

# Welcome to SOQUEL HIGH SCHOOL

Soquel High School is dedicated to providing the skills for students to become

- **Effective Communicators Who:**
  - Communicate and interpret information in a variety of ways
  - Actively listen and effectively speak, read and write
- **Complex Creative Thinkers and Problem Solvers Who:**
  - Identify, diagnose and use appropriate complex reasoning processes
  - Access, select and evaluate information from a variety of sources
  - Form conclusions based upon relevant data
  - Connect ideas across the curricular areas to accomplish meaningful tasks
  - Understand essential concepts, facts and procedures taught in each course
- **Knowledgeable Self-Directed Learners Who:**
  - Demonstrate initiative, self-advocacy, self-discipline, and self-evaluation
  - Discover, develop and pursue individual passion
  - Create and use an education plan to move toward personal and career goals
  - Develop positive attitudes about the strategies that promote physical and mental health
  - Appreciate the relationships between accomplishments and self-esteem
  - Apply subject matter knowledge and skills
  - Make responsible choices
- **Responsible and Active Citizens Who:**
  - Demonstrate knowledge of diverse cultures, languages and genders that fosters tolerance
  - Confront significant ideas and issues of the day
  - Understand global interrelationships of political, environment and economic decisions
  - Use appropriate interpersonal skills when working within groups or systems
  - Engage in ethical decision-making and assume responsibility for actions
  - Display skills to join the workforce and/or to attend college

## SCHEDULE

Classes are currently scheduled on a modified block schedule. First period meets daily for 55 minutes (beginning at 7:40). Block classes of 100 minutes are held Tuesday-Friday. All classes meet on 'C' Days (most Mondays). A few classes are offered during period 8 which is held after school. The regular school day begins at 8:40 (with A2 or B5).

Monday	Tuesday	Wednesday	Thursday	Friday
1 <sup>st</sup> Period	1 <sup>st</sup> Period	1 <sup>st</sup> Period 7:40-8:35	1 <sup>st</sup> Period 7:40-8:35	1 <sup>st</sup> Period 7:40-8:35
<u>A2</u> B5	A2	B5	A2	B5
<i>Brunch</i>	<i>Brunch</i>	<i>Brunch</i>	<i>Brunch</i>	<i>Brunch</i>
<u>A3</u> B6	A3	B6	A3	B6
<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
<u>A4</u> B7	A4	B7	A4	B7

*Please check the student planner and the daily bulletin for special schedules (i.e. minimum days, holidays, vacation periods, rallies, change of A/B scheduling, etc.)*

# SOQUEL HIGH SCHOOL

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# GENERAL INFORMATION

## GRADUATION REQUIREMENTS

***Our primary objective is to help students graduate from high school. We then want to help each student prepare for plans beyond high school.***

The State of California and the Santa Cruz City Schools Board of Education have set the minimum requirements for graduation with a diploma as:

1. Completing an **English Language Arts Portfolio** (see “Portfolio Requirement”),
2. Passing both the English and Math portions of the **California High School Exit Exam** (see “Testing Programs”),
3. Passing **Algebra I** or its equivalent and
4. Earning **230 credits** in the subject areas listed below.

### ENTRANCE REQUIREMENTS FOR UC/CSU

To satisfy the subject requirement, you must complete 15 yearlong A-G high school courses with a grade of C or better — and at least seven of them must be taken in your last two years of high school.

GRADUATION REQUIREMENTS		ENTRANCE REQUIREMENTS FOR UC/CSU & MOST PRIVATE COLLEGES AND UNIVERSITIES		
English	40 credits	English	4 years	
<i>Grade level English courses</i>		<i>Grade level English courses</i>		
<i>ELD, Transitional English</i>		<i>Transitional English</i>		
Social Studies	30 credits	Social Studies	2 years	
<i>World History</i>		<i>World History</i>		
<i>US History</i>		<i>US History</i>		
<i>Government/Economics</i>				
Math	20 credits	Math	3 years (4 recommended)	
<i>At least Algebra I</i>		<i>At least Algebra , Geometry, Algebra II</i>		
Science	20 credits	Laboratory Science	2 years (3 recommended)	
<i>Life Science</i>		<i>Biology, Physics or Chemistry</i>		
<i>Physical Science</i>		<i>AP Level Courses</i>		
PE	20 credits	World Language	2 years (3 recommended)	
<i>Must pass PE 9</i>		<i>All in same language</i>		
<i>Maximum of 40 PE credits may be used toward graduation</i>		<i>World Languages are not specifically required for graduation from high school although they are highly recommended.</i>		
Health	5 credits	Visual/Performing Art	1 year	
Fine/Applied Arts	25 credits	Academic Elective	2 additional semesters chosen from subject areas listed above	
<i>Fine Arts</i>		<b>TESTING &amp; GRADING</b>		
<i>Applied Arts</i>		<b>SAT &amp; ACT Exams:</b>	<i>It is recommended that juniors take the PSAT in October of their junior year</i>	
<i>Fine or Applied Art or World Language</i>				
Electives	70 credits	<i>Four year colleges only accept semester grades of ‘C’ or higher</i>		
Total	<b>230 credits</b>			

# UC and CSU Approved Courses at SOQUEL HIGH SCHOOL

*Check with Counselor for current list*

<b>ENGLISH (B, G)</b>		<b>SOCIAL STUDIES (A, G)</b>	
English 1 / GMEC / HA	b, g	World History / Sheltered	a, g
English 2 / GMEC / HA	b, g	US History / Sheltered	a, g
English 3 / GMEC	b, g	AP US History	a, g
English 4 / GMEC	b, g	American Government / Sheltered	a, g (sem)
AP Language & Composition	b, g	AP US Government & Politics	g (sem)
AP English Literature	b, g	Economics / Sheltered	g (sem)
Science Fiction	b, g	AP Macroeconomics	g (sem)
Transitional English	b, g	HA World Cultures & Geography	g (sem)
<b>MATHEMATICS (C, G)</b>		<b>VISUAL AND PERFORMING ARTS (F, G)</b>	
Algebra 1 / Sheltered / Algebra 1B	c, g	Jazz Band	f, g
Geometry	c, g	Band	f
Intensive Geometry	c, g	Guitar	f
Algebra 2	c, g	Women's Chorus	f
Intensive Algebra 2	c, g	Men's Chorus	f
Honors Pre-Calculus	c, g	Concert Choir	f, g
AP Calculus	c, g	Jazz Singers	f, g
AP Statistics	c, g	Theatre Arts	f
<b>ROP (F, G)</b>		Advanced Theatre Arts	f, g
Computer Graphics	f	Play/Musical Production	f
Environmental Horticulture	g	Art 1	f
Medical Technologies	g	Inter & Adv Art	f, g
Veterinary Science	g	Ceramics 1 & 2	f
<b>SCIENCE (D, G)</b>		<b>WORLD LANGUAGE (E, G)</b>	
Biology / Sheltered /GMEC	d, g	French 1 / 2 / 3 / 4 /AP	e, g
AP Biology	d, g	Spanish 1 / 2 / 3 / 4 /AP	e, g
Chemistry	d, g		
Agricultural Biology	d, g		
AP Chemistry	d, g		
Physics / GMEC	d, g		
AP Physics	d, g		
Ocean Ecology	g		

## Enrollment in classes/Full time student status

All pupils must be enrolled as “full-time students.” Freshmen, sophomores and juniors should be enrolled in 6 classes. Seniors must be enrolled in at least 5 classes.

According to California Department of Education guidelines, a student is considered a full-time high school student if one of the following criteria is met:

- 5 on-campus classes from various subject areas that may include Work Experience, School Service and Special Studies.
- 4 SHS classes plus on- or off-campus ROP classes
- 5 SHS classes plus Adult Education/PACE, Cabrillo, or UCSC
- 4 SHS classes plus UCSC Honors Program

## Concurrent enrollment at other educational institutions

Students may meet graduation requirements with up to 40 credits taken at outside, accredited educational institutions. To be placed on the Soquel High School transcript, courses taken at **any other institution or school must be pre-approved by the student’s counselor and must be documented with a release form.**

According to the Memorandum of Understanding with Cabrillo College, students may **not** take a class at Cabrillo that is offered at Soquel High. In addition, students are not permitted to take Cabrillo classes to make up classes they failed at SHS. *The intent of students being allowed to take Cabrillo classes is to extend, not replace, the high school experience.*

Only a student’s assigned counselor may sign a release form. No other signature (from any other school or district employee, including administrators and other counselors) is valid. **Release forms must be obtained no matter where the student takes the course or when (i.e. during the school year or during summer).**

## Credit Requirements by School Year

Students should complete a certain number of credits by the end of each school year to remain on track for graduation. If a student is behind in credits and/or other graduation requirements, the student should expect to

- attend summer school,
- take an additional class senior year,
- take course(s) through Adult Education
- take additional classes at another accredited educational institution, or
- transfer to an alternative school.

The number of credits students should earn by the end of each year at Soquel High is as follows:

- 9<sup>th</sup> grade: 60
- 10<sup>th</sup> grade: 120
- 11<sup>th</sup> grade: 180
- 12<sup>th</sup> grade: 230 total credits

## Calculating the Soquel High School Grade Point Average (GPA)

The high school transcript lists four different GPAs, the Total GPA and the Academic GPA. The **Total** GPA includes all final grades beginning in the ninth grade and is used for athletics and extra-curricular activities. The **Academic** GPA 10-12 includes final semester grades after the ninth grade and excludes PE. Colleges and universities use the academic GPA 9-12.

To calculate a GPA, convert the letter grade for each course to the appropriate number (A = 4, B = 3, C = 2, D = 1, F = 0), add the numbers, and divide the total sum by the number of courses. A brief example for one semester follows:

Biology: B = 3, Geometry: B = 3, Spanish 2: C = 2, World History: A = 4, English: A = 4, Ceramics: B = 3: Total = 19  
GPA = 19 divided by 6 (the number of classes) = 3.166 or 3.17. Credits from outside institutions that have been pre-approved by the student’s counselor (and documented by a signed release form) will be included in their appropriate GPA.

The calculation of the rank in class and the selection of valedictorians and salutatorians will be selected on the basis of an **unweighted academic GPA**. Students with a 4.0 grade point average will be selected as valedictorians. Students with all “A”s minus the exception of a single “B” will be salutatorians.

## Withdrawal from Soquel

Students/families who are withdrawing from Soquel in order to attend elsewhere must complete a withdrawal form before leaving. The Registrar's office has the forms. Students must clear any school debts and return textbooks before leaving. Students will receive an unofficial transcript to then expedite their enrollment elsewhere (official records will be sent once the receiving school sends a request to the Registrar).

## Portfolio Requirement

Students will need to complete a writing portfolio as one of the requirements for graduation. Four of the following elements are required:

1. Reading informational materials and public documents
2. Control of conventions
3. Report or narrative essay
4. Quantity, range, and depth of reading
5. Persuasive essay
6. Response to literature

In order to earn credit toward graduation, all pieces must demonstrate mastery at a high 10<sup>th</sup> grade performance level. Student must earn an average of at least 3.5 on all portfolio entries. Portfolios will be stored at the school site, and will be turned over to the student only after they have been satisfactorily completed and the successful meeting of the requirements has been recorded.

Students in Special Education, identified as an English Language Learner, or performing below grade level may qualify for a modified portfolio requirement. The IEP team, Language Review Team, or the ELA Portfolio Review Team will decide if modifications are appropriate.

Students who transfer into Santa Cruz City Schools as sophomores will be responsible for completing four of the six components. Students who transfer into Santa Cruz City Schools as juniors will be responsible for completing two of the six components. Students who transfer into Santa Cruz City Schools as seniors will be exempt from the requirement unless they transfer from a district with a similar requirement, or had previously attended a Santa Cruz City Schools' High School (Soquel, Harbor, Santa Cruz, Small Schools.)

## Scheduling

Scheduling for the following school year takes place during the early spring. At that time, students may request courses and alternatives. At the end of that same year, the counselors will **ensure that students have met all course prerequisites**. If not, **counselors will then adjust student schedules to reflect accurate placement**. Students may not receive all requested courses as they may not be qualified or they requested 'singleton' courses that conflict with one another (a singleton course is one which is only offered once during the school day). Although the Master Schedule reflects our best efforts to honor each student's request, there are often schedule conflicts which we are unable to resolve.

## Honors / AP

Students who have signed up for Honors or Advanced Placement courses **will remain** in those courses for the length of the course. It is recommended that students seriously consider course commitments before making their requests.

## Grade Changes

Teachers do their best to ensure accurate semester grades. However, due to extenuating circumstances, a grade of 'I (incomplete)' may be given in rare situations. Students will then have 6 weeks to make up the agreed upon assignment(s).

It is the student's responsibility to complete all assigned coursework. Therefore, grades will not be changed in order to accommodate extracurricular or co-curricular eligibility, nor will grades be changed in order to improve a student's overall GPA.

# SCHEDULE CHANGES

## ADMINISTRATIVE POLICY FOR SCHEDULE CHANGES

Students are given curriculum and registration information each spring. Hopefully, this information along with the help of counselors will aid the students in their course selection. Students are allowed to make requests for changes in their choices until **June 30th**. This allows the students ample time to plan the courses that meet their individual needs.

Students in year-long academic courses must remain in those courses for the entire year. Hiring is based on schedule requests from the summer; therefore, students will also remain in elective courses they are placed in at the beginning of the year.

Students should see their guidance counselors to complete a schedule change form **only** if they meet the requirements for an approved schedule change.

### Below are the only approved reasons for a schedule change:

Schedule changes will be considered for the following reasons and in **special cases** a conference with teacher, parent, student, administrator and counselor will be required:

1. Student has been scheduled into a course previously passed
2. Student has failed to meet a prerequisite requirements (i.e., French 3 before French 2)
3. An ability-level change (up or down); must have teacher, parent, or administrative approval.
4. Administrative Change (SpEd, ELL, administrator)
5. Senior needing a course for college or graduation

### Below are some examples of situations that will NOT result in a schedule change

1. A desire for **another teacher** (Teacher counts are monitored very closely)
2. **Requested course but student is failing** and afraid student will not graduate (students are responsible for maintaining passing grades and will not be pulled from a class in lieu of failing for the year)
3. **Requested the course but do not need the credit**
4. **Requested the course but no longer interested** in the subject
5. Would like to sign up for credit in summer school or at Cabrillo instead
6. Need to drop a class **to improve GPA** and take a different one to raise GPA
7. Student is having **conflicts with other students** in the class (student needs to discuss with administrator for conflict resolution - final decision will be made at the discretion of administration)
8. You have or will be getting a job

After the first 6-week grading period, a grade of a “W” will be given for any classes that are dropped unless the student is failing the course in which case a “WF” will be posted to the transcript (which is calculated in a student’s GPA).

During the second semester, the deadline to **request** a schedule correction without it appearing on the transcript is one week after the semester begins. If a student wants to drop a class after the first two weeks of school have passed, he/she will not be able to add a class to take its place.

## SAMPLE FOUR-YEAR PLANS

The four-year plans which follow are models to be used as **guidelines only** in creating your own unique high school program. Consult your SHS Course Catalogue for ideas and ask your parents, teachers and counselor for suggestions in developing a meaningful four-year plan which will best prepare you for your particular post-graduation plans. The future is yours; plan for it!

### MINIMUM HIGH SCHOOL GRADUATION REQUIREMENTS:

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English 1	English 2	English 3	Eng 4
Health/Sem Elective	World History	U.S. History	Gov't/Econ
Math	Math	Elective	Elective
PE 9	F/A Elective	Physical or Life Science	Elective
F/A Elective*	Physical or Life Science	Elective	Elective
F/A Elective*	PE Elective	Elective	

**COLLEGE PREPARATORY:** California State University and University of California **minimum** admission requirements (it is recommended that students try at least 1 Honors or Advanced Placement course) You must also complete 15 yearlong A-G high school courses with a grade of C or better — and at least seven of them must be taken in your last two years of high school.

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English 1	English 2	English 3	Eng 4
Health / Sem Elective	World History	US History	Gov't/Econ
Algebra 1	Geometry	Algebra 2	Elective
F/A Elective	World Language	World Lang	Elective
Biology	Chemistry/Physics	F/A Elective	Elective
PE 9	PE Elective	Elective	

**COLLEGE PREPARATORY:** Very rigorous sequencing in all five academic areas; recommended preparation for **highly selective colleges**

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
HA English 1	HA English 2	AP Lang & Comp	AP English Lit..
Geometry	HA World History	AP US History	AP Gov/AP Econ
PE 9	Algebra 2	Honors Pre-Calculus	AP Calculus
Biology	Physics/Chemistry	Physics/Chem/AP Sci)	(AP) Science
Health/semester elective	PE Elective	F/A Elective	World Language
F/A Elective	World Language	World Language	Elective

\*F/A Elective: **Fine** Arts are courses in art, music and drama. **Applied** Arts are courses in industrial arts, agriculture and ROP courses.

This is only a sample of course options. Many sequential courses have prerequisites which must be met. Please consult the Course Catalogue for specific prerequisites. Students will not be able to continue course sequencing if prerequisites have not been met. Every student is a unique individual and will have his/her unique course of study based on the goals of the student.

Cabrillo College hosts a **College and Career Night** in **November** of each year. This is an excellent opportunity for students to gather information and meet representatives from more than 70 CSUs, UCs, other Four Year Schools, Art and Music Schools, Technical and Trade Schools, Military branches, etc. Financial aid information is also made available.



# TESTING PROGRAMS

## State of California for High School Students

**STAR:** The Standardized Testing and Reporting (STAR) Program requires all California public schools to use a single standardized test. At Soquel High School, students in grades 9-11 are assessed in reading, writing, mathematics, social science and science; scores are sent home during the following summer. The STAR test is administered at SHS over several days during the spring semester. These important test days are announced in advance so students and parents may plan and prepare accordingly. Soquel High School's ranking in the Academic Performance Index (API) is based by averaging individual student scores. Colleges use high school ranking during the admissions process, with students from higher ranking schools often being admitted before those of lower ranking schools. API information is available through the district, the school and the Internet.

**California High School Exit Exam:** Every student must pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The exam tests reading comprehension, composition and mathematics skills. This test is administered once in the 10<sup>th</sup> grade year (February). Juniors and Seniors who have not passed the exam are allowed additional opportunities to pass any section that was not passed in the previous administrations. Additional information: [www.cde.ca.gov/ta/tg/hs/resources.asp](http://www.cde.ca.gov/ta/tg/hs/resources.asp)

**The California High School Proficiency Exam:** Students may earn the legal equivalent of a high school diploma by proving proficiency in basic English and math skills via this state-sponsored exam which is given twice each year. (Nov. and April) Students must be at least 15 ½, have completed the tenth grade, or be enrolled in the second semester of the tenth grade. Passing this exam allows students to leave high school (with parental permission) to seek full time employment or enrollment at a community college in California. Interested students should check the website: [www.cde.ca.gov/ta/tg/sp/chspeadmin.asp](http://www.cde.ca.gov/ta/tg/sp/chspeadmin.asp). The requested school code number is 4437406

**The General Educational Development Test:** The GED is a nationally recognized test and is available to students who are 18 or older who wish to leave high school and pursue other options. It tests basic proficiency in the areas of English, math, science, and social studies. Call the Adult Education Office at 429-3966 for information about a GED test preparation course, and an appointment for testing.

## COLLEGE BOUND TESTING PROGRAM

### Four Year Universities

**Soquel HS Code # - 053398      Soquel HS SAT Test Center # – 05-804**  
**Soquel HS ACT Test Center # - 208210**

**PSAT** – The PSAT/National Merit Scholarship Qualifying Test measures **verbal** and **math** reasoning abilities important for academic performance in college. It assesses ability to reason with facts and concepts rather than the ability to recall and recite them. The PSAT is given only **once** each year in October and is most often taken by juniors although 10<sup>th</sup> graders are also encouraged to take the exam.

The PSAT is not a required exam and is not used as part of the college admission process. However, it is very beneficial as a preview of the SAT Reasoning Test and as predictor of possible SAT scores. Also, students receive an analysis of their strengths as well as areas for improvement, thus allowing them to prepare for future test administrations. Additionally, juniors who score in the top 5% may qualify as a National Merit semi-finalist/finalist. Registration for the PSAT is handled in the Soquel HS Finance Office where the test fee is paid and the study guide is distributed. More information may be found at [www.collegeboard.com](http://www.collegeboard.com).

**SAT Reasoning Test** – The SAT Reasoning Test is an entrance exam required by most 4-year colleges. The test measures reading, writing, and math abilities and is administered at **Soquel HS Test Center (Center #05-804)** for a fee. It is recommended that students take the SAT Reasoning in June of their junior year and again in October or November of the senior year. Colleges will use the highest score for admissions. Go to [www.collegeboard.com](http://www.collegeboard.com) for more information and to register for the exam.

**SAT Subject Tests** – As of fall 2012, the SAT Subject Tests (in two different areas) are no longer required by UC; however, some campuses recommend that students vying for slots in competitive majors take the tests to demonstrate subject proficiency. Each 1-hr exam measures your knowledge of a particular subject and your ability to apply that knowledge. Be sure to check specific college websites for entrance requirements.

The registration process, test sites, etc. for the Subject Tests are the same as the SAT Reasoning Test. You may not take the SAT Reasoning Test and SAT Subject Tests on the same day; however, you may take one, two or three SAT Subject Tests on the same day. Each test is one hour during a possible 3-hr testing session. The best time to take a Subject Test is either after completion of the particular course (e.g., Advanced Placement courses). Most students take two or three subject tests at a time, usually in June of their junior year and again in October or November of the senior year for most college admissions.

**ACT** – The American College Test may be used for college admissions instead of the SAT Reasoning Test. Be sure to check the particular college website. The ACT reports scores in English, math, reading, and science reasoning. The ACT is administered at the **Soquel HS Test Center (Center #208210)** on 5 Saturday mornings throughout the year for a fee. Please go to [www.actstudent.org](http://www.actstudent.org) for more information and to register for the exam.

**Advanced Placement Exams (AP)** – Soquel HS offers several Advanced Placement classes: Advanced Placement examinations are administered during May (specific dates and times) on campus. Students will register and pay the exam fee at Soquel High School. It is expected that all students enrolled in an AP course will take the corresponding AP Exam. UCs and CSUs grant some type of credit for a score of 3 or higher; many private colleges provide some type of credit as well (over 10,000 institutions provide credit based on AP scores.)

**TOEFL** – The Test of English as a Foreign Language or TOEFL is required by colleges as part of the admissions process of students who have not completed at least 3 years of high school in an English speaking country. It is used to determine the English proficiency of students whose native language is not English. Information is available at [www.toefl.org/](http://www.toefl.org/)

## Additional College Information

**CSU – English Placement Test (EPT) and Entry Level Mathematics Test (ELM)** – After being admitted but prior to enrollment at any CSU campus, students are required to take the EPT and ELM unless otherwise exempt by means of previous test scores such as the SAT or ACT. The EPT and ELM are used for placement. Test registration information and details about the actual tests are sent to newly admitted students by CSU with possible test dates. These tests may be taken **only once**. Students select the closest campus to their home rather than the campus they plan to attend.

**UC – Analytical Writing Placement Examination** – Students admitted to the UC system are required to take a writing competency exam unless otherwise exempt due to test scores on the SAT Reasoning Test Writing or AP English Exam. In early spring UC will mail each student a detailed information booklet regarding the Subject A exam (locations, date, test format, sample topics.) This test can be taken **only once** and is usually scheduled in early May.

**FAFSA**-Federal Financial Aid Program which is good for all post-secondary schools (including vocational, community and four year schools). Please visit [www.FederalStudentAid.ed.gov](http://www.FederalStudentAid.ed.gov) and [www.studentaid.ed.gov/completefafsa](http://www.studentaid.ed.gov/completefafsa) for more information.

## Cabrillo/Community Colleges

Students planning to attend Cabrillo College **need to take Cabrillo’s assessment tests**.

The assessment tests evaluate basic skills in math, English, and reading to assist students in choosing appropriate level classes. The tests include an objective reading test, a written essay and a choice of three levels of math. Sample tests are available at Cabrillo’s SAC West. **Early Assessment for Soquel High Seniors will be held in the spring of their senior year. The Counseling Office will announce the date, time and location.**

Soquel Seniors also have the opportunity for Early Registration Assessment program called Running Start. Watch for notices and announcements from the Counseling Office.

# ROP

## Regional Occupational Program

ROP courses are offered both on-campus as well as off-campus through the Santa Cruz County Office of Education. These courses are designed to introduce students to 6 career pathways and to provide hands on experience for students in these pathways. ROP courses are designed sequentially so that students who follow the sequencing may be eligible for a Certificate of Achievement which can then be used to obtain an entry level position in the student's chosen career field. ROP courses often have a connection to similar courses at Cabrillo College in order for students to continue to receive education and training in their chosen field. Based on California State Legislation, ROP courses are designed for specific grade levels (and age of student). Students may find out about the age/grade level requirements from course information sheets, the ROP Counselor, or the Counseling Office.

Career/Interest Surveys are conducted as a part of the 10<sup>th</sup> grade registration process, and are overseen by the ROP counselor. At registration students will receive information about current ROP course offerings. **The ROP Counselor maintains an office in room 121** and is available for questions and information about current ROP courses.

### Career Pathways

#### **Agriculture and Natural Resources**

These are the primary industries of Northern California. Farming and supporting companies employ large numbers of workers in our area. Natural resources, including timber, fish, wildlife and open lands, provide additional career opportunities. People within this career area manage our parks, forests, water collection systems, and sanctuaries. If you want to work outdoors caring for the land and the life it nourishes, this is a career path you should explore.

#### **Arts and Communications**

Those who want to creatively express themselves in order to entertain, to inform, to challenge, and/or to inspire should explore this career path. The three principal avenues of communication within this path are the written, the visual, and the performing.

#### **Business, Marketing and Information Systems**

Business careers include a wide variety of occupations and professions from entry level clerical and secretarial jobs to high level administrative and managerial positions. Some of these jobs involve decision making and supervising the activities of employees, while other jobs provide support services and assistance to executives, administrators and managers. To be successful, small-business entrepreneurs generally need a wide range of business skills, financial assets or backing, business experience, and a willingness to work long hours as well as to risk substantial financial losses.

#### **Engineering and Industrial Technology**

People in this career area design, construct, and/or repair airplanes, automobiles, roads, electrical power systems, computers, harbors, homes, steel mills, trains, sewage treatment systems, dams, tunnels, industrial machinery, etc.

#### **Home, Health and Recreation**

This career cluster is among the largest in our economy. Home careers focus upon improving the quality of individual and family life by helping people improve their everyday life skills. People in health-care help others achieve physical, mental and emotional well-being. Those working in recreation help people refresh themselves through exercise, entertainment, play and the use of leisure time.

#### **Social, Human and Governmental Services**

People who work to inform, represent, protect or govern, as well as those who provide services concerning people's needs, tastes, and general welfare are among those who chose this career path. If you want to help people live richer, safer, happier lives, this is a good career path for you to explore.

# COURSE DESCRIPTIONS

## ACADEMIES

**Introduction:** Soquel High School currently offers two Academies: GMEC and Humanities. Each is entered through an application process.

### **HUMANITIES ACADEMY:**

The Humanities Academy (HA) is a writing intensive humanities program (English and Social Studies) designed for academically motivated students. The HA prepares students to take AP and Honors level courses in the junior and senior year. Students in the 9<sup>th</sup> grade Humanities Academy take a block schedule of HA English 1 and HA World Cultures and Geography. Students in the 10<sup>th</sup> grade Humanities Academy take a block schedule of HA English 2 and HA World History. HA teachers seek to integrate and enrich existing English and Social Studies curricula. Additional reading and writing requirements, shared English and Social Studies projects, guest speakers, field trips, and the ongoing input of the Parent Advisory and Support Committee are hallmarks of the Academy.

Students are admitted through an application process in the early spring of the 8<sup>th</sup> grade. The application process includes teacher recommendations and a timed writing sample. All highly motivated students are encouraged to apply. Students must maintain a C or better in both courses each semester in order to continue enrollment in the program. Should space become available for the 10<sup>th</sup> grade academy, an additional application process may be opened.

### **GMEC ACADEMY**

The Green Manufacturing, Engineering and Construction Academy is tailored for the student who is interested in technological, manual and/or industrial arts. Students in the 9<sup>th</sup> grade MEC Pre-Academy take a block schedule of MEC English 1 and the MEC Industrial Wheel course. Students apply for admission into the Green MEC Academy in the 10<sup>th</sup> grade; those accepted take a coordinated schedule of GMEC English, Social Studies, Science and advanced Industrial Arts in the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade. The English, Science and Social Studies components offer comprehensive curricula which meet the California State Standards while reflecting and supporting learning in the industrial arts. Advanced Industrial Arts courses are provided by Soquel High School, Santa Cruz County ROP and Cabrillo Community College. Students will be challenged in the program through a variety of reading, writing and listening activities which will strengthen and dovetail with the other courses within the Academy. Additionally, students will build skills to become effective communicators within the community at large.

Students are admitted through an application process in the early spring of the 9<sup>th</sup> grade. The application process includes teacher recommendations, an artifact created by the student, and an interview. Students must maintain a C or better in the program in order to continue enrollment in the program. When space becomes available after the 10<sup>th</sup> grade, an additional application process is opened.

### **NOTES:**

# AGRICULTURE

**Introduction:** The Agriculture Department offers students the opportunity to complete a comprehensive 4-year program or to survey individual agricultural disciplines. All classes combine preparation for continued college education as well as training for today's jobs. A "learn-by-doing" approach provides students with a unique experience that combines the traditional classroom with outdoor laboratory and community activities. The over two-acre facility includes vegetable/flower gardens, landscape displays, commercial greenhouses, retail landscape plant nursery, retail flower shop, domestic animal grooming shop, and livestock production areas. Products produced and marketed by students are sold to the local community. The nationally recognized FFA chapter offers students extensive experience in leadership, public speaking, job search skills and tools, and event planning as well as post-secondary school advise and scholarship opportunities.

## EXPLORING AGRICULTURAL SCIENCE & TECHNOLOGY

**Grades:** 9-10

**Fulfills requirements:** Life or Physical Science, Applied Arts for SHS

**Course Description:** This course is designed to introduce students to the world of science and technology from an agricultural perspective. Students have the opportunity to experience agricultural science first hand, and develop laboratory and management skills by raising plants and animals.

## GMEC AGRICULTURE BIOLOGY

**Grades:** 10

**Fulfills requirements:** Life or Physical Science, Applied Arts for SHS; for UC/CSU, d, g

**Course Description:** This class emphasizes detailed knowledge of the biological principles of the following areas: molecular and cellular aspects of living things, structure and function of plants and animals, genetics, physiology, plant and animal diversity, and principles of classification, ecological relationships, and animal behavior.

## FLORAL DESIGN (ROP)

**Grades:** 10-12 **May Repeat for Credit**

**Fulfills requirements:** Life or Physical Science, Fine or Applied Arts for SHS;

**Co-requisite:** Agribusiness Occupations – see description below.

**Course Description:** This class combines both traditional classroom activities and “on-the-job” real-life experiences. The classroom portion is designed to acquaint the student with theories and principles of artistic design and allow the student to apply an artistic approach to floral design. Students will acquire practical skills and knowledge by exploring the history of floral art and applying elements and principles of design through use of floral art media. Floral arrangements will include: traditional & modern arrangement styles, seasonal, holiday and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Balance, symmetry, harmony, unity and texture using floral and synthetic media, will be stressed in this course. Curriculum includes problem solving, creative thinking, written and verbal communication skills. As the seasons change, students will develop many artistic,

technical, and retail marketing skills through their work in the student operated on-campus flower shop

## ENVIRONMENTAL HORTICULTURE (ROP)

**Grades:** 10-12 **May Repeat for Credit**

**Fulfills requirements:** Life or Physical Science, Applied Arts for SHS; for UC/CSU, g

**Co-requisite:** Agribusiness Occupations – see description below.

**Course Description:** This class combines both traditional classroom activities and “on-the-job” real-life experiences. The classroom portion is designed to acquaint the student with theories and principles of plant biology in conjunction with a hands-on approach to plant production and maintenance. Topics include plant growth needs, botanical classification, plant physiology, plant reproduction, plant diseases and pests, planting medias, management practices, selection and care of plants, and careers in Ornamental Horticulture. Laboratory activities focus on the effective utilization of the school site landscape plant nursery and commercial greenhouses

## VETERINARY SCIENCE (ROP)

**Grades:** 10-12 **May Repeat for Credit**

**Fulfills requirements:** Life or Physical Science, Applied Arts for SHS; for UC/CSU, g

**Co-requisite:** Agribusiness Occupations – see description below.

**Course Description:** This class combines both traditional classroom activities and “on-the-job” real-life experiences. The classroom portion provides a study of common health care of both small and large animals. Course work will include anatomy and physiology of domestic animals & livestock, nutrition, parasites, diseases – their causes and means of prevention. Guest lectures, veterinarians, technicians, dog trainers & behaviorist and other industry individuals will provide additional knowledge of current practical experience that are implemented in today's animal health fields. Laboratory activities focus on learning how to use the actual medical and laboratory equipment used in grooming shops and veterinary hospitals. Chemistry analysis of samples, fracture repair and surgical scrub and techniques are a few of the labs students will participate in. Participation in the student operated domestic animal grooming shop and management of a dog training and sport facility on campus offers essential safety training for handling animals while also providing skills needed for immediate employment opportunities in the animal

care industry. Certificates of attendance and accomplishment are awarded through ROP for students who achieve prescribed levels of completion.

### **SPECIAL STUDIES IN AGRICULTURE**

**Grades:** 11-12 **May repeat with teacher permission**

**Fulfills Requirements:** Life/Physical Science, Applied Arts for SHS

**Prerequisite:** Completion of Adv. Ag and instructor permission; approval by the Assistant Principal of Guidance and Counseling before work is started

**Course Description:** Student will meet with the instructor to select the project and complete the contract. Items to be included will be the goals and objectives, methods of execution, evaluation criteria, and any other information necessary to specify the project and help insure its success. This is a chance for you to conduct independent research and study with the assistance of the instructor and the use of the Agriculture Department's facilities. The program does not count as part of a student's full-time status.

### **PRE-VETERINARY SCIENCE (ROP)**

**Grades 10-12 May Repeat for Credit in other concentration**

**Fulfills requirements:** Life Science, Physical Science, Applied Arts; UC/CSU-No

**Prerequisite:** Age 16 by the end of the semester (preferred not required)

**Course Description:** Do you love animals? Is it your dream to be a veterinarian? Then this is the class for you. Animal health is the main focus of the class, with emphasis on gaining skills necessary for employment as a veterinarian assistant. Many different species are covered in the class, including cats, dogs, horses, livestock, birds, rodents, rabbits, and some exotics. Course work includes restraint, nutrition, grooming, diagnostic, testing, diseases, anatomy and physiology, and basic care of domestic and exotic animals. You will gain practical experience through "hands-on" laboratories, field trips, guest speakers, and by working in the animal care fields. Skills and knowledge gained through this course are designed to prepare you for a career, or further education in animal related fields. This course will have opportunities for job placement. The course also includes the development of leadership skills through participation in the California State Future Farmers of America (FFA) organization.

Classes meet for one period, plus a second laboratory period to practice skills learned in class. On-the-job Work Experience is available and strongly encouraged. Class credits are awarded at a rate of 1 unit per 18 hours in class/lab and 1 unit per 36 hours on the job (no more than 10 hours per week).

### **AGRIBUSINESS OCCUPATIONS (ROP)**

**Grades:** 10-12 **May Repeat for Credit Variable Credit**

**Fulfills requirements:** Applied Arts for SHS

**Co-Requisite:** Concurrent enrollment in Advance ROP Agriculture class – see descriptions above.

**Course Description:** Experience is the key to future job success. It helps you get the job of your choice upon graduation, or it can be the basis for selecting an appropriate college for professional career preparation. While still in school, you will develop real-life experiences that give you an edge for success in today's competitive world. You will practice and perfect things learned while enrolled in your advance ROP agriculture class. All projects are unique to your interests and desires.

### **NOTES:**

# APPLIED ARTS

**Introduction:** Applied Arts courses cover many different interests, skills and pathways. Applied Arts courses may be found in this section as well as dispersed throughout various departments. For more information about the ROP Program, please refer to the ROP information page. Within the Industrial Arts Program, students who complete a predetermined sequence of courses in a given area are entitled to receive a certificate of competency in that area concentration. This is Soquel High's recognition of students' academic focus and achievement. Additionally, the course work is designed to provide students with entry-level skills in industry or to provide them with a good foundation for further study.

## GRAPHIC DESIGN (ROP)

**Grades:** 10-12

**Fulfills Requirements:** Applied or Fine Arts for SHS; for UC/CSU, f

**Course Description:** Computer Graphics is a course that explores the drawing techniques and tools used in computer art and graphics. Emphasis is placed on the practical aspects of commercial art and how this art is used in design and illustration, photography, multimedia presentation, and desktop publishing. A systematic and structured approach is used to complete a wide range of projects. The career opportunities in computer graphics and video effects are explored. This course is for those interested in the applications of art and careers in the art field, as well as those interested in the creative and artistic aspects of computers.

## PreMEC ACADEMY INDUSTRIAL ARTS WHEEL

**Grade:** 9

**Fulfills Requirement:** Applied Arts for SHS

**Prerequisite:** See information in 'Academies'

**Co-Requisite:** PreMEC English 1

**Course Description:** This course is designed to introduce students to the three industrial arts (metals, woods and drafting) taught at Soquel High, and to start students on a pathway that will lead through ROP and Cabrillo classes to employment or study in the construction trades. Students will cycle through units on Business, Economics of Labor and Trade, Drafting--technical drawing, Metal Shop, Drafting -- C.A.D., Woodshop, and Bicycle Repair.

## DRAFTING 1A/1B

**Grades:** 9-12 **May be either sem. or year course**

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** 1A-none; 1B-Drafting 1A and teacher permission

**Course Description:** In Drafting 1A/1B, the student will learn to use standard drafting tools, standard line types, and the use of templates and compasses. Students will also be introduced to AutoCAD, common drafting software used in industry. Emphasis will be placed on drawing procedures and problem-solving. Students will learn the language of drafting. First semester will cover flat drawings, orthographic projection, and isometric drawings. Second semester is done entirely on the computer, increasing students' knowledge of AutoCAD. Second semester students usually complete an existing set of house plans which include a site plan, a floor

plan, and elevations. Two semesters of drafting is the equivalent of one semester of CAD work at a community college program.

## ADVANCED DRAFTING

**Grades:** 10-12

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** Drafting 1 and teacher permission

**Course Description:** Students will concentrate on either an architectural emphasis or an engineering emphasis at this point. Architectural students will design and draw a set of floor plans using both AutoCAD and ArchiCad. Students will construct a scaled model of their home. Engineering students will draw machine parts, technical illustrations, cams and gears using Solid Works, a three-dimensional software program commonly used in industry. Students will also use MasterCam, a CNC milling program.

## MANUFACTURING TECH 1A/1B

**Grades:** 9-12 **May be either a sem. or year course**

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** 1A-none; 1B-Manufacturing Tech 1A and teacher permission

**Course Description:** Part 1A of this course is an introduction to metals manufacturing procedures and how various metals can be worked into usable forms. You will learn about metals as a material and how to use various hand tools and machines. The course will include sheet metal fabrication, industrial casting forge work, heat-treating, basic metallurgy, and ornamental forming techniques. Part 1B of this course is a continuation of Part 1A with additional skills including oxy-acet, welding and cutting, use of machinist's lathe, and more advanced sheet metal processes. This course will assist in gaining entry-level skills for many occupations and be of great value to future engineering students.

## ADVANCED MANUFACTURING TECH

**Grades:** 10-12 **May be repeated for credit**

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** Manufacturing Tech 1B and teacher permission

**Course Description:** Students will advance welding skills through instruction in and use of arc, M.I.G. and T.I.G. welders. More advanced machine tools such as sharps, milling machines and more complex machinist's lathe operations will also be covered and practiced through assigned and student-chosen work. Course is designed to further entry-level skills.

## **WOODSHOP 1A/1B**

**Grades:** 9-12 **May be either a sem. or year course**

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** 1A-none; 1B-Woodshop 1A and teacher permission

**Course Description:** Part A is an introductory course to provide knowledge in woodworking for use in either a vocation or an avocation. Students will be given instruction in the safe operation of woodworking machine tool such as the table saw, surface planer, jointer, scroll saw, band saw, power sander, lathe and drill press. Students will learn about basic drawer construction, bookcase construction, available woods, fasteners and finishes. Part B is a continuation of Part A, with additional skills in furniture construction.

## **ADVANCED WOODSHOP**

**Grades:** 10-12

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** Woodshop 1B and teacher permission

**Course Description:** Introduction of advanced tools and techniques. Building cabinets and furniture, design and record-keeping

## **MILL CABINETRY (ROP)**

**Grades:** 10-12

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** Completion of one year of Woodshop recommended

**Course Description:** Program is geared to the mature student who is interested in exploring avenues of vocational woodworking. Each student has his/her own project and/or projects brought to the class by "customers." Some projects are singular and others are done as cooperative efforts. Either way, the emphasis is on proper method and accurate machining. Parents should take note that their children can use this class to produce high-quality furniture for the home. Instructor can help in job application, resume development and other occupational opportunities.

## **NOTES:**

## **ADMINISTRATION OF JUSTICE (ROP)**

**Grades:** 11-12

**Fulfills Requirements:** Applied Arts for SHS

**Course Description:** Students learn the basics of law enforcement including a working knowledge of state and federal law and varied segments of the judicial system. The course of study includes the following: a historical survey of American police agencies, with emphasis on California law enforcement; philosophy of origin of crime and social impact; development of criminal justice system, current trends and their relevance to local law enforcement; hiring and testing processes for positions in law enforcement; laws of arrest, search and seizure; court process; penal and vehicle codes, what constitutes a crime; child abuse and related offenses; drug and alcohol abuse and related offenses; participation in a ride-along program with a local law enforcement agency. This year-long class is articulated with Cabrillo College for credit.

## **SPORTS/RECREATION-RELATED OCCUPATIONS (ROP)**

**Grades:** 11-12

**Course Description:** This course is an introduction to the career opportunities within the sports and recreation job market. Students will participate in a combination of interactive classroom instruction, skill practice both in the classroom and at sports-related community worksites, and receive three different certifications as a result of successful completion. Students will explore many areas in sports medicine, sports management, sports pedagogy, and sports science through hands-on, applicable lab work. Additional credit may be earned through the Sports Occupations Work Experience program.

## **FASHION DESIGN (ROP)**

**Grades:** 10-12 1 Semester

**Fulfills Requirements:** Applied Arts for SHS

**Prerequisite:** None

**Course Description:** This course provides entry-level training in the fashion industry. Students will learn color theory, design principles of line, proportion, scale and balance as it relates to the human body. Students will learn how to assist individuals in the selection of clothing and accessories that meet their desired goals.



# ENGLISH

Throughout all courses, students will work on English Language Arts Portfolios to demonstrate their ability to meet or exceed California state standards.

## ENGLISH 1

**Grade:** 9

**Fulfills Requirements:** English for SHS, for UC/CSU, b

**Course Description:** This college-preparatory course builds skills that support the California state standards for English/Language Arts for 9<sup>th</sup> grade. Students read and analyze a wide variety of short stories, mythology, biographies, autobiographies, novels, drama, and informational materials. Texts designated for English 9 include the following: *Romeo and Juliet*, *To Kill a Mockingbird*, *The House on Mango Street*, *Night*, *The Bean Trees*, *Heroes, Gods and Monsters*, *The Education of Little Tree*, *Farewell to Manzanar*, *Of Mice and Men*, *Cannery Row*, and the *Holt* and *McDougal Littel* anthologies. Students also have opportunities to select independent reading choices. Students will begin to develop a writing portfolio with an emphasis on autobiographical, biographical, and fictional essays; narratives; responses to informational materials; reports; and control of standard writing conventions.

## PreMEC ENGLISH 1

**Grade:** 9

**Fulfills Requirement:** English or SHS; for UC/CSU, b

**Prerequisite:** See information in 'Academies'

**Course Description:** The Green Manufacturing, Engineering and Construction Academy honors and encourages hands on learning, academic achievement, professional integrity and relevant vocational skills. The GMEC Academy seeks to present academic and career technical education in a context that is relevant and rigorous. The PreMEC Academy English 1 course builds skills that support the California state standards for English/Language Arts for 9<sup>th</sup> grade. Writing in this course will include portfolio preparation that will utilize paragraph construction, personal narrative, poetry, persuasive writing and journal writing. Students will create responses to literature that will include a thesis statement, analyses of quotes and the fund of information which assists in drawing relevant conclusions. Essay writing will involve multiple drafts, peer editing, and opportunities for revision. Students read and analyze a wide variety of short stories, mythology, biographies, autobiographies, novels, poetry, drama, workplace communications, and informational materials. Students will begin to develop a writing portfolio with an emphasis on autobiographical, biographical, and fictional essays; narratives; responses to informational materials; reports; and control of standard writing conventions. Texts designated for PreMEC English 1 include the following: technical journals, instruction manuals, *Cannery Row*, *Zen and the Art of Motorcycle Maintenance*, *The Fight In the Fields*, *The Adding Machine*, *Working*, *Of Mice and Men*, *To Kill a Mockingbird*, and *Romeo and Juliet*. Students also have opportunities to select independent reading choices.

## HUMANITIES ACADEMY ENGLISH 1

(advanced composition and literature)

**Grade:** 9

**Fulfills Requirement:** English or SHS; for UC/CSU, b

**Prerequisite:** See information in 'Academies'

**Course Description:** This intensive college preparatory course builds skills that support the California State Standards for English/Language Arts for 9<sup>th</sup> grade. Students read and analyze a wide variety of short stories, mythology, biographies, autobiographies, novels, poetry, drama, and informational materials. Texts designated for Humanities Academy English 1 include the following: *Sound of Waves*, Edith Hamilton's *Mythology*, *Romeo and Juliet*, *Things Fall Apart*, *To Kill a Mockingbird*, *The Kite Runner*, *The Ramayana*, portions of *The Odyssey*, and selections from *The Blair Reader* and the *McDougal Littel Language of Literature* anthology. Students also have opportunities to select independent reading choices. Students will begin to develop a writing portfolio with an emphasis on autobiographical, biographical, and fictional essays; narratives; responses to informational materials; reports; and control of standard writing conventions. In addition, students in Humanities Academy English 1 learn basic elements of persuasive writing and write a thesis-driven 4-5 page research paper. The complexity of this course best serves very highly motivated and academically prepared students who desire to work in an advanced and rigorously-paced environment that prepares for continued enrollment in the Humanities Academy.

## ENGLISH 2

**Grade:** 10

**Fulfills Requirements:** English for SHS; for UC/CSU, b

**Course Description:** This college-preparatory course builds skills that support the California state standards for English/Language Arts for 10<sup>th</sup> grade. Students read and analyze a wide variety of short stories, biographies, autobiographies, novels, drama, and informational materials. Texts designated for English 2 include the following: *The Catcher in the Rye*, *The Illustrated Man*, *The Autobiography of Malcolm X*, *The Tempest*, *Cold Sassy Tree*, *I Know Why the Caged Bird Sings*, *Julius Caesar*, *Animal Farm*, *Kindred*, *The Late Great Me*, *A Tree Grows in Brooklyn*, *The Eye of the Heart*, and the *Holt* and *McDougal Littel* anthologies. Students also have opportunities to select independent reading choices. Students will continue working on their writing portfolios with an emphasis on literature response and persuasive essays. A research project may be required.

## **gMEC ENGLISH 2**

**Grade:** 10

**Fulfills Requirement:** English for SHS; for UC/CSU, b

**Prerequisite:** See information in ‘Academies’

**Course Description:** In gMEC English 2, students will continue to build skills to become effective communicators. These skills will move students forward intellectually and academically, and prepare each student with a stronger and broader comprehensive base of knowledge. Writing in this course will represent a continuation of skill development from gMEC English 1. Rhetorical devices such as question and anecdote, the use of active voice (replacing verbs with more concrete, colorful words) and clear and concise writing will be emphasized. Students will continue working on their writing portfolios with an emphasis on autobiographical, biographical, and fictional essays; narratives; responses to informational materials; a report; and control of standard writing conventions. Students will investigate careers, do research and work in journals. Texts used in this course include the following: *The Jungle*, *To Kill a Mockingbird*, *House*, *The Burning Season*, *Zen and the Art of Motorcycle Maintenance*, and *Lord of the Flies*. Students will continue working on their writing portfolios with an emphasis on literature response and persuasive essays.

## **HUMANITIES ACADEMY ENGLISH 2**

**Grade:** 10

**Fulfills Requirement:** English for SHS; for UC/CSU, b

**Prerequisite:** See information in ‘Academies’

**Course Description:** This intensive college preparatory course builds skills that support the California state standards for English/Language Arts for 10<sup>th</sup> grade. Students read and analyze a wide variety of short stories, biographies, autobiographies, novels, poetry, drama, and informational materials. Texts include the following: *Richard III*, *Julius Caesar*, *Animal Farm*, *Lord of the Flies*, *Autobiography of Malcolm X*, *The Jungle*, *Of Mice and Men*, *Catcher in the Rye*, and selections from *The Blair Reader* and the *Language of Literature* anthology. Students also have opportunities to select independent reading choices. Students will continue to develop a writing portfolio with an emphasis on autobiographical, biographical, and fictional essays; narratives; responses to informational materials; a report; and control of standard writing conventions. In addition, students continue to learn and practice persuasive writing, including a thesis-driven 5-6 page research paper. The complexity of this course best serves very highly motivated and academically prepared students who desire to work in an advanced and rigorously-paced environment that prepares for success in the Honors American Literature course in the 11<sup>th</sup> grade.

## **ENGLISH 3**

**Grade:** 11

**Fulfills Requirements:** English for SHS; for UC/CSU, b, g

**Course Description:** This college preparatory course builds skills that support the California state standards for English/Language Arts for 11<sup>th</sup> grade. The study of American

literature in conjunction with the study of United States history in the 11<sup>th</sup> grade naturally lends itself to deepening student awareness of both time-specific and universal challenges, triumphs, and conflicts that have influenced and continue to influence what it means to be an American. To that end, students read and analyze a wide variety of American short stories, biographies, autobiographies, novels, drama, and informational materials. Texts designated for American literature include the following: *Zoot Suit*, *One Flew Over the Cuckoo’s Nest*, *The Adventures of Huck Finn*, *The Great Gatsby*, *The Inland Whale*, *Their Eyes Were Watching God*, *The Old Man and the Sea*, *The Crucible*, *The Illustrated Man*, *Housekeeping*, *The Eye of the Heart*, and the Holt and McDougal Littel anthologies. Students also have opportunities to select independent reading choices. If students have not already completed their writing portfolios by the end of the 10<sup>th</sup> grade, they work to complete and pass four of the six criteria of the portfolio assessment with an average of 3.5.

## **gMEC English 3:**

**Grade:** 11

**Fulfills Requirements:** English for SHS; for UC/CSU, b, g

**Course Description:** The gMEC Academy English 3 course builds skills that support the California state standards for English/Language Arts for 10<sup>th</sup> grade. The students will read and study American literature. This includes short stories, biographies, autobiographies, novels, drama, and informational materials. If students have not already completed their writing portfolios by the end of the 10<sup>th</sup> grade, they work to complete and pass four of the six criteria of the portfolio assessment with an average of 3.5

## **AP ENGLISH LANGUAGE & COMPOSITION**

**Grade:** 11

**Fulfills Requirements:** English for SHS; for UC/CSU, b,g

**Prerequisites:** Pass English 2, English 2 Humanities Academy, or English 2 MEC Academy with a C or above for both semesters, successful completion of an assessment in the spring of 10<sup>th</sup> grade and completion of summer reading and writing.

**Course Description:** AP English Language and Composition is an intensive college-prep and college-level College Board-endorsed course for the academically motivated student. The workload is challenging, mirroring the rigors of introductory college-level composition and rhetoric courses. Students will hone their analysis skills by examining a wide variety of prose from American literature, focusing especially on non-fiction. In addition, the teacher will assist students in writing with confidence and efficacy for multiple purposes and support students in gaining a greater understanding of how language works, enhancing their awareness of purpose and strategies. Students will regularly be assigned in-class writing in addition to multi-draft projects. Students also read from and critically annotate an extensive selection of supplementary poetry, essays, non-fiction, and primary source documents both individually selected as well as anthologized in the McDougal Littel *Language of Literature: American Literature* anthology. Teachers offer additional opportunities for students to complete and pass any unfulfilled criteria of the portfolio

assessment that is required for graduation. The complexity of this course best serves very highly motivated and academically prepared students who desire to work in an advanced and rigorously paced environment that prepares for success in the Advanced Placement English Literature and Composition course in the 12<sup>th</sup> grade. Students enrolled in AP English Language and Composition are expected to take the AP Exam offered by College Board in May of their junior year; depending on individual college admissions policies, a score of 3, 4 or 5 on the exam results in elective or English college credit.

## ENGLISH 4

**Grade:** 12

**Fulfills Requirements:** English for SHS; for UC/CSU, b

**Course Description:** This college preparatory course builds skills that support the California state standards for English/Language Arts for 12<sup>th</sup> grade. Studying world literature naturally lends itself to deepening student awareness of cross-cultural themes, lifestyles, and challenges; consequently, students develop and defend theses that explore world literature's relationship to universal, historical, and cultural human themes; to that end, students read and analyze a wide variety of world and multi-cultural short stories, biographies, autobiographies, novels, drama, and informational materials. 12<sup>th</sup> grade texts include *Alice's Adventures in Wonderland*, *Candide*, *A Christmas Carol*, *Frankenstein*, *Gilgamesh*, *Heart of Darkness*, *Hamlet*, *Macbeth*, *Brave New World*, *Candide*, *Gilgamesh*, *Heart of Darkness*, *Joy Luck Club*, *Kafka's Metamorphosis*, *Ovid's Metamorphosis*, *The Odyssey*, *Siddhartha*, *The Stranger*, *Things Fall Apart*, and selections from the *Glencoe*, *McDougal Littell* and/or *Holt* anthologies. Students also have opportunities to select independent reading choices. If students have not already completed their writing portfolios by the end of the 11<sup>th</sup> grade, then they work to complete four of the six criteria of the portfolio graduation requirement with an average of 3.5.

## gMEC English 4:

**Grade:** 12

**Fulfills Requirements:** English for SHS; for UC/CSU, b, g

**Course Description:** The gMEC Academy English 4 course builds skills that support the California state standards for English/Language Arts for 12<sup>th</sup> grade. Students will study world literature and develop theses that explore world literature's relationship to universal, historical and cultural human themes. The students will be responsible for reading short stories, autobiographies, novels, drama and informational material. If students have not already completed their writing portfolios by the end of the 11<sup>th</sup> grade, then they work to complete four of the six criteria of the portfolio graduation requirement with an average of 3.5.

## AP ENGLISH LITERATURE AND COMPOSITION (Advanced Placement)

**Grade:** 12

**Fulfills Requirements:** English for SHS; for UC/CSU, b, g

**Prerequisite:** Admission for seniors upon successful completion of English 3, Honors American Literature, or an equivalent course, and completion of an application process which includes a writing assessment in Spring of the junior year. Completion of summer reading and writing due before school starts in fall.

**Course Description:** AP English is an intensive college-prep and college-level College Board-endorsed course for the highly academically motivated student. Students study a wide variety of literature, drama, poetry, and non-fiction expository and narrative writing, concentrating on critical analysis of structural and thematic elements of texts. Students examine texts within the cultural, social, historical, and artistic contexts of the eras in which they were written, and text selection varies from year to year. Extensive student participation is required in the form of whole-class discussions, the completion of critical analysis reading journals, and frequent student-led explication of texts. Students read critically, and advanced composition skills are taught and practiced through the frequent writing of in-class, informal and formal literary analyses and expository essays equivalent to the writing required in a first year college composition course. Students will also complete a final project. Students enrolled in AP English are expected to take the AP Exam offered by the College Board in May of their senior year; depending on individual college admissions policies, a score of 3, 4 or 5 on the exam results in elective or English college credit. The pace and complexity of this course best serves very highly motivated and academically prepared students.

## SCIENCE FICTION (College Prep English)

**Grades:** 11-12

**Fulfills Requirements:** English for SHS; for UC/CSU, b, g

**Course Description:** This college preparatory course builds skills that support the California state standards for English/Language Arts for 11<sup>th</sup> and/or 12<sup>th</sup> grade, and provides opportunities for writing portfolio entries. Core and supplementary texts may include *A Wizard of Earthsea*, *The Tombs of Atuan*, *The Farthest Shore*, *The Fellowship of the Ring*, *Childhood's End*, *Way Station*, and *Stranger in a Strange Land*. Students will also read short fiction and non-fiction by Lovecraft, Murphy, Kress, Le Guin, Cherryh, Howard, Bradbury and others. Students of science fiction and fantasy read widely and critically, writing both analytical and personal responses and using ideas, facts and techniques gained from that reading in their own writing. The genre is further explored by film studies and in the semester group project, the creation of a planet which is formally presented both orally and as a written report and which forms the basis for story writing. This course presents unique opportunities to examine the big questions facing humans in today's world in ways that utilize a wide variety of sources and learning styles.

## ENGLISH LANGUAGE DEVELOPMENT)—BEGINNING / INTERMEDIATE

**Grades:** 9-12

**Fulfills Requirements:** English for SHS

**Prerequisite:** Level is determined through CELDT testing and teacher recommendation

**Course Description:** Grammar, vocabulary and language structure are presented in all ELD class levels. Also, students are introduced to the American culture and basic communication skills. Activities may include dialogues, plays, interviews, group discussion, reading, listening and writing through textual study and conversation. Daily projects will reinforce listening, speaking, reading and writing skills. The objective is to obtain fluency in English.

**Fulfills Requirements:** English for SHS, for UC/CSU, b (one year only)

**Prerequisite:** Level is determined through English tests, writing test, and teacher recommendation

**Course Description:** Students read and analyze short stories, poetry, news articles and other non-fiction pieces from textbooks and other sources. Students review grammar and punctuation of Standard Written English and build vocabulary. The purpose of this class is to provide the foundation needed to transition into mainstream English classes. Some tutorial help is provided.

## **TRANSITIONAL ENGLISH**

**Grades:** 9-12

## **SPECIAL STUDIES IN ENGLISH**

**Grades:** 10-11 **May repeat with teacher permission**

**Fulfills Requirements:** English for SHS; for UC/CSU, b, g

**Prerequisite:** Instructor permission; approval by the Assistant Principal of Guidance and Counseling before work is started.

**Course Description:** Students work independently on various projects under the supervision of an English teacher. This program does not count as part of a student's full-time status.

## **AVID**

**Grades:** 9

**Prerequisite:** AVID Testing

**Course Description:** The purpose of AVID is to prepare students for college eligibility and success. It engages all students and increases college readiness across the school and district. There is an emphasis on analytical writing, preparation for college entrance exams, study skills, note-taking and research. Instruction is provided in college entry skills, tutor led study groups, motivational activities and academic survival skills.

## **NOTES:**

# HEALTH

## HEALTH

### SHELTERED HEALTH

**Grade:** 9-12 (9 recommended)

**This is a one semester course**

**Fulfills Requirements:** Health for SHS

**Prerequisite:** None

**Course Description:** This one-semester course is required for graduation and is usually taken during the 9th grade. Students must pass tests on the following subjects: communication skills, physical and emotional health, pregnancy and childbirth, substance use and abuse, sexually-transmitted diseases including AIDS, nutrition, first aid, safety and CPR. Course work includes individual and group projects, classroom discussion, audio-visual materials, guest speakers, and research projects.

## NOTES:

# MATHEMATICS

## ALGEBRA READINESS

**Grades:** 9-11

**Fulfills Requirements:** Math for SHS

**Course Description:** This course is designed to prepare students for Algebra 1. Its topics include preliminary mathematical and arithmetic concepts and skills. Additionally, it introduces students to 3 Algebraic concepts that students will then build upon in Algebra 1.

## ALGEBRA 1A, 1B EXTENDED

**Grades:** 9-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g (Alg 1B Ext only)

**Prerequisite:** 1A—Teacher recommendation; 1B—“C” or better in Algebra 1A

**Course Description:** This course is designed for the college preparatory students with a history of average math achievement who are not ready for the fast pace and intensity of Algebra I. This course is a two year Algebra program for students who are very competent in arithmetic and are willing to do daily homework. The course includes an arithmetic review, a study of the order of operations, evaluation of algebraic expressions, positive and negative numbers, equation solving, operations with polynomials, and word problems.

## ALGEBRA I

### SHELTERED ALGEBRA 1

**Grades:** 9-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** Algebra Readiness or teacher recommendation

**Course Description:** This course is designed to meet the California state requirement for Algebra 1. Its topics include operations of real numbers, equations and their applications, graphing, systems of equations, exponents and radicals, polynomials and factoring, quadratic functions and equations, rational expressions. Students must pass Algebra 1 (or its equivalent in Algebra 2) to graduate.

## GEOMETRY

**Grades:** 10-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** "C" or better Algebra 1.

**Course Description:** Geometry is designed for students who have completed Algebra I. The content includes undefined and defined terms, deductive reasoning versus inductive reasoning, perpendicular lines, parallel lines, parallel planes, component triangles, similar polygons, circles, arcs, angles, constructions, loci, coordinate geometry, areas and volumes of geometric figures, graphing, and basic right triangle trigonometry. Both

proofs and practical applications will be studied with respect to the above topics.

## INTENSIVE GEOMETRY

**Grades:** 9

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** "B" or better in Algebra I. Freshmen must have a 70% or higher on the SHS placement test as well as a teacher recommendation and a satisfactory GPA.

**Course Description:** This course will study proofs and applications of angle relationships, perpendicular lines, parallel lines and planes, component triangles, similar polygons, constructions, loci, coordinate geometry, areas and volumes. Trigonometry and symbolic logic may also be introduced. The course is recommended for math and physical science majors.

## ALGEBRA 2

**Grades:** 10-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** A "C" or better in Algebra and Geometry.

**Course Description:** This course is designed for college-prep students who would like to continue their study in algebra but who do not intend to pursue a math or physical science major. Topics of study include systems of numbers, polynomials and rational expressions, linear equations and inequalities, coordinate geometry, relations and functions, quadratic functions, conic sections and trigonometry. Sequences and series may be included if time permits.

## INTENSIVE ALGEBRA 2

**Grades:** 9-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** Previous teacher recommendation. Freshmen must have an excellent score on the SHS Placement Test, a satisfactory GPA and a teacher recommendation.

**Course Description:** This course is open to freshman students with an exceptionally strong history of high math achievement who are also motivated to accelerate their math education. Topics will include systems of numbers, polynomials, rational expressions, linear equations and inequalities, coordinate geometry, relations and functions, quadratic functions, systems of sentences, real exponents, logarithmic functions, conic sections, sequences and series. The course may also include probability, statistics, trigonometry, matrices, determinants and vectors. The course is recommended for math and science majors. Much self-discipline is required in this course.

## **PRE-CALCULUS/ANALYTICAL GEOMETRY**

**Grades:** 10-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** "C" in Alg 2 or Intensive Alg 2 or previous teacher recommendation.

**Course Description:** This course studies the advanced algebra topics necessary for calculus. The topics will include real and complex numbers, functions, graphs, polynomials, and rational functions, exponential and logarithmic functions, trigonometric functions, conics, systems of equations, sequences and series, and an introduction to calculus.

## **AP STATISTICS**

**Grades:** 11-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** Previous Math Teacher Recommendation

**Course Description:** The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

The advanced placement statistics course curriculum will be covered in two high school semesters. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one semester introductory college statistics course.

## **PRE-CALCULUS/ANALYTICAL GEOMETRY (Honors)**

**Grades:** 10-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** Previous teacher recommendation.

**Course Description:** This is a very challenging, fast-paced course with major emphasis on an introduction to calculus.

## **AP CALCULUS (B/C)**

**Grades:** 10-12

**Fulfills Requirements:** Math for SHS, for UC/CSU, c, g

**Prerequisite:** Pre-Calculus

**Course Description:** AP Calculus is a university-level calculus course intended for those who may wish to continue to advanced work in mathematics, the sciences, engineering or business at the college level. The course content and expectations will conform to the Advanced Placement Calculus BC curriculum as described in the current College Board "acorn" book. These topics include: functions and graphs; derivatives (concept of derivative, techniques for finding derivatives, and application of derivative); integrals (interpretations applications of integrals, applications of integral, techniques of antidifferentiation); polynomial approximations and series. Students are expected to take the AP Calculus BC Exam in May.

# PHYSICAL EDUCATION

**Introduction** - Physical Education at Soquel High School stresses participation and instruction in a wide range of games and fitness activities. The results are skill development, an improved fitness level, socialization and cooperation among our diverse population of students and a realistic attitude on the body's capabilities. The goal of the P.E. Department is for each and every student to leave Soquel with a base knowledge in a variety of lifetime activities and the desire and the means to maintain a physically active and healthy life. All students are required to pass both the Fall and Spring semesters of PE 9 before continuing on to PE Electives. A maximum of 40 PE credits may be used toward graduation.

## PHYSICAL EDUCATION 9

**Grade:** 9

**Fulfills Requirements:** Physical Education for SHS

**Course Description:** Instructional units in the freshman core program place emphasis on both team sports and individual lifetime activities. Units of instruction may include aerobics, basketball, conditioning and weight training, dance, field games, paddle tennis, soccer, swimming, touch football, volleyball, softball, badminton, track and field, pickleball, golf, tennis, hockey. Students are also introduced to the importance of exercise and a healthy lifestyle. This course is designed to meet the California State Framework requirements for a CORE Physical Education course. All students are required to pass both the Fall and Spring semesters of PE 9 before continuing on to PE Electives.

## SOCCER

**Grades:** 10-12      **May Repeat for Credit**

**Fulfills Requirements:** Physical Education for SHS

**Prerequisite:** Successful completion of PE 9 and physically able to participate

**Course Description:** Course will expand on the P.E. 9 soccer unit with more advanced individual and team techniques and strategies. Indoor (futsal) and outdoor practices and games will be included.

## BASKETBALL

**Fulfills Requirements:** Physical Education for SHS

**Prerequisite:** Successful completion of PE 9 and physically able to participate

**Course Description:** This course offers students advanced techniques and theories of individual and team basketball. Individual fundamentals (shooting, dribbling, passing, cutting, screening, rebounding) as well as team concepts regarding offense, defense, and transition will be stressed.

## FOOTBALL

**Fulfills Requirements:** Physical Education for SHS

**Prerequisite:** Successful completion of PE 9 and physically able to participate

**Course Description:** This course offers students advanced techniques and theories of individual and team football. Individual fundamentals (passing, punting, kicking, blocking) as well as team concepts regarding offense and defense are taught.

## YOGA AND AEROBICS

**Grades:** 10-12      **May Repeat for Credit**

**Fulfills Requirements:** Physical Education for SHS

**Prerequisite:** Successful completion of PE 9 and physically able to participate

**Course Description:** The purpose of this class is to learn the principles and values of lifetime fitness by participating in both an aerobic exercise program and a yoga influenced exercise program. . Aerobic dance, running and walking, off-campus workouts are among possible activities. Floor exercises and weights will also be incorporated into the class work to tone and build muscular strength. The principles of weight loss and maintenance, body shaping, diet and nutrition will also be discussed.

## WEIGHT TRAINING

**Grades:** 10-12      **May Repeat for Credit**

**Fulfills Requirements:** Physical Education for SHS

**Prerequisite:** Successful completion of PE 9 and physically able to participate

**Course Description:** Weight Training is the use of barbells, dumbbells or weight machines to increase muscular size, strength and endurance. Students enrolled in this class will be introduced to a variety of weight training techniques and skills. All students will be encouraged to do a personal need analysis of what they would like to derive from the class, then be encouraged to develop a self-styled program to help achieve these goals. Each class contains an additional aerobic component to help develop cardiovascular fitness.



# SCIENCE

**Introduction:** A minimum of two years of science is required for graduation--one must be a life science and one a physical science. Courses described under the **Agribusiness** department also meet the requirement for graduation.

## OCEAN ECOLOGY

**Grades:** 10-12

**Fulfills Requirements:** Physical or Life Science for SHS; for UC/CSU, g

**Prerequisite:** One semester of any science class

**Course Description:** This course is designed for the student who wants to learn about the physical, chemical and biological aspects of the oceans. Topics to be covered include how the oceans were formed, how they affect our weather, global warming, marine animals and plants, seashore and beach formation, environmental protection of the ocean habitat, waves, marine research, and ecology. Course includes field trips to ocean or marine labs, labs during class time, etc. This class is a good starting place for anyone interested in a career in oceanography, marine biology, meteorology, zoology or fisheries.

## BIOLOGY

### SHELTERED BIOLOGY

**Grades:** 9-12

**Fulfills Requirements:** Life Science for SHS; for UC/CSU, d

**Course Description:** Biology is a yearlong laboratory life science course designed for college bound students. It fulfills the "a-g" life science requirement for college entrance. This is a survey course covering such topics as biochemistry, cell biology, genetics, botany, ecology, microbiology, evolution and animal physiology. This is a rigorous science course in which laboratory work is emphasized.

### AP BIOLOGY (AP)

**Grades:** 11-12

**Fulfills Requirements:** Life Science for SHS; for UC/CSU, d, g

**Prerequisite:** Chemistry, Physics, or instructor's permission.

**Course Description:** AP Biology is a college-level biology course for motivated high school juniors and seniors interested in pursuing the field of science. This course is intended to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The content follows the suggested outline for a typical college biology class developed by the College Board. AP Biology covers three areas of biological principles and processes that were introduced in biology: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. AP Biology differs significantly from biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. Students will be expected to complete an intensive amount of reading from a college textbook, as well as from journal articles. AP Biology is a challenging course aimed at preparing students for the future by giving them tools

that will serve them well throughout their college careers. Students are expected to take the AP Biology Exam in May.

## PHYSICS

**Grades:** 10-12

**Fulfills Requirements:** Physical Science for SHS; for UC/CSU, d, g

**Prerequisite:** Completion or concurrent enrollment in Algebra II (Neither chemistry nor biology is prerequisite to physics.)

**Course Description:** Physics is a subject for those who wish to understand their physical environment. How do satellites move in orbit? Why do soap bubbles appear colored? How is the behavior of an atom like that of a guitar? Physics is a laboratory based university prep course. It is a course for those with inquisitive minds as well as those planning to continue their education in the sciences or engineering.

## CHEMISTRY

**Grades:** 10-12

**Fulfills Requirements:** Physical Science for SHS; for UC/CSU, d, g

**Prerequisite:** "C" or better in Algebra 1 or equivalent, pass Biology with a "B"

**Course Description:** This course is designed for students with a high achievement in math and science. Chemistry is a course in which you will learn how all things are made and how they are assembled together. Topics to be covered include atoms and molecules, bonding, energy, behavior of liquids, solids and gases, organic chemistry, acids and bases, electrochemistry, metals, radioactivity, and chemistry of the environment. The emphasis is on practical use of chemistry, with many labs.

### AP CHEMISTRY (AP)

**Grades:** 11-12

**Fulfills Requirements:** Physical Science for SHS; for UC/CSU, d, g

**Prerequisites:** "B" or higher in Chemistry.

**Course Description:** AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, as freshmen, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. This is an intense course for students likely to major in science when they get to college. Strong math skills are a must! Students are expected to take the AP Chemistry Exam in May.

# SOCIAL STUDIES

High School Graduation Requirements:

<u>Grade</u>	<u>Requirement</u>
10	World History, Sheltered World History, HA World History or GMEC World History
11	U.S. History, Sheltered U.S. History, Advanced Placement U.S. History or GMEC US History
12	Am. Government, Sheltered Am. Government or AP Am. Government (1 semester), and Economics, Sheltered Economics or AP Economics (1 semester)

## HA WORLD CULTURES AND GEOGRAPHY

**Grade:** 9

**Fulfills Requirements:** Elective for SHS; for UC/CSU, a, g

**Prerequisite:** Admission to the Humanities Academy

**Course Description:** In this course, students will be introduced to cultural and geographical regions of the world through a study of Latin America, East Asia, Sub-Saharan Africa, the Middle East, and the Indian Subcontinent. The geographical features of these regions will be emphasized. Additionally, students will learn about the religions, cultural components and values, and major regional issues. This course is designed to prepare students for higher-level social studies courses, including world history, and as such emphasizes geography, cultural studies, and religion. Students will learn and improve upon analytical and formal writing, research, oral and written presentation, and academic reading skills.

## WORLD HISTORY

### SHELTERED WORLD HISTORY

**Grade:** 10 **Sheltered World History may be taken during another grade level**

**Fulfills Requirements:** World History for SHS; for UC/CSU, a, g

**Course Description:** This course is required of all sophomores. In this course students study the major turning points that shaped the modern world, from the late 18<sup>th</sup> century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

## HA WORLD HISTORY

**Grade:** 10

**Fulfills Requirements:** World History for SHS; for UC/CSU, a

**Prerequisite:** Admission to the Humanities Academy

**Course Description:** HA World History is a demanding sophomore-level class. It is highly recommended for students who are academically motivated and seeking a challenging learning environment in which the great issues of our world are studied in depth. Topics to be covered include the industrial revolution, political and economic systems, colonialism and independence movements, indigenous and

non-indigenous cultures from Africa, Asia, the Americas, Europe, Australia; and world religions. Current events and geography will be taught in conjunction with the above-mentioned topics.

## U.S. HISTORY

### SHELTERED U.S. HISTORY

**Grade:** 11 **Sheltered U.S. History course may be taken during another grade level**

**Fulfills Requirements:** U.S. History for SHS; for UC/CSU, a, g

**Course Description:** The first semester will be a study of U.S. History from the late 19<sup>th</sup> century to 1940. The second semester will cover the period from World War II to the present. The course will be an examination of the political, economic, and social growth of the American way of life, and the relationship of America to other nations in the world.

## AP U.S. HISTORY

**Grade:** 11

**Fulfills Requirements:** U.S. History for SHS; for UC/CSU, a, g

**Prerequisite:** Assessment (to take place in the early spring)

**Course Description:** The Advanced Placement Program in American History is designed to provide students with the analytical skills, factual and theoretical knowledge and writing skills necessary to deal with the problems and developments in U.S. history from colonial times to the modern era. The program prepares students for intermediate and advanced college-level courses by making demands upon them equivalent to those of full-year introductory college courses. Students should learn to assess historical materials, describe and define their relevance to a given problem, and judge their reliability and importance. In this process, students should become familiar with the skills and pitfalls in historical scholarship. The focus of this class will never be the "correct" interpretation of U.S. history but rather the search for the world view embedded within various interpretations. Students are expected to take the AP U.S. History Exam in May.

## ECONOMICS

### SHELTERED ECONOMICS

**Grade:** 12 **Sheltered Government and Economics may be taken during another grade level**

**Fulfills Requirements:** Economics for SHS; for UC/CSU, g (sem)

**Course Description:** Students will learn about prices, money, jobs, and the workings of the American economy. The course will provide both a basic understanding of economic concepts (e.g. supply and demand, inflation) as well as an understanding of the forces that operate in the U.S. and world economics today.

## **AP MACROECONOMICS**

**Grade:** 12

**Fulfills Requirements:** Economics for SHS;  
for UC/CSU, g (sem)

**Prerequisite:** Pass U.S. History with a C or higher

**Course Description:** Students will learn about prices, money, jobs, and the workings of the American economy. The course will provide an understanding of basic economic concepts, measurement of economic performance, national income and price determination, the financial sector, inflation, unemployment, stabilization policies, economic growth and productivity, open economies, and international trade and finance. This course is designed to prepare students for the AP Exam for Macroeconomics. The class will be taught at the college level and will require a substantial amount of reading, writing, and preparation outside of class time. Students are expected to take the AP Macroeconomics Exam in May.

## **AMERICAN GOVERNMENT**

### **SHELTERED AMERICAN GOVERNMENT**

**Grade:** 12      **Sheltered Government and Economics may be taken during another grade level**

**Fulfills Requirements:** Government for SHS;  
for UC/CSU, a, g (sem)

**Course Description:** This course is designed to provide students with an understanding of the American system of government at the federal, state and local levels. Topics include public opinions, political parties, the American presidency, congressional decision-making, civil rights, and ethics in government. You will be expected to participate in three field trips.

## **AP AMERICAN GOVERNMENT AND POLITICS**

**Grade:** 12

**Fulfills Requirements:** Government for SHS;  
for UC/CSU, a, g (sem)

**Prerequisite:** Pass U.S. History with a C or higher

**Course Description:** This course explores the political theory, policies, and institutions that direct the daily operation

of the American Government. As this course is designed to prepare students for the AP Exam for US Government and Politics, it goes far beyond a basic understanding of how our government “works.” Students will come away from this class with a critical understanding of our political system, its strengths and weaknesses, and their rights and responsibilities as citizens. The class will be taught at the college level and will require a substantial amount of reading, writing, and preparation outside of class time. Students are expected to take the AP Government and Politics Exam in May.

## **gMEC WORLD HISTORY**

**Grade:** 10

**Fulfills Requirements:** World History for SHS;  
for UC/CSU, a, g

**Prerequisite:** Admission to the gMEC Academy

**Course Description:** The gMEC Academy offers a new type of learning program, designed to support those students who are interested in being engineers and skilled workers. While meeting state and local graduation requirements, the gMEC Academy will feature coordinated History and English Curriculum, articulated courses to ROP and Cabrillo College. Topics to be covered include the industrial revolution, political and economic systems, colonialism and independence movements, indigenous and non-indigenous cultures from Africa, Asia, the Americas, Europe, Australia; and world religions. Current events and geography will be taught in conjunction with the above-mentioned topics. The Academy will offer 3 career pathways: Mechanical, Engineering, and Construction.

## **gMEC U.S. HISTORY**

**Grade:** 11

**Fulfills Requirements:** U.S. History for SHS; for UC/CSU, a, g

**Prerequisite:** Admission to the gMEC Academy

**Course Description:** U.S. History for SHS; for UC/CSU, a, g  
**Course Description:** This course is designed to support those students who are interested in being engineers and skilled workers. The first semester will be a study of U.S. History from the late 19<sup>th</sup> century to 1940. The second semester will cover the period from World War II to the present. The course will be an examination of the political, economic, and social growth of the American way of life, and the relationship of America to other nations in the world.

## **NOTES:**

# **SPECIAL EDUCATION**

**Introduction:** There are a number of Special Education Programs at Soquel High which serve many individuals with a wide range of skills and abilities. A primary goal of these programs is to support students in the least restrictive environment. Special Education Programs are available to students who meet state and federal criteria for special education services. All special education programs require and Individualized Education Plan (IEP) as defined by IDEA. Only students with an active IEP may receive Special Education Services.

## **RESOURCE SPECIALIST PROGRAM**

Students in the Resource Specialist Program (RSP) may receive support in their general education classes by attending a RSP Academic Support class for one or more periods. This class earns elective credit.

## **SPECIAL DAY CLASS**

The Special Day Class offers courses in English, Math, Social Studies, Science and Tutorial. Students may participate in regular classes (including electives) as determined by IEPs and skill levels (with the student spending the majority of the school day in courses offered through this plan). Obtaining work experience is emphasized, with the ultimate goal of completing the high school experience by obtaining a Certificate of Completion and then being ready for fulltime employment.

## **LIFE SKILLS**

The Life Skills Class is a full day program that emphasizes the functional skills needed to achieve maximum levels of independence for each of the students enrolled in the program. Students participate in community and school based learning experiences that enrich their lives in the curricular areas of work training, home living, recreation and leisure. Additionally, students are enrolled in English and math classes to provide essential communication and mathematical skills.

## **OTHER SERVICES**

Depending upon the student's IEP, there may be additional programs and services offered in support of the student.

## **NOTES:**

## SPECIAL OPPORTUNITIES

### SPEECH/MOCK TRIAL

**Grades:** 9-12                      **May repeat for credit**

**Fulfills Requirements:** General elective for SHS

**Course Description:** This is an introductory course that aims to eliminate the fear of speaking in front of a group. The class project is to attend county Mock Trial competition. Course work may include group and one-to-one activities, library research, lectures, note-taking, outlining, and practice in persuasive techniques, pronunciation, enunciation, dramatic reading, and formal and informal speaking. The essential value of the course is in increased effectiveness in daily verbal communication. Speech/Mock Trial will help students project their ideas effectively. This class will meet one or two evenings a week.

### SCHOOL SERVICE

**Grades:** 9-12                      **May repeat for credit**

**Fulfills Requirements:** General elective for SHS

**Prerequisite:** Consent of office supervisor; student should have good attendance and demonstrated responsibility

**Course Description:** Students receive **pass/fail credit** for service performed for school personnel whether in an office or in a classroom. Skills required vary, depending upon the particular placement. **Note:** a maximum of 20 units of aide class credit is allowed during the four years and a maximum of 5 units of aide class credit may be accrued during any one semester.

### WORK EXPERIENCE

**Grades:** 11-12                      **May repeat for credit**

**Fulfills Requirements:** Elective credit for SHS

**Prerequisite:** Consent of Work Experience coordinator; 16 years old or 11th grade standing

**Course Description:** This program provides high school credit for experiences gained while working in the business community. Related instructional units must be completed in order to receive credit. The purpose of the program is to assist students to become productive, responsible individuals through employment experience. Students also must attend a one-hour seminar once a week. Students may receive variable credits.

### NOTES:

# VISUAL AND PERFORMING ARTS

Through education in the Performing Arts, it is our hope that the student will develop professional skills, or will learn a means of recreation, pleasure, and worthy use of leisure time. The student will develop skills of reading and listening to music and learn to value music as a means of expression. The student is provided an opportunity for performance, creative expression, and an understanding of the relationships existing between the performing arts and other areas of human endeavor. These classes would be a logical preparation for community and/or college Performing Arts programs and for performance careers.

## JAZZ BAND

**Grades:** 9-12

**May repeat for credit**

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f, g

**Prerequisite:** Audition and/or consent of instructor; concurrent enrollment in band or other music class;

**Course Description:** Through individual and group instruction, students will practice, rehearse, listen to, and perform jazz in preparation for required performances. Music will be from a large variety of jazz literature.

## BAND

**Grades:** 9-12

**May repeat for credit**

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f

**Prerequisite:** Basic reading skills on a woodwind, brass, or percussion instrument

**Course Description:** Through individual and group instruction, students will practice, rehearse and perform music in preparation for required performance at ball games and concerts. Music will be from a wide variety of marching, pep, and concert band literature.

## INSTRUMENTS

**Grades:** 9-12

**May repeat for credit**

**Fulfills Requirements:** Fine Arts for SHS

**Prerequisite:** An interest in learning and/or improving one's musical skills on an instrument

**Course Description:** Through Individualized instruction, this course fills the needs of those students who have not mastered their performing instruments well enough to perform with the band or orchestra. All performance and rehearsal techniques that lead to eventual participation in the band or orchestra are stressed. An essential component of this course is study in the computerized piano lab.

## WOMEN'S CHORUS

**Grades:** 9-12

**May repeat for credit**

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f

**Prerequisite:** Interest in singing

**Course Description:** A music course for the trained and untrained female vocal student. Each student will learn the basic theory of music, rhythmic notation, pitch symbols, and stylistic techniques. Students will learn the basics of proper singing techniques. Each student will learn, study and perform the various stylistic periods of music, which will be performed in three required public concerts.

## MEN'S CHORUS

**Grades:** 9-12

**May repeat for credit**

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f

**Prerequisite:** Interest in singing

**Course Description:** A music course for the trained and untrained male vocal student. Each student will learn the basic theory of music, rhythmic notation, pitch symbols, and stylistic techniques. Students will learn the basics of proper singing techniques. Each student will learn, study and perform a variety of vocal music including examples from the various stylistic periods of music, which will be performed in three required public concerts.

## CONCERT CHOIR

**Grades:** 10-12

**May repeat for credit**

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f, g

**Prerequisite:** Instructor permission, audition

**Course Description:** Same content as Men's and Women's Chorus with a higher level of proficiency and commitment expected. The Concert Choir also emphasizes performance in concerts, programs for community organizations, honor groups, festivals and solo performances. Performance participation is required.

## JAZZ SINGERS

**Grades:** 10-12

**May repeat for credit**

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f, g

**Prerequisite:** Instructor permission, audition, concurrent enrollment in Concert Choir or other music class;

**Course Description:** The Jazz Singers is a class for the advanced vocal student. This class emphasizes performance in concerts, programs for community organizations, festivals, and solo performance. The extended rehearsal and performance hours allow a student to earn 7 credits.

## GUITAR

**Grades:** 9-12

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f, g

**Prerequisite:** Desire to learn guitar. Have own instrument.

**Course Description:** First semester - this course is designed for the student with little or no previous training on the guitar. Student will develop facility in forming chords and strumming rhythm patterns, and will develop the ear. The overall content will stress proper playing (classical) technique and basic reading skill. Second semester - this course offers a continuation of skills offered in beginning guitar. Students

will continue their development on an individualized basis to include scales, extended chord forms, musical form, improvisation and composition.

## **MUSIC TECHNOLOGY**

**Grades:** 9-12                      **May repeat for credit**

**Fulfills Requirements:** Fine Arts or Applied Arts for SHS

**Prerequisite:** Desire to learn about music through computer technology

**Course Description:** The course introduces students to the study of audio and audio recording. Areas of instruction include: introduction to sequencing and MIDI applications, sampling and looping, sound design, recording engineering, digital signal processing, and the history of the recording arts.

## **PIANO**

**Grades:** 9-12

**Fulfills Requirements:** Fine Arts for SHS

**Prerequisite:** An interest in learning and/or improving piano skills

**Course Description:** Through individual and group instruction, this course fills the needs of beginning to advanced students. Students will develop facility in scales, chords, music fundamentals, improvisation, and sight-reading. An essential component of this course is study in the computerized piano lab.

## **THEATRE ARTS**

**Grades:** 9-12

**Fulfills Requirements:** Fine Arts for SHS; for UC/CSU, f

**Course Description:** Open to students interested in Theatre. This two-semester course will focus on the basic elements of technical theatre and beginning acting. Students will have hands on experiences in make up, costume design, history of theatre, scenic and lighting design and other areas of technical theatre in the first semester. Second semester will involve monologue and dialogue work, trust and ensemble activities, theatre sports and improvisation, movement, stage combat, blocking, character development and dialogue exercises. All students may audition for or work with the extra-curricular main stage productions offered at Soquel High School. Field trip opportunities to see professional theatre will be available.

## **ADVANCED THEATRE ARTS**

**Grades:** 11-12

**Fulfills Requirements:** Fine Arts for SHS; for UC/CSU, f, g

**Prerequisite:** Previous enrollment and at least a C from Theatre Arts or with an audition and permission of the instructor

**Course Description:** Open to students in grades 11-12 who have successfully completed Theatre Arts with a C or by audition with permission of the instructor. This course will offer opportunities for a traveling children's show, college portfolio and/or monologue preparation for auditions, middle

school performances, writing and directing in One Act Plays, and design opportunities. These students will develop more advanced techniques and in depth study in Theatre Arts. All students may audition for or work with the extra curricular main stage productions at Soquel High School. Field trip opportunities to see professional theatre will be offered.

## **PLAY PRODUCTION (Fall)**

### **MUSICAL PRODUCTION (Spring)**

**Grades:** 9-12                      **May repeat for credit**

**Fulfills Requirements:** Fine Arts or Applied Arts for SHS, for UC/CSU, f

**Prerequisite:** By audition or with permission of the director/instructor of the main stage extra curricular production

**Course Description:** Students enrolled in this course will be involved in preparation and performance of a main stage performance in technical theatre, acting, choreography, or orchestration. Rehearsals take place after school from 3-5 PM as indicated by the production schedule. Students are responsible for all aspects of the production and performances for which he/she is responsible. Students may receive Applied Arts credit (with 75 semester hours) or Fine Arts credit. **Applied Arts hours must be documented, approved, and signed off by the instructor.**

## **ART 1**

**Grades:** 9-12

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f

**Course Description:** Art 1 is a year-long art course starting with the Soquel Drawing Academy. Students will use a variety of techniques (i.e. observational drawing) to improve their drawing skills. Students will learn to mix colors and refine their painting skills while creating unique, meaningful works of art. Students will also be introduced to a variety of other mediums, which may include printmaking, mask-making, metalwork, collage, as well as painting and drawing. The course includes instruction in art criticism, and aesthetics.

## **INTERMEDIATE/ADVANCED ART**

**Grades:** 10-12

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f, g

**Prerequisite:** C or better in Art 1, or teacher approval (based on review of your portfolio)

**Course Description:** Students will continue to build upon the foundations of drawing and painting covered in Art 1. Students will be exposed to art styles and history from a variety of cultures. This course includes research projects and regular class critiques, as well as writing about art. Students will be asked to pick their own reference as inspiration for their artwork.

## **CERAMICS 1 and 2**

**Grades:** Ceramics 1 9-12                      Ceramics 2 10-12

**Fulfills Requirements:** Fine Arts for SHS, for UC/CSU, f

**Prerequisite:** For Ceramics 2 a "C" or better in Ceramics 1, or teacher permission

**Course Description:** Ceramics 1: In this class you will explore clay as a medium for creating sculpture and pottery. The course will stress various hand building techniques, glaze application and creative problem-solving skills. During the second semester, you will refine techniques with an emphasis on the use of the pottery wheel and the kiln firing process.

Ceramics 2: In this class, the principles of form, shape, design, and texture will be studied with an emphasis on the exploration of your individuality through creative expression.

## **CERAMICS INTERN (VISUAL ARTS)**

**GRADES:** 10-12

**PREREQUISITE:** C or better in Ceramics 2 or teacher approval

**COURSE DESCRIPTION:** This is an advanced course which builds upon skills learned in Ceramics 1 and 2. In this course of study you will learn the skills necessary to run a ceramics lab, including; kiln loading, kiln firing, glaze calculation, testing and mixing. You will work with the course instructor as well as several professional potters in the Santa Cruz area to obtain a well rounded and marketable set of useful Ceramics Lab management skills. You will also assist at times in the tutoring of beginning students.

## **SPECIAL STUDIES IN VISUAL ARTS**

**Grades:** 11-12    **May repeat with instructor permission**

**Fulfills Requirements:** Fine Arts for SHS; for UC/CSU, f

**Prerequisite:** Permission of instructor; approval by Assistant Principal before work begins.

**Course Description:** Student must demonstrate the following to be allowed into this program: basic knowledge of visual art including color-theory and design as well as ability in a variety of mediums. In addition, the student must be self-directed and have a proposal for focus of artwork. If the student is unknown to the instructor, an artist's portfolio should be presented to instructor. The course will include art history, aesthetics and art criticism. This course does not count towards a student's full-time status.

## **NOTES:**



# WORLD LANGUAGE

## FRENCH 1

**Grades:** 9-12

**Fulfills Requirements:** Elective for SHS, for UC/CSU, e

**Course Description:** Students will learn to read, write, speak and understand basic French vocabulary and structures in the present, past and future tenses through the use of text, workbook, video, music and tapes, skits and technology.

## FRENCH 2

**Grades:** 10-12

**Fulfills Requirements:** Elective for SHS, for UC/CSU, e

**Prerequisite:** "C" or higher in French 1.

**Course Description:** Continuation of French 1, stressing more practical communication, interviews, skits, reading and discussion of articles and stories; more advanced structures, tenses and vocabulary.

## FRENCH 3

**Grades:** 11-12

**Fulfills Requirements:** Elective for SHS, for UC/CSU, e, g

**Prerequisite:** "C" or higher in French 2.

**Course Description:** Students will polish speaking, listening, reading, and writing skills by reading a novel, writing a journal and essays, interviewing guest speakers and performing original skits and writing to pen pals in French-speaking countries.

## FRENCH 4

### AP FRENCH

**Grades:** 11-12

**Fulfills Requirements:** Elective for SHS, for UC/CSU, e, g

**Prerequisite:** "A" or higher in French 3 or equivalent.

**Course Description:** Students will focus their study on French Literature and French history at the same time they are perfecting their oral communication skills. Students are expected to take the AP French Language Exam in May.

## SPANISH 1

**Grades:** 9-12

**Fulfills Requirements:** Elective for SHS, for UC/CSU, e

**Course Description:** This class is designed to give students the basic language tools and experiences which constitute the first step toward real proficiency in Spanish. Considerable class time will be spent in communicative tasks in Spanish, i.e. exchanging experiences, information, ideas, social courtesies, etc. Instruction in grammar, spelling, pronunciation, and punctuation will be given as needed in order to facilitate and advance the communicative proficiency objectives concerning accuracy. Students will become better acquainted with the peoples and customs through an introduction to their music, art, sports, recreational activities, festivals, history and geography.

## SPANISH 2

**Grades:** 10-12

**Fulfills Requirements:** Elective for SHS; for UC/CSU, e

**Prerequisite:** "C" or better in Spanish 1, or teacher permission.

**Course Description:** Spanish 2 is designed to expand and refine the speaking and listening skills necessary to attain competence in more complex conversations and narratives. The vocabulary will be expanded, phonics reviewed and further grammatical concepts will be introduced. The student's familiarity with the peoples and customs of the language will be exchanged through additional studies of music, art, sports, recreational activities, festivals, history and geography.

## SPANISH 3

**Grades:** 11-12

**Fulfills Requirements:** Elective for SHS; for UC/CSU, e, g

**Prerequisite:** "C" or better in Spanish 2, or teacher permission.

**Course Description:** All language skills previously studied will be refined through a variety of activities such as reading and discussing short stories, skits, resumes, and reports. Grammatical principles will be reviewed; new advanced structures will be presented to the student to insure increased proficiency in the language. The students will be given further examples for the application of their skills and knowledge. By the end of the third year, students will have studied all the major elements of the language. This class meets the UC advanced foreign language/mathematics/science entrance requirements.

## SPANISH 4

### AP SPANISH LANGUAGE

**Grade:** 12

**Fulfills Requirements:** Elective for SHS; for UC/CSU, e, g

**Prerequisite:** "C" or better in Spanish 3 or instructor permission

**Course Description:** This class will be conducted entirely in Spanish. All language skills will be refined and developed further, including activities such as writing and enacting original skits and dialogues, formal discussions of major literary works as well as audio-visual presentations. Necessary grammatical principles will be reviewed and expanded by the student to strengthen fluency in the language. Students are expected to take the AP Spanish Language Exam in May.