Etna High School

Course Offerings and Descriptions

2023-2024 School Year

NOTE:

Etna High School strives to maximize educational opportunities and a "student-first" master schedule. Course descriptions are provided for planning and course requests. Not all courses may be implemented pending student course requests, staffing, or other circumstances.

SCHOOL COUNSELOR

The importance of the School Counselor becomes more apparent as students enter high school. At Etna High School, the academic counselor and administration work closely to ensure all students have support and are provided the opportunity to develop custom academic plans for success. EHS counselors provide a variety of services to Etna High School students, including:

- Choosing a course of study at Etna High School and monitoring progress towards graduation
- Assisting students in determining their abilities and areas of special interest
- Explaining graduation requirements to students
- Assisting students experiencing academic difficulties
- Providing and interpreting information on ACT, PSAT, SAT, ASVAB, competency, and other tests
- Supplying information about career areas, college placement, trade schools, financial aid, and scholarships
- Discussing student concerns on an informal basis

REGISTRATION PROCEDURES

Registration for classes at EHS is a comprehensive and dynamic process that allows administration and counselors to evaluate student needs and goals. These needs and goals are balanced with staffing, budget, and community values to develop a "student-first" schedule and course offerings.

- During the spring months in March or April, students will meet with their counselor to select and register for classes for the following year.
- Approximately one week prior to registration, students will receive a counselor planner form and have access to transcripts and this registration manual.
- Based on student transcripts, students will select appropriate classes for the following year. Any Honors/AP classes will require a teacher's recommendation.
- During registration, students will meet with a counselor and complete course requests with their selected classes, signatures for any Honors/ AP classes, their signature, and their parent/ guardian's signature.
- If a student is not recommended for Honors/AP courses a request can be made through the counseling office for reconsideration by Administration, teacher, student, and parent/guardian.
- Everyone must register for required courses. The required courses are indicated on your course request, according to your grade-level. These courses are required for graduation and/or UC/CSU eligibility.
- After registering for required courses, a student may register for elective courses. These courses meet graduation requirements and post-graduation plans.
- All courses are year-long unless otherwise indicated in the course description.

SCHEDULE CHANGE POLICIES AND PROCEDURES

Student Initiated Schedule Changes:

Fall

Students must initiate changes after picking up temporary schedules and before the beginning of the school year. Class change requests will only be accepted during the first five days of each semester.

- Changes must be for valid educational purposes.
- The student's parent must approve academic program, course changes.
- Students must meet all course prerequisites.
- Changes *will not be made* to overload a teacher's class.
- Changes *will not be made* based on teacher or period preference.
- Changes *will not be made* to accommodate work schedules.
- Classes changed after two weeks of each semester earn a Withdraw Fail (WF) that will appear on the transcript and is included in GPA calculations.

Spring
Students must initiate changes before the end of the first semester and all of the rules listed above continue to apply.

Teacher Initiated Changes:
Teachers may recommend that a student be moved up or down a level in a subject up to 10 days after the start of the semester. Administrative schedule changes can be recommended by a teacher at any time to ensure a safe and effective learning environment.

Administration Initiated Schedule Changes:
In order to balance classes, administration reserves the right to make involuntary changes.

GRADES, GRADING PERIODS, AND POLICIES

Grades
No course credit will be given for a grade of "F" in subject courses.

If a student receives a "D" or "F" and the master schedule can accommodate additional students, courses can be repeated for full credit during the school day. Both grades will be posted on the student's transcript with only the higher grade calculated into the GPA, but the student shall receive credit *only once* for taking the course.

A "D" grade is passing in all subjects. A grade of "C" is required for the student to move to the next level as a pre-requisite in some selected classes. All credits earned in the regular school day grade program may be counted towards the total 260 credits required. This does not preclude the earning of extra credits beyond the regular school day or year for the purpose of acceleration or for credit recovery if those courses are approved by Scott Valley Unified School District (SVUSD) for transfer. Incoming 9th graders may earn credits that can be applied to their high school transcript if the courses are approved by SVUSD for transfer.

Students shall not apply more than 10 credits of "Teacher's Assistant" (TA) towards graduation requirements

Repeating Classes
A student may repeat a course in which they received a "D" or "F" in order to raise his/her grade. The principal or designee shall determine the options available to the student for repeating the course: on site, accredited community college, summer school, Independent Study, etc. Both grades received shall be entered on the student's transcript with only the higher grade calculated into the GPA, but the student shall receive credit only once for taking the course.

Students must consult with their counselors prior to signing up for summer school at another public or private school or for an on-line course. Students should be aware that some on-line courses do not meet NCAA eligibility rules and UC approval.

Grades for Achievement

Grades toward mastery of standards in middle and high school shall be reported for each marking period as follows:

- A - Advanced Mastery of Course Standards 4.0 grade points
- B - Proficient mastery of Course Standards 3.0 grade points
- C - Basic Mastery of Course Standards 2.0 grade points
- D - Below Basic Mastery of Course Standards 1.0 grade points
- F - Far Below Basic Mastery of Course Standards 0 grade points

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (ED Code 49067, BP/AR# 5123). No "F" can be given for a course if parents/ guardians are not notified in a timely manner that the student is failing the course.

An Incomplete is given for a semester grade only when a student's work is not finished because of extenuating circumstances that have been approved by the site administrator or designee. At the end of second semester incomplete grades may be given only with prior administrative approval ensuring that a plan and timeline for completion of the course work is in place. The Incomplete shall become an "F" if not made up in accordance with the approved timeline.

Prerequisities

Basic mastery of course standards, or a grade of "C", is the expectation for progression to higher-level classes within academic subjects. In the circumstance that a student does not achieve basic mastery, teachers and administration will consider progression on a case-by-case basis.

Absences and Schoolwork

It is the responsibility of the student to complete assignments missed because of an absence. Students who are absent because of athletics or other school-related activities are expected to request their assignments at least 24 hours in advance of the absence and to turn in their assignments on the day they return to campus, or before.

Upon returning from an unplanned absence, students should consult with teachers to determine what work was missed and the procedure for making up this work. The deadline for completing work missed because of an absence will be determined by each teacher.

When they are ill, it is best for the student to rest and recover. Upon returning to campus, students need to follow procedures outlined in their class syllabi and/or contact teachers to make up required assignments/classwork.

Students participating in co-curricular activities outside of the regular school day must be present the day prior or of the activity in order to participate unless preapproval is given by administration. Please see specific attendance requirements for athletics and dances.

Homework

Homework is an integral part of a student's educational program. The staff believes that students must not only develop proficiency in subject matter, but must also learn to budget time efficiently to complete assignments on time. Homework may be assigned for a variety of purposes, including reinforcement of classroom learning and preparation for a future classroom experience. Students should check with individual teachers for late work policies.

Academic Integrity

We value academic integrity and do not permit any form of dishonesty or deception that unfairly, improperly or illegally enhances a grade on an individual assignment or a course grade. Cheating represents a violation of mutual trust and respect between teacher and student. The following is a list of behaviors that constitute academic dishonesty. This list may be incomplete due to new forms of cheating, plagiarism, and other forms of dishonesty that may arise as technology becomes more advanced:

1. Cheating on exams.
2. Copying from others.
3. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher permission.
4. Having or using a communication device such as a cell phone to send or obtain unauthorized information.
5. Taking an exam for another student, or permitting someone else to take a test for you.
6. Providing or receiving information about all or part of an exam, including answers.
7. Having or using a "cheat sheet" that is not authorized by the teacher.
8. Altering a graded exam and resubmitting it for a better grade.
9. Working together on a take-home exam, unless specifically authorized by the teacher.
10. Gaining or providing unauthorized access to examination materials.
11. Plagiarism in papers and assignments:
    A. Including, in any assignment turned in for credit, any portion not based on your own research or thinking. This includes using the services of a commercial term paper company, using the services of another student, and copying part or all of another person's paper and submitting it as your own.
    B. Acting as a provider of assignment responses for another student.
    C. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers.
    D. Failing to use quotation marks where appropriate.
    E. Failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes, or bibliography.
    F. Making up data for an experiment.
    G. Citing nonexistent sources.
12. Misrepresenting your academic accomplishments.
13. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or paper.
14. Failing to promptly stop work on an exam when the time allocated has elapsed.
15. Forging a signature.
16. Copying or letting someone copy homework assignments.

If you have any doubt as to whether a particular act constitutes academic dishonesty, ask a teacher for clarification.

A student found to be cheating will be contacted by the teacher the same day, receive an "F" or a zero on that assignment, and one (1) detention. If that student cheats on a subsequent assignment, the student, at the discretion of the teacher involved, will receive an "F" for the assignment and suspension. A third occurrence may result in failure of the course for the semester in which the incident occurs. Cheating on an exam will serve a Behavioral Intervention. Parents will be notified of each occurrence of plagiarism and/or cheating. Incidents of cheating will be reported in writing to the counselor/administrator and will be placed in students' discipline files. Cheating will also earn other disciplinary consequences. Certain severe acts of cheating may result in a recommendation for expulsion.

Honesty

We value honesty. It is more important than good grades. We expect students to be fully truthful in their interactions with members of our staff and their assistants. Dishonesty will earn disciplinary consequences.

Concurrent High School & College Course Credit

Students in the district may avail themselves of the opportunity to earn credit toward graduation for successful completion of courses taken in a community college, state university, state college, or accredited private college. Courses may be taken on a collegiate campus or virtually through an independent study offering.

The counselor and administration must preapprove all courses. Such credit may be granted only under the following conditions.

- The student must get approval for credit from the current high school and community college prior to enrolling in the course.
- The course must be in a subject included in the district's areas of study (Ed. Code 51220): English, Social Sciences, Foreign Languages, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, Vocational-Technical, and Automobile Driver Training.
- Students may only earn EHS credit for courses not offered at EHS. Student may not enroll in a college course for high school credit if a similar course is offered during the current year at the student's high school, except under unusual circumstances as determined by the administration.
- The student must assume responsibility for having the college transcript sent to the high school, and following all necessary procedures.

Concurrent/Dual Enrollment Courses Through EHS

Some of the courses offered at EHS provide the opportunity for college credit through College of the Siskiyous, such as COS ENG 1001. This is a concurrently enrolled class that provides COS credit. Other classes are dual enrolled, or articulated. These courses can be applied toward requirements in college but do not typically receive the college credits. Specific details are available in the counseling office.

Physical Education – California Education Code Regulations

All students in grade 9 are required (Education Code 51225) to enroll in and successfully complete the physical education (PE) course and to satisfactorily pass at least five out of six fitness areas of the California Physical Fitness Test administered in grade 9 (Education Code 51241).

All students are required to pass a second year of physical education in grades 10, 11, or 12 unless they receive approval for a waiver exemption.

Athletic PE Credit:

- Eligible students participating in one season of high school sports during grades 10 or 11 receive Athletic PE credit for a semester waiver exemption from the PE requirement.
- The waiver exemption dismisses the student from the requirement to enroll in one or both semesters of the second year requirement of PE.
- This Athletic PE Credit Request Form is available in the Counseling Office. Students are asked to seek assistance in reviewing the regulations and completing the application form with the Athletic Director.

SUGGESTED CLASSES TO MEET GRADUATION REQUIREMENTS

9th Grade

Fall Semester	Spring Semester
English 9	English 9
Integrated Math I	Integrated Math I
Biology or Ag Biology	Biology or Ag Biology
PE 1	PE 1
Frosh Postsecondary Prep - GFSF	Frosh Postsecondary Prep - GFSF
Elective or Spanish I	Elective or Spanish I
Career Technical Education (CTE) Elective	CTE Elective

(CTE Electives - Intro to Ag and Natural Resources, Art I- Intro to AME, Culinary I)

10th Grade

Fall Semester	Spring Semester
English 10	English 10
Integrated Math II	Integrated Math II
Chemistry (Honors or Ag option available)	Chemistry (Honors or Ag option available)
World History	World History
PE II or Strength & Conditioning	PE II or Strength & Conditioning
Elective or Spanish II	Elective or Spanish II
CTE Elective	CTE Elective

(CTE Electives - Ag Mech I, Art II, Culinary II, Computer Graphics, Floriculture, etc.)

11th Grade

Fall Semester	Spring Semester
English 11 (Honors or Career Prep options)	English 11 (Honors or Career Prep options)
Integrated Math 3	Integrated Math 3
Physics (Honors option)	Physics (Honors option)
US History	US History
Spanish 3 or Elective (College/Career Readiness)	Spanish 3 or Elective (College/Career Readiness)
Ag Business or Elective (Upward Bound)	Ag Business or Elective (Upward Bound)
CTE Elective	CTE Elective

(CTE Electives - Ag Mech II, Culinary III, Advanced Computer Graphics, Advanced Fine Art, Yearbook, Advanced Floral)

12th Grade

Fall Semester	Spring Semester
English 12 - English 12 - COS ENG 1001/1502 - Honors - Career Prep English	English 12 - English 12 - COS ENG 1001/1502 - Honors - Career Prep English
Civics / Economics	Civics / Economics
Health & Human Development	Health & Human Development
Personal Finance or Elective	Personal Finance or Elective
Pre-Calculus / Statistics or Elective	Pre-Calculus / Statistics or Elective
Elective	Elective
CTE Elective	CTE Elective

(AP Spanish Language & Culture, Ag Mech III, Restaurant Manager, Advanced Computer Graphics, Advanced Fine Art, Yearbook, Advanced Ag Science, Natural Resources)

COURSE OFFERINGS AND DESCRIPTIONS
English Department

English 9

COURSE TITLE (Course #) 11004 – English 9
Grade Level: 9
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (B)

COURSE DESCRIPTION

English 9 is a college preparatory course designed to improve students' abilities in Language Arts, as defined by the California State Standards and Common Core Standards for Grade 9. Students will engage in activities in reading, writing, and listening/speaking, which will also incorporate vocabulary and grammar skills. Students will interact with digital and print activities.

- *Reading.* Students will read a variety of genres, non-literary as well as literary, including informational texts, classical and contemporary prose and poetry, and literary fiction and non-fiction.

- *Writing*. Students will write structured papers of varying lengths directed at various audiences and responding to a variety of rhetorical tasks using evidence taken from complex written sources. Assignments and activities will support understanding of rhetorical, grammatical, and syntactical patterns, forms, and structures by asking students to respond to texts of varying lengths in unassisted writing assignments. Assignments reflect the idea that writing is a recursive process involving invention, drafting, revision, and editing. The course will address basic issues of standard written English, including style, cohesion, and accuracy.

- *Listening and Speaking.* Assignments and activities will allow students to develop essential critical listening skills and provide them ample practice speaking in large and small groups.

English 10

COURSE TITLE (Course #) 11007 – English 10
Grade Level: 10
Prerequisite: Completion of English 9 with a "C" or better

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (B)

COURSE DESCRIPTION

English 10 is a college preparatory course designed to improve students' abilities in Language Arts, as defined by the California State Standards and Common Core Standards for Grade 10. Students will engage in activities in reading, writing, and listening/speaking, which will also incorporate vocabulary and grammar skills. Students will interact with digital and print activities.

- *Reading.* Students will read a variety of genres, non-literary as well as literary, including informational texts, classical and contemporary prose and poetry, and literary fiction and non-fiction.

- *Writing*. Students will write structured papers of varying lengths directed at various audiences and responding to a variety of rhetorical tasks using evidence taken from complex written sources. Assignments and activities will support understanding of rhetorical, grammatical, and syntactical patterns, forms, and structures by asking students to respond to texts of varying lengths in unassisted writing assignments. Assignments reflect the idea that writing is a recursive process involving invention, drafting, revision, and editing. The course will address basic issues of standard written English, including style, cohesion, and accuracy.

- *Listening and Speaking.* Assignments and activities will allow students to develop essential critical listening skills and provide them ample practice speaking in large and small groups.

English 11

COURSE TITLE (Course #) 11009 – English 11 LENGTH: Year (10 Credits)
Grade Level: 11 Meets UC/CSU A-G requirement: Yes (B)
Prerequisite: Completion of English 10 with a "C" or better

COURSE DESCRIPTION

This course has two major components. First, students read and analyze a wide variety of American literature, starting with the non-fiction accounts that dominate early American Literature prior to the American Revolution and moving through a selection of some of the key texts from different eras in the American literary tradition. To allow for the widest possible variety, most readings are short novels, excerpts, and non-fiction texts. The reading load is relatively consistent throughout the year, averaging 10-15 pages per school day. Second, students learn to write analytic academic essays. The emphasis is on crafting claims and supporting them using textual evidence and thorough analysis. Throughout the year, the assignments become progressively more complex. By the end of the school year, students should be able to understand a college level writing assignment, select an organizational strategy that fits the assignment, and craft a focused essay that is filled with substantial ideas and analysis.

English 11/12H (Honors)

COURSE TITLE (Course #) 11005 – English 11/12H LENGTH: Year (10 Credits)
Grade Level: 11 Meets UC/CSU A-G requirement: Yes (B)
Prerequisite: Completion of English 10 or English 11 with a "B" or better and teacher recommendation

COURSE DESCRIPTION

Honors English will earn students honors credit and students will receive an inflated grade point average. The course is accelerated and rigorous. Students are expected to be RESPONSIBLE. This course will explore American, British, and World literature as students read and analyze non-fiction and fiction through multiple eras. The reading load is more rigorous and students will be expected to develop comprehensive and complex essays, speeches, and projects. Failure to complete required reading and assignments will result in disenrollment and placement into English 11 or 12 as appropriate.

English 12

COURSE TITLE (Course #) 11011 – English 12 LENGTH: Year (10 Credits)
Grade Level: 12 Meets UC/CSU A-G requirement: Yes (B)
Prerequisite: Completion of English 11 with a "C" or better

COURSE DESCRIPTION

This course has three major focuses. First, students read a selection of some of the key texts from different eras in the British and world literary traditions. To allow for the widest possible variety, most readings are short novels, excerpts, and non-fiction texts. The reading load is relatively consistent throughout the year, averaging 10-15 pages per school day. Second, students advance in their ability to write extended academic essays. The emphasis is on crafting claims and supporting them using evidence and thorough analysis. Throughout the year, the assignments become progressively more complex. The assignments pick up at the level where the 11th grade assignments left off, and focus on crafting longer essays that are designed to help students avoid the "page number" shock that can happen as they transition into the longer term papers in college. Finally, elements in the course are designed to help students with senior project, scholarship essays, and admission essays. These elements are strategically timed to coincide with the timeline of the senior project and the typical admission and scholarship deadlines for a student planning to attend a community college or trade school.

Career Prep English 11/12 (previously Tech English)

COURSE TITLE (Course #) 11020 – Career Prep English LENGTH: Year (10 Credits)
Grade Level: 11/12 Meets UC/CSU A-G requirement: Yes (B)
Prerequisite: Completion of English 10 with a "C" or better

COURSE DESCRIPTION

This course is designed to give students a pathway to appropriate career choices as they move into a post-secondary education or career world. Students will access the California State Standards for English Language Arts through the study of and preparation for post-secondary education, employment in a chosen sector, and critical thinking skills as they relate to their life and work. Through the exploration of fiction, non-fiction, and technical reading and writing, students will build and survey future ready skills. These

skills for success in this course include topics such as effective oral, written and multimedia communications, managing career plans, creating alternative solutions derived from critical thinking, safety policies and other positive work skills, attitudes and values.

COS ENG 1001 & 1502

COURSE TITLE (Course #) 11016 – COS ENG
LENGTH: Year (10 Credits)
Grade Level: 12
Meets UC/CSU A-G requirement: Yes (B)
Prerequisite: Eligibility as determined by College of the Siskiyous (COS) Placement Procedures

COURSE DESCRIPTION

ENGL 1001 - College Composition

This course is designed to teach the reading, writing, and research skills necessary to succeed in any subsequent college course. Students will critically read and write in a variety of rhetorical situations and contexts and incorporate college-level research. Minimum 6,000 words formal writing.

ENGL 1502 - Advanced Composition - Critical Thinking

Prerequisite: ENGL 1001 or qualification through assessment

This course emphasizes critical thinking in argumentation, including the principles of rhetoric and analysis of the writing process. Students will engage in close reading and evaluation of texts and apply the elements of logic to the creation of arguments. The course requires frequent writing assignments totaling a minimum of 8,000 words. (AA, CSU, UC) (C-ID: ENGL 105)

English Lab

COURSE TITLE (Course #) 11027/11028 – English Lab 10/11
LENGTH: Year (10 Credits)
Grade Level: 9-12
Meets UC/CSU A-G requirement: No
Prerequisite: N/A

COURSE DESCRIPTION

This course is designed to build English Language Arts skills in both reading and writing. Additionally, students will receive teacher support for other core classes, such as English, social studies, and science. The course will include skills in reading fluency, comprehension, and vocabulary. Writing skills will include fluency, organization, planning, and proofreading.

Mathematics Department

Pre-Integrated Math

COURSE TITLE (Course #) 12025 – Pre-Int Math
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

This class and program teach mastery of specific skills and essential pre-algebra content that will help students to be successful in their mathematics courses throughout the rest of high school. It will provide an overview and introduction to the Integrated Math series.

The following is a list of the essential concepts that students will master by the end of this course:

- Short Division
- Decimal Rounding
- Decimal Operations
- Fraction Operations
- Fraction, Decimal, Percent Equivalences
- Geometry
- Rate Equations
- Fraction Simplification
- Algebra
- Algebra Translation
- Coordinate System
- Signed-Number Operations
- Decimal Division
- More Geometry
- Exponents
- Simultaneous Equations
- Probability
- Scientific Notation
- Proportion
- Box and Whisker Plots

Integrated Math I

COURSE TITLE (Course #) 12021 – Int Math I
Grade Level: 9-12
Prerequisite: Completion of 8th Grade Math with a "C" or better, or placement via testing and/or teacher, admin approval

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (C)

COURSE DESCRIPTION

This year-long class will focus on the Common Core State Standards for mathematics. We will be using the district-adopted Carnegie Learning Integrated Math I curriculum and a variety of other resources including IXL and MATHia. Carnegie Learning Integrated Math I is part of a three-course, three-year series that weaves together numeric, algebraic, geometric, and statistical curricula.

The following topics will be covered:

- Quantities and Relationships
- Sequences
- Linear Regressions
- Linear Functions
- Solving Linear Equations and Inequalities
- Systems of Equations and Inequalities
- Shapes on a Coordinate Plane
- Introduction to Exponential Functions
- Using Exponential Equations
- One-Variable Statistics
- Two-Variable Categorical Data
- Constructions
- Rigid Motions on a Plane
- Congruence

Integrated Math II

COURSE TITLE (Course #) 12022 – Int Math II | LENGTH: Year (10 Credits)
Grade Level: 9-12 | Meets UC/CSU A-G requirement: Yes (C)
Prerequisite: Completion of Integrated Math I or equivalent with a "C" or better (*or teacher/parent agreement for concurrent enrollment in Integrated Math I for academically aggressive freshmen*)

COURSE DESCRIPTION
This year-long class will focus on the Common Core State Standards for mathematics. We will be using the district-adopted Carnegie Learning Integrated Math II curriculum and a variety of other resources including IXL and MATHia. Carnegie Learning Integrated Math II is part of a three-course, three-year series that weaves together numeric, algebraic, geometric, and statistical curricula.

The following topics will be covered:

- Composing and Decomposing Shapes
- Justifying Line and Angle Relationships
- Using Congruence Theorems
- Similarity
- Trigonometry
- Circles and Volume
- Functions Derived From Linear Relationships
- Exponentials
- Introduction to Quadratic Functions
- Solving Quadratic Equations
- Applications of Quadratic Equations
- Circles on a Coordinate Plane
- Independence and Conditional Probability
- Computing Probabilities

Integrated Math III

COURSE TITLE (Course #) 12023 – IM3 | LENGTH: Year (10 Credits)
Grade Level: 10-12 | Meets UC/CSU A-G requirement: Yes (C)
Prerequisite: Completion of Integrated Math II or equivalent with a "C" or better

COURSE DESCRIPTION
These yearlong classes will focus on the newly established Common Core State Standards. We will be using the Carnegie Learning Integrated Math I, II, and III curriculum and a variety of other resources. The Carnegie Learning Integrated Math curriculum is a three-course, three-year series that weaves together numeric, algebraic, geometric, and statistical curricula. The courses must be taken in order, and students should have previously completed an Algebra 1 class or Common Core 8th grade math class before beginning the series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance.

Pre-Calculus

COURSE TITLE (Course #) 12014 – Pre-Calculus | LENGTH: Year (10 Credits)
Grade Level: 11-12 | Meets UC/CSU A-G requirement: Yes (C)
Prerequisite: Completion of Integrated Math III or equivalent with a "B" or better

COURSE DESCRIPTION
Pre-calculus is a mathematics course in which students will expand upon their knowledge of functions, which will include transformations of previous functions and in addition, periodic (sinusoidal) functions. Linear, quadratic, power, exponential, cosine, sine and tangent and their inverses will be explored, investigated, and learned. Students will have the opportunity to learn mathematics in four ways—algebraically, numerically, graphically, and verbally. This variety of modes of learning increases learning opportunities for students. A graphing calculator is an essential tool in this course. The Prerequisite for this course is a B or an A grade in Algebra 2 or Integrated Math 3.

Statistics

COURSE TITLE (Course #) 12028 – Statistics | LENGTH: Year (10 Credits)
Grade Level: 11-12 | Meets UC/CSU A-G requirement: Yes (C)
Prerequisite: Completion of Integrated Math III or equivalent with a "B" or better

COURSE DESCRIPTION

This introductory course in Statistics is designed to acquaint the student with the basic ideas and language of statistics, hypotheses testing, and providing students with the facility to process statistical information. Its emphasis is on concepts rather than an in-depth coverage of traditional statistical methods. Topics include descriptive statistics, correlation and regression, elementary probability, binomial and normal distributions, and estimation and test of hypotheses. This course does not prepare students to take the College Board's Advanced Placement Exam in Statistics.

Personal Finance

COURSE TITLE (Course #) 12012 – Personal Finance | LENGTH: Semester (5 Credits)
Grade Level: 12 | Meets UC/CSU A-G requirement: Yes (C)
Prerequisite: Completion of Integrated Math I and 20 additional credits of math

COURSE DESCRIPTION

Students will develop skills in and knowledge of personal financing. Instruction will be given in two ways—direct instruction and hands-on instruction in various projects. Each unit will include a project that will give students an opportunity to work with their hands as they demonstrate what they have learned. Course topics include, but are not limited to, taxes, debt management, living costs, loans, car buying, stock market, check books, job benefits, insurance, types of banking accounts, job portfolio, electronic money, retirement accounts, budgeting, how to open an account, and student loans.

Math in Construction and Careers

COURSE TITLE (Course #) 12XXX – Career Math | LENGTH: Year (10 Credits)
Grade Level: 11-12 | Meets UC/CSU A-G requirement: TBD
Prerequisite: Completion of Integrated Math I through Integrated Math III, or concurrent enrollment in Integrated Math III.

COURSE DESCRIPTION

Math in Construction and Careers is a course designed for 3rd and 4th year math students to continue taking math courses beyond Integrated Math II/III, but not necessarily wanting a college preparatory course. The content of this course will be using applications of algebra, geometry and trigonometry to solve real-life problems in technical and financial areas. These areas will include, but not limited to construction, agriculture, automotive, electrical and other technologies.

Math Tutorial

COURSE TITLE (Course #) 19061 – Math Tutorial | LENGTH: Year (10 Credits)
Grade Level: 9-12 | Meets UC/CSU A-G requirement: No
Prerequisite: Teacher recommendation or student/parent request

COURSE DESCRIPTION

This course is a tutorial period for students in Integrated Math I, II or III. The goal of this course is to help students be successful in their primary math class. It is an opportunity for students to ask questions and receive help on their assignments, complete their assignments, stay organized, and study for tests and quizzes in their mathematics class. This class will also be used to assess, target, and improve conceptual skills needed to be successful in mathematics.

Student Daily Goals:

1. Be productive
2. Organize your math notebook
3. Complete current math assignments
4. Make up any missing work from your math class
5. Study for math tests and quizzes
6. Use IXL Math and/or MATHia to improve areas of weakness

Social Science Department

World History

COURSE TITLE (Course #) 13009 – World History
Grade Level: 10
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (A)

COURSE DESCRIPTION

World history is a 10th grade, yearlong course which studies the major developments in Western civilization that have shaped our society today. This class will cover the rise of democratic ideas and the quest for democracy to help students develop an understanding of the historical foundations of current world issues. Elements of this course will include historical linkage, Greek and Roman political developments, the Glorious Revolution, the American Revolution, the French Revolution, the Industrial Revolution, the rise of imperialism and colonialism, World War I, totalitarianism, World War II, and the Cold War. Throughout the year, students will cultivate an understanding of historic as well as current geographic, political, social, and economic consequences of the many areas and problems covered.

U.S. History

COURSE TITLE (Course #) 13008 – U.S. History
Grade Level: 11
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (A)

COURSE DESCRIPTION

US history is an 11th grade, yearlong course in which students examine the major turning points in American history, predominately in the nineteenth and twentieth centuries. This course will cover colonial settlement; the American Revolution; the development of our constitution; westward expansion; the Civil War and Reconstruction; the US Industrial Revolution, including the rise of Big Business and the Progressive era; US imperialism; World War I; the Great Depression; World War II; the Cold War; and the Civil Rights movement. The course will then encompass contemporary domestic and foreign issues, especially concerning the role of the US as a major world power.

Civics

COURSE TITLE (Course #) 13003 – Civics
Grade Level: 12
Prerequisite: N/A

LENGTH: Semester (5 Credits)
Meets UC/CSU A-G requirement: Yes (A)

COURSE DESCRIPTION

US Government is a 12th grade, half-year course where students will apply knowledge gained in previous years of study to pursue a deeper understanding of the historical backgrounds, governing principles, and institutions of the government of the United States. Course focus will pertain to the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. The principles of popular sovereignty, separation of powers, checks and balances, republicanism, federalism, and individual rights will be examined—as will the roles of individuals and groups in the American political system.

Economics

COURSE TITLE (Course #) 13005 – Economics
Grade Level: 12
Prerequisite: N/A

LENGTH: Semester (5 Credits)
Meets UC/CSU A-G requirement: Yes (A)

COURSE DESCRIPTION

Economics is a 12th grade, half-year course regarding the study of the principles of microeconomics and macroeconomics. Topics covered will include basic economic concepts, supply and demand, businesses and corporations, saving and investing, comparative economics systems, measurement and methods, U.S. monetary and fiscal policies, and the structure of global economics. Throughout the course, students will learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners, managers, and members of civic groups.

Agricultural Business

COURSE TITLE (Course #) 13006 – Ag Business
LENGTH: Year (10 Credits)
Grade Level: 11/12
Meets UC/CSU A-G requirement: Yes (G)
Pathway (Code) - AGR Agricultural Business (100)
CBEDS CODE: 7112
Prerequisite: Completion of Ag Core – Introduction to Agriculture and Natural Resources preferred

COURSE DESCRIPTION

Ag business provides economics credit for the college-bound, career oriented, and leadership driven (speaking, communication, & job readiness training) student. The course is focused on economics, which deals with the fundamental economic problem of scarcity. Scarcity is a condition caused by the combination of seemingly unlimited wants and limited resources. The study of economics will help you become a better decision maker. It will also help you develop a way of thinking about how to make the best choices for you. This course will also focus on agricultural business operation and management (FFA Dinner Auction nonprofit event planning and execution). Topics include stock market, accounting, finance, business organization, marketing, and sales. FFA participation is encouraged and SAEP (Supervised Agricultural Experience Project) is recommended for all students to earn FFA Degrees (State Degree 11th or 12th grade). FFA is an intracurricular activity.

Science Department

Biology

COURSE TITLE (Course #) 14003 – Biology
LENGTH: Year (10 Credits)
Grade Level: 9-12
Meets UC/CSU A-G requirement: Yes (D)
Prerequisite: Completion of 8th Grade Math with a "C" or better

COURSE DESCRIPTION

The Living Earth: Biology

Biology is a required laboratory science course designed to cover the NGSS content standards for biological and earth sciences. Topics that will be covered will be Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Natural Selection and Common Ancestry, Earth Systems, and The Earth and Human Activity, and The Earth and Human activity. Through biology we will explore the living earth, and human impacts. The curriculum includes the use of algebraic mathematics. This class fulfills both graduation and university entrance requirements in laboratory science.

Sustainable Agricultural Biology

COURSE TITLE (Course #) 14001 – Ag Biology
LENGTH: Year (10 Credits)
Grade Level: 9-12
Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agriscience (102)
CBEDS CODE:7130
Prerequisite: Completion of 8th Grade Math with a "C" or better, concurrent enrollment in Ag Core – Introduction to Agriculture and Natural Resources preferred

COURSE DESCRIPTION

This one-year hands-on course is a laboratory science class designed for the college-bound, career-oriented, and leadership driven (speaking, communication, & job readiness training) student. This is the first class to be taken in the process of becoming an Etna Future Farmers of America (FFA) program completer. Sustainable Ag Biology is a required laboratory science course designed to cover the NGSS content standards for biological and earth sciences. Topics that will be covered will be Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Natural Selection and Common Ancestry, Earth Systems, and The Earth and Human Activity. Anchoring phenomena will be based in agriculture and will showcase learning through an agricultural lens. The course culminates in the development of a sustainable farm model and portfolio of supporting student research. FFA participation is encouraged and a Supervised Agricultural Experience Project (SAEP) is recommended for all students. FFA is an inter-curricular activity. This class fulfills both graduation and university entrance requirements in laboratory science. The curriculum includes the use of algebraic mathematics.

Chemistry

COURSE TITLE (Course #) 14008 – Chemistry
LENGTH: Year (10 Credits)
Grade Level: 10-12
Meets UC/CSU A-G requirement: Yes (D)
Prerequisite: Completion of Integrated Math I with a "C" or better

COURSE DESCRIPTION

Chemistry in the Earth System

General Chemistry is a conceptual course in which students develop an understanding of composition, interactions, and reactions of matter. A variety of instructional and learning techniques are used to address several different modes of learning. This is accomplished through lectures, discussions, videos, group activities, individual work, reading, questions, assignments, laboratory experiments and activities, projects, and exams. Topics are designed to cover the NGSS content standards for Chemistry and the Earth Systems, which include Combustion, Heat and Energy in the Earth Systems, Atoms, Molecules and Elements, Chemical Reactions, Chemistry of the Climate, and Dynamics of Chemical Reactions and the Ocean. We will look at natural phenomena to help students understand chemistry in their everyday lives. This class fulfills both graduation and university entrance requirements in laboratory science. Students need to have passed Math 1 with a D or better, and be concurrently enrolled in Math 2.

Chemistry (H- Honors)

COURSE TITLE (Course #) 14023 – Chemistry (H) LENGTH: Year (10 Credits)
Grade Level: 10-12 Meets UC/CSU A-G requirement: Yes (D)
Prerequisite: Completion of Integrated Math I and Biology (or equivalents) with a "B" or better

COURSE DESCRIPTION

Honors Chemistry in the Earth System

This is a course in which students develop an understanding of composition, interactions, and reactions of matter in which will be explained by mathematical solutions of chemical problems and laboratory use of experimental data. A variety of instructional and learning techniques will be used to address several different modes of learning. This will be accomplished through lectures, discussions, videos, group activities, individual work, reading, questions, assignments, laboratory experiments and activities, projects, and exams. Topics are designed to cover the NGSS content standards for Chemistry and the Earth Systems, which include Combustion, Heat and Energy in the Earth Systems, Atoms, Molecules and Elements, Chemical Reactions, Chemistry of the Climate, and Dynamics of Chemical Reactions and the Ocean. We will look at natural phenomena to help students understand chemistry in their everyday lives.

This class fulfills both graduation and university entrance requirements in laboratory science.

Honors courses cover the same topics but they will be more in depth with added subtopics. This course will move at a faster pace and could rely on greater understanding of mathematical concepts and reasoning. Requirements of passing Math 1 and Biology (Or equivalent) with a B or better, or instructor/administrative approval.

Agricultural and Soils Chemistry

COURSE TITLE (Course #) 14017 – Ag/Soils Chem LENGTH: Year (10 Credits)
Grade Level: 10-12 Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agriscience (102) CBEDS CODE:7131
Prerequisite: Completion of Integrated Math I and Biology (or equivalents) with a "B" or better. Completion of Sustainable Agricultural Biology and Ag Core preferred.

COURSE DESCRIPTION

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, as a capstone, students will develop and present a soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Physics

COURSE TITLE (Course #) 14012 – Physics LENGTH: Year (10 Credits)
Grade Level: 11-12 Meets UC/CSU A-G requirement: Yes (D)
Prerequisite: Completion of Integrated Math I with a "C" or better or teacher approval

COURSE DESCRIPTION

Physics in the Universe

General Physics in the universe conceptual course in which students develop an understanding of the physical world and its interactions. A variety of instructional and learning techniques is used to address several different modes of learning. This is accomplished through lectures, discussions, videos, group activities, individual work, reading, questions, assignments, laboratory experiments and activities, projects, and exams. This course is designed to cover NGSS standards in the subject of Physics in the universe. Topics covered include: Forces and Motion, Forces and distance Energy, Conversion and Alternative Energies, Nuclear Process and Earth's History, Waves and Electromagnetic Radiation, and Stars and the Origins of the Universe. We take a look at physical interactions in both our world and the universe, and relate them to phenomena students can observe through

laboratories.This class fulfills both graduation and university entrance requirements in laboratory science. Must have taken or are concurrently enrolled in Math 3.

Physics (H- Honors)

COURSE TITLE (Course #) 14025 – Physics (H) LENGTH: Year (10 Credits)
Grade Level: 10-12 Meets UC/CSU A-G requirement: Yes (D)
Prerequisite: Completion of Integrated Math I and Chemistry (or equivalents) with a "B" or better

COURSE DESCRIPTION

Honors Physics in the Universe

This conceptual course in which students develop an understanding of the physical world and its interactions which will be explained by mathematical solutions of chemical problems and laboratory use of experimental data.. A variety of instructional and learning techniques will be used to address several different modes of learning. This will be accomplished through lectures, discussions, videos, group activities, individual work, reading, questions, assignments, laboratory experiments and activities, projects, and exams. This course is designed to cover NGSS standards in the subject of Physics in the universe. Topics covered include: Forces and Motion, Forces and distance Energy, Conversion and Alternative Energies, Nuclear Process and Earth's History, Waves and Electromagnetic Radiation, and Stars and the Origins of the Universe. We will look at physical interactions in both our world and the universe, and relate them to phenomena students can observe through laboratories. This class fulfills both graduation and university entrance requirements in laboratory science. Requirements of passing Math 2 and Chemistry (Or equivalent) with a B or better, or instructor/administrative approval.

Honors courses cover the same topics but they will be more in depth with added subtopics. This course will move at a faster pace and could rely on greater understanding of mathematical concepts and reasoning.

Advance Agricultural Science (H)

COURSE TITLE (Course #) 14020 – Adv Ag Science LENGTH: Year (10 Credits)
Grade Level: 12 Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agriscience (102) CBEDS CODE:7132
Prerequisite: Completion of Integrated Math II and Chemistry (or equivalents) with a "B" or better. Completion of Ag Biology, Ag/Soils Chemistry, and Ag Core preferred.

COURSE DESCRIPTION

This integrated class offers Honors credits. Adv Ag Science combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Natural Resources

COURSE TITLE (Course #) 18002 – Nat Res LENGTH: Year (10 Credits)
Grade Level: 12 Meets UC/CSU A-G requirement: Yes (G)
Pathway (Code) - AGR Forestry and Natural Resources (104) CBEDS CODE: 7152
Prerequisite: Completion of Integrated Math I and Biology (or equivalents) with a "B" or better. Completion of Ag Biology, Ag/Soils Chemistry, and Ag Core preferred.

COURSE DESCRIPTION

The Natural Resource course will provide the student with industry facts and career opportunities. This course is intended to successfully prepare those students who plan to major in agricultural sciences at a four-year college and/or university. Students are prepared for careers in soils, water management, forestry, fish & wildlife management, outdoor recreation, and energy, mineral, & metal resources. Topics include energy cycles, air & water conservation, soil science, fish & wildlife management, outdoor recreation, marketing industry, plant physiology, anatomy, taxonomy, fire, forest management practices, and mapping. *Students*

will walk away from this course with a Fire Science Certificate from the United States Forest Service. They may also walk away with a iCEV Ducks Unlimited Waterfowl Management Certification. FFA participation is encouraged and SAEP (Supervised Agricultural Experience Project) are recommended for all students. FFA is an intracurricular activity.

Language Department

Spanish I

COURSE TITLE (Course #) 15001 – Spanish I
LENGTH: Year (10 Credits)
Grade Level: 9-12
Meets UC/CSU A-G requirement: Yes (E)
Prerequisite: N/A

COURSE DESCRIPTION

In this course, the students will acquire basic knowledge and language skills in the areas of listening, reading, writing, and speaking. Students will develop vocabulary skills through oral and written exercises and applying learned vocabulary to create simple sentences and short paragraphs in written and oral form. Students will gain listening and speaking skills. This class counts towards the two years of a foreign language required at the UC and CSU systems.

Spanish II

COURSE TITLE (Course #) 15002 – Spanish II
LENGTH: Year (10 Credits)
Grade Level: 9-12
Meets UC/CSU A-G requirement: Yes (E)
Prerequisite: Completion of Spanish I with a "C" or better, or teacher approval through placement testing

COURSE DESCRIPTION

In this course students will increase understanding of verb tenses, and explore Spanish and Latin American culture. Students will acquire basic target language skills in the areas of listening, reading, writing, and speaking. They will continue to develop vocabulary skills through oral and written exercises and apply learned vocabulary to be able to express themselves in oral and written form in full sentences and short conversations about a variety of subjects. Students will be able to discuss topics in the future, and past tense verb forms. This class counts towards the two years of a foreign language required at the UC and CSU systems.

Spanish III

COURSE TITLE (Course #) 15003 – Spanish III
LENGTH: Year (10 Credits)
Grade Level: 9-12
Meets UC/CSU A-G requirement: Yes (E)
Prerequisite: Completion of Spanish II with a "C" or better, or teacher approval through placement testing

COURSE DESCRIPTION

The purpose of this Spanish 3 course is for students to build upon target language skills in the areas of listening, reading, writing, and speaking. Students further develop vocabulary skills through oral and written exercises and through the application of vocabulary to create sentences and short paragraphs in written and oral form. Students gain listening and speaking skills through the use of online activities, audio and video resources. This includes conversational development in familiar topics and stories, major holidays and cultural celebrations, as well as understanding and responding to commands and questions.

Spanish IV

COURSE TITLE (Course #) 15003 – Spanish IV
LENGTH: Year (10 Credits)
Grade Level: 9-12
Meets UC/CSU A-G requirement: Yes (E)
Prerequisite: Completion of Spanish III with a "B" or better, or teacher approval through placement testing

COURSE DESCRIPTION

This course will help the students to build on target language skills in the areas of listening, reading, writing, and speaking. The students will develop vocabulary skills through oral and written exercises and apply learned vocabulary to create complex written and oral products.The students will also gain listening and speaking skills through online activities, audio and video resources. This course will include conversation development of familiar and contemporary topics, historical and cultural products, challenges facing the global community, making plans for the future, international travel, expressing preferences, visiting historical sites, driving, appropriate work behavior, the cinema, and studying the work of artists.

Students will continue to learn grammar concepts such as expressing preferences and dislikes, irregular verbs, the subjunctive, using verbs as nouns, the passive voice, demonstrative adjectives, relative clauses, the narrative past, and pluperfect, and the superlative.

AP Spanish Language and Culture

COURSE TITLE (Course #) 15014 – AP Spanish | LENGTH: Year (10 Credits)
Grade Level: 9-12 | Meets UC/CSU A-G requirement: Yes (E)
Prerequisite: Completion of Spanish III with a "B" or better, or teacher approval through placement testing

COURSE DESCRIPTION

AP Spanish Language is designed for the college-preparatory students who have successfully completed Spanish 3 and wish to further their Spanish studies. The course emphasizes conversational and grammatical skills at an advanced level. Students focus on the verbal and auditory aspects in a range of settings and situations for a variety of purposes. Cultural literacy and appreciation of Spanish and Spanish speaking culture is incorporated. Particular attention is paid to the teaching of advanced language skills in all areas (listening, reading, speaking, and writing). The course is instructed exclusively in Spanish. Translation, reading, writing, and vocabulary are at an advanced level. Extensive work in grammar and content, pronunciation, idioms, structure and analysis is the objective. The testing and assessment combines grammar and content, structure, and student performance. Sample full-length practice tests and review questions, plus an in-depth review of Spanish grammar and vocabulary are used to test the extent of the student's knowledge. This rigorous Spanish class is designed for the advanced student who plans to prepare for Spanish AP and college-level work.

AP Spanish Literature and Culture

COURSE TITLE (Course #) 15003 – AP Spanish Lit | LENGTH: Year (10 Credits)
Grade Level: 11-12 | Meets UC/CSU A-G requirement: Yes (E)
Prerequisite: Completion of AP Spanish with a "B" or better, or teacher approval through placement testing

COURSE DESCRIPTION

The AP Spanish Literature and Culture course is a survey course which covers the six AP Spanish Literature themes and the entire reading list outlined within the AP Spanish Literature and Culture curriculum. The course is conducted entirely in Spanish and covers Spanish and Latin American authors, their works, from the medieval period to the present day. The works are presented in chronological order with the aim of integrating the historical themes and literary movements of the different time periods, and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. The textbook and class lessons will provide students with the socio-culture context necessary to fully comprehend each piece. Abridged versions of the text are not used; the instructor provides the students with the full text in its original version. The two-semester course and its activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills.

Visual and Performing Arts

Art I

COURSE TITLE (Course #) 16003 – Art I
Grade Level: 9-12
Pathway (Code) - AME Multiple Pathways (999)
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (F)
CBEDS CODE:7200

COURSE DESCRIPTION

Art I is a one-year, introductory art course that exposes students to the many dimensions of art including aesthetics, history, materials, criticism, and application. Additionally, it's a fast-paced, highly energized class that explores self- expression. The elements of art and the principles of design are the foundation of all projects. The majority of the required work is produced independently. Students work collaboratively on assignments as well. Students study and perform basic skills in drawing, one- and two-point perspective, composition, watercolor painting, ceramics, printmaking, collage, and papier maché. Throughout the year, student work will be featured on the main hall bulletin boards. There is also an end-of-the-year student exhibition during Senior Project Night. As an A-G course, assignments include: journals, eight to ten projects, one research paper and PowerPoint presentation, class critiques, quizzes, a mid-term, and a final.

Art II

COURSE TITLE (Course #) 16004 – Art II
Grade Level: 10-12
Prerequisite: Pass one, complete year of Art I with a "B" or higher.

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (F)

COURSE DESCRIPTION

Art II students have a solid understanding of the foundations of art explored in their first year of art and are now challenged to delve deeper into the elements of art and the principles of design. Additionally, Art II students may be asked to participate in collaborative work such as set design for the drama department's play. Art II students study and perform advanced skills in drawing, one- and two-point perspective, composition, watercolor painting, Chinese painting, ceramics, printmaking, collage, papier maché, and pastels. Students will also be expected to take tests, write and present research projects, and participate in critiques. The first Friday in March, there is a "First Friday" student art exhibition and reception at Marble Rim Gallery in Fort Jones for all Art II students.

Advanced Fine Arts

COURSE TITLE (Course #) 16001 – Advanced Fine Arts
Grade Level: 11-12
Prerequisite: Complete two years of Art (Art I and II) with a "B" or higher.

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (F)

COURSE DESCRIPTION

Advanced Fine Arts students have a solid understanding of the foundations of art explored in their first two years of art and are now challenged to delve deeper into the elements of art and the principles of design. Additionally, advanced art students may be asked to participate in collaborative work such as set design for the drama department's play. Advanced Fine Arts students study and perform advanced skills in drawing, one- and two-point perspective, composition, watercolor painting, Chinese painting, ceramics, printmaking, collage, papier maché, and acrylics. Students will also be expected to take tests, write and present research projects, and participate in critiques. The first Friday in March, there is a "First Friday" student art exhibition and reception at Marble Rim Gallery in Fort Jones for all Advanced Fine Arts students.

Drama

COURSE TITLE (Course #) 16007 – Drama
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (F)

COURSE DESCRIPTION

The Etna High School drama class is an introductory class that uses the art of theater performance to build a student's self-confidence, creativity, collaboration skills, and self-awareness through performance—including improvisation, a role in a play, and class monologues/duets. Additionally, students write critiques of community performances once per semester. Students study theater history and the vocabulary of theater on which they will be tested. There will also be several field trips to either perform or to watch plays. This is a very active class where students are given the opportunity to become a tight-knit theater troupe.

Guitar

COURSE TITLE (Course #) 19059 – Guitar
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Guitar class is an introductory course that teaches chords, scales, finger picking, and strumming. Students also learn to read music and guitar tablature, learn some singing techniques, and learn how to perform for an audience. As a class, we will choose songs to learn and build a music repertoire. The basic foundation of the class is the Elements of Music, which include beat/meter, dynamics, harmony, melody, pitch, rhythm, tempo, texture, and timbre. In addition to learning these elements as they are applied to guitar, they will also apply these same elements to singing as a way to introduce them to ear training, which will allow students to tune a guitar without the aide of an electronic tuner and to sing in tune. Students will perform as an ensemble in front of the instructor during the first semester and perform for the school or a larger audience in the second semester.

Video Production

COURSE TITLE (Course #) 19076 – Video Production
Grade Level: 10-12
Pathway (Code) - AME Film/Video Production (113B)
Prerequisite: Completion of English 9 and Art I with a "C" or higher.

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No
CBEDS CODE:7244

COURSE DESCRIPTION

In this year-long college prep/career tech digital arts course, students learn the basic language, concepts, and technical tools of the video production industry. It provides students with technical instruction and practical experiences for aspiring video and filmmakers. Students learn the principles of photographic composition and demonstrate the ability to create films by navigating through the technical aspects of filmmaking, using Adobe Premiere. Students learn the basic historical foundations of cinema. Students solve problems, reflect, discuss, evaluate, think critically, write, and give/receive/respond to constructive criticism about their own work and others' work.

The video production course has a strong emphasis on storytelling. It teaches students to develop authentic, creative visual solutions, and gives students the confidence to make creative decisions, communicate their design ideas using the language and vocabulary of the visual arts, and gives them a better understanding of the world around them. Students produce project-based assignments with instruction given in the three phases of film production including pre-production (storytelling and storyboards), production (set up of scenes, lighting & sound equipment, time management, shooting film), and the editing process (yes, this includes peer critiques!).

Projects include a how-to video, music video, public service announcement (PSA), interviewing, 3- to 5-min. narrative video, green screen experimentation (optional). Through these projects, students learn basic competencies in computer basics, digital audio/video software, file formatting protocol, Canon Rebel Ti familiarity, camera composition, video production and editing, lighting equipment and techniques, and employability.

Yearbook

COURSE TITLE (course #): 19044 - Yearbook
Grade Level: 10-12
Pathway (Code) - AME Graphic Design (111A)
Prerequisite: Completion of Art I and computer graphics with a "C" or higher.

LENGTH: Year (10 credits)
Meets UC/CSU A-G requirement: No
CBEDS CODE:7212

COURSE DESCRIPTION

The EHS yearbook class is a Career Technical Education (CTE) capstone class and also satisfies "F" under the A-G high school requirements. The class is responsible for producing the Etna High School yearbook using Adobe software. Students also write, solicit advertising, work with advertisers, and oversee invoicing. Yearbook staff are expected to photograph extracurricular school events, student candids, and sports teams. It is also necessary for students to be available to work after school and/or weekends so we may successfully meet printing deadlines. If the yearbook is not completed by spring break, yearbook staff are required to work during spring break to complete it.

Students learn basic graphic design layout skills; proofreading skills; color theory; photography; and offset printing technologies. Students will leave the class with the skills needed to work at a graphics industry business such as a design company or a publishing house.

Students learn skills that support career-readiness including critical thinking, collaboration, clear communication, proofreading, time management, marketing, basic accounting, publication design/production, photography, the Pantone Matching System, and offset printing technical skills using Adobe Creative Suite software including Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. The class also serves as work experience that may be included on their résumés.

Floriculture

COURSE TITLE (Course #) 18020 – Floriculture
LENGTH: Year (10 Credits)
Grade Level: 10-12
Meets UC/CSU A-G requirement: Yes (F)
Pathway (Code) - AGR Floral Design (105A)
CBEDS CODE: 7164
Prerequisite: Completion of Sustainable Agricultural Biology and Ag Core preferred.

COURSE DESCRIPTION

This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, parties, and holiday floral displays are included. All designs are available to students at cost. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records. FFA participation is encouraged and SAEP (Supervised Agricultural Experience Project) is recommended for all students. FFA is an intracurricular activity.

Advanced Floral Design

COURSE TITLE (Course #) 18023 – Advanced Floral Design
LENGTH: Year (10 Credits)
Grade Level: 11-12
Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Floral Design (105A)
CBEDS CODE: 7165
Prerequisite: Completion of Floriculture and on track to complete Pathway 105A for Floral Design. Sustainable Agricultural Biology and Ag Core preferred.

COURSE DESCRIPTION

This course builds on the concentrator course, Floriculture, with the addition of marketing, sales, economics, cash flow and management of the retail and wholesale floral business. This will include how to prepare a bid for floral products and services for events. Advanced Floral students will help manage our online store orders and test to receive Benz School of Floral Design Principles of Floral Design industry recognized Certification. All designs are available to students at cost. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records. FFA participation is encouraged and SAEP (Supervised Agricultural Experience Project) is recommended for all students. FFA is an intracurricular activity.

Physical Education Department and Athletics

Physical Education I

COURSE TITLE (Course #) 17001 – PE I
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Physical Education I will include concepts of health and skill-related fitness. Students will be introduced to the fitness center and will be taught proper mechanics. Students will participate in individual, dual, and team sports. They will also engage in group decision-making and participate in state fitness testing. Students will be expected to achieve a selected norm-level in physical fitness and motor skills tests.

Physical Education II

COURSE TITLE (Course #) 19059 – Guitar
Grade Level: 9-12
Prerequisite: P.E. I

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Physical Education II is designed to further enhance the skills learned in P.E. I and promote the development of a fit, healthy lifestyle. The fitness center will be used to address the five components of fitness—cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Students will participate in competitive tournament play, lifelong fitness activities, and develop a personal fitness plan.

Strength and Conditioning

COURSE TITLE (Course #) 17006 – Strength&Conditioning
Grade Level: 9-12
Prerequisite: P.E. I

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Strength and Conditioning / Advanced Physical Education class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Students will lift and participate in aerobic activities daily. Proper technique, safety precautions and proper application of the principles of training will be emphasized. A plan to achieve goals will be developed and implemented during this course.

Students taking this class for P.E. II credit will be required to develop a personal fitness plan, write 2 (1 per semester) reports about topics related to physical fitness. Prerequisites for PE 2 students: Pass the physical fitness test as a freshman, be involved in EHS athletics, and get prior approval of the instructor. This class is limited to 20 students and priority for enrollment goes to students who have completed P.E. I and P.E. II requirements.

Weightlifting

COURSE TITLE (Course #) 17006 – Weightlifting
Grade Level: 11-12
Prerequisite: All PE credits complete for graduation

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Weightlifting class will provide an opportunity for development of strength and conditioning for various sports and fitness related activities. Free weights, exercise machines and conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, and speed. Students will lift and participate daily in accordance with personal fitness plans. Proper technique, safety precautions and proper application of the principles of training will be emphasized. A plan to achieve goals will be developed and implemented during this course.

This class is limited to 20 students.

Special Education and Support Department

Basic Skills

COURSE TITLE (Course #) 19004 – Basic Skills
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

RSP Skills/Intervention is designed to provide academic support and remediation to students with IEP and 504 plans in order to assist students with meeting academic goals. This class provides a setting for specialized academic instruction, progress monitoring, and implementation of student accommodations and modifications. Instruction and guidance in the areas of motivation, time management, organization, and behavioral skills are also provided. This course is available to students with special needs, including students with IEP and 504 plans; and, students who have been referred by a student study team.

Basic Math

COURSE TITLE (Course #) 19071 – Basic Math
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Basic Math is for students that would significantly benefit from extra math skills development and concepts practice before entering pre-integrated math. Students will work to build proficiency and fluency in mathematical skills and concepts in order to prepare themselves for pre-integrated math. The course provides specialized academic instruction in a small group setting including instruction specific to math goals within each student's individual education plan. This class is taught by an education specialist and is available to students with IEPs in math and students who have been referred by a student study team meeting.

Basic English

COURSE TITLE (Course #) 11003/11015/11013 – Basic English
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Basic English is for students that would significantly benefit from extra language arts skills development and concepts practice. Students will work to build proficiency and fluency in skills and concepts in order to prepare for high school graduation and career preparation. The course provides specialized academic instruction in a small group setting including instruction specific to goals within each student's individual education plan. This class is taught by an education specialist and is available to students with IEPs in English and students who have been referred by a student study team meeting.

Basic Science

COURSE TITLE (Course #) 14002/14007 – Basic Life/Physical Science
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Basic Science is for students that would significantly benefit from extra science skills development and concepts practice in specified life or physical sciences. Students will work to build proficiency and fluency in skills and concepts. The course provides specialized academic instruction in a small group setting including instruction specific to goals within each student's individual education plan. This class is taught by an education specialist and is available to students with IEPs in science and students who have been referred by a student study team meeting.

Basic History

COURSE TITLE (Course #) 13002/13001 – Basic World/U.S. History
Grade Level: 9-12
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No

COURSE DESCRIPTION

Basic History is for students that would significantly benefit from extra skills development and concepts practice in specified social sciences. Students will work to build proficiency and fluency in skills and concepts. The course provides specialized academic instruction in a small group setting including instruction specific to goals within each student's individual education plan. This class is taught by an education specialist and is available to students with IEPs in social sciences and students who have been referred by a student study team meeting.

Specialized Course Electives

Upward Bound

COURSE TITLE (Course #) 19072 – Upward Bound
LENGTH: Year (10 Credits)
Grade Level: 11-12
Meets UC/CSU A-G requirement: No
Prerequisite: Enrollment in UC Davis Upward Bound Program

COURSE DESCRIPTION

This course is open to UC Davis Upward Bound students in 11th and 12th grade whose goal is to attend community college or a university immediately following high school graduation. The primary purpose of the class is to ensure students are academically supported through tutoring and develop study skills. Through the class, students will explore careers, colleges and majors. Students will be introduced to financial aid opportunities and financial literacy concepts. Students will engage in a curriculum focused on, developing self-awareness and cultural awareness. During 12th grade, in addition to academic support, students will have class time to work on college and scholarship applications, learn the differences between high school and college, schedule their college courses and engage in other activities designed to assist them with the transition to college.

Health and Human Development

COURSE TITLE (Course #) 19060 – Health&Human Development
LENGTH: Semester (5 Credits)
Grade Level: 12
Meets UC/CSU A-G requirement: No
Prerequisite: N/A

COURSE DESCRIPTION

This course is designed to prepare students with the knowledge, skills, and attitudes needed to effectively manage work and family responsibilities; and, to transition to the work force after high school. Instruction is provided in content areas including family foundations and human development; maturity and independence; consumer education and career exploration; identifying, strengthening and extending healthy relationships; Development and personal health, including sexual health and substance abuse prevention.

Work Experience Education

COURSE TITLE (Course #) 19028 – Work Experience
LENGTH: Year (10 Credits)
Grade Level: 12
Meets UC/CSU A-G requirement: No
Prerequisite: Counselor/administration approval, work permit, and contractual agreements

COURSE DESCRIPTION

The purpose of General Work Experience Education (GWEE) is to learn critical workplace skills and to provide students with opportunities for applying lessons learned about workplace competencies as well as academic skills such as reading, writing, and computation through a combination of supervised paid employment in any occupational field and related classroom instruction. Students participating in GWEE require a work permit. GWEE corresponds to the Career Preparation portion of the Work-based Learning Continuum.

Freshman Postsecondary Prep - Get Focused Stay Focused

COURSE TITLE (Course #) 19XXX – Frosh Postsecondary Prep
LENGTH: Year (10 Credits)
Grade Level: 9
Meets UC/CSU A-G requirement: Yes (G)
Prerequisite: None, required of all 9th Graders

COURSE DESCRIPTION

This is a yearlong course to help freshmen transition from a middle school setting to college and career success. This course is designed to help student's foster academic success in their high school years and to aid in successfully reaching life goals set by the individual student. This course introduces students to a decision-making process that will help them envision and plan for a future career that is productive, achievable, and stimulating. This personalized 10 Year Plan provides students with the focus and intrinsic motivation to succeed in high school, college, at work and in life.

There will be an emphasis on time management, study skills, note taking, negotiating high school, and stress management. Students will learn and practice valuable skills to help them to be career and college ready. Additionally, this course will cover state requirements for Driver's Education, Health Education, and nutrition.

Career Technical Education Pathways

At Etna High School, there are 7 Career Technical Education (CTE) Pathways representing 3 industry sectors offered to students seeking career training for their future. The 3 industry sectors available for CTE at EHS are Agriculture and Natural Resources; Arts, Media, and Entertainment; and Hospitality, Tourism, and Recreation.

A Pathway is a sequence of courses within an industry sector that can connect career interests from high school to college and/or career. These pathways serve as an educational road map to help you acquire the depth of knowledge and skill linked with specific post-secondary programs that will lead to a certificate or degree and/or career. Some of the classes within CTE Pathways offer the opportunity to earn certification or degrees such as the ServSafe Food Handler certification, Ducks Unlimited Certification, or FFA State Degree.

Why should students participate in a CTE pathway?

While at Etna High School, students have the opportunity to acquire free technical skills training in relevant career fields of interest. Students learn valuable technical skills along with soft skills making them employable regardless of the field of study they actually end up in.

How do CTE courses prepare students for careers?

All CTE courses support the Common Core and CTE Model Curriculum Standards (MCS). Learning rigorous academic skills, especially in English Language Arts and Mathematics is an integral part of each CTE course outline and competencies. These skills help our students put English Language Arts and Mathematics to work in a real-world, hands-on environment they can relate to.

How do CTE courses prepare students for college?

Some EHS CTE courses are articulated, concurrently enrolled, or dual enrolled with College of the Siskiyous (COS). An articulated course is one in which a course offered at the secondary (K-12) level has been deemed comparable to a specific community college course. These courses can be applied to COS requirements and articulated courses can meet certificate and major requirements for some degrees (primarily occupational) at COS. This enables students to go directly into the more advanced courses when they reach college. Please see the academic counselor or CTE teachers for detailed course information and processes for enrollment.

UC/CSU A-G Courses. Many EHS CTE courses are UC/CSU A-G Courses meaning they have been reviewed by the UC committee and deemed to have the rigor of a college preparatory course. Additionally some of these courses meet the requirements for designation as Honors classes and offer the opportunity for elevated GPA. In short, these classes are designed to prepare you for college. These courses are meant to emphasize analytical thinking – challenging the student with substantial reading, writing, and problem solving requirements.

AGRICULTURE AND NATURAL RESOURCES SECTOR (AGR)

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in multiple pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

ARTS, MEDIA, AND ENTERTAINMENT SECTOR (AME)

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and interpersonal skills. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

HOSPITALITY, TOURISM, AND RECREATION SECTOR (HOS)

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

Etna High School

Career Technical Education (CTE) Programs

SECTOR		AGR	AGR	AGR	AGR	AME	AME	HOS
PATHWAY		Floral Design (105A)	Agricultural Business (100)	Agricultural Mechanics (101)	Agriscience (102)	Graphic Design (111A)	Film/Video Production (113B)*	Food Service and Hospitality (201)
COURSES	Introduction	Ag Core (7100)	Ag Core (7100)	Ag Mechanics I (7120)	Ag Core (7100) or Ag Biology (7130)	Art I – Intro to AME (7200)	Art I – Intro to AME (7200)	Culinary I (8020)
	Concentrator	Floriculture (7164)		Ag Mechanics II (7121)	Ag Chemistry (7131)	Computer Graphics and Design (7211)	Intermediate Film/Video Production (7244)	Culinary II (8021)
	Capstone	Advanced Floral Design (7165)	Agricultural Business (7112)	Ag Mechanics III (7122)	Advanced Ag Science (7132)	Yearbook (7212)	Advanced Film/Video Production (7245)	Culinary III (8021)

*** - Pathway may not be available due to faculty/student schedule requirements.**

Career and Technical Education: Agriculture and Natural Resources Sector (AGR)

All Ag Pathways (AGR)

Ag Core – Introduction to Agriculture and Natural Resources

COURSE TITLE (Course #) 19069 – Ag Core
Grade Level: 9-12
Pathway (Code) - AGR Multiple Pathways (999)
Prerequisite: None

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (D)
CBEDS CODE: 7100

COURSE DESCRIPTION

Ag Core includes the study of a wide range of agricultural areas and careers. Basic areas of study include careers exploration, Future Farmers of America (FFA) leadership and speaking, California Agriculture, Mentoring, Plant Science and Animal Science. Students will be given the opportunity to participate in hands-on learning as it relates to skills used in agriculture. Practical application of skills will take place at the High School Farm, Greenhouse and Apple Orchard. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout one semester of the course. Students will obtain leadership skills (speaking, communication, & job readiness training). This course is designed to be a co-curricular class with Sustainable Agriculture Biology. FFA participation is encouraged and Supervised Agricultural Experience Project are recommended for all students to earn FFA Degrees (Greenhand Degree 9th grade). Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Floral Design (AGR-105A)

Floriculture

COURSE TITLE (Course #) 18020 – Floriculture
Grade Level: 10-12
Pathway (Code) - AGR Floral Design (105A)
Prerequisite: Completion of Sustainable Agricultural Biology and Ag Core preferred.

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (F)
CBEDS CODE: 7164

COURSE DESCRIPTION

This class involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Subjects will include applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, pricing of floral products, and use of current floral business technology. Skills to be developed include customer relations, consultations, pricing, and use of technology in the industry. Course instruction also includes construction of corsages, floral arrangements, foliage plant items, introductory ornamental horticulture, identification of plants and flowers, professional industry organizations, and career opportunities. Construction and servicing of special events, parties, and holiday floral displays are included. All designs are available to students at cost. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records. FFA participation is encouraged and SAEP (Supervised Agricultural Experience Project) is recommended for all students. FFA is an intracurricular activity.

Advanced Floral Design

COURSE TITLE (Course #) 18023 – Advanced Floral Design
Grade Level: 11-12
Pathway (Code) - AGR Floral Design (105A)
Prerequisite: Completion of Floriculture and on track to complete Pathway 105A for Floral Design. Sustainable Agricultural Biology and Ag Core preferred.

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (D)
CBEDS CODE: 7165

COURSE DESCRIPTION

This course builds on the concentrator course, Floriculture, with the addition of marketing, sales, economics, cash flow and management of the retail and wholesale floral business. This will include how to prepare a bid for floral products and services for events. Advanced Floral students will help manage our online store orders and test to receive Benz School of Floral Design Principles of Floral Design industry recognized Certification. All designs are available to students at cost. In addition, the inter-curricular FFA program supports and enhances the materials covered in the classroom. This includes involvement in FFA activities, planning of an agriculture-based project, and keeping accurate records. FFA participation is encouraged and SAEP (Supervised Agricultural Experience Project) is recommended for all students. FFA is an intracurricular activity.

Agricultural Mechanics Pathway (AGR-101)

Agricultural Mechanics I

COURSE TITLE (Course #) 18003 – Ag Mechanics I — LENGTH: Year (10 Credits)
Grade Level: 9-12 — Meets UC/CSU A-G requirement: Yes (G)
Pathway (Code) - AGR Agricultural Mechanics (101) — CBEDS CODE:7120
Prerequisite: Concurrent enrollment or completion of Ag Core preferred.

COURSE DESCRIPTION

This is the introductory course for the Ag Mechanics Pathway. Students will learn basic safety management and knowledge of agriculture mechanics. They will also learn skills in electricity, small engines, concrete, plumbing, welding and cutting. Instruction will be given in two ways—direct instruction and hands-on instruction in the shop. Each unit will include a project that will give students an opportunity to demonstrate what they have learned.

Students will develop skills in computer aided design while utilizing Solid Works and other CAD software. Students will then design and manufacture projects using laser engravers, 3D printers, CNC router and plasma tables. This will prepare students in Engineering, Manufacturing and Agricultural fields.

Agricultural Mechanics II

COURSE TITLE (Course #) 18012 – Ag Mechanics II — LENGTH: Year (10 Credits)
Grade Level: 9-12 — Meets UC/CSU A-G requirement: Yes (G)
Pathway (Code) - AGR Agricultural Mechanics (101) — CBEDS CODE:7121
Prerequisite: Completion of Agricultural Mechanics I with a "C" or better

COURSE DESCRIPTION

This is the concentrator course for the Ag Mechanics Pathway. Students will develop safety management and knowledge of agriculture mechanics. They will learn and practice advanced skills, as well. Instruction will be given in two ways—direct instruction and hands-on instruction in the shop. Each unit will include a project that will give students an opportunity to demonstrate what they have learned. Since this is a career-development course, students may have individual projects which they will be working on. This course is designed for the second-year agriculture mechanics student who will master skills in electricity, small engines, concrete, plumbing, and welding and cutting—along with skills in project design, hydraulics, and power transfer.

Students will develop skills in computer aided design while utilizing Solid Works and other CAD software. Students will then design and manufacture projects using laser engravers, 3D printers, CNC router and plasma tables. This will prepare students in Engineering, Manufacturing and Agricultural fields.

Agricultural Mechanics III

COURSE TITLE (Course #) 18012 – Ag Mechanics II — LENGTH: Year (10 Credits)
Grade Level: 9-12 — Meets UC/CSU A-G requirement: Yes (G)
Pathway (Code) - AGR Agricultural Mechanics (101) — CBEDS CODE:7122
Prerequisite: Completion of Agricultural Mechanics II with a "C" or better

COURSE DESCRIPTION

This is the capstone course for the Ag Mechanics Pathway. Students will demonstrate mastery of the various areas of agriculture Mechanics by completing multiple, hands- on projects. Instruction will include a limited review and then focus on guidance and advice to students as they progress towards successful completion of each of their projects. This is a student-focused class that will challenge a student's abilities. Projects will be large-scale. (Past projects have included trailers, bumpers, and log splitters.) Prerequisites for this class include Beginning Agriculture Mechanics and Farm Mechanics as well as instructor approval.

Students will develop skills in computer aided design while utilizing Solid Works and other CAD software. Students will then design and manufacture projects using laser engravers, 3D printers, CNC router and plasma tables. This will prepare students in Engineering, Manufacturing and Agricultural fields.

Agriscience Pathway (AGR-102)

Sustainable Agricultural Biology

COURSE TITLE (Course #) 14001 – Ag Biology | LENGTH: Year (10 Credits)
Grade Level: 9-12 | Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agriscience (102) | CBEDS CODE:7130
Prerequisite: Completion of 8th Grade Math with a "D" or better, concurrent enrollment in Ag Core – Introduction to Agriculture and Natural Resources preferred

COURSE DESCRIPTION

This one-year hands-on course is a laboratory science class designed for the college-bound, career-oriented, and leadership driven (speaking, communication, & job readiness training) student. This is the first class to be taken in the process of becoming an Etna Future Farmers of America (FFA) program completer. Sustainable Ag Biology is a required laboratory science course designed to cover the NGSS content standards for biological and earth sciences. Topics that will be covered will be Structure and Function, Inheritance and Variation of Traits, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Natural Selection and Common Ancestry, Earth Systems, and The Earth and Human Activity. Anchoring phenomena will be based in agriculture and will showcase learning through an agricultural lens. The course culminates in the development of a sustainable farm model and portfolio of supporting student research. FFA participation is encouraged and a Supervised Agricultural Experience Project (SAEP) is recommended for all students. FFA is an inter-curricular activity. This class fulfills both graduation and university entrance requirements in laboratory science. The curriculum includes the use of algebraic mathematics.

Agricultural and Soils Chemistry

COURSE TITLE (Course #) 14017 – Ag/Soils Chem | LENGTH: Year (10 Credits)
Grade Level: 10-12 | Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agriscience (102) | CBEDS CODE:7131
Prerequisite: Completion of Integrated Math 1 and Biology (or equivalents) with a "B" or better. Completion of Sustainable Agricultural Biology and Ag Core preferred.

COURSE DESCRIPTION

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course. To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, as a capstone, students will develop and present a soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Advance Agricultural Science (H)

COURSE TITLE (Course #) 14020 – Adv Ag Science | LENGTH: Year (10 Credits)
Grade Level: 12 | Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agriscience (102) | CBEDS CODE:7132
Prerequisite: Completion of Integrated Math 2 and Chemistry (or equivalents) with a "B" or better. Completion of Ag Biology, Ag/Soils Chemistry, and Ag Core preferred.

COURSE DESCRIPTION

This integrated class offers Honors credits. Adv Ag Science combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relevant issue. Final projects will be eligible for Career Development Event competition at FFA events. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Agricultural Coursework

Agricultural Woodshop

COURSE TITLE (Course #) 18009 – Ag Woodshop — LENGTH: Year (10 Credits)
Grade Level: 9-12 — Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agricultural Mechanics (101) — CBEDS CODE: TBD
Prerequisite: Concurrent enrollment or completion of Ag Core preferred.

COURSE DESCRIPTION

Students will learn safety management and fundamental woodworking skills. Instruction will be given in two ways—direct instruction and hands-on instruction in the shop. Each unit will include a project that will give students an opportunity to work with their hands as they demonstrate what they have learned. Since this is a career-development course, students may have individual projects which they will be working on. Wood is a natural and ever-changing building material that lends itself to the creation of unique, one-of-a-kind projects. Students will learn wood working skills that can be applied in numerous careers and useful in hobby work as well.

Agricultural CAD Manufacturing

COURSE TITLE (Course #) 19068 – Ag CAD Manufacturing — LENGTH: Year (10 Credits)
Grade Level: 9-12 — Meets UC/CSU A-G requirement: Yes (D)
Pathway (Code) - AGR Agricultural Mechanics (101) — CBEDS CODE: TBD
Prerequisite: Concurrent enrollment or completion of Ag Core preferred.

COURSE DESCRIPTION

Students will develop skills in computer aided design while utilizing Solid Works and other CAD software. Students will then design and manufacture projects using laser engravers, 3D printers, CNC router and plasma tables. This will prepare students in Engineering, Manufacturing and Agricultural fields.Throughout the course, students will be graded on participation in intra-curricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Natural Resources

COURSE TITLE (Course #) 18002 – Nat Res — LENGTH: Year (10 Credits)
Grade Level: 12 — Meets UC/CSU A-G requirement: Yes (G)
Pathway (Code) - AGR Forestry and Natural Resources (104) — CBEDS CODE: 7152
Prerequisite: Completion of Integrated Math I and Biology (or equivalents) with a "B" or better. Completion of Ag Biology, Ag/Soils Chemistry, and Ag Core preferred.

COURSE DESCRIPTION

The Natural Resource course will provide the student with industry facts and career opportunities. This course is intended to successfully prepare those students who plan to major in agricultural sciences at a four-year college and/or university. Students are prepared for careers in soils, water management, forestry, fish & wildlife management, outdoor recreation, and energy, mineral, & metal resources. Topics include energy cycles, air & water conservation, soil science, fish & wildlife management, outdoor recreation, marketing industry, plant physiology, anatomy, taxonomy, fire, forest management practices, and mapping. *Students will walk away from this course with a Fire Science Certificate from the United States Forest Service. They may also walk away with a iCEV Ducks Unlimited Waterfowl Management Certification*. FFA participation is encouraged and SAEP (Supervised Agricultural Experience Project) are recommended for all students. FFA is an intracurricular activity.

Career and Technical Education: Arts, Media, and Entertainment Sector (AME)

Graphic Design (AME-111A)

Art I

COURSE TITLE (Course #) 16003 – Art I
Grade Level: 9-12
Pathway (Code) - AME Multiple Pathways (999)
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (F)
CBEDS CODE: 7200

COURSE DESCRIPTION

Art I is a one-year, introductory art course that exposes students to the many dimensions of art including aesthetics, history, materials, criticism, and application. Additionally, it's a fast-paced, highly energized class that explores self- expression. The elements of art and the principles of design are the foundation of all projects. The majority of the required work is produced independently. Students work collaboratively on assignments as well. Students study and perform basic skills in drawing, one- and two-point perspective, composition, watercolor painting, ceramics, printmaking, collage, and papier maché. Throughout the year, student work will be featured on the main hall bulletin boards. There is also an end-of-the-year student exhibition during Senior Project Night. As an A-G course, assignments include: journals, eight to ten projects, one research paper and PowerPoint presentation, class critiques, quizzes, a mid-term, and a final.

Computer Graphics and Design

COURSE TITLE (Course #) 18012 – Ag Mechanics II
Grade Level: 10-12
Pathway (Code) - AME Graphic Design (111A)
Prerequisite: Completion of Art I with a "C" or better

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (D)
CBEDS CODE:7211

COURSE DESCRIPTION

The computer graphics class focuses on the study of graphic design and the learning of computer software programs, namely Adobe Creative Suite 6.0. Most assignments can be done in class as long as students use their time efficiently. In addition to teaching the fundamentals of graphic design, my goal is to help students develop their higher order thinking skills through the production of computer-generated projects, from concept to final output. These projects will be displayed in a portfolio built by students throughout the year. This class will also serve as experience to include on

Yearbook

COURSE TITLE (course #): 19044 - Yearbook
Grade Level: 11-12
Pathway (Code) - AME Graphic Design (111A)
Prerequisite: Completion of Art I and computer graphics with a "C" or higher.

LENGTH: Year (10 credits)
Meets UC/CSU A-G requirement: No
CBEDS CODE: 7212

COURSE DESCRIPTION

The EHS yearbook class is a Career Technical Education (CTE) capstone class and also satisfies "F" under the A-G high school requirements. The class is responsible for producing the Etna High School yearbook using Adobe software. Students also write, solicit advertising, work with advertisers, and oversee invoicing. Yearbook staff are expected to photograph extracurricular school events, student candids, and sports teams. It is also necessary for students to be available to work after school and/or weekends so we may successfully meet printing deadlines. If the yearbook is not completed by spring break, yearbook staff are required to work during spring break to complete it.

Students learn basic graphic design layout skills; proofreading skills; color theory; photography; and offset printing technologies. Students will leave the class with the skills needed to work at a graphics industry business such as a design company or a publishing house.

Students learn skills that support career-readiness including critical thinking, collaboration, clear communication, proofreading, time management, marketing, basic accounting, publication design/production, photography, the Pantone Matching System, and offset printing technical skills using Adobe Creative Suite software including Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. The class also serves as work experience that may be included on their résumés.

Film/Video Production (AME-113B)

Video Production

COURSE TITLE (Course #) 19076 – Video Production
Grade Level: 10-12
Pathway (Code) - AME Film/Video Production (113B)
Prerequisite: Completion of English 9 and Art I with a "C" or higher.

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: No
CBEDS CODE:7244

COURSE DESCRIPTION

In this year-long college prep/career tech digital arts course, students learn the basic language, concepts, and technical tools of the video production industry. It provides students with technical instruction and practical experiences for aspiring video and filmmakers. Students learn the principles of photographic composition and demonstrate the ability to create films by navigating through the technical aspects of filmmaking, using Adobe Premiere. Students learn the basic historical foundations of cinema. Students solve problems, reflect, discuss, evaluate, think critically, write, and give/receive/respond to constructive criticism about their own work and others' work.

The video production course has a strong emphasis on storytelling. It teaches students to develop authentic, creative visual solutions, and gives students the confidence to make creative decisions, communicate their design ideas using the language and vocabulary of the visual arts, and gives them a better understanding of the world around them. Students produce project-based assignments with instruction given in the three phases of film production including pre-production (storytelling and storyboards), production (set up of scenes, lighting & sound equipment, time management, shooting film), and the editing process (yes, this includes peer critiques!).

Projects include a how-to video, music video, public service announcement (PSA), interviewing, 3- to 5-min. narrative video, green screen experimentation (optional). Through these projects, students learn basic competencies in computer basics, digital audio/video software, file formatting protocol, Canon Rebel Ti familiarity, camera composition, video production and editing, lighting equipment and techniques, and employability.

Career and Technical Education: Hospitality, Tourism, and Recreation Sector (HOS) (Culinary)

Food Service and Hospitality (HOS-201)

Culinary I

COURSE TITLE (Course #) 19010 – Culinary Arts I
Grade Level: 9-12
Pathway (Code) - HOS Food Service and Hospitality (201)
Prerequisite: N/A

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (G)
CBEDS CODE:8020

COURSE DESCRIPTION

19010 Culinary Arts I

This is a two-semester introduction to food nutrition, sanitation, consumer buying skills, food storage, and food preparation skills. Students will become familiar with a variety of cooking techniques while preparing breakfast and lunch for Etna High School students, daily. The class is designed for students interested in understanding the principles of cooking and in thinking about how the body uses food. Attention will be given to food selection and its impact on personal health and wellbeing. This course largely involves daily, hands-on experience in a commercial kitchen. Learning is enhanced through additional opportunities to cater events. At the end of the course, students will take the food handlers exam. Passing this qualifies students enter the food- service employment arena.

Culinary II

COURSE TITLE (Course #) 19046 – Culinary Arts II
Grade Level: 10-12
Pathway (Code) - HOS Food Service and Hospitality (201)
Prerequisite: Completion of Culinary I with a "C" or better

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (G)
CBEDS CODE:8021

COURSE DESCRIPTION

Students who have taken Culinary Arts in a prior year will experience more challenging assignments in this class. Students will plan and stage catering jobs and special activities. They will also receive in-depth training in knife and butchering skills. All students will be required to take the Serv-Safe Managerial Test at the end of the first semester.

Culinary III

COURSE TITLE (Course #) 19066 – Culinary Arts III
Grade Level: 11-12
Pathway (Code) - HOS Food Service and Hospitality (201)
Prerequisite: Completion of Culinary II with a "C" or better

LENGTH: Year (10 Credits)
Meets UC/CSU A-G requirement: Yes (G)
CBEDS CODE:8021

COURSE DESCRIPTION

This capstone course prepares students with food production, preparation, and service skills for employment institutional, commercial, or independently owned food establishments or other food and hospitality industry occupations. Instruction includes topics such as planning, selecting, storing, purchasing, preparing, testing, serving and selling of quality food and food products; nutritive values; safety and sanitation; use and care of commercial equipment; management of food establishments; cost and profitability analysis; side work and customer orders; and handling cash and credit transactions.