, the student will receive a "Withdraw Fail-WF" on their permanent transcript record as per Administrative Regulation 6148(a).

**Repeating Classes**--Students may repeat a class to raise a grade. This may be desirable to meet a college entrance requirement or pre-requisite for a higher level class. Both grades will be recorded on the transcript.

**Key to Reading Department Credit Assignments—**

Course fulfills:

Eng.	English requirement
FA	Fine Arts requirement
PA	Practical Arts requirement
EL	Elective
Math	Math requirement
PE	Physical Education requirement
PS	Physical Science requirement
LS	Life Science requirement
US	U.S. History requirement
AmG	American Government requirement
EC	Economics requirement
WH	World History
SS	Social Studies Survey/Health

+ Indicates college prep, satisfies UC "a-g" requirement (see page 20)

\* Requirement "f" is visual performing arts (not required to be college prep)

**AP/H** Carry an extra grade point for an 'A', 'B' or 'C'

**• CLASSES LISTED IN THIS GUIDE MAY NOT BE OFFERED IN A GIVEN YEAR, OR MAY BE CANCELED, DUE TO ENROLLMENT CONSIDERATIONS.**

### • • • when making course selections

When reading this *Curriculum Planning Guide*, give it thoughtful consideration. Students should consult with their parents and counselor to select a schedule that challenges them but is realistic in terms of student talents. A schedule should reflect post high school plans and should help prepare each student to live successfully. Remember that choices today impact your future tomorrow.

- Courses that students list on the Course Selection Sheet are their “reservations” for the fall. Teachers are assigned on the basis of selections, and books and supplies are ordered for students. Therefore all courses should be selected carefully.
- Students who sign up for AP, honors and accelerated classes will not be allowed to change to regular classes at the beginning or early in the year. Transfers may possibly be granted only after the student makes a sustained effort and only with teacher, counselor and parent permission.
- Alternative classes should be listed on the selection sheet in case of scheduling conflicts. If no alternate is selected, a course may be assigned.
- Program changes are not encouraged and may not always be able to be accommodated. Students must initiate all requests for change with their counselor and follow the approved petition process during the first three weeks of the semester.
- Because it is important to learn to work with a variety of personalities, students may not select their own teachers. The counselors are available to help work toward resolution if classroom conflicts should arise.
- When in high school, education must be the students' number one priority. If planning to hold a job, the school program will not be adjusted to accommodate work hours.

**Graduation Requirements**

<b><u>Subject</u></b>	<b><u>Credits</u></b>	<b><u>Years</u></b>
English	40	4
Mathematics	20	2
<i>Algebra I (10)</i>		
Science	20	2
<i>Physical Science (10)</i>		
<i>Life Science (10)</i>		
Social Studies	40	4
<i>Social Studies Survey (5)</i>		
<i>Health (5)</i>		
<i>World History (10)</i>		
<i>U.S. History (10)</i>		
<i>American Government (5)</i>		
<i>U.S. Economics (5)</i>		
Physical Education	20	2
Fine Arts	10	1
Practical Arts	10	1
Electives	<u>70</u>	
<b>TOTAL</b>	<b>230</b>	

• • • programming guidelines

**Freshmen**

Welcome to Analy High School. This year is the beginning of a great adventure and learning experience that will influence your entire life. The focus of ninth grade is on the development of adult problem solving skills.

**Skills and experiences emphasized during the freshman year:**

- Building strong study skills/habits
- Organizing materials and time
- Understanding one's own learning styles
- Learning responsible and resourceful behavior
- Learning to get involved in high school life
- Gaining a sense of community
- Tolerating others, including people of different cultures and groups
- Managing conflicts effectively
- Gaining the knowledge to access and evaluate information

All freshman students are encouraged to take seven courses, including required courses in English, math, social studies survey (geography/current issues/health), and physical education. The remainder of the courses will be selected as electives from the science, applied academics and technology, world language, or fine arts departments. The emphasis will be placed on using analysis in all subjects, working with a group without direct supervision, and recording important information.

Activities, which will help students to be successful this year, include joining a club, trying out for at least one athletic team or a drama production, being a class representative to the Student Senate, and trying one new activity.

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**My plans for this year include:**

• • • programming guidelines

**Sophomores**

Welcome to the sophomore year. You have completed one year of high school and you should begin looking toward the future. As a sophomore, you will view yourself as a member of our community and develop skills that will help you understand the world community and your part in it.

**Skills and experiences emphasized during the sophomore year:**

- Using research skills in a variety of media
- Making oral presentations
- Developing a greater understanding of world issues
- Setting long-term goals and developing steps to meet each goal
- Developing leadership responsibility
- Exploring career interests

The required curriculum will provide experiences that teach and reinforce the skills identified above. All sophomores are required to take at least six courses each semester, including the following required courses: English, world history, and appropriate electives.

Students will take the CAHSEE during the spring semester. Students who don't pass the CAHSEE initially will have multiple opportunities to review, prepare and retest to meet this state requirement.

Activities which will help sophomores develop needed skills include assuming a leadership role in any club or class event, participating in Interact, joining any club with a specific focus or a field of study such as performing, doing volunteer work, entering a speech contest, and/or participating in a student exchange program.

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**My plans for this year include:**

• • • programming guidelines

**Juniors**

Now you are an upper classman. As you enter the second half of your high school experience, you have completed many graduation requirements. You should use this year to clarify your choices for the future.

**Skills and experiences emphasized during the junior year:**

- Showing respect and tolerance for people of different genders, ethnicity, race, and value systems
- Narrowing fields of interest and selecting an area of study to pursue
- Assessing progress toward meeting high school graduation and post high school options which may include college entrance
- Exploring college opportunities and visiting college campuses

All juniors are encouraged to take at least six classes each semester including the required English and U.S. History courses. This is the year that is recommended to take the PSAT, which is administered during the month of October.

Activities which will help juniors develop necessary skills include taking an ROP course, volunteering in the community, participating in a student exchange program, traveling, obtaining paid work experience, helping to plan the junior/senior prom, or taking part in any club or new activity.

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**My plans for this year include:**

• • • programming guidelines

**Seniors**

Congratulations! You're now a senior. During your last year in high school you should continue to challenge yourself academically and make important decisions regarding your future. Courses taken this year should reflect your plan for the future.

**Skills and experiences emphasized during the senior year:**

- Completing all graduation and CAHSEE requirements
- Demonstrating self-reliance
- Appraising skills, interests, and goals realistically
- Attaining the highest standards for future goals
- Using resources, both human and material, in decision-making
- Focusing on a career area

All seniors must take at least five classes, including American Government and Economics (one semester each), English, and any uncompleted graduation requirements.

Activities which will help seniors reach the levels of independence necessary for future success include leadership in any club or class event, participation in group planning for a major production such as drama, senior activities, volunteering in the community, obtaining paid work experience, or enrolling in a college course.

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**My plans for this year include:**

## **ADVANCED PROGRAMS**

Students at Analy High School have the option of taking Honors and Advanced Placement courses as part of their program of study. Programs should be built based on individual student strengths. In order to get the maximum benefit from Honors and Advanced Placement classes, students must: (1) have the desire to take such classes on their own, and (2) understand and be willing to meet the requirements such classes demand without becoming overwhelmed or feeling undue stress or pressure.

The University of California and the California State University system encourage students to take demanding advanced academic courses in all fields.

**Honors Program**—Honors level courses have distinctive features in terms of extended content and additional workload which set them apart from regular high school courses in the same subject.

**Advanced Course Work**—The Advanced Placement (AP) Program is a system for receiving credit by examination for college-level studies pursued in secondary schools. These courses often take more time, provide greater opportunity for individual progress and accomplishment, and go into greater depth than non-AP classes. The underlying premise of the Advanced Placement Program is that college-level courses can be successfully taught to high school students by high school teachers and on high school campuses. Some AP teachers may require their students to take the AP test as part of the course requirements. The AP course should culminate in the exam so that student's can measure their degree of success as compared to other high school students similarly enrolled around the country. The AP tests are given at Analy High School during the month of May with a fee for each exam. Costs vary annually.

The following courses are available for students interested in pursuing an Honors/Advanced Placement/Advanced Program of study at Analy High School. Most of these courses have pre-requisites and require an application for admission. Courses marked with an asterisk (\*) meet university system guidelines for Honors/AP course work, and receive weighted grading.

<u>Area</u>	<u>Courses</u>	<u>Area</u>	<u>Courses</u>
<i>English</i>	English 11 Honors* AP English 12* English 10 A AP Language/Composition* (Rhetoric)	<i>Science</i>	Advanced Biology Honors Chemistry* AP Physics* AP Biology*
<i>Fine Arts</i>	Honor Choir Honor Band Advanced Art Advanced Acting	<i>Math</i>	Geometry A Algebra 2A Honors Trig/Pre-Cal* AP Calculus*
<i>World Language</i>	French 4 Honors* Spanish 4 Honors*	<i>Social Studies</i>	AP World History* AP U.S. History* AP American Government* AP Microeconomics*

**\*Grading:** The university system will count the grades taken in Honors and Advanced Placement courses in the student's last three years of high school on a scale of A=5, B=4, C=3. Public colleges in California limit these extra points to eight semesters of work.

## POST SECONDARY EDUCATIONAL OPTIONS

### Entrance Requirements for California Colleges

Success in high school is the best predictor for success in college. Students may ensure their success by obtaining a solid educational background. It is recommended that students inquire about Honors and Advanced Placement sections in the courses they plan to take and that they include as many courses in English, Mathematics, Science, Social Studies, and World Language as possible. Students should be aware of and take the courses listed on pages 18 and 20 in considering attendance at a four-year college. Taking the PSAT and attending college information meetings in the junior year is strongly encouraged.

The State of California maintains three different college systems. Each of these systems has its own entrance requirements. For private or out-of-state colleges, students should consult each college website. In the spring of the junior year, students should consult counselors regarding admissions procedures. Specific entrance requirements for public colleges follow:

### Community Colleges

There are one hundred and twelve community colleges in California. Students may enroll in community colleges, such as Santa Rosa Junior College, if they are at least eighteen years old, or are younger than eighteen and have earned a high school diploma, or have passed the California High School Proficiency Test. These colleges offer three basic programs:

1. **The Transfer Program** is intended for students who want to complete the first two years of college before transferring to a four-year college.
2. **The Associate of Arts Degree Program** is intended for those who want to end their higher education after the first two years of college. When students start classes at community colleges, they should familiarize themselves with requirements so the classes they take will lead towards the AA Degree. These courses will require a college prep background in high school.
3. **The Certificate Program** is planned for those who wish specific training in a career field. Students may consult the Career Center for locations of programs at community colleges and private institutions.

**California State University (CSU) System**  
**University of California (UC) System**

These are the requirements for the four-year public university systems throughout California. Students seeking public higher education in California will have the same preparatory course requirements for admission to both the California State University and the University of California.

The subject requirement profile requires:

English	4 units
Mathematics (algebra, geometry, and algebra 2)	3 units
World History, U.S. History, and American Government	2 units
Science with laboratory	2 units
World Language	2 units
Visual and performing arts (art, theater, music, etc.)	1 unit
Electives (English, advanced math, social science, history, laboratory science, world language, and visual and performing arts)	1 unit
TOTAL	15 units

## **California State University (CSU) System**

There are twenty-three campuses in this system ranging from Humboldt near the Oregon border to San Diego on the Mexican border. The State University System has entrance requirements designed to admit the top 33% of the graduates of California high schools. Eligibility for entrance depends upon the GPA combined with a score from either the SAT I or the ACT admission tests. The rule of thumb is that the higher the GPA, the lower the test score required, and conversely, the lower the GPA, the higher the test-score required. October 1--November 30 of the senior year is the application-filing period for the following fall. Beside the subject unit requirement, the CSU's have an examination requirement. All students must submit scores from either SAT I or ACT.

**Grade Requirement**—All courses taken to meet the requirements must be completed with a grade of 'C' or better. Details on calculating the GPA including the use of Honors or Advanced Placement course grades are available from counselors.

## **University of California (UC)**

Currently, there are nine campuses in this system: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz. To be eligible for admission students must satisfy all requirements listed below. The UC System admits approximately the top one eighth or 12% of all high school graduates. November 1-30 of the senior year is the application-filing period for the following fall.

**Grade Requirement**—All courses taken to meet the subject requirements must be completed with a grade of 'C' or better. Details on calculating grade point averages, including the use of Honors or Advanced Placement course grades, are available from counselors. A combination of GPA and SAT or ACT test scores is the primary basis for admission to the University of California systems. However, the personal statement and extra curricular activities are important components of the application.

**Test Requirement**—All students must take the SAT I Reasoning or ACT plus writing college entrance test prior to being admitted. Testing must be completed by December of the senior year for fall applications.

**Subject Requirement**—See previous page. The subject pattern is the same for both the CSU and UC system, with some distinctions.

**Selectivity**—Because several UC campuses have more applicants than they can accommodate, they emphasize the breadth (range of course work taken) and depth (number of years taken, Honors and AP courses) when making admission decisions.

## \*\* Eligibility Index for Admission

The eligibility index is the sum of the GPA + SAT I. The GPA continues to be critically important in admission to the UC.

### University of California and California State University

Subject Requirements:

- a. *History—2 years (one year must be Wld. Hist.)*  
World History, AP World History  
United States History, AP U.S. History  
American Government, AP Government
- b. *English—4 years*  
English 9-12  
English 10 (A)  
English 11 (H)  
AP English 12  
Rhetoric  
AP Language/Composition
- c. *Mathematics —3 years req, 4 recom.*  
Algebra 1  
Geometry, Geometry A  
Algebra 2  
Trig/Pre-Calculus, Trig/Pre-Calculus (H)  
AP Calculus  
Math Analysis
- d. *Lab-Science—2years req, 3 recom.*  
Biology  
Chemistry, Chemistry (H)  
Physics, AP Physics  
Advanced Biology  
AP Biology
- e. *World Language—2 years required, 3 recommended*  
French 1-3  
Spanish 1-3  
French 4 (H)  
Spanish 4 (H)
- f. *Visual and Performing Art--1 year required*  
Acting, Advanced Band, Honor Band, Beginning Ceramics/Sculpture, Advanced Ceramics/Sculpture, AP Studio Art, Art Studio, Drama Production, Treble Choir, Concert Choir, Honor Choir, Graphic Art Fundamental, Oral Interpretation, Photography/Print Making
- g. *Elective Courses--1 year required*  
History—All courses listed under "a", AP Microeconomics, Economics, and Social Studies Survey  
English—All courses listed under "b"  
Advanced Mathematics—All courses beyond Advanced Algebra listed under "c"  
Laboratory Science—All courses listed under "d" and Integrated Physical Science (P.A.C.E)  
World Language—All courses listed under "e"  
Visual and Performing Arts—Advanced Band, Advanced Art, Honor Choir, Intermediate/Advanced Acting, Advanced Ceramics/Sculpture

*Note: Only the above underlined courses will be assigned extra honors credit.*

## **Independent Colleges**

There are hundreds of independent colleges and universities around the country with a wide range of characteristics that make them attractive to students. In searching for the right one, students first decided what they are looking for and then begin checking the individual campuses. There are 66 private colleges with 125 possible majors available in California.

## **Career Technical Schools**

Students whose interests and talents center around school workshops, labs, and work experience may profit most by short-term, highly specialized training. Such training is available through the Regional Occupational Program (ROP) and community colleges. Students should talk with their counselors and teacher in their areas of interest to investigate programs available to them.

# APPLIED ACADEMICS AND TECHNOLOGY

- 1 year requirement for graduation

## **Agricultural Science**

Introduction to Agricultural Science I

Agricultural Science II

## **Home Economics**

Clothing I

Clothing Lab

Foods I

## **Technology**

Computer Programming

## **Environmental**

Ecological Action

## **Applied Academics**

Project Make

WOOD I

WOOD II

WOOD III

## **R. O. P. COURSES**

ROP Advanced Agricultural Science III/IV

ROP Advanced Foods

ROP Building Trades/Construction I

ROP Building Trades/Construction II

ROP Video Communications I

ROP Advanced Video Communications II-TV Show

ROP Advanced Video Communications III-Event & Film

ROP Graphic Art Fundamentals

ROP Auto Technology I

ROP Auto Technology II

ROP Auto Technology III

Off Campus ROP Courses (see pg.30)

## **APPLIED ACADEMICS AND TECHNOLOGY DEPARTMENT / ROP**

This department offers courses designed to introduce students to "hands on" life-long skills as well as conceptual and critical thinking skills so necessary in today's rapidly changing world. Opportunities are offered for the development of future employment skills in a number of related fields ranging from computer-aided drafting to vocational agriculture, creative woodworking to construction technology. Business and industry have provided our program with jobs at entry-level while work experience in many fields has allowed students on-the-job training.

Whereas the department offerings are not limited solely to preparing for a career, all of the courses offer skills and knowledge that will be immediately useful. Practical applications offering "how to" knowledge for fixing things, reading a blue print, or changing a tire provide knowledge every person needs.

Several points should be emphasized about the course offerings of the Applied Academics and Technology Department. The department welcomes and encourages all students, in all programs; it also utilizes "hands on" techniques and responsibilities for all our students. One year is required for graduation; however, students are encouraged to enroll in courses in this department to explore possible career areas.

### **Introduction to Agriculture Science I**      Grade 9-10      (LS)

**Pre-requisites:** None.

This course covers agriculture from the local level to the National level and may include an introduction of anything from plant science, animal science and soil science. It explores the vast number of career opportunities in the field of agriculture from being a lawyer to a farmer. Leadership skills, record keeping and parliamentary procedures are an integral part of the instruction along with the student's participation in the FFA program. The FFA program gives many of the students the opportunity to travel throughout the state to participate in Public Speaking Events and Career Development Events.

### **Agriculture Science II**      Grade 10-12      (PA)

**Pre-requisites:** Completion of Introduction to Agriculture Science I with a 'C' or better, or by teacher recommendation.

An advanced and more in-depth study of what is covered in Introduction to Agricultural Science I. May also cover Natural Resource Management, Biotechnology, Integrated Pest Management, Crop Science, and Food Science, and Technology. Students will continue to develop leadership skills, record keeping skills and paramilitary procedure. These are an integral part of instruction along with the student's participation in the FFA program. Students will be able to continue to have the opportunity to travel throughout the state to participate in Public Speaking Events and Career Development Events.

**Clothing I**      Grade 9-12      (PA)

**Pre-requisites:** None.

The emphasis in Clothing I is on fabric and pattern selection, machine operation and beginning sewing techniques. Clothing and color selection for figure types is taught. Serger techniques are introduced during the second semester. A minimum of two projects are completed per quarter, plus one handcraft per year.

**Clothing Lab**      Grade 10-12      (PA)

**Pre-requisites:** Completion of Clothing I or by teacher recommendation.

Students sew free-choice projects selected to meet a variety of challenging techniques from a skill requirement sheet. Some of the techniques covered are sewing plaids and knits, set-in sleeves, collars, alterations, and sewing on a variety of fabrics. Decorating and Serger techniques are also covered during this course. This class may be repeated for elective credit.

**Foods I**      Grade 9-12      (PA)

**Pre-requisites:** None

This class deals with basic nutrition and cooking skills. Meal planning, consumer information and limited human anatomy are also covered. The course begins with units in kitchen safety and specific food preparation labs, such as yeast breads, desserts, soups, and healthy breakfasts that teach elementary culinary skills. The second semester continues with more advanced food preparation skills, food preservation, and finishes with research into foreign food customs and outdoor food preparation and safety.

*Donation Request: \$60.00 to cover course materials.*

**Computer Programming**      Grade 10-12      (PA)

**Pre-requisites:** 'B' or better in Algebra I

A computer program is a list of instructions a computer follows to accomplish a particular task. This course is an introduction to creating computer programs. The first semester will be spent learning the language used to communicate instructions to the computer, then writing simple programs illustrating the use of the language. Programs will become more complex as the students mastery of the language increases. The second semester will be devoted to algorithm development, program structure and proper programming technique. Students will also have the opportunity second semester to write more complex programs, work in a programming team and get some experience with other computer languages.

**Ecological Action** Grade 11-12

(PA)

**Pre-requisites:** Concurrent enrollment in Algebra 2 or better, concurrent enrollment in Chemistry or better, C or better in previous year English. A letter of intent must be provided to the instructor prior to acceptance.

Students will work directly in the community, by building, maintaining, and improving areas to support a “greener” school. In addition to their hands-on learning, they will make presentations and written reports to the community regarding their findings and recommendations. They will also mentor younger students in environmental concepts, and research current trends in the green industry and economy. The topics will focus on the following areas: solar design and construction, landscape, waste management, vehicle mile reduction.

**Project Make** Grade 10-12

(PA/EL)

**Pre-requisites:** None

Project Make is a class in which students use simple and complex equipment, materials and technologies to find solutions to real-world problems and communicate their ideas, processes, and learning with one another through various media. The class is held off-campus at the O'Reilly media center and may extend after the end of the regular school day.

**Wood I** Grade 9-12

(PA)

**Pre-requisites:** None.

This course of study provides students with an introduction to all phases of woodworking. Students will develop safe woodworking skills and habits while constructing various projects from native and imported hardwoods. Specific project choices are assigned during the first semester. After completing the assigned projects students will be offered the opportunity to construct projects of their choice. Approval of student project selection to be based upon skill levels demonstrated in completion of required projects as well as parent approval.

*Donation Request: \$25.00 first semester includes all materials to manufacture, assemble, and finish required projects. \$25.00 minimum second semester; there may be additional fees based upon student/parent project selection.*

**Wood II**      Grade 10-12 (Grade 10 if 16 years of age)      (PA)

**Pre-requisites:** Wood I or teacher approval.

Advanced techniques in woodworking are emphasized in this class. Students will develop safe woodworking skills and habits while constructing advanced projects from native and imported hardwoods. Required projects will be selected to meet the needs of the individual student as well as the course curriculum.

*Donation Request: \$25.00 per semester minimum, actual fees will depend upon project selection/s.*

**Wood III**      Grade 11-12      (PA)

**Pre-requisites:** Wood II or teacher approval.

Advanced techniques in cabinet and furniture making are emphasized in this class. Students will develop safe woodworking skills and habits while constructing advanced projects from native and imported hardwoods. Required projects will be selected to meet the needs of the individual student as well as the furniture, or high quality accessories, with the student, parent, and instructor working together to select appropriate projects.

*Donation Request: \$25.00 per semester minimum, actual fees will depend upon project selection/s.*

## **ROP (REGIONAL OCCUPATIONAL PROGRAM)**

Any student enrolled in the eleventh or twelfth grade, and adults, may enroll in these courses. Noted classes are offered to sophomores if they turn 16 during the 10<sup>th</sup> grade. Credit earned toward graduation may be applied to the practical art requirement. There may be some charges for projects that are constructed and taken home. ROP Building Trades/Construction, ROP Video Communications, and ROP Auto are taught on the Analy High School campus; other courses listed are taught at other sites in Sonoma County.

For more information contact either the Analy counseling office, Sonoma County Office of Education, or ROP Registrar at 524-2720.

**ROP Advanced Agriculture Science III/IV**

Grade 10-12

(PS/PA)

**Pre-requisites:** Completion of Agriculture Science II with a 'C' or better, or by teacher recommendation.

May be repeated for credit. Emphasis is placed on opportunities in the agriculture field. There are several different areas of study that are covered in this course that are not limited to Equine Science, Veterinary Science, Floral Design, Range Management, Natural Resources Management, Soil Science, Horticulture, Leadership, Cooperative Marketing, Livestock Nutrition and Ranch/Farm Management. Presents further opportunities to compete in events and has the opportunity to travel nationally. Participation in FFA is an integral part of this course.

**ROP Advanced Foods**

Grade 10-12

(PA)

**Pre-requisites:** Foods I with a grade of 'B' or better.

This course is designed to give the student advanced food preparation skills. Areas of study include experimental foods, European techniques, foreign foods, meal management, catering and knife skills. Quantity food preparation and safety & sanitation are also covered in this course.

*Donation Request: \$70.00/year to cover course materials.*

**ROP Building Trades/ Construction I**

Grade 10-12

(PA)

**Pre-requisites:** Wood I or permission of instructor.

Using a "hands-on" approach, students will be involved with individual, small group, school and community based construction projects. This course will provide the opportunity for the student to earn a Sonoma County work-ready certification by completing the established standards and criteria, which lead towards a career in the Building Trades/Construction Industry.

**ROP Building Trades/Construction II**  
**(Supervised out of School Work Experience)**

Grade 10-12

(PA)

**Pre-requisites:** Construction I or teacher approval.

Meets once weekly. Students will be supervised "on the job" while they work for an outside employer in the construction industry on a related building trade area. Students involved must be able to obtain an early dismissal, be on independent study and have, or be working on, a Sonoma County work-ready certificate.

**ROP Video Communications I  
Beginning**

Grade 10-12

(PA/FA)

**Pre-requisites:** None.

This is a project based learning course for students who may be interested in pursuing a career in video, media and/or communications. This course introduces students to digital film making using a series of video assignments that feature different topics and video production skills. Students use digital cameras and work in teams to create video stories. Also covered are digital non-linear editing, pre-production planning techniques and multi media applications. Students create a variety of video projects. The class is focused primarily on group projects and is project-based learning. Communications technologies, job application skills and careers in media are also covered. Guest speakers may include video professionals.

**ROP Advanced Video Communications II  
TV show**

Grade 11-12

(PA/FA)

**Pre-requisites:** Completion of ROP Video I with a grade of 'B' or better and may also require teacher recommendation. Both ROP II and III may be taken together.

This is an advanced digital film making class for students interested in applying advanced video shooting and editing techniques to their projects for air on our weekly video magazine **TV show "IT'S FRIDAY!"** Students will be using advanced cameras, audio gear and editing software as well as working in the TV studio producing our TV show that is shown across campus. Students will be working in teams and on solo projects and expected to be self-directed. This advanced class may also direct and edit video projects for the school and teachers as well as other clients. Guest speakers may also include video professionals. This class co-host and creates the Annual Digital Video Festival.

**ROP Event and Feature Film Making III**

Grade 12

(PA/FA)

**Pre-requisites:** Successful completion of ROP Video I with a grade of 'B' or better and may require teacher recommendation. Both ROP II and III may be taken together.

This class will focus on advanced techniques in video shooting, audio and editing. This class will work with outside clients shooting video events in the community, for our school and other clients. In the past we have videotaped music festivals and created tapes to be shown at events and on websites, as well as personal filmmaking projects. **Some of the work for outside clients may be paid work.** This class functions as an internship class for hands on video production. In addition to outside projects, this class will also focus on personal



**ROP Auto Technology III**

Grade 11-12

(PA)

**Pre-requisites:** Completion of Auto II with a 'C' or better, or by teacher recommendation.

This course emphasizes vocational automotive technology. Students will prepare for work in the automotive field. There will be extensive use of professional tools and equipment in a shop setting.

**Off Campus ROP Courses**

Grade 11-12

(PA)

Retail Co-Op /Cisco Network/Energy & Water/Health Care

For details on course description go to:

*<http://www.scoe.org/pub/htdocs/rop-course-outlines.html>*

# ENGLISH

+English 9

ESL Grammar/ESL Reading (9-12)

+English 10

+English 10A (Pre-Req.)

+English 11

Junior English

+English 11 Honors (Pre-Req.)

+Rhetoric AP (optional)

+English 12

Senior English

+English 12 AP (Pre-Req.)

+Rhetoric AP (optional)

*+ College Prep*

*\* Rhetoric may be taken in lieu of English 10, 11 or 12*

## ENGLISH DEPARTMENT

The Analy High School English Department reaches a wide variety of student abilities and interests through a combination of varied methodologies, a wide range of course offerings, core titles, and resources. In addition, the department offers standardized formal writing units on composition and research, which are introduced at the freshman level and reinforced and enhanced throughout following years of instruction. The department strives for consistency and maintains high expectations. All courses in English teach and develop the skills outlined in the California State Standards and provide students with the opportunity to learn those standards as they are assessed on the California High School Exit Exam. Students are required to take four years of English courses for graduation.

### +English 9

Grade 9

(Eng.)

**Pre-requisites:** None. All freshman students will enroll in English 9

In this college preparatory class, literature assignments include: *To Kill a Mockingbird*, *The Tragedy of Romeo and Juliet*, *Night*, excerpts from Homer's *Odyssey*, *The Fellowship of the Ring*, as well as poetry, short stories and essays. Developmental writing and essay assignments include the autobiographical, observational and literary analysis essays. Autobiographical essays focus on sensory details to enrich the narrative, and the observational and literary essays focus on effective thesis sentences in the introduction paragraph, cohesive body paragraphs with supporting details, cited quotations followed by commentary that reveals and extends conclusions. The ninth grade year includes an introduction to research and Modern Language Association (MLA) documentation as well as attention to oral presentations.

Ninth graders are encouraged to purchase the *Handbook of Written English*, an extensive resource developed by Analy English teachers that lists grade-level requirements in literature and essay types. The handbook provides valuable instruction with examples of all required essay types, and specific sections devoted to writing skills.

### ESL Grammar/English as a Second Language

(Eng.)

Grade 9-12 1-4 Years (as needed)

*PLEASE NOTE THAT GRAMMAR COUNTS AS ENGLISH CREDITS*

ESL classes are for students tested as Limited English Proficient. This class is for a mix of EL students, from those at a beginning or advanced beginning level of English language proficiency to students on an intermediate level. The class emphasizes listening, speaking, and grammar. Students in ESL will also be

enrolled in ELD Reading when appropriate. This course counts as a required English course toward graduation.

**ESL Reading**

(Eng.) (EL)

**English Language Development (ELD) Reading**

Grade 9-12 1-4 Years (as Needed)

*PLEASE NOTE THAT READING COUNTS AS ELECTIVE CREDIT*

The ELD Reading is for English Learners. Reading and speaking are built around discussion of book and short story selections. This course counts as elective credit. It is to be taken concurrently with ESL Grammar.

**+English 10**      Grade 10

(Eng.)

**Pre-requisites:** None

Tenth grade English builds from the previous year in reading and writing. The literature assignments promote the development of reading comprehension and speed. Essay assignments also set higher personal goals in analysis and personal expression with citation of supporting details. Core literary selections include; *Black Boy* and *Lord of the Flies*; a Shakespearean play, (*Julius Caesar* or *A Midsummer's Night Dream*); and various short stories, essays and poems from the anthology. A research project is required using Modern Language Association (MLA) format and documentation as shown in the *Handbook of Written English*. Review of the 9<sup>th</sup> grade essays precedes introduction of the sophomore core essays: speculation of causes and/or effects, the reflective or evaluative essay, and the persuasive essay. Oral presentations, informal or formal, are extended from the ninth grade level. Instruction also includes focus on 10<sup>th</sup> grade standards for the High School Exit Exam.

**+English 10 A**      Grade 10

(Eng.)

**Pre-requisites:** A minimum requirement of 'B' or better in current English course; a teacher assessment form from current English teacher; a student self-assessment form; a letter of interest in taking the course; and satisfactory performance on a written examination.

English 10A is a rigorous course designed for high ability, high achieving sophomore students intending to enter honors/AP level English courses. Literary analysis and development of the essay will be emphasized while students read the core and supplementary texts as well as complete an extensive research project. Activities will include lecture, class discussion and student presentations. A summer reading and writing assignment is required.

**+English 11**                      Grade 11    (Eng.)

**Pre-requisites:** None

American Literature and composition are the major foci of this course. The study of literature will complement the U.S. History course. Students will read two plays, *The Crucible*, and *Hamlet*, and two novels, *The Great Gatsby*, and *The Things They Carried*. Students will also read excerpts from *The Grapes of Wrath*. Students will continue to develop their skills in literary analysis, composition and style.

**+English 11 Honors**                      Grade 11    (Eng.)

**Pre-requisites:** A minimum requirement of 'B' or better in current English course; a teacher assessment form from the current English teacher; a letter of interest from the student.

English 11 Honors is a rigorous, advanced, and fast-paced course designed for students with high ability and motivation who intend to go on to English AP 12 or AP Rhetoric. Students will read a variety of standard 11<sup>th</sup> grade texts as well as selections from the extended reading list, including fiction, poetry, drama, and nonfiction. Emphasis is on critical reading and writing as well as library and internet research skill building. In addition, students will practice AP Literature and Composition Exam essay writing. Students are also expected to make public presentations and participate in local community service opportunities. A summer reading and writing assignment is required.

**Junior English**                      Grade 11    (Eng.)

**Pre-requisites:** None or teacher recommendation

This non-college preparatory course will emphasize English skills improvement and career applications for students who do not intend to enter the University of California or a selective four-year college upon graduation. Students will study high interest core and extended American literature as well as explore various writing strategies and essays in preparation for exit exams and future employment or job training. Though recommended for students who would benefit from review of basic skills, students who successfully complete this class are encouraged to enroll in the English course of their choice during their senior year.

**Senior English**      Grade 12

(Eng.)

**Pre-requisites:** Junior English or teacher recommendation, or make-up English 11 in summer school.

This non-college preparatory course is designed for students who plan to enter a community college, a technical training institution, or the work force and wish to strengthen their English skills. Instruction will emphasize critical reading and thinking skills as well as the development of analytical writing abilities. Students will receive strong support in fulfilling English graduation requirements and in exploring various post graduate opportunities. There is a fourth quarter mandatory senior career project.

**+English 12**      Grade 12

(Eng.)

**Pre-requisites:** Completion of English 11 grade level standards (a 'C' or better in English 11 or teacher recommendation or successful completion of Make-up English 11 in summer school with a grade of 'C').

The final year of college preparatory English focuses on the development of the English language through a study of literature and its historical and social implications.

The vocabulary of rhetorical analysis (e.g. inference, assumption, tone, etc.) is emphasized in the study of non-fiction, while the schools of literary criticism (e.g. feminist, Marxist, psychological, etc.) are applied to the analysis of fiction. Works will be selected from the following: *Beowulf*, *The Canterbury Tales*, *Frankenstein*, *Heart of Darkness*, *One Flew Over the Cuckoo's Nest*, *Catcher in the Rye*, and a play by Shakespeare.

Students will write literary papers, placement essays, and a synthesis research paper on a postmodern novel. Grammar and mechanics will be emphasized in the context of paper revision.

**+AP English 12**      Grade 12

(Eng.)

**Pre-requisites:** A minimum requirement of 'B' or better in current English course; a teacher assessment form from current English teacher; a student self-assessment form; a letter of interest in taking the course; satisfactory performance on a written exam; successful completion of summer reading and essay assignments.

Students will be responsible for rigorous and rewarding reading and writing assignments that will include selections on all genres of world literature. Novels,



# FINE ARTS

## Art

Art Studio I

+ Advanced Art

+AP Studio Art

Beginning Ceramics/Sculpture

+Advanced Art/Ceramics

Photo

## Choral Music

Concert Choir

Treble Choir

+Honor Choir

## Theatre Arts/Performance

Acting

Theatre Arts Production Class

+Oral Interpretation

Dance

## Instrumental Music

Intermediate Band

+Advanced Band

+Honor Band

Orchestra

Jazz Ensemble

## FINE ARTS DEPARTMENT

To ensure that all students develop an appreciation and understanding of Fine Arts, one year of Fine Arts education is required for graduation and required for UC/CSU admission. However, many students are involved with the different offerings of the department for all four years of high school. Our goals are to incorporate technology within the department, and to improve articulation with the schools feeding into Analy High. These goals will allow the Fine Arts Department to realize its full potential as a powerful educational influence on the lives of the students enrolled in its courses.

### ART

**Art Studio I**      Grade 9-12      (FA)

**Pre-requisites:** None.

This course introduces basic drawing, painting, design, and printmaking, techniques through an ever-changing variety of creative projects. Students will be challenged to think visually and creatively, using assignments structured around the "ELEMENTS OF ART." The class allows students from a wide range of art backgrounds to experience success and satisfaction. Students will undertake writing and research projects to support learning, and will keep sketch books.

*Donation Request: \$45.00 to cover course materials.*

**+Advanced Art**      Grade 10-12      (FA)

**Pre-requisites:** Completion of Art Studio I with 'B' or better, or by teacher recommendation.

**Courses may be repeated for credit.**

#### ***Second year Advanced Art:***

The course is structured around the PRINCIPLES OF DESIGN. Students will explore various media and techniques, building on knowledge acquired in Art I. This course is designed to fill the University of California and other colleges' pre-requisite fine art requirement.

#### ***Third year Advanced Art:***

In the third year of art, students will explore and develop their own personal creative style in the completion of assignments with specific learning objectives.

Through research and experimentation, students will be exposed to the great masters and local working artists for inspiration.

***Fourth year Advanced Art:***

Students will be required to further explore their own aesthetic sense by creating a body of work. 2<sup>nd</sup> semester seniors work by contract. This portfolio may be used for admission evaluation by college or art school.

For all courses, students will keep sketchbooks to facilitate personal and academic goals. It will contain evaluations of works of art, explorations, experiments, notes, drawing practice, and ideas for student initiated projects.

*Donation Request: \$45.00 to cover course materials.*

**+AP Studio Art**      Grade 12      (FA)

***Pre-requisites:*** *Acceptance into the AP class is based on a portfolio of 5 works done in the last year, an artist's statement and the completion of Advanced Art with at least a 'B'.*

The AP class will be a small group within the Advanced Art class. Students develop mastery in concept, composition and execution of drawing, painting and 2-D design. Students will develop a Portfolio, a cohesive body of work focusing on quality, concentration and a range of ability and versatility with technique and problem solving. All students who are enrolled in this course are expected to submit a portfolio of 24 works at the end of the year for review and possible college credit.

*Donation Request: \$50.00 to cover course materials.*

**Beginning Ceramics/Sculpture**      Grade 9-12      (FA/PA)

***Pre-requisites:*** *None*

This course offers students the opportunity to focus and explore creative expression through 3-dimensional design in ceramics and other sculptural projects. All projects will be based on the principles of art and design, and students will be required to keep a daily record in their sketchbook of thumbnail 3-D designs, glaze recipes, and material notes. Students will experience projects including hand building in clay, wheel-thrown pottery, wire, plaster, paper-mache, wood, and more. Visiting artists and gallery field trips will add to the student's appreciation of ceramics and sculpture as an exciting field and career for exploration.

*Donation Request: \$45.00 to cover course materials.*





into many different kinds of exercises, and to participate as a member of an ensemble dedicated to the pursuit of excellence in the dramatic arts while bringing the production to fruition. Students in this class will participate in the Fall Play and the Spring Musical. The class supports the two main productions at Analy High School and from which the cast will be chosen through an audition process. All students in the class will be involved in the production in some capacity. Both students and parents must be aware that the time demands involved in dramatic productions are large and very rewarding.

*Donation Request: \$60.00 for each production.*

**+Oral Interpretation**      Grade 9-12      (FA)

**Pre-requisites:** None

A performance-based course, Oral Interpretation is designed to develop the public speaking skills of students interested in debate, oration, dramatic and humorous interpretation, and spontaneous speaking.

Research, writing, and memorization will be expected throughout the year, and students will be expected to participate in daily exercises and presentations.

In addition, students will be expected to complete one community service project per semester, to attend competitive speaking events (3 per semester), and be given ample opportunities to attend local and Bay Area speaking contests, as well as national invitational debate tournaments.

*Tournament fee: Students who opt to attend league-sponsored competitive events will be asked to pay entrance fees (average cost \$30.00 each) or apply for scholarships.*

**Dance**      Grade 10-12      (EL/PE)

**Pre-requisites:** None

This yearlong course will concentrate on various styles of Dance such as Tap Dance, Modern, musical theatre, Jazzercise as well as partner dances such as Swing, Waltz, etc. It is a physical class requiring proper dance shoes and attire. Students are required to write a critique on a dance performance, therefore are required to attend at least one live performance per semester. Opportunities will be available to attend performances locally. Fulfilling community service hours also required. All are welcome!

*Donation Request: \$30.00 to cover course materials. Student will need to provide their own dance shoes.*

## **INSTRUMENTAL MUSIC**

**Intermediate Band**      Grade 9-12      (FA)

**Pre-requisites:** Ability to play a band instrument at the high school level, and by teacher recommendation.

This band performs with the other Analy bands as a marching band. It performs separately at concerts and festivals. The class is structured to offer training in musical elements such as rhythm, pitch, tone and ensemble technique (i.e. blend, balance, and precision) for the purpose of preparation for public performance. Participation in co-curricular performances is required.

*Donation Request: \$95.00 to cover course materials. (Additional amount may be required)*

**+Advanced Band**      Grade 9-12      (FA)

**Pre-requisites:** Ability to play a band instrument at the advanced high school level, and by teacher recommendation.

This band attends at least one concert band festival and several public performances each year. Students experience a variety of musical styles. Attention is given to developing instrumental technique, tone production, sight and rhythm reading, and musical interpretation. Participation in co-curricular performances is required.

*Donation Request: \$95.00 to cover course materials. (Additional amount may be required)*

**+Honor Band**      Grade 10-12      (FA)

**Pre-requisites:** By teacher recommendation.

Students are selected for their ability and desire to work on the highly advanced music that they will perform. This band attends at least one concert band festival and several public performances. Students experience a variety of musical styles in advanced high school and college-level literature. Attention is given to developing instrumental technique, tone production, sight and rhythm reading, and musical interpretation. Participation in co-curricular performances is required.

*Uniform fee \$20.00*

*Donation Request: \$95.00 to cover course materials. (Additional fee may be required)*

**Orchestra**     Grade 9-12

(FA)

**Pre-requisites:** Ability to play an instrument and teacher recommendation.

The Orchestra functions as a performing ensemble in which participants 1) develop skills in ensemble and individual performing 2) develop musical understanding, performance practice, communication and rehearsal process, and 3) develop knowledge, understanding and skills in the following five areas: a) *historical and cultural context* of music as viewed from the vantage point of the role and diversity of music; b) the *applications, connections and relationships* between various artistic disciplines; c) *aesthetic valuing* through assessment and analysis of works of music of various cultures; d) *artistic perception* through sight-reading, formal analysis and familiarity with compositional devices and techniques; and e) *creative expression* via performance of instrumental repertoire at grades 4 and 5 on a scale of 6.

*Donation Request: \$95.00 to cover course materials. Students are to provide their own instrument.*

**Jazz Ensemble**     Grade 9-12

(FA)

**Pre-requisites:** The student must be enrolled in one of the concert band or orchestra classes and by teacher recommendation.

Several public performances and jazz festivals are attended by the ensemble each year. Improvisation is an integral part of the learning experience and is practiced frequently. Students will learn a variety of music styles including swing, rock, fusion, Latin, and funk in preparation for performances.

*Materials fee: Extra fee required for festival trips. Uniform fee \$15-20.*

# WORLD LANGUAGE

## French

+ French 1

+ French 2

+ French 3

+French 4 Honors

## Spanish

+ Spanish 1

+ Spanish 2

+ Spanish 3

+Spanish 4 Honors





# MATHEMATICS

Algebra Essentials

Algebra 1A

+Algebra 1B

+Algebra 1

+Geometry

+Geometry A

+Algebra 2

+Algebra 2A

+Trigonometry/Pre-Calculus

+Trigonometry/Pre-Calculus Honors

+AP Calculus

Math Analysis

+College Prep

## MATH DEPARTMENT

Analy High School requires a minimum of two years of mathematics for graduation. The University of California and California State University systems both require three years of college prep math courses—specifically, Algebra 1, Geometry, and Algebra 2—for entrance. A fourth year of college prep math is recommended. There are three sequences of math courses available at Analy High School—the basic sequence, the college preparatory sequence, and the accelerated sequence. Entering freshmen are placed according to their eighth grade teacher’s recommendation, STAR test scores and placement test scores. Students enrolled in middle school may be unable to take certain courses (even if qualified) due to scheduling problems.

### **Algebra Essentials**-(not for math credit towards graduation)

\*\*\*This course has not been approved by the WSCUHSD School Board as of 2/1/2012

**Pre-requisites:** Students are placed in this course based on their previous STAR Test scores and 8<sup>th</sup> grade teacher’s recommendation.

This yearlong course is for students who lack basic foundational skills and concepts for success in Algebra. The course will focus on developing student mastery of arithmetic and pre-algebra standards. This course is designed to prepare students to complete the Algebra 1 course successfully the following year.

### **Algebra 1 A**      Grade 9      (Math)

**Pre-requisites:** None. This is year one of the *two-year* Algebra 1 requirement for graduation.

This yearlong course presents the introduction to all of the same topics presented in the traditional Algebra 1 course. Because only the more basic California State standards are covered, the course has time to emphasize conceptual understanding through activities and projects. Also presented are fundamental topics like fractions, percents and negative numbers.

### **+Algebra 1 B**      Grade 10-12      (Math)

**Pre-requisites:** This is year two of the *two-year* Algebra 1 requirement for graduation.

This yearlong course is an extension of the topics covered in Algebra 1A. Because some of the California State standards are reviewed, the course has time to emphasize conceptual understanding through activities and projects. Also presented are fundamental topics like fractions, percents and negative numbers. This course satisfies the UC requirement of Algebra 1, while Algebra 1 A does not.





**+Trigonometry/Pre-Calculus Honors**      Grade 11-12      (Math)

**Pre-requisites:** Students will be placed by the Analy High School Math Department using a rubric that includes standardized test scores, past performance in Mathematics, and teacher recommendation. Students may be required to take an independent diagnostic examination

This is the third year of the accelerated program. This honors course is more rigorous than Trigonometry/Pre-Calculus, covers concepts in more depth, offers more challenging problems, is faster paced, and presents additional Advanced Math topics in order to better prepare the student for calculus. This course carries an extra grade point.

**+AP Calculus**      Grade 12      (Math)

**Pre-requisites:** Students need to have completed Trig with 'A' or Trig H with a 'B' or better. In addition, students may be required to take an independent diagnostic examination.

This course is a college-level class covering most of the first two semesters of college calculus (Calculus AB). Achievement on the AP exam determines whether or not the student may gain college credit for calculus. This is the fourth year in the accelerated program, or the "fifth" year of college prep high school mathematics. Some of the topics covered are functions, limits, continuity, inverse forms, differentiation, max-min problems, related rates, integration, Riemann sums, solids of revolution, applications.

**Math Analysis**      Grade 12      (Math)

**Pre-requisites:** This is a class for seniors only. Students need to have completed Trig or Trig H with a 'C' or better. No AP option available.

This course is an introduction to college Statistics and Calculus. It includes review from Trigonometry and Algebra 2. First semester topics will include limits of sequences and series, exponential and logarithmic functions, derivatives and integrals of polynomial functions. The second semester will focus on Statistics, with emphasis on experimental design, sampling methods, probability, and normal distributions.

# PHYSICAL EDUCATION

- *2-year requirement for graduation*

***P.E. 9***

***Advanced P.E.***

***Alternative Fitness***

***Weight Training 1***

***Course 5 Advanced Conditioning***

***Dance***

## Physical Education Department

The high school course descriptions present the essence of the high school physical education experience. The physical education department will present content that enables students to gain the knowledge, skills, and confidence one needs to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the necessary knowledge in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity.

**Materials fee** for all classes: Approximately \$25.00-\$40.00 P.E. Uniform

**PE 9** Grade 9 (PE)

**Pre-requisite:** None

PE 9 provides the foundation for high school physical education instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. Emphasis is placed on the state mandated Fitnessgram Test.

**Advanced PE** (PE)

**Pre-requisite:** PE 9

Advanced PE will provide a continuation of the foundation for high school instruction (PE 9) with the emphasis more on team and individual sports and strategy. Students develop advanced proficient movement skills geared towards independent learning and lifetime fitness goals. NO TIMED MILES.

**Alternative Fitness** Grades 10-12 (PE)

**Pre-requisite:** PE 9

Alternative Fitness is a course that will emphasize Total Wellness, which will include analyzing individual needs in the areas of strength, endurance, cardiovascular fitness, flexibility, agility, and body composition. Activities included: yoga, muscle fitness, and core strengthening. NO TIMED MILES.

**Weight Training 1 (Introduction)** Grades 10-12

(PE)

**Pre-requisite:** PE 9

Weight Training 1 will introduce students to proper training techniques and proper spotting methods for free weights and dumbbells. The course will be offered so the student can develop an appreciation of the components of physical fitness, muscle strength, endurance and flexibility. Students will be expected to create their own program for their individual needs.

**Course 5- Advanced Conditioning**

Grades 11-12

(PE)

**Pre-requisites:** PE 9/Wt. Training 1

Advanced Conditioning will provide students an opportunity to explore beyond Weight Training 1, and to improve upon their strength, flexibility, and muscular endurance. This course will include cardiovascular fitness and agility training. Advanced Conditioning is focused on high levels of physical fitness and performance.

**Dance** Grade 10-12

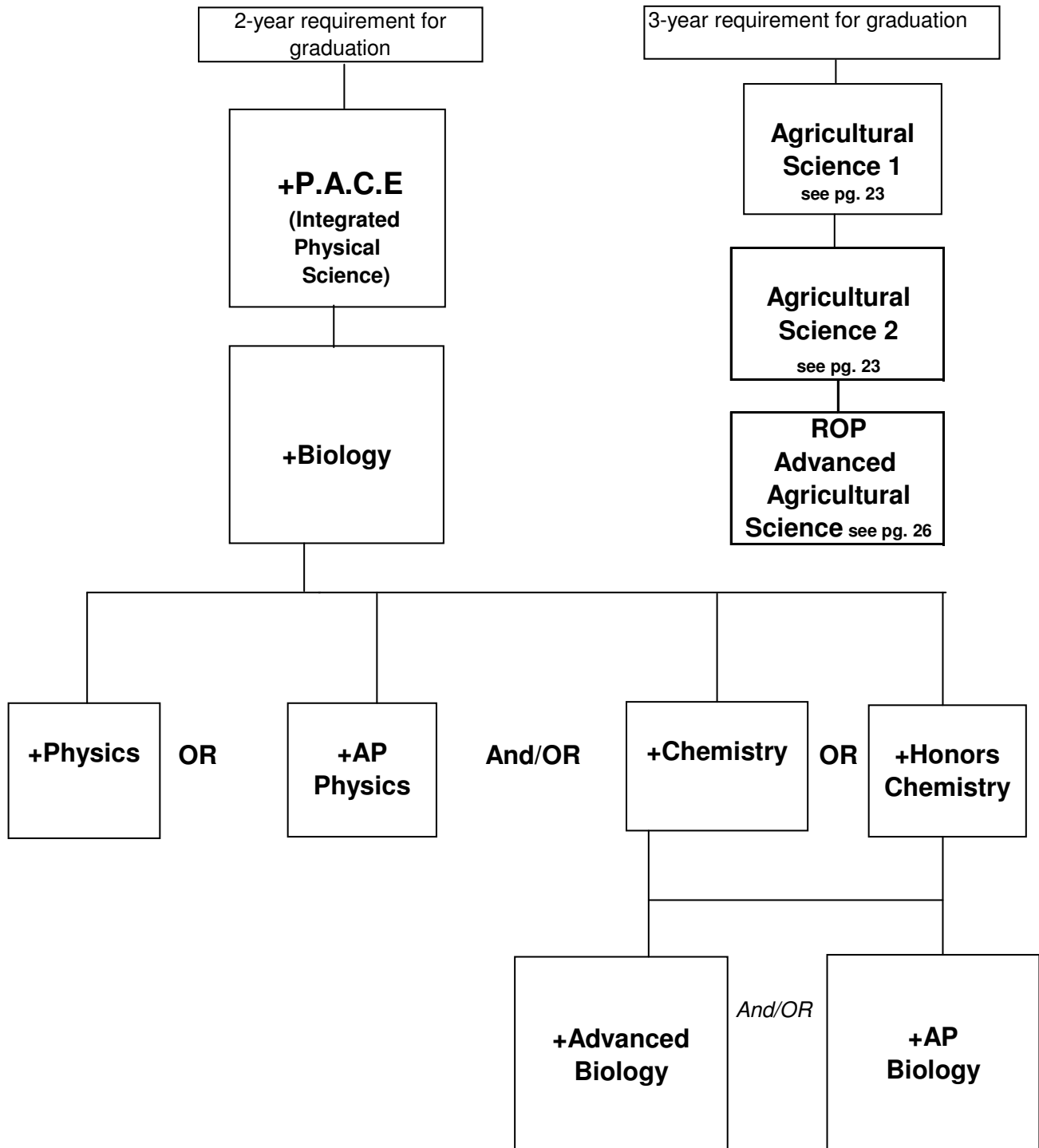
(EL/PE)

**Pre-requisites:** None

This yearlong course will concentrate on various styles of Dance such as Tap Dance, Modern, musical theatre, Jazzercise as well as partner dances such as Swing, Waltz, etc. It is a physical class requiring proper dance shoes and attire. Students are required to write a critique on a dance performance, therefore are required to attend at least one live performance per semester. Opportunities will be available to attend performances locally. Fulfilling community service hours also required. All are welcome!

*Donation Request: \$30.00 to cover course materials. Student will need to provide their own dance shoes.*

# SCIENCE



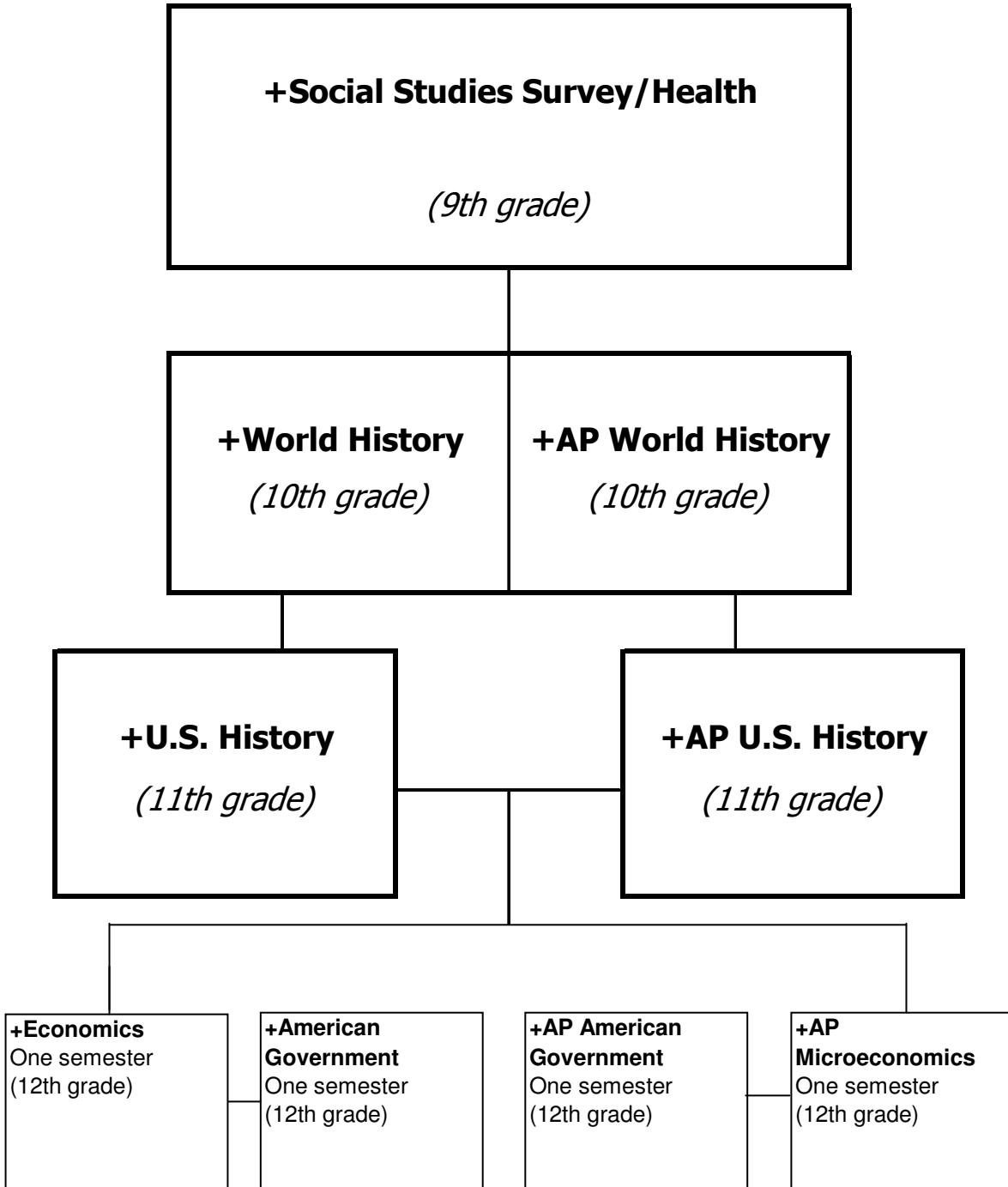






# SOCIAL SCIENCES

4-YEAR REQUIREMENT FOR GRADUATION



## **SOCIAL SCIENCE DEPARTMENT**

The Analy Social Science Department is committed to broad-based curricula using primary and secondary sources to examine the world. The Social Science Department will provide students with the background necessary to understand the continuity and change in our world with the use of guest speakers, individual and group study, audio-visual technology, projects, and simulations.

The social sciences help us to understand ourselves, our nation, and the planet. The social sciences allow us opportunities to focus on analysis and research. Students will examine a variety of resources and perspectives to discover fact and opinion. We study the social sciences to appreciate the interdependence of humanity and the natural world, to continue the traditions of success, and to create positive progress for life on the planet.

**+ Social Studies Survey /Health**      Grade 9      (SS/Health)

**Pre-requisites:** None

This one-year course introduces the student to the social sciences of geography, economics, anthropology, government, and history. Special emphasis will be given to world cultures and current events. Freshman students will also participate in health curriculum designed to help students make positive living choices. HIV/AIDS, human sexuality and substance abuse are among the health issues explored in Social Studies 9.

**+World History**      Grade 10      (WH)

**Pre-requisites:** None

The world history course focuses on a study of civilizations throughout the world with specific emphasis on cultural development, historical interaction, geographical influences, and current issues. By examining these topics, students can appreciate the individuality of each culture, the existence of global interdependency today, and the need for world cooperation.

**+AP World History**      Grade 10      (WH)

**Pre-requisites:** Teacher recommendation and test scores

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence.

**+U.S. History**      Grade 11      (US)

**Pre-requisites:** None.

The focus in this U.S. History course has been moved to the 20th century. Students will study the Progressive Era/World War I, the 20s, the Great Depression, World War II the Korean War, the Civil Rights movement and the Vietnam War. Students will study the history of our nation in preparation for understanding the world around them. They will receive a background in our cultural values, the political structure we created, the conflicts we have experienced, and the great number of cultures, which influence our "American character." Students will understand the issues we will face in the future: the environment, nuclear power, moral dilemmas, ethnic diversity, and international relations. They will grasp the importance of their role in facing these and other issues.

**+AP U.S. History**      Grade 11      (US)

**Pre-requisites:** Successful results of writing test, previous history grades, and post-test on summer reading, and by teacher recommendation.

This course is designed for the highly motivated student who desires a college-level course in high school. This detailed study of our nation's history requires extensive reading, writing, and studying. Students are expected to take a college Advanced Placement exam which, if passed, excuses them from certain undergraduate college history courses. Summer reading will be assigned.

**+Economics**      1 semester; 5 credits; Grade 12      (EC)

**Pre-requisites:** None.

This course explores the basic tenets of our economic system, such as free enterprise, the market system, and supply and demand. In addition, we will look at alternative economic systems operating in other nations. Current events will

consistently integrate into the course, allowing students to see the relevance of their studies in the context of the world in which they live.

**+AP Microeconomics** 1 semester; 5 credits; Grade 12 (EC)

**Pre-requisites:** Successful results of writing test, previous history grades, post-test on summer reading, and by teacher recommendation.

This AP Microeconomics course is designed to give students a thorough understanding of the principles of economics that apply to the function of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

**+American Government** 1 semester; 5 credits; Grade 12 (AmG)

**Pre-requisites:** None.

This American civics course emphasizes informed citizenship and respect for others. It looks at our foundations of government and the modern role of the executive, judicial, and legislative branches. Current events are discussed in relation to their effects on our nation and on the individual. Modern legal and moral dilemmas are explored. Students will understand the importance of voting in both a local and national context and will be encouraged to register when they reach age 18.

**+AP American Government** Grade 12 (AmG/EC)

**Pre-requisites:** Successful results of writing test, previous history grades, post-test on summer reading, and by teacher recommendation.

Advanced Placement United States Government is divided into six general topics of study prior to the AP test in May, with a concurrent look into the related study of economics. Each of the six study topics will be divided according to the unit and chapter divisions of our main text. Each unit will be studied through lecture and notes, class discussion of data, oral reading of data, written evaluation of data, and vocabulary. Students enrolled in this course are expected to take the Advanced Placement examination in American Government in May. The readings will be found in books widely used in American colleges and universities; the teaching and study techniques have been chosen to prepare students to do excellent work in college; the examinations and assignments are similar to those given in the best universities.

# **SPECIAL EDUCATION**

➤ **Individualized Educational Planning Team Meetings**

➤ **Resource Specialist Program (RSP)**

**RSP English (9, 10, 11, 12)**

**RSP Algebra IA**

**RSP Algebra IB**

**RSP Integrated Science**

**RSP Directed Study**

➤ **Special Day Class (SDC)**

➤ **Language Arts - Transition**

➤ **WorkAbility**

## **SPECIAL EDUCATION DEPARTMENT**

The Special Education Program is designed to serve students identified with specific learning disabilities, emotional disabilities, and/or development or physical disabilities. It serves individuals with exceptional needs as identified by federal and state guidelines. The primary goal of the program is to fully mainstream students at the earliest possible level and support them academically in all educational aspects. Success academically and growth emotionally are two important components of the program. The ultimate goal for resource students is to make successful transitions to post-secondary opportunities. **The pre-requisite for all courses in this department is placement through the IEP process.**

### **Individualized Educational Planning Team Meetings**

Each student with exceptional needs must have an Individual Education Plan (IEP) developed by an Individualized Educational Planning Team composed of the student, teachers, counselors, parents, school psychologist, administrators, and other specialists as appropriate. The team meets at least once a year to review the pupil's progress toward the goals of the IEP and the appropriateness of the placement. Recommendations are given for the development of a class schedule guided by the student's needs and strengths.

### **Resource Specialist Program**

The Resource Program provides instruction and services to support and meet the educational needs of students with identified learning disabilities. Individualized services provided are as follows:

1. Information and assistance to students and parents.
2. Consultation, collaboration, coordination, tutoring, and liaison with regular education teachers and counselors.
3. Emphasis on academic achievement, career and vocational development, study skills, and preparation for adult living.

Instructional settings will be tailored to meet these needs within the "least restrictive program". The goal of the program is success across the curriculum. Within the resource classes the students' curriculum is paced to accommodate individual needs. The courses in the Resources Program are designed to parallel the mainstream curriculum. However, resource classes are slower paced with individualized attention. High school graduation, through completion of all required classes and CAHSEE, is the primary focus, with emphasis on post-secondary transition.

**RSP English 9**

Grade 9

(Eng.)

**Pre-requisites:** Individual Education Plan

Literature will include *To Kill a Mockingbird*, Shakespeare's *Romeo and Juliet* or *A Midsummer's Night Dream* and when appropriate, novels from the extended mainstream literature list. Poetry and short story selections will be used to incorporate various cultures and eras, as well as universal human issues. Reading assignments using high interest books will be incorporated weekly with the intent to develop reading comprehension skills. All students will participate in the five-sentence paragraph format including correct grammatical structures and mechanics. These paragraphs will prepare the student for autobiographical, observational, and literary essays. CAHSEE preparation materials will be introduced.

**RSP English 10**

Grade 10

(Eng.)

**Pre-requisites:** Individual Educational Plan

Literature will include *Black Boy*, *Lord of the Flies* and *This Boy's Life*. Poetry and short stories will be incorporated throughout the school year. Reading assignments using the local newspaper, internet, and high interest books will be incorporated weekly with the intent to develop reading comprehension skills. The mechanics, grammar, and styles of writing will be refined and continue to be a focus of the eight-sentence paragraph. Essays will continue expository writing and literary analysis involving core literature. CAHSEE preparation will be included in the curriculum.

**RSP English 11**

Grade 11

(Eng.)

**Pre-requisites:** Individual Educational Plan

American Literature is the focus of the student's reading. Novels include *The Great Gatsby*, *The Grapes of Wrath*, and *The Things They Carried* when appropriate. These novels will follow the student's U.S. History course from the 1920s through Vietnam War. Reading assignments using newspapers, internet exploration, and high interest books will be incorporated weekly with the intent to develop reading comprehension skills. In the junior year, the persuasive essay, literature papers, an extended research project and debate will be covered. CAHSEE preparation will be included in the curriculum.

**RSP English 12**      Grade 12

(Eng.)

**Pre-requisites:** Individual Educational Plan

Instruction will emphasize critical reading and thinking skills as well as the development of analytical writing abilities. Literature will include novels from the mainstream literature list. Poetry and short stories will be incorporated throughout the school year. Reading assignments using the local newspaper, internet, and high interest books will be incorporated with the intent to develop reading comprehension skills. The mechanics, grammar, and styles of writing will be refined and continue to be a focus of the 5 paragraph essay. Essays will include expository writing and literary analysis involving core literature. Students will explore various post graduate opportunities. There will be a fourth quarter senior career project.

**RSP Algebra 1A**      Grade 9-12

(Math)

**Pre-requisites:** Individual Education Plan

The RSP Algebra 1A course is a one to two-year course paralleling mainstream Algebra IA. The pace is slower and individualized per student's needs and IEP. Basic Algebra skills are taught. Emphasis is on California Standards and CAHSEE preparation. Students transition to Algebra IB.

**RSP Algebra 1B**      Grade 9-12

(Math/Alg I)

**Pre-requisites:** Individual Education Plan, 'C' or better in RSP Algebra 1A

RSP students transition to Algebra 1B from RSP Algebra 1A. This fulfills the two year Algebra graduation requirement, and continues preparation for CAHSEE. RSP Algebra 1B moves at a pace to accommodate IEP needs.

**RSP Integrated Science**      Grade 9-12

(LS/PS)

RSP Integrated Science focuses on both the physical and life sciences. Included in this course are units on Geology, Weather and Climate, Astronomy, Local Botany, Wildlife Biology, and Physical Science. The course concentrates on experimentation, observation, discussion, and higher level thinking skills. Classes are conducted with emphasis on equal portions of visual, auditory, and kinesthetic activities that provide full access to the subject being taught.

**RSP Directed Studies**      Grade 9-12

(EL)

**Pre-requisites:** Individual Education Plan

RSP Directed Studies course is a tutorial study period for students in the Resource Specialist Program and on Individual Educational Plans. Study skills is an elective course in which students are expected to complete homework assignments, seek tutoring, receive organizational direction for mainstream classes, and maintain an assignment planner for all classes. This is a graded course based on daily productivity.

## **SPECIAL DAY CLASS PROGRAM**

This Special Day Class (SDC) program serves learning handicapped (LH), severely emotionally handicapped (SED) and mildly developmentally disabled students between the age of 14 and 22. It is designed to serve the needs of those students who will benefit from a small group, core program. These students are identified by the IEP team as to the amount of emotional and academic support needed. Each student is enrolled in special education classes at least 50% of his/her school day and is mainstreamed into classes where appropriate. An individualized program of instruction and services is provided for each student according to guidelines stated in the IEP. The program is oriented towards preparing students for vocational readiness and independent living. Classes provide basic academic skills, community skills and pre-vocational skills. An off campus work program is designed to expose students to skills necessary to succeed in the employment setting.

**SDC Community Skills**      Grade 9-12

(EL)

This is a school-based class in which community access/life skills, pre-vocational skills, career education, consumer education and health/safety skills are taught. Students usually take this class throughout their high school career. Curriculum emphasis varies from year to year.

**SDC Off-Campus Comm Classrooms/Work Program**

(EL)

Grade 9-12

These classes are taught in the community at various work sites. Small groups of students are accompanied and supervised by SDC personnel where they practice vocational skills. This program is affiliated with the Workability Program.







repairing computer systems on campus. Their duties will include installing and maintaining software, upgrade and repair of computer workstations, troubleshooting and repair of printers and campus network problems, assisting students in the computer labs and other duties under the direction of the above mentioned individuals.

## **Study Skills for English Language Learners**

(Eng.)

**Pre-requisites:** Courses designed for non-native English speakers.

Open to all EL students from beginning to fully advanced, including RFEP. Students receive academic tutoring and support, including assistance with school assignments. Students also get help with study skills, such as organization and note taking. The goal of this class is to help EL students improve their scores in their academic classes.

*Revised*  
2012-02-22