

Rio Rico High School



2015-2016 Course Catalog

“Hawk Nation”

Rio Rico High School

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Table of Contents

| | | |
|------|---|---------|
| I. | Graduation Requirements | page 3 |
| II. | Academic Program | page 4 |
| III. | Responsible Social Involvement (RSI) | page 5 |
| IV. | Honors Program Self Assessment | page 6 |
| V. | Scheduling Information | page 7 |
| VI. | Activities Program | page 12 |
| VII. | Course Description | |
| | • Career Technical Education | page 13 |
| | • English | page 28 |
| | • Fine Arts | page 32 |
| | • Foreign Language | page 38 |
| | • Mathematics | page 41 |
| | • Physical Education | page 44 |
| | • Science | page 45 |
| | • Social Studies | page 49 |
| | • Advanced Placement | page 51 |
| | • Additional Electives | page 52 |
| | • Special Education | page 53 |
| | • CIMA Vista High School/ Digital Learning Opportunities | page 56 |
| VII. | Career Readiness and Education Opportunities | page 57 |

Vision

The vision of Rio Rico High School is to ensure a safe and successful learning environment. Together as a community, we will develop college- and career-ready graduates who soar to meet the challenges of the 21st century. Every student will graduate as a skilled, knowledgeable, and responsible citizen ready to share their unique passions that will contribute positively to our global society.

Mission

Respect
Responsibility
High Standards
Success

Graduation Requirements

To meet graduation requirements students must earn the total number of credits noted below and pass the Arizona Instrument to Measure Standard (AIMS) test. These are specific requirements and the balance of credits is to be selected from elective courses for a minimum total of 22 credits. **Students are encouraged to take a full load each year to be best prepared for post-secondary options.**

| Course | Minimum Graduation Requirements | In-state university requirements |
|---------------------------------------|---|----------------------------------|
| English | 4.0 | 4.0 |
| Math | 4.0 | 4.0 |
| Science | 3.0 | 3.0 |
| World History | 1.0 | 1.0 |
| US History | 1.0 | 1.0 |
| Government | 0.5 | 0.5 |
| Economics | 0.5 | 0.5 |
| Career and Technical Education | 1.0 | 1.0 |
| Foreign Language | 1.0 | 2.0 |
| Physical Education | 1.0 | 1.0 |
| Electives | 5* | 4* |
| Total Credits | 22.0 | 22.0 |
| State Exam | TBD Students in the 2016 cohort and below must pass the AIMS test. | TBD |
| RSI Hours | 20 per year | 20 per year |
| Educational Career Action Plan (ECAP) | (information on ECAP can be found on page 10) | |

*

Arizona Board of Regents requires 1 Fine Arts credit (art, music, drama, or dance) and two consecutive years of a foreign language for admission into an in-state university.

Arizona Instrument to Measure Standards (AIMS)

The Arizona Instrument to Measure Standards (AIMS) is designed to measure proficiency and Arizona State Standards in Reading, Writing, and Mathematics. Each section of the AIMS test – Reading, Writing, and Mathematics is scored separately in reference to Arizona State Standards with one of the following scores:

Falls Far Below
Approaching
Meets
Exceeds

In order to pass, a student must score in the Meets or Exceeds category for each test.

Students in the 2016 cohort and below are required to pass the AIMS as a graduation requirement.

Information pertaining to the “tuition waivers” offered by the State of Arizona may be found at www.ade.az.gov/asd/tuitionwaiver/.

Academic Program

Rio Rico High School is providing comprehensive educational and extracurricular programs that will prepare students to meet their educational goals. It is important that students plan their four-year curriculum in order to take advantage of the course offerings. The RRHS counselors will assist in the development of the students' Educational Career Action Plan (ECAP).

The following four-year plan is designed only to meet minimum high school graduation requirements. College entrance requirements, job-skill development, and special interests should be included within the framework of the elective areas.

Four-Year Course Outline Minimum Graduation Requirements (Sample 4 year schedule)

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|--------------------|--------------------------------------|--|-------------------------------|
| English 1 | English 2 | English 3 | English 4 |
| Algebra 1 | Geometry | Algebra 2 | Approved 4th year math course |
| Biology | Earth Science/ Conceptual Physics | Chemistry/ Environmental Science/Physics | Science or Elective |
| World History | CTE Credit | US History | Government/ Economics |
| Physical Education | Elective | Elective | Elective |
| Elective | Elective | Elective | Elective |

In-State University Entrance Requirements (Sample 4 year schedule)

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-------------------------------------|--|--|--|
| English 1 or Cambridge English 1 | English 2 or Cambridge English 2 | English 3 or AP English 3 | English 4 or AP English 4 |
| Algebra 1 or Cambridge Math 1 | Geometry or Cambridge Math 2 | Algebra 2 or Pre Calculus | Pre-Calculus or AP Calculus |
| Biology or Cambridge Biology | Earth Science/ Conceptual Physics/ Cambridge Chemistry | Chemistry/ Environmental Science/Physics/AP Environmental Science | Science or Elective |
| World History | CTE Credit or Cambridge American History | US History or CTE Credit | Government/ AP Government/ Economics |
| Physical Education | Elective* | Elective* | Elective* |
| Elective* | Elective* | Elective* | Elective* |

***Arizona Board of Regents requires 1 Fine Arts credit (art, music, drama, or dance) and two consecutive years of a foreign language for admission into an in-state university.**

Responsible Social Involvement (RSI)

RRHS students have a graduation requirement of 20 hours of “Responsible Social Involvement” (RSI) per school year of attendance. RSI units can be obtained through participation in the school community as well as the greater Santa Cruz Valley community. Students entering RRHS in the middle of an academic year will need ten hours for that semester and 20 for each additional year of attendance. Students who do not complete the required hours on an annual basis will be expected to make up the hours prior to graduation.

Rationale

- To reinforce in students the values of teamwork, organization, responsibility, service, and work ethic.
- To increase students’ sense of purpose in attending school.
- To increase students’ understanding of “community.”
- To help students strengthen their portfolio in anticipation of post-secondary schooling and career opportunities.

Policies

Involvement in school clubs and sports will earn RSI credits:

- Students will be responsible for documenting their participation in all sports, clubs and community activities.
- Students who are removed from a club or sport for violating the policies of that club or sport may not claim these RSI hours.
- Community service or participation in service organizations outside of school will also count, pending documentation and RSI Committee approval.
- Students are required to complete the RSI form for all activities in which they participate. The RSI form can be obtained from the front office. If the activity is not on the pre-approved list or a school activity, it will be forwarded to the RSI committee for approval.
- RSI hours can be verified at the attendance office.

ALL RSI HOURS MUST BE SUBMITTED BY THE END OF EACH SEMESTER TO THE ASSISTANT PRINCIPAL’S SECRETARY

RSI PRE-APPROVED LIST

Animal Control
Border Patrol
Boys and Girls Club
Boy/Girl Scouts
Child and Family Agency (Non-Profit)
Church activities (not attending services but rather those activities which demonstrate leadership and/or assistance with an individual or service-type project.)
Club hours during Advisory
Crossroads Mission
Daycare (as provided at another function.
Example: watching toddlers during parent/teacher conferences, a church function, etc.)
District school-sites assistance:
Game setup
Clerical work
Clean up, etc.
Explorers (all groups)
Fire Department (Tubac, Rio Rico)
Food Bank
Holy Cross Hospital
Humane Society
Libraries
Local athletic league(s) (participation in the organization/production of, not as a player)
Youth Hoops
Little League
Pop Warner, etc.
Mariposa Community Health Center
Neighborhood clean-up/landscaping
Nogales Parks and Recreation
Pimeria Alta Historical Society
River cleanup
Rotary-related activities
RRHS Athletics (See Athletic Director for specifics)
Santa Cruz County Board of Realtors
Santa Cruz County Exchange Club
Senior Citizen homes
Sheriff’s Department
Teacher assistance for school-related matters
Tubac Festival of the Arts
Tumacacori Mission
Tutoring (with faculty supervision)
United Way
Work at non-profit agencies or organizations
Young Audiences of Santa Cruz County

Honors Program Assessment:

Our Honors Program consists of honors, Advanced Placement (AP) and Cambridge courses.

Honors, AP, and Cambridge classes offer tremendous rewards, including the opportunity to earn college credit while in high school. Sometimes students and their parents/guardians wonder if these challenging courses are right for them.

Take a few minutes to honestly complete the following survey. There is no right or wrong answers. However, your honest answers will help you determine if Cambridge and AP classes are right for you.

Read each question. If your answer to the question is YES, place a check in the box next to the question. If your answer is NO, leave the circle blank.

- Are learning and excelling in school top priorities for you?
- Have you taken a class that requires at least 30 minutes of homework per night?
- Do you generally understand a new topic the first time?
- When you don't understand a new topic the first time, have you asked your teacher for assistance?
- Have you asked your teacher for additional explanation or tutoring during your own time such as before school or during a conference period?
- Do you have one or two friends to study with whom you meet to study and discuss class topics?
- Do you meet with your friends to study and discuss class topics outside of class such as in the evenings, weekends or conference periods?
- Do you enjoy the subject you are planning on studying?
- Do you enjoy the subject enough that you would be willing to sacrifice athletic or job opportunities to learn more about the subject?
- Have you done well in a class that offers little or no extra credit?
- Have you taken a class that stresses your ability to think about the subject and make your own conclusions rather than simply memorizing and repeating what the teacher says about it?
- Are you a good reader?
- Have you asked questions about class subjects because you are genuinely interested in the answers?
- When you haven't done as well as you would have liked on a test or assignment, have you immediately met with the teacher to find out how you can do better next time?
- Have you willingly re-done assignments to demonstrate that you've learned from your mistakes?

Each of the survey questions reflects a particular reality of Honors and AP classes.

- If you answered yes to most or all of the questions, you likely would experience success in the Cambridge/AP course you are considering (you may want to consider taking several AP or Cambridge courses).
- If you answered yes to some of the questions, you may still experience success in the course or courses you are considering. Just be aware that the course may be a bigger challenge than what you have previously experienced. The self-assessment contains clues to how you can still successfully meet the challenge. Be prepared to commit extra nightly study time, practice good study skills, see your teacher outside of class time for assistance, ask questions, and participate in a study group.
- If you answered yes to only a few, or none of the questions, you may want to consider if Cambridge or AP is right for you at this time. These courses are challenging and rigorous. If you decide to still take on the challenge, use the clues to success contained in the self - assessment to help you meet the challenges. Be prepared to commit extra nightly study time, practice good study skills, see your teacher outside of class time for assistance, ask questions, and participate in a study group.

If you are planning on attending college, the challenge of an Cambridge or AP course will help prepare you for the challenges of college while also providing an opportunity to earn college credit.

If you have any questions, please see your teacher, a Cambridge or AP teacher, your counselor, or an administrator. We hope this information helps you to make an informed decision about your classes.

Scheduling Information

Course Loads/Credits

Freshmen, sophomores, and juniors must enroll in six classes each semester. Although seniors may enroll in fewer than that, as needed to successfully fulfill graduation requirements, they are strongly encouraged to enroll in six classes if they intend to pursue post-secondary education. Senior students with less than a full schedule will not be allowed to loiter on campus. A student who enrolls in fewer than six classes must have their own transportation to arrive and/or leave at the appropriate time. If transportation is not available or the student has before or after school commitments, the only option is to enroll in six classes.

Students who enroll in fewer than six classes must compress their schedule so that all of their classes meet consecutively. Students may not have an open period in the middle of the day.

One-half credit is awarded for the successful completion of a course that meets one period a day for one semester (a minimum of 64 clock hours).

GPA/Weighted Grades

For the purpose of determining the grade point average of students attending Rio Rico High School the following scale will be issued: A = 4, B = 3, C = 2, D = 1, and F = 0. Valedictorian and salutatorian for the graduating class will be selected after the seventh semester grades have been posted.

Rio Rico High School recognizes that some courses are designed to be more challenging. As a result, there are courses that receive weighted grades. The weighted grade scale is: A = 5, B = 4, C = 3, D = 1 and F = 0. Courses that are weighted are Cambridge, Honors, and Advanced Placement (AP) courses.

Honors Program

The Honors Program includes three types of courses: Advanced Placement (AP), Honors, and Cambridge classes. All Honors Program classes receive weighted grades.

The philosophy of the AP/Honors Program is to provide students with advanced academic opportunities that stimulate learning, develop and expand skill and knowledge and prepare students for college coursework.

Entry into the AP/Honors Program may be determined by pre-requisites listed in this Course Description Catalog. Those may include:

- Placement test scores
- Teacher recommendation
- Success in previous courses

Students who are considering entering the Honors Program should consider their decision carefully. From the textbook (college-level in some cases), to the experience, and to the expectations of student capabilities, honors courses are considerably more demanding. In addition, students opting to register for two or more Honors Program classes in any given year should carefully consider the demands placed on their time and energy both in and out of school. Once a student enrolls in an honors, Cambridge or AP course, it is a year-long commitment. Students who receive an A, B, or C as a semester grade must remain in the course.

Honors courses in all disciplines have rigorous academic demands such as extensive reading, analytical writing, long-term projects, and/or challenging lab experiences as well as high expectations. These courses are designed for the self-motivated student who is an independent learner and requires little teacher direction or repetition to master difficult material. These students are often intuitive, curious, and eager to explore beyond the basic knowledge level. Most of these classes have prerequisites or require teacher recommendation, so please check each course description carefully before registering for them.

Before enrolling in AP, Honors, or Cambridge courses, students should complete the AP Self-Assessment (found on page 6) and discuss the results with their parent/guardian, teacher, and counselor. The Honors Program is designed to prepare students to successfully compete for selective college entrance and college honors programs, as well as earn college credit (see AP courses).

It is not the intention of Honors Program teachers to award students with grades of A's or B's. Students will need to meet the rigorous demands of the courses to earn their grades. Additionally, students should understand the enrollment in Honors Program courses is a year-long commitment. **A student may not withdraw from an Honors, Cambridge, or AP class. To be considered for a schedule change students must meet with their teacher, counselor, parent and administrator.** Courses are dependent on availability. Therefore, it is imperative that students and parents choose courses carefully, using the Honors Program self-assessment as well as the student's past academic-related behaviors and work habits.

Advanced Placement (AP) Courses

The AP Program provides an opportunity for students to receive simultaneous credit in both high school and college. In May, a comprehensive test is offered in each subject where students, if they score well, may earn college credit. Students must pay for the tests, which costs approximately \$89 each, but are free for those students who qualify for free or reduced lunch. College credit is determined by each college or university and varies in the type and amount of credit. Students should contact the colleges and universities of their choice for information regarding whether credit is issued and, if so, the amount of credit available.

More information about AP can also be found at: www.apcentral.collegeboard.com

Advanced Placement courses follow a nationally recognized curriculum. This curriculum is designed to be college level. The amount of material covered within a year typically forces much of the classroom instruction to be lecture style.

Honors Courses

Honors courses are specifically designed to provide a rigorous curriculum with skills development focused on what is necessary for students to succeed in the Advanced Placement courses that follow. Often, Advanced Placement courses require specific reading and writing skills that are outside the scope of the Arizona State Standards.

Career Technical Education Honors classes have the curricular design to meet required Arizona State Standards, as well as proficiency standards. Teachers offer opportunities for students to be challenged beyond the expectations of the regular classes.

Cambridge Courses

University of Cambridge International Examinations is the world's largest provider of international education programs and qualifications for 5 to 19 year olds. It is part of the University of Cambridge, one of the world's top universities and trusted for excellence in education. Cambridge programs and qualifications are taught in more than 9000 schools in over 160 countries.

Joint Technical Education Program (JTED)

The JTED program provides students with expanded course opportunities for career readiness following high school graduation. JTED courses are offered during the school day and on the RRHS campus as well as afternoon and evening hours at Central Campus locations. A student, upon successful program completion, may receive certification in their field, and/or college credit depending on program specifications. A JTED program listing may be found in the Career and Technical Education course description beginning on page 16.

Career and Technical Education

(SCVUSD#35) Pursuant Title 7, Chapter 2 of the state board of education's Notice of Exempt Rulemaking, Career and Technical education program will grant completer's equivalent credit to be used toward mathematics, science, and economics credit requirements for graduation. A student who satisfies these courses through Career and Technical education is still required to earn 22 total credits to meet the graduation requirements. Therefore the students can not use the same credit twice.

NCAA Eligibility

Students interested in enrolling into an NCAA Division I or Division II institution may find comprehensive eligibility information at:

www.ncaa.org/eligibility. All students interested in competing at the college level should be knowledgeable about the NCAA eligibility standards.

For further assistance, visit the RRHS Counseling office.

Credit Recovery Program

If a student fails a class on campus they may have the opportunity to recover this course through credit recovery or summer school. Students may not retake a class in a regular class setting that they have failed. Rio Rico High School offers additional programs for students who are deficient in credits to accommodate their graduation plan. **There are limited seats available for this option.** If a student is interested in credit recovery, he/she must meet with his/her guidance counselor. Students may take courses on Edgenuity for credit *recovery*, not for credit *advancement* without prior administrative approval.

Students will be charged a fee for credit recovery.

Credits will not be accepted without prior counselor and administrator approval. **Students not obtaining approval prior to taking the class will not be awarded credit.** If classes are taken out of the district, it is the student's responsibility to have an official transcript sent to the RRHS registrar as soon as course work is completed.

Cima Vista

Cima Vista is intended for students with individual needs and non-traditional learning styles. Cima Vista utilizes Edgenuity as a means to provide course content to students. Credit earned will apply to graduation requirement. Students interested in attending Cima Vista High School must be recommended by a RRHS principal or counselor. All students and their parent/guardian(s) must have an enrollment meeting with the Cima Vista Coordinator to discuss the program.

Summer School

Several choices may exist to take classes during the summer. These classes may be taken to make up a failed class or to get a requirement completed. The counselors should be consulted prior to summer school enrollment in order to ensure that the correct classes are chosen. If classes are taken out of the district, it is the student's responsibility to have an official transcript sent to the RRHS registrar as soon as course work is completed. **Students will be charged a fee for summer school.**

Advisory

Rio Rico High School offers every student an Advisory period each day. This time is available for the student to address his or her own academic needs. Students use this time to seek tutoring from teachers, attend club meetings, meet with other students to prepare for group projects and presentations, research in the library, work in computer labs on campus, or complete homework assignments.

Scheduling Information

Freshmen, sophomores and juniors must be enrolled in six classes. Seniors who have earned at least 17 credits and have passed all portions of the AIMS test may enroll in five classes. All other seniors must take six classes.

Schedule Changes

Schedule changes are to take place prior to the first day of classes.

Rio Rico High School **does not** make schedule changes for the following reasons:

- The student would prefer a different lunch
- The student would prefer a different teacher
- The student would prefer a class with a friend
- The student would prefer classes in a different order

Legitimate reasons for schedule changes include:

- The student has already received credit for the same course
- The student has completed a correspondence course, summer school, or on-line course
- The student did not complete the appropriate prerequisite class.

Schedule changes require parent/guardian permission and teacher input. When registering for year-long classes, students are **STRONGLY** reminded to remember the year-long commitment they are making to those classes. A student must continue to attend their scheduled classes until their new schedule has been processed by the counselors.

RRHS reserves the right to change students' schedules without parent/guardian permission in order to better

balance class size, create a safer environment, or other reasons that improve the education of the individual student and/or educational climate of the whole school.

Problem-solving process

If a problem occurs after the start of the school year it is expected that student and parent/guardian will work with the teacher and counselors to resolve the difficulties. In rare cases that a schedule change may be considered as an option after the start of school, the following should be completed before a schedule change may be considered.

- The student is making a sincere effort to do the work in class
- The student is regularly making contact with the teacher in the classroom
- The student is attending tutoring with that teacher at least once per week during Advisory
- The student and parent/guardian have worked with the teacher to understand the scope and nature of the problem causing difficulties
- The student and parent/guardian have consulted with the counselor, so that the latter may offer general support and talk with the teacher and the student together

If it is agreed that there has been consistent effort by and communication between the student, parent/guardian, teacher and counselor, and there has been no resolution to the problem then it may be necessary for the administrator to consider a schedule change.

Textbooks

The Governing Board shall furnish free required textbooks and related printed subject matter as per Arizona Revised Statutes (ARS) 15-723-5. Textbooks students take home will be checked out from the bookstore. The textbooks must be returned at the end of the course or the student will pay the replacement cost. Students will be assessed fines for textbooks that are damaged while in their possession.

Pre-registration:

Pre-registration, is held in early spring. Students have considerable choices in selecting their courses for the following year. Parent/guardian and students need to understand that there remain some limitations:

- A class may not be offered as a result of insufficient enrollment
- A class may be cancelled due to programmatic needs
- Class schedules are typically determined by seniority of grade – senior schedules are determined first, then juniors, followed by sophomores, and finally freshmen. As a result, freshmen may not receive their requested electives. Alternate electives will be assigned in the order listed by the student on the pre-registration sheet.
- Some classes offer limited enrollment because of the facility (for example, use of the weight room, computer room, or nursing).

- There will always be schedule conflicts where classes are offered only once or twice during the day. In order for RRHS to offer a wide variety of classes, many will be offered only once during the day. It is impossible to prevent all course conflicts.

Student Schedules

- Schedules are created based on student academic-placement criteria, prerequisite completion, graduation requirements, and course-load availability.
- Every effort will be made to accommodate student preferences, however, there will be circumstances that will prevent student choices being honored.
- Students will receive individual schedules prior to the start of school. Any changes the student wishes to discuss **must** occur with the appropriate school counselor prior to the first day of classes.
- Student schedule changes may be requested by making counselor appointments. However, please be aware that schedule changes will be made in extreme situations on a student by student basis.

Educational Career Action Plan (ECAP):

Every student is required to formulate an educational career action plan (ECAP) with their counselor. The ECAP is for future student planning, and to review their past course history

- It lists the courses completed successfully at the high school level.
- It lists the courses the student is planning to take over the remaining years in high school.
- It indicates to the counselor, student, and parent/guardian that the coursework meets the requirements for graduation and post secondary plans.
- Identifies post-secondary educational/training plans for the student

Parents must check their son/daughter's progress of his or her ECAP online at www.azcis.intocareers.org. The student's username and password are required.

Athletics

Rio Rico High School is a member of the Arizona Interscholastic Association (AIA). Our status is:

- TBD

Eligibility rules are in the student handbook.

Special Education Program

Rio Rico High School's Special Education department provides specialized instruction at three different levels in consideration of each student's Individual Education Plan (IEP). The IEP team determines the appropriate placement for each student based on individual needs in accordance to IDEA '04. The IEP team includes the student, parent, special education teacher, school counselor, administrators, and general education teachers. The IEP team determines individual student goals, course placement, and level of special education services based on current evaluation data. The continuum of special education services available at RRHS include, but are not limited to, Life Skills Education, Self-Contained Education, and Resource/Support Education. Services offered to students with identified needs may also include speech therapy, occupational therapy, physical therapy, counseling, transportation, specialized health services and assistive technology. Students may become eligible for Special Education Services in any of the following categories: Specific Learning Disability, Mental Retardation, Multiple Disabilities, Multiple Disabilities with Sensory Disorder, Emotional Disability, Autism, Traumatic Brain Injury, Speech and Language Impairment, Orthopedic Impairment, Hearing or Visual Impairment, and Other Health Impairments.

Entrance to RRHS with a current IEP and evaluation from another school or a comprehensive multidisciplinary team evaluation determines student eligibility for the above-mentioned programs.

For a complete description of the Special Education Policies for Santa Cruz Valley Unified School District #35 please visit <http://www.santacruz.k12.az.us/SpecialEd/index.htm> or you can also obtain a copy of the full policy by visiting the SCVUSD #35 district office.

Special Education Program Descriptions:

AZ Alternative Academic Standards Based Programs: These programs provide instruction along the current Arizona Functional Academic standards. Students do not follow the traditional high school curriculum track. Curriculum focuses on appropriate life skills in listening, speaking, reading, writing, math, behavior, social appropriateness, and real-world skills. There is also a component of community education for improved potential in transitioning to post-secondary opportunities. Students in these programs typically spend the majority of their school day with the same teacher and students, with limited opportunity to participate with non-disabled peers. Many students also receive a variety of additional services such as physical, occupational, and speech therapy as described in their IEP. Students participate in annual AIMS-alternative assessments measuring progress on the functional standards identified for instruction. Graduation plans are developed and reviewed annually. Students may exit RRHS with a standard diploma

after meeting the requirements described on their graduation plan, or receive a certificate of completion upon reaching age 22. Graduation plans are individualized by the IEP team and include:

- Accumulation of state-required number of credits
- Accumulation of the number of RSI hours required (standard is 20 per year)
- Satisfactory completion of IEP goals, including transition plan requirements
- Progress on AIMS-assessment

All students exit the program at age 22.

Resource Support Education: Resource students attend the majority of their classes in regular education. Their support may include specialized instruction, accommodations, modifications, and/or attendance in specialized resource classes that are taught by certified special education teachers.

Activities Program

This sheet is provided to assist students in selection and pre-planning for athletics and activities in the upcoming year

CLUBS

The following clubs are offered subject to student interest and availability and are subject to change:

- | | | |
|---|--|---|
| <input type="checkbox"/> Anger Management | <input type="checkbox"/> German Club | <input type="checkbox"/> Spanish Club |
| <input type="checkbox"/> Band | <input type="checkbox"/> Helpful Hawks | <input type="checkbox"/> Spirit Line Club |
| <input type="checkbox"/> Choir | <input type="checkbox"/> Interact | <input type="checkbox"/> Thespians |
| <input type="checkbox"/> Science Club | <input type="checkbox"/> Link Crew | <input type="checkbox"/> Be Kind Club |

Student Organizations

- | | | |
|--|--|---|
| <input type="checkbox"/> STUGO | <input type="checkbox"/> Class of 2016 | <input type="checkbox"/> Class of 2017 |
| <input type="checkbox"/> Class of 2018 | <input type="checkbox"/> Class of 2019 | <input type="checkbox"/> National Honor Society |

CTE Student Organizations

- FBLA (Future Business Leaders of America)
- FCCLA (Family, Career, and Community Leaders of America)
- FFA (Future Farmers of America)
- FLEOA (Skills USA)
- HOSA (Health Occupation Students of America)
- JROTC (Skills USA)
- Technical Theatre (Skills USA)

ATHLETICS

Students may sign up for the following athletic activities. Please note that the activities are grouped by the season in which the sport occurs.

FALL SPORTS:

- | | | |
|--|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> CROSS COUNTRY | <input type="checkbox"/> FOOTBALL | <input type="checkbox"/> SPIRIT LINE |
| <input type="checkbox"/> CHESS | <input type="checkbox"/> VOLLEYBALL | <input type="checkbox"/> GOLF |
| <input type="checkbox"/> JROTC | | |

WINTER SPORTS:

- | | | |
|---|---------------------------------------|--------------------------------------|
| <input type="checkbox"/> BOYS BASKETBALL | <input type="checkbox"/> BOYS SOCCER | <input type="checkbox"/> WRESTLING |
| <input type="checkbox"/> GIRLS BASKETBALL | <input type="checkbox"/> GIRLS SOCCER | <input type="checkbox"/> SPIRIT LINE |
| <input type="checkbox"/> JROTC | | |

SPRING SPORTS:

- | | | |
|-----------------------------------|--|-----------------------------------|
| <input type="checkbox"/> BASEBALL | <input type="checkbox"/> TRACK & FIELD | <input type="checkbox"/> SOFTBALL |
| <input type="checkbox"/> JROTC | | |

Course Descriptions

CAREER AND TECHNICAL EDUCATION

AGRICULTURE – 4 Year Program

| Freshman | Sophomore | Junior | Senior |
|---|---|---|--|
| Agri-science I: Introduction to Agriculture | Agri-science II: Applied Biological Systems | Agri-science III: Plant Science Greenhouse Production | Agri-science IV: Plant Science Hydroponic Production |
| | | Agri-science IIIa: Ag Mechanics | |

BUSINESS

Accounting – 2 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|---|---|--|
| | Business I: Intro to Business/Accounting (BMAS I) | Accounting I (This course may be taken as an honors course with teacher approval) | Accounting II (This course may be taken as an honors course with teacher approval) |
| | | Business I: Intro to Business/Accounting (BMAS I) | Accounting I (This course may be taken as an honors course with teacher approval) |

Business Management – 2 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|---|--|--|
| | Business I: Intro to Business/Accounting (BMAS I) | Business I: Intro to Business/Accounting (BMAS I) | |
| | | Business II: Business Management and Administration Services I -BMAS II (This course may be taken as an honors course with teacher approval) | Business II: Business Management and Administration Services I -BMAS II (This course may be taken as an honors course with teacher approval) |
| | | Business II: Business Management and Administration Services - Yearbook | Business II: Business Management and Administration Services - Yearbook |

Information Technology – 2 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|---------------------------------------|---|---|
| | Information Technology Fundamentals I | Information Technology Fundamentals I | Information Technology Fundamentals I |
| | | Information Technology II - Computer Maintenance/Networking | Information Technology II - Computer Maintenance/Networking |

ENGINEERING

| Freshman | Sophomore | Junior | Senior |
|----------|-----------|-----------------|-----------------|
| | | Engineering 101 | Engineering 101 |

CULINARY ARTS – 2 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|------------------------------|---------------------------------|---------------------------------|
| | Culinary Arts I - Principles | Culinary Arts I - Principles | Culinary Arts II - Applications |
| | | Culinary Arts II - Applications | Culinary Arts III |

THEATER ARTS – 2-4 Year Program

| Freshman | Sophomore | Junior | Senior |
|--|---|---|------------------------------|
| Theatre Arts I – Performance/Technical | Theatre Arts II - Performance/Technical | Theatre Arts III – Technical | Theatre Arts IV- Technical |
| | Theatre Arts I - Performance/Technical | Theatre Arts II - Performance/Technical | Theatre Arts III – Technical |

TRANSPORTATION TECHNOLOGIES

Automotive Technologies – 2 or 3 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|---|--------------------------------|---|
| | Diesel /Auto I - Intro to Transportation Technologies | Diesel/Auto II - Engine Repair | Diesel/Auto III - Engine Repair (continued) or Internship |

LAW PUBLIC SAFETY AND SECURITY - 2 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|-------------------|--------------------|---------------------|
| | | Law Enforcement I | Law Enforcement II |
| | Law Enforcement I | Law Enforcement II | Law Enforcement III |

ALLIED HEALTH SERVICES

Sports Medicine – 2-3 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|----------------------------------|--|--|
| | Applied Biology Science - Health | Sports Medicine & Personal Training I - Fundamentals | Sports Medicine & Personal Training II - Advanced Applications |

NURSING SERVICES - 3 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|----------------------------------|---|--|
| | Applied Biology Science - Health | Honors Medical Terminology and Anatomy and Physiology | Honors Nursing Services- Advanced Applications (CNA) |
| | | | Honors Nursing Foundations- [concurrent with Nursing Advanced (CNA)] |

JROTC – 2-4 Year Program

| Freshman | Sophomore | Junior | Senior |
|----------|------------|------------|------------|
| LET I | LET II/III | LET II/III | LET IV |
| | LET I | LET II/III | LET II/III |
| | | LET I | LET II/III |

(LET III and LET IV may be taken as an honors class with instructor approval.)

FIRE SCIENCE – 2 Year Program (Central Campus)

| Freshman | Sophomore | Junior | Senior |
|----------|-----------|-------------------------------|---|
| | | Fire Science I - Fundamentals | Fire Science II - Advanced Applications |

JTED Courses: Please see your counselor for details and to register.

Career and Technical Education (CTE) programs provide several distinctive benefits to students including:

1. Industry Certification:

The Arizona Skills Standards Certificate is issued to students upon successful completion of an end-of-program assessment. The assessment measures industry-validated standards and presides over the credentialing of secondary students who complete the assessment successfully allowing for entry into many occupations. <http://www.ade.state.az.us/cte/Assessments/>

2. Student Organizations:

CTE offers five student organizations which support CTE Programs: FBLA, FCCLA, FFA, HOSA, and Skills USA

3. Applied Academics:

Relevance makes Rigor Possible Research has validated that relevance makes rigor possible. Students apply core knowledge, concepts, or skills to solve real world problems in CTE coursework with authentic problems, tasks and simulations creating an environment to provide meaning to academic content. <http://www.ade.az.gov/cte/CurriculumFramework/AcademicMathCrosswalk/>

4. Career Programs of Study:

Students are provided program information in career clusters identifying pathways for secondary school and post secondary careers, as well as local, state and national employment opportunities and salaries. Students use the pathways to plan their high school curriculum and see how their education affects their future.

http://www.santacruz.k12.az.us/RRHS/RRHS_Information.htm

5. Dual Credit:

The Career Technical Education agency is working diligently to receive Dual Credit with various Universities and Junior Colleges throughout the state.

“This connection to future goals motivates students to work harder and enroll in more rigorous courses.”

Our 16 broad career clusters will help students enhance the link between the knowledge they acquire in school and the skills they need to pursue their dreams. Without limiting students, career clusters help them focus on an area of interest or a possible career path.”

-Richard W. Riley, Former U.S. Secretary of Education



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--------------|--------------|-------------|
|--------------|--------------|-------------|

AGRICULTURE

Agri-science I :
Introduction to Agriculture
Course code : 1810
CIP 01.0100.10
Fee: \$15

9-10
Year
CTE Credit
or Science Credit



This course is designed to introduce students to the agriculture industry including: plant science, aquaculture, plumbing/irrigation, and animal husbandry. Students will also develop premier leadership skills while preparing for career success. A Supervised Agricultural Experience project will be required of all students. All of the leadership development is provided through the FFA.

Agri-science II:
Applied Biological Systems
Course code : 1811
CIP 01.0100.12
Prerequisites: Agri-science I
Fee: \$15

10-11
Year
CTE Credit
or Science Credit



This course is designed to introduce students to the agriculture industry including: plant science, animal science, agriculture mechanics, food safety, biological concepts as related to agriculture, etc. Students will also develop premier leadership skills while preparing for career success. A Supervised Agricultural Experience project will be required of all students. All of the leadership development is provided through the FFA.

Agri-science III:
Plant Science Greenhouse Production
Course code : 1812
CIP 01.0100.14
Prerequisites: Agri-science II
Fee: \$15

11-12
Year
CTE Credit
or Science Credit



This course is designed to introduce students to the agriculture industry including: some advanced plant science, animal science, food safety, and an intro into growing plants through a variety of methods, etc. Students will also develop premier leadership skills while preparing for career success. A Supervised Agricultural Experience project will be required of all students. All of the leadership development is provided through the FFA.

Agri-science IIIa:
Agricultural Mechanics
Course code: 1812
CIP 01.0100.14
Prerequisites: Agriscience I, Agri-science II and Instructor Approval
Fee: \$45

11-12 Year
CTE Credit or
Science Credit



This course is designed to introduce students to the careers in agriculture mechanics: Project Planning, Tool Fitting, Power Mechanics, Electricity and Electronics, Plumbing Hydraulic and Pneumatic Systems, Concrete and Masonry, and Agricultural Structures. Students will design a project in the fall semester and construct the project project in the spring semester. Students will also develop premier leadership skills while preparing for career success. A Supervised Agricultural Experience project will be required of all students. All of the leadership development is provided through the FFA.

Agri-science IV:
Plant Science Hydroponics
Course code : 1813
CIP 01.0100.30
Prerequisites: Agri-science III
Fee: \$15

11-12
Year
CTE Credit
or Science Credit



This course is designed to introduce students to the agriculture industry including: advanced plant science, animal science, agricultural systems/careers, etc. In this course their will be a specific emphasis on Hydroponics Systems and Agricultural Business. Students will also develop premier leadership skills while preparing for career success. A Supervised Agricultural Experience project will be required of all students. All of the leadership development is provided through the FFA.

Two Agri-science credits will satisfy one lab science course required for enrollment in Arizona universities. A total of two lab credits can be obtained. NCAA(national Collegiate Athletic Association) does not accept Agri-science for science credit.



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--------------|--------------|-------------|
|--------------|--------------|-------------|

BUSINESS EDUCATION

Business I: Introduction to Business (BMAS I)
 Course Code: 1801
 CIP code: 52.0200.10

10
 Year
 CTE Credit


This required course will begin preparation for employment/post secondary education by using technology. We will utilize computer skills to research careers, with an added focus on careers in business. Students will explore leadership skills, problem solving, and economic issues facing the world in which we work. Units of study will include: Microsoft Office Software, employment skills, job search skills, forms of business ownership, team work, problem solving, and critical thinking.

Business II: Business Management and Administrative Services (BMAS II)
 Course Code: 1806
 CIP code: 52.0200.20
 Prerequisites: Business I
 This course may be taken as an honors course with teacher approval (1815)
 Fee: \$15

11-12
 Year
 CTE Credit or
 Economics Credit


BMAS students will focus on leadership and management styles through group dynamics. The focus for the 1st semester will be on business economics. The 2nd semester the class will examine the different forms of human relations as it relates to business and industry. Students will explore organizational issues and management concepts and specific functions in business management. It will continue to develop business skills through school based work groups and professional student organizations (FBLA). Students will have hands on experience in dealing with the team development and training for continuous improvement in the work force. For the graduating class of 2014 this course will fulfill the economics credit requirements. Potential dual enrollment with Cochise Community College.

Business II—Business Management and Administrative Services – Yearbook (BMAS II)
 Course Code: 1816
 CIP code: 52.0200.20
 Prerequisites: Business I
 Fee: \$15

11-12
 Year
 CTE Credit


Students who are in BMAS II Yearbook will put all of their skills and knowledge to work by creating the yearbook for Rio Rico High School. Students will view the class as a business, and the yearbook is the product that the business will sell. The class will focus on advertising the yearbook, increasing sales, and managing the budget for the yearbook. Students will work in teams to plan the layout of the yearbook and will individually work on different sections of the yearbook.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

BUSINESS EDUCATION – INFORMATION TECHNOLOGY

Introduction to Technology Fundamentals

Course Code: 1845
CIP code: 15.1200.10
Fee:\$15

10-12
Year
CTE Credit



This course introduces principles of computers with an emphasis on basic concepts of computer maintenance, network technologies, software development and web page development. While also providing an understanding of the IT industry, computer mathematics and the evolution of the computer. (FBLA)

Computer Maintenance/ Network Technologies II

Course Code: 1846
CIP code: 15.1200.20
Prerequisites: Intro to Tech Fundamentals
Fee: \$15

11-12
Year
CTE Credit



This class is a continuation of Information Technology and prepares students to apply technical knowledge and skills in PC hardware and software systems with an emphasis on PC repair and maintenance. This class also prepares students for employment/postsecondary education related to the design, development, installation, implementation, use and management of computers and networks. This program is intended for those students who are investigating professions in the following areas or related areas: *Hardware Technician/Engineer, Help Desk Technician/Manager, Information Architect, IT Designer, Network Administrator/Analyst/Technician, PC Technician, Program Analyst/Systems Analyst, Systems Operations Specialist, Technical Sales Representative, Technical Support Technician/Manager, Training Manager, and Wireless Network Specialist.*

BUSINESS EDUCATION – ACCOUNTING

Accounting I

Course Code: 1807
CIP code: 52.0300.20
Prerequisites: Introduction to Business/Accounting
This course may be taken as an honors course with teacher approval
Fee: \$15

10-11
Year
CTE Credit



The accounting program is designed to prepare students for employment in accounting positions requiring basic accounting and business skills, or students who will continue their education in a two or four year college. In Accounting I students are introduced to business language and will learn the accounting cycle. Students are encouraged to take part in the activities of Future Business Leaders of America to further their learning. Students will also complete a business simulation to see how all of the parts of the accounting cycle are put together.

Accounting II

Course Code: 1808
CIP code: 52.0300.30
Prerequisites: Accounting I
This course may be taken as an honors course with teacher approval
Fee: \$15

11-12
Year
CTE Credit/Math
Credit



This course is a continuation of Accounting I and concentrates on accounting that is done for a corporation. Students will also learn how to complete accounting tasks on a computer program such as QuickBooks. A student who takes both Accounting I and Accounting II will be eligible for the 4th math with preapproval.

CAREER AND TECHNICAL EDUCATION



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

CULINARY ARTS

Culinary Arts I -Principles

Course Code: 1821
CIP code: 12.0500.10
Fee: \$40

10-11
Year
CTE Credit



The Culinary Arts program is designed to prepare students for employment/postsecondary education with a focus on Hotel/restaurant management. Students will investigate nutritional concepts, chemical processes, sanitation and safety procedures used in the field of culinary arts.

Culinary Arts II -Applications

Course Code: 1820
CIP code: 12.0500.20
Prerequisites: Culinary Arts I:
Principals
Fee: \$40

11-12
Year
CTE Credit



Culinary Arts applications is a continuation of the Culinary Arts Principles with a focus on marketing, merchandising, purchasing and receiving of orders and food preparation skills in addition to merchandising of food products, purchase and receive goods, and food preparation skills. Potential dual enrollment with Cochise Community College.

Culinary Arts III

Course Code: 1822
CIP Code:12.0200.21
Prerequisite: Culinary Arts I/II
Fee: \$40

11-12
Year
CTE Credit



This course continues providing students with knowledge and skills of the Food Service/Hospitality Industries. Students practice and refine their culinary skills while preparing foods in a laboratory setting. Units studied include career readiness, teamwork, salads, protein foods, breakfast cookery, breads, nutrition, kitchen safety and sanitation. Students enrolled in this course also become members of the Culinary Arts-Family, Career and Community Leaders of America (FCCLA) Club and will participate in activities that develop their leadership skills. Students are required to participate in a minimum of 2 after school culinary arts activities per semester. Potential dual enrollment with Cochise Community College.

ENGINEERING

Engineering 101

Course Code:
CIP code: 15.0000.00
Prerequisites: Algebra II or higher math class (may be taken concurrently with Algebra II

11-12
Year
CTE Credit or 4th year
math credit



This course provides engineering/technology bound students with practical experiences using a problem solving, hands on approach. Students will explore the engineering method to get a feel for what engineers do on a daily basis and they will receive experience in digital programming with a strong emphasis on the math and science behind the applications. This course utilizes project based learning to show students how math and science provide the foundation for modern engineering. Students may receive their 4th year math credit for this course.

***This course does not meet university entrance requirements or NCAA requirements.**



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--------------|--------------|-------------|
|--------------|--------------|-------------|

TRANSPORTATION TECHNOLOGIES

The **Transportation Technologies** program is designed to prepare individuals for jobs as technicians in the automotive or diesel mechanic field.

| | | |
|---|--|--|
| <p>Intro to Transportation Technologies Course Code: 2360 CIP code: Fee: \$15</p> | <p>10-12 Year CTE Credit</p> | <p>This course program prepares the student to apply technical knowledge and skills in the safety, adjustment, maintenance, part replacement, and use of tool, equipment and machines. The course includes: developing career plans, preparing for employment, demonstrating oral and written communication skills, understanding financial operations of small businesses, identifying characteristics of successful leaders in the work place and participation in leadership development.</p> |
|---|--|--|



| | | |
|--|--|--|
| <p>Engine Repair II Course Code: 2361 CIP code: Prerequisites: Intro to Transportation Technologies Fee: \$15</p> | <p>10-11 Year CTE Credit</p> | <p>Year 1 – Automotive/Diesel Maintenance. This is a beginning class, primarily using a hands-on approach, for the entire program open to all students of every grade level. Especially useful for those wanting to know the basics of vehicle maintenance and repair and is taught as an introduction to the auto and diesel repair industry. Students will learn the fundamentals of automotive maintenance including the technology and shop procedures used to care for personal vehicles followed by the basic technology and maintenance procedures used on heavy and medium trucks.</p> |
|--|--|--|



| | | |
|---|--|---|
| <p>Engine Repair III Course Code: 2362 CIP code: Prerequisites: Intro to Transportation Technologies & Engine Repair I Fee: \$15</p> | <p>11-12 Year CTE Credit</p> | <p>Heavy/Medium Truck Brakes and Steering & Suspension. The second year of the program with concentrating on one semester of heavy/medium duty brakes and one semester of steering and suspension. The focus is hands-on for students that have developed interest in the more specific skills for entry into the heavy/medium duty repair industry. Students should have successfully completed the Automotive/Diesel Maintenance class as a pre-requisite for this class.</p> |
|---|--|---|




FIRE SCIENCE (JTED CENTRAL)

The following are recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All of the Career Preparation state-designated fire service standards are addressed in this sequence. This course will be taught after school twice a week and every other weekend in Tucson.

| | | |
|--|---|---|
| <p>Fire Science I - Fundamentals of Fire Science Course Code: 1865 CIP code: 43.0200.10 JTED Central Campus (Tucson)</p> | <p>11 Year CTE Credit</p> | <p>This course introduces students to careers in fire Service and prepares students to apply academic, employability, and technical knowledge and skills related to common industry standards and practices of Fire Science. Additional hours on Saturdays in Tucson are required. Transportation is the responsibility of the student for these off site visits.</p> |
|--|---|---|





| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|---|---|
| <p>Fire Science II – Advanced Applications Course Code: 1866 CIP code: 43.0200.20 Prerequisites: Fire Science I - Fundamentals of Fire Science JTED Central Campus (Tucson)</p> | <p>12 Year CTE Credit</p>  | <p>This course prepares students to apply advanced academic and technical knowledge and skills in a variety of settings within Fire Science. Additional hours on Saturdays in Tucson are required. Transportation is the responsibility of the student for these off site visits.</p> |

LAW ENFORCEMENT

| | | |
|---|--|---|
| <p>Law Enforcement I Course Code: 1831 CIP code: 43.0100.10 Fee: \$15</p> | <p>10-11 Year CTE Credit</p>  | <p>Law enforcement practices will be analyzed from the historical beginnings and development to present day. Students will demonstrate oral and written communication skills and human relations skills. Students will study safety and first-aid procedures, investigation procedures, traffic control and enforcement, and specialized units. There will be opportunity to visit local law enforcement agencies and demonstrate their skills with real life scenarios. The corrections industry and private security industry will be analyzed. Students will have the opportunity to join the student organization SkillsUSA. This (CTSO) promotes leadership training and competitive events within the school year and works with non-profit agencies for the Santa Cruz County community.</p> |
| <p>Law Enforcement II Course Code: 1832 CIP code: 43.0100.20 Prerequisites: Law Enforcement I Fee: \$15</p> | <p>11-12 Year CTE Credit</p>  | <p>Law Enforcement II is a continuation of Law Enforcement I with a focus on investigation procedures, traffic control and enforcement, and specialized units. The course will culminate in a job search and employment. Students will experience tactical training, trips to the local law enforcement agencies, and SkillsUSA competitive events. Local law enforcement officers will present demonstrations and the requirements to enter their field of expertise. Potential dual enrollment with Cochise Community College.</p> |
| <p>Law Enforcement III Course Code: 1833 CIP code: 43.0100.31 Prerequisites: Law Enforcement I, II Fee: \$15</p> | <p>12 Year CTE Credit</p>  | <p>Law Enforcement III is a continuation of previous law enforcement classes. This course will investigate the functions and rules for the criminal and civil court procedures. Students will have the opportunity to attend the Santa Cruz Superior Court and observe public hearings. Students will be able to describe the functions of a trial by jury. Students will have the opportunity to speak and learn the functions of judges, county prosecutors, court clerks, bailiffs, and public attorneys. In the near future students will have the opportunity to create a teen court at the Rio Rico High school. With the experience obtained observing public hearings, students will administrate the teen court.</p> |



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

**JROTC
Junior Reserve Officers Training Corp**

This program prepares high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the student, community, and nation.

LET I (ROTC I)
Course Code: 1411
CIP code: 28.0301.10

9-12
Year
Elective Credit



This course is the initial course in Leadership Education and Training (LET) and is designed to motivate first year JROTC cadets to be better citizens. To accomplish this purpose, the course discusses citizenship, leadership, and other subjects designed to help the cadets succeed in high school and after graduation. Cadets wear uniforms one time each week. Extracurricular activities include: providing color guards, competitive drill team, air rifle marksmanship team, and outdoor adventure teams. Additionally cadets will participate in community parades and service learning projects.

LET II (ROTC II)
Course Code: 1412
Prerequisites: LET I
CIP code: 28.0301.20

10-12
Year
Elective Credit



This course is the second year of Leadership Education and Training and providing more details about leadership situations. The program is split into units including: techniques of communication, leadership, cadet challenge, leadership lab, first aid, map reading, history, your American citizenship, career opportunities, and role of the U.S. Army. The wearing of the uniform and extracurricular activities are the same as for LET I. The Physical Education requirement is satisfied upon completion of LET I and LET II.

LET III (ROTC III)
Course Code: 1413
Prerequisites: LET II
CIP code: 28.0301.21

11-12
Year
Elective Credit



This course is designed as the third year of Leadership Education and Training and provides still more leadership situations. In this year students will not only be more involved as teachers and leaders within the cadet battalion, but they will also do more independent studies in the areas of communication, leader, first aid, history, map reading, career opportunities, and technology awareness. The wearing of the uniform and the extracurricular activities are the same as for LET I.

Honors LET III (ROTC III)
Course Code: 1413
Prerequisites: LET I & II and Instructor approval
CIP code: 28.0301.21

11-12
Year
Elective Credit



This honors course is designed to provide mid-level staff and primary cadet leader the opportunity for applying advanced academic leadership and management skills, using proven and creative techniques, while employing multiple intelligences and learning strategies to maximize individual potential. Honors cadets will be challenged by daily rigors of program requirements necessary to ensure highly successful rating in all functional areas during inspections. Further leadership development via planning and involvement in at least one team, Peer Mentorship Program, Service Learning Project and/or Adopt a School Project per semester.



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|--|--|
| <p>LET IV (ROTC IV) Course Code: 1414 Prerequisites: LET III CIP code: 28.0301.22</p> | <p>12 Year Elective Credit</p> | <p>This course is designed for the fourth year cadets who will be responsible for the daily cadet administration and performance as commanders and staff officers. They serve as assistant instructors in some subject areas for other JROTC classes. They will continue to develop their leadership skills.</p> |
| <p>LET IV (ROTC IV) Course Code: 1414 Prerequisites: LET I, II, & III and instructor approval CIP code: 28.0301.22</p> | <p>12 Year Elective Credit</p> | <p>This honors course is designed to provide senior-level staff and primary cadet leader the opportunity for applying advanced academic leadership and management skills, using proven and creative techniques, while employing multiple intelligences and learning strategies to maximize individual potential. Cadets complete Distance Learning (DL) courses, Conflict Resolution, Time Management, Improving Writing Skills, Test Taking, Internet Safety and First Aid. Cadets are eligible to enroll in college courses for credit. Honors students will apply rigorous practical decision-making techniques to resolve a myriad of complex situations, requiring exceptional leadership, citizenship, and management skills in complex situations throughout the evaluation period. Further leadership development via planning and involvement in at least one team, Peer Mentorship Program, Service Learning Project and/or Adopt a School Project per semester, and plan and execute an annual Military Ball.</p> |



TECHNICAL THEATRE

Theatre Arts II
 Course Code: 1061/1890
 CIP Code: 50.0500.20
 Prerequisites: Theatre Arts I and Instructor approval
 Fee: \$30

10-12
 Year
 Fine Art Credit, CTE
 Credit or Elective
 Credit



This course is designed to amplify and deepen the student’s knowledge of dramatic techniques and play analysis with a focus on theatre production skills. Students will build upon skills acquired in Theatre Arts I and will create scenery, costumes, lighting, and sound for the theatre from design concept to construction and implementation. Students will be required to participate in the technical strand and possibly the acting strand of productions for the public. Students will be expected to practice and work at home. Time after school and on weekends will be required for rehearsals and performances.

Theatre Arts III/IV (Technical)
 Course Code: 1062/1891
 CIP 50.0500.25
 Prerequisites: Theatre Arts II and Instructor approval
 Fee \$30

11-12
 Year
 CTE Credit or
 Elective Credit



This course is designed to further increase understanding of and proficiency in theatre arts skills and production techniques. The history of theatre will continue to be studied and a variety of plays will be read and analyzed. Students will perform in classroom improvisations and scenes. Students will continue using their technical skills in scene, costume, lighting, and sound design and construction. Students will be required to participate in the technical strand of productions for the public. Students will be expected to work at home. Time after school and on weekends will be required for rehearsals and performances.



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

**ALLIED HEALTH SERVICES
SPORTS MEDICINE**

The Sports Medicine Program is a two year course. This course is designed for students interested in fields such as strength and conditioning, athletic training, kinesiology, exercise science, physical therapy, fitness, nutrition, and other fields related to Sports Medicine. Please notify the teacher if you have any physical limitations.

Applied Biology Science - Health

Course Code: 1852
CIP code: 51.0800.10

10
Year
CTE Credit



This course (ABHS) was developed to meet the basic entry-level knowledge and skills required for a variety of health occupations. It provides the beginning student with information about various health care occupations and some of the core knowledge to be employed in these fields. This course serves as the first course which transitions into the advanced health science pathways leading to Certified Nursing Assistant, or Sports Medicine.

Sports Medicine I -Fundamentals of Sports Medicine & Rehabilitation

Course Code: 1850
CIP code: 51.0800.50
Fee: \$30

10-12
Year
CTE Credit



The first year will include hands on learning in the areas of medical terminology, anatomy and physiology, bandaging and taping, CPR and first aid, health and wellness, assessment of injuries, injury prevention and communication skills. Sports Medicine I may only be taken after completing and passing the Applied Biology and Health and Medical Terminology courses. This course is open to juniors and seniors who have completed the required classes. This is a full year course is intended to be followed by Sports Medicine II.

Sports Medicine II - Sports Medicine & Rehabilitation Services – Advanced Applications

Course Code: 1858
CIP code: 51.0800.55
Prerequisites: Sports Medicine I - Fundamentals of Sports Medicine & Rehabilitation
Fee: \$30

12
Year
CTE Credit



Sports Medicine II will expand students knowledge on subjects learned in Sports Medicine I. Subjects will be revisited and taught at a more advanced level. This course will also include topics on pharmacology, ethics, psychology, physical fitness, therapeutic modalities, pathology, budgeting, professional involvement, and employability skills. The focus of this course is on Personal fitness Training and is designed to prepare the student for certification as a Certified Personal Trainer. Additionally, there will be hands on practice working with the Athletic Trainer.



| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

NURSING SERVICES – C.N.A

The Nursing Services program is designed to prepare students to graduate as nursing assistants. These students are eligible to take the Arizona State Board of Nursing Certified Nurse Assistant Exam and be employed as C.N.A’s. This course is a two part course: Nursing Fundamentals and Nursing Advanced which is offered to seniors in a three(3) hour block during 6th, 7th, and 8th periods. The course is taught using lectures, hands-on-labs, and real-life clinical experiences. Becoming a C.N.A. is a great way to launch a career in nursing or to help pay your way through medical school!

Applied Biology Science - Health

Course Code: 1852
CIP code: 51.0800.10

10
Year
CTE Credit



This course (ABHS) was developed to meet the basic entry-level knowledge and skills required for a variety of health occupations. It provides the beginning student with information about various health care occupations and some of the core knowledge to be employed in these fields. This course serves as the first course which transitions into the advanced health science pathways leading to Certified Nursing Assistant, Sports Medicine or Medical Assisting.

Honors Medical Terminology and Anatomy and Physiology

Course Code: 1853
CIP code: 51.3900.11
Prerequisites: Applied Biology Science – Health
Fee: \$15

10-11
Year
CTE Credit



This course offers instruction in medical language and in body systems and how they function. It would be impossible to memorize all the medical words used in health care professions, but by breaking down the words into parts, the student learns to decode them into their individual meanings. Students apply their knowledge of medical terms to understanding the structures and functions of the body systems and learning about diseases that affect them. This course may satisfy as a science credit for graduation, but does not meet university entrance requirements or NCAA requirements.

Nursing Fundamentals Honors

Course Code: 1855
CIP code: 51.3900.20
Prerequisites: Applied Biology Science – Health and Medical Terminology and Physiology, Nursing Fundamentals
This course must be taken concurrently with Nursing Advanced (CNA) Honors

12
Year
CTE Credit



This course is taken in semester I of the Nursing Assistant Program. It will lay the foundation for the content to be learned in the nursing advanced class. Class is taught Monday – Friday 6th, 7th, and 8th periods (block class).

Class is limited to 20 students.

Nursing Advanced (CNA) Honors

Course Code: 1851
CIP code: 51.3900.20
Prerequisites: Applied Biology Science – Health and Medical Terminology and Physiology, Nursing Fundamentals
Fee: \$50.00

12
Year
CTE Credit



This course is for students that wish to become a Certified Nursing Assistant (C.N.A.) or who plan to go to college and become a nurse*. It covers the content and skills necessary to take the Arizona State Nursing Exam for Certified Nursing Assistants. This course is taught on Tuesday, Wednesday, and Friday as a block time of three periods for the lecture and with a time block of four periods on either Tuesday or Thursday for the lab. Clinical time in a nursing home is done either on Friday (12:30- 6:45 PM) or on the weekend (12:30 – 6:45 PM). The clinical rotation starts in January and ends in April. A student who misses more than three lectures, two labs, or one clinical may be disqualified from the course as attendance is part of the state requirement. A \$35.00 lab fee is required.

*This class is taken in Semester 2 of the Nurse Assistant program. **Class is limited to 20 Students.**



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ENGLISH

The English department’s four-year sequence develops students’ adequate mastery in the Common Core State Standards for English Language Arts. To promote college and career readiness, the English curriculum offers instruction in critical reading of a variety of fiction and nonfiction works. Additionally, writing instruction ensures mastery of a range of skills and applications. Students learn and practice the writing process, aspects of language use, conventions of Standard English, and vocabulary acquisition and usage. To enhance listening and speaking abilities, students demonstrate comprehension, collaboration, and presentation skills. All students must successfully complete four credits in English to earn a high school diploma.

The Cambridge Program and Advanced Placement classes provide a rigorous curriculum for students who desire an accelerated and enriched program. These courses require successful completion of a summer-reading assignment. Juniors and seniors enrolled in the AP courses are expected to take The College Board’s Advanced Placement Exams at the end of the year.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|--------------------------------------|--|
| <p>English 1 Course Code: 1202</p> | <p>9 Year English Credit</p> | <p>This course emphasizes the study and analysis of nonfiction, visual texts, short stories, a novel, and one play. Students practice the writing process to refine paragraph writing and compose narrative, persuasive, and expository essays as well as workplace writing. To enhance the areas of sentence fluency, word choice, and conventions, students study vocabulary and grammar. Instruction includes an introduction to library research, research writing, and public speaking.</p> |
| <p>Cambridge IGCSE Honors English 1 MOWR Course Title: IGCSE English First Language Course Code: 1230 Prerequisites: Honors Language Arts in 8th grade is highly recommended and/or teacher approval.</p> | <p>9 Year English Credit</p> | <p>The purpose of this course is to enable students to communicate accurately, appropriately, and effectively in speech and writing. Students will also be able to understand and respond appropriately to what they hear, read, and experience. Students will engage in a variety of writing opportunities calling for the use of different styles and tones.</p> <p>The content themes or topics should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Using the writing process for various purposes with attention to style and format • Using effective listening, speaking, and viewing strategies in informal and formal situations • Understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole • Responding critically and aesthetically to fiction and nonfiction • Development in four skill areas: reading and directed writing, continuous writing, language usage, and oral communication, as well as the skills of analysis, synthesis, and drawing of inference |

ENGLISH

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|---|---|
| <p>English 2 Course Code: 1205 Prerequisite: English 1</p> | <p>10 Year 1 English Credit</p> | <p>This course continues the development of grammar, vocabulary, and critical reading and writing skills. Course content includes discussion and analysis of various genres of world literature. Students read, write, and analyze expository and visual texts, with an emphasis on persuasion and rhetoric. Writing assignments include narrative, persuasive, expository essays, and workplace writing. Projects include research writing and public speaking.</p> |
| <p>Cambridge IGCSE Honors English 2 MOWR Course Title: IGCSE English Literature Course Code: 1220 Prerequisites: Honors English 1 highly recommended and/or teacher approval</p> | <p>10 Year 1 English Credit</p> | <p>The purpose of this course is to enable students to communicate accurately, appropriately, and effectively in speech and writing. Students will also be able to understand and respond imaginatively to what they hear, read, and experience in a variety of media. Students will study in detail texts from a variety of genres to include poetry, prose, and drama. The selections will explore areas of universal human concern, thus leading to a greater understanding of themselves and others.</p> |
| <p>English 3 Course Code: 1207 Prerequisites: English 2</p> | <p>11 Year 1 English Credit</p> | <p>This course is a survey of American literature. The course explores significant literary movements, themes, and traditions. The course emphasizes developing composition skills as well as analytical reading of nonfiction, fiction, artistic mediums, and oratory. Students conduct library research and compose at least one research paper. Public speaking and college-entrance exam preparation are other components of the course.</p> |
| <p>Advanced Placement English 3 Course Code: 1208 Prerequisites: Honors English 2 highly recommended and/or teacher approval</p> | <p>11 Year 1 English Credit</p> | <p>AP English Language and Composition is a rigorous college-prep course designed for students performing above grade level. With a primary emphasis on American fiction, nonfiction, and visual texts, students develop the skills to read critically. The course engages students in becoming skilled writers for a variety of purposes and audiences. Students synthesize primary and secondary sources and also compose expository, analytical, argumentative, and reflective pieces. Intensive study and practice of rhetorical strategies enhance students' advanced composition techniques to write college-level essays. Students are expected to take the AP English Language and Composition Exam in May. This course carries a weighted grade.</p> |

ENGLISH

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---|---|
| <p>Cambridge AS Level Honors English 3 AS/A Level English Language Course Code: 1231 Prerequisite: Honors English 2 highly recommended and/or teacher approval</p> | <p>11 Year 1 English Credit</p> | <p>The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. Students will create critical and informed responses to texts in a range of forms, styles, and contexts while developing the interdependent skills of reading, analysis, and research. Students will demonstrate a knowledge and understanding of English language and its use in a variety of contexts. The course also provides a variety of writing opportunities calling for the use of different styles and tones. Students will write clearly, accurately, creatively, and effectively for different purposes/audiences, using different forms.</p> |
| <p>English 4 Course Code: 1209 Prerequisite: English 3</p> | <p>12 Year 1 English Credit</p> | <p>This course is a survey of British literature. Students explore significant literary movements, themes, and traditions from the medieval to modern periods. Selections include nonfiction and fiction. Critical reading, thinking, and advanced composition skills are emphasized. Writing assignments include expository, persuasive, analysis, and narrative modes. Workplace writing and the college application essay are also taught. Seniors are required to complete a research project and formal presentation at the end of the year.</p> |
| <p>Advanced Placement English 4 Course Code: 1210 Prerequisites: AP English 3 highly recommended and/or teacher approval</p> | <p>12 Year 1 English Credit</p> | <p>AP English Literature and Composition focuses on building skills necessary for college-level reading and writing; therefore, it is for mature, highly motivated students. Coursework engages students in extensive and intensive reading and analysis of literature from the sixteenth to twenty-first centuries. Students gain understanding of social, historical, and thematic contexts as well as literary theories and literary criticism. Study emphasizes understanding the effect of a work's structure, style, tone, and literary elements. Writing critically about literature is an integral component of the course. Frequent and extensive composition assignments include expository, analytical, and argumentative modes as well as reflective and creative forms. Students are expected to take the AP English Literature and Composition Exam in May. This course carries a weighted grade.</p> |

ENGLISH

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---|---|
| <p>SEI Language Arts 1 Course Code: 1260 Prerequisites: Placement test; teacher recommendation</p> | <p>9-12 Year 2 Credit (1 English, 1 Elective)</p> | <p>This course is designed for students whose home language is not English and who have tested <i>Pre-Emergent</i> or <i>Emergent</i> on the AZELLA. A general introduction to grammar, reading, and writing in English will be the focus. Course content will be taught thematically, using methodologies based on effective language acquisition theories. This course builds a foundation of skills necessary for students' social and academic success. In order to increase proficiency levels and/or confidence, students may repeat this course with parental consent. Exiting from SEI Language Arts 1 requires a minimum of students testing <i>Basic</i> on the AZELLA. This course must be taken concurrently with SEI Language Arts 1, 2, 3: Vocabulary; Listening and Speaking.</p> |
| <p>SEI Language Arts 2 Course Code: 1262 Prerequisites: Placement test; teacher recommendation</p> | <p>9-12 Year 2 Credit (1 English, 1 Elective)</p> | <p>This course is the next progression from SEI Language Arts 1. It is a comprehensive course designed for non-native English-speaking students. The course emphasizes English grammar, reading, and writing. Course content will be taught thematically, using methodologies based on effective language acquisition theories. This course may be repeated with parental consent in order to increase proficiency levels and/or confidence. Exiting from SEI Language Arts 2 requires testing at the <i>Low</i> or <i>High Intermediate Level</i> on the AZELLA. This course must be taken concurrently with SEI Language Arts 1, 2, 3: Vocabulary; Listening and Speaking.</p> |
| <p>SEI Language Arts 3 Course Code: 1264 Prerequisites: Placement test; teacher recommendation</p> | <p>9-12 Year 2 Credit (1 English, 1 Elective)</p> | <p>This is the final course in the SEI Language Arts Series, following SEI Language Arts 2. This course is designed for non-native English-speaking students who have tested <i>Intermediate</i> on the AZELLA. The goal is for students to demonstrate competence in Reading and writing based on the knowledge, skills, and abilities at the <i>High Intermediate</i> level in order to access grade-level academic content. Reading materials include young adult literature that acquaints students with American culture and enables them to share their own personal experiences. Writing and vocabulary skills will be developed through the major writing forms and literary concepts. This course must be taken concurrently with SEI Language Arts 1, 2, 3: Vocabulary; Listening and Speaking. Students who test <i>Proficient</i> in "Reading" on the AZELLA may be exempt from the reading hour. Students who test <i>Proficient</i> in "Writing" on the AZELLA may be exempt from the writing hour. Exiting from this course requires testing <i>Proficient</i> on the AZELLA or with parental consult.</p> |

FINE ARTS

Universities require a fine arts credit for admission. The following courses satisfy that requirement. Students may enroll in these classes for elective credit.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
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VISUAL ARTS

| | | |
|---|--|---|
| <p>Intro to Art Course Code: 1001 Fee: \$35.00</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to introduce students to the basic principles of two- and three-dimensional design leading to a finished product. Students will work with a variety of materials including artist pencils, fiber, wood, wax, water-based paints, construction paper, poster board, and mat board. A \$35.00 fee per student / per credit will be charged to cover the cost of supplies.</p> |
| <p>Advanced Art Course Code: 1002 Prerequisites: Intro to Art; Instructor's Approval Fee \$35.00</p> | <p>10-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to reinforce the principals of two- and three-dimensional design leading to a finished product. Students will work with a variety of materials including pencil and ink drawings, oil pastel, charcoal, white chalk, watercolor, clay, fiber and acrylic paint. A \$35.00 fee per student/per semester will be charged to cover the cost of supplies.</p> |
| <p>Ceramics I Course Code: 1005 Fee: \$35.00</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This introductory course covers basic clay construction methods such as slab, pinch, and coil. Potter's wheels will be available for those who wish to develop this difficult skill. Glaze procedures and decorative surface treatments are also explored. Vocabulary terms, historical information, and various lab applications are introduced. The clay used is a high fire clay (cone 5 or higher) and is functional (can be used in the oven, microwave or dishwasher) and sculptural. Students will learn how to load ware into the oxidation kilns that are available. A \$35.00 lab fee is required.</p> |
| <p>Ceramics II Course Code: 1006 Prerequisites: Ceramics I; Instructor's Approval Fee: \$35.00</p> | <p>10-12 Year Fine Art Credit or Elective Credit</p> | <p>This is a higher-level course dealing with the art and technology of ceramics. The class will cover advanced throwing techniques, the decoration of clay and the formulation of clay bodies and glazes. In addition, a number of specialized techniques that a student potters may find interesting for experimentation. Examples: mold making, tile making, and (if possible) reduction firing using the raku method (black clay body, luster glazes). A \$35.00 lab fee is required.</p> |

FINE ARTS

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

MUSIC

| | | |
|--|--|--|
| <p>Concert Band Course Code: 1022 Prerequisites: Audition Class Fee : \$30.00</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to enhance the instrumental music skills of the intermediate high school player. This course will provide the student with numerous performance opportunities both within the school and outside the school in the larger community. Standards of excellence and conduct are high as the group is very visible to the public. Prior musical training and experience is expected. Instructional emphasis is placed on musical fundamentals, intermediate music-reading, artistic interpretation of intermediate repertoire, and development of rehearsal and performance traditions and etiquette. Musical repertoire will include grade level 2-4 music of varying styles. Students are required to supply black concert dress clothes as well as necessary musical accessories. Students will be required as part of the class grade to spend time outside of the regular school day in rehearsals, individual practice, and performances. Participation in marching band is required as part of this course. This includes the physical development aspects necessary for excellence in marching. Students will receive ¼ P.E credit for passing marching band. A \$30.00 fee per student, per credit will be charged to cover the cost of festival registration. This course may be taken a total of four times.</p> |
| <p>Symphonic Band Course Code: 1023 Prerequisites: Audition Class Fee: \$30.00</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to enhance the instrumental music skills of the advanced high school player. This course will provide the student with numerous performance opportunities both within the school and outside the school in the large community. Standards of excellence and conduct are high as the group is very visible to the public. Prior musical training and experience is required. Instructional emphasis is placed on musical fundamentals, advanced music-reading, artistic interpretation of advanced repertoire, and development of rehearsal and performance traditions and etiquette. Musical repertoire will include grade level 3-6 music of varying styles. Students are required to supply black concert dress clothes as well as necessary musical accessories. Students will be required as part of the class grade to spend time outside of the regular school day in rehearsals, individual practice, and performances. Participation in marching band is required as part of this course. This includes the physical development aspects necessary for excellence in marching. Students will receive ¼ P.E credit for passing marching band. A \$30.00 fee per student, per credit will be charged to cover the cost of festival registration. This course may be taken a total of four times.</p> |



FINE ARTS

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|--|---|
| <p>Jazz Ensemble Course Code: 1024 Prerequisites: Audition and concurrent enrollment in Symphonic Band, Concert Band, or Percussion Techniques. Director approval for special circumstances. Class Fee: \$30</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed for advanced instrumental musicians looking to pursue the study of jazz, swing, rhythm and blues, fusion, and other forms of contemporary music for the stage band. High-quality musicianship and careful individual preparation is necessary as a member of the class. This course will provide the student with numerous performance opportunities both within the school and outside the school in the larger community. Standards of excellence and conduct are high as the group is very visible to the public. All students will be required as part of the class grade to spend time outside of the regular school day in rehearsals, individual practice, and performances. A \$30.00 fee per student, per credit will be charged to cover the cost of festival registration. This course may be taken a total of four times.</p> |
| <p>Honors Jazz Ensemble Course Code: 1024 Prerequisites: Audition and concurrent enrollment in Symphonic Band, Concert Band, or Percussion Techniques. Director approval for special circumstances. Class Fee: \$30</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed for advanced instrumental musicians looking to pursue the study of jazz, swing, rhythm and blues, fusion, and other forms of contemporary music for the stage band. High-quality musicianship and careful individual preparation is necessary as a member of the class. This course will provide the student with numerous performance opportunities both within the school and outside the school in the larger community. Standards of excellence and conduct are high as the group is very visible to the public. All students will be required as part of the class grade to spend time outside of the regular school day in rehearsals, individual practice, and performances. All students will be required to complete additional assignments outside of the normal class time to receive honors credit for this course. Those assignments will also factor into their grade in the course. A \$30.00 fee per student, per credit will be charged to cover the cost of festival registration. This course may be taken a total of four times.</p> |
| <p>Percussion Techniques Course Code: 1025 Prerequisites: Audition Class Fee: \$30.00</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed for exploration of the practice and performance of percussion instruments in relation to marching band, concert band, and percussion ensemble settings. Prior music experience and music-reading ability is required. This class performs in conjunction with the marching band and concert bands. Students are required to supply black concert dress clothes as well as necessary musical accessories. Students will be required as part of the class grade to spend time outside of the regular school day in rehearsals, individual practice, and performances. Participation in marching band is required for the course. This includes the physical development aspects necessary for excellence in marching. Students will receive ¼ P.E credit for passing marching band. A \$30.00 fee per student, per credit will be charged to cover the cost of festival registration and equipment use. This course may be taken a total of four times.</p> |

FINE ARTS

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|--|---|
| <p>Choir Course Code: 1041 Prerequisite: None</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to develop the vocal skills of the beginning and intermediate high school singer. Students will explore the diversity of choral music and will be required to perform two concerts during the school year. Voice training, music reading, and music appreciation are incorporated into the curriculum.</p> |
| <p>Music Theory Course Code: 1043 Prerequisites: Director Recommendation/Placement. Must be able to read music.</p> | <p>10-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to enhance the musical skills of the advanced high school musician. Students will master the rudiments and terminology of music including intervals, scales, keys, chords, metric organization, and rhythmic patterns. Students will progress to melodic and harmonic dictation, composition, and analysis of musical repertoire from various time periods and cultures.</p> |
| <p>The History of Music Course Code: 1045 Prerequisite: None</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to introduce students to the history of music from ancient Greece to today. The six major music history eras of the Western hemisphere will be examined leading to the exploration of modern music, including modern popular music. Students will also learn about music from countries outside the Western hemisphere.</p> |
| <p>U.S. History through Rock 'N Roll Course Code: 1046 Prerequisites: None</p> | <p>9-12 Year Fine Art Credit or Elective Credit</p> | <p>This course is designed to create an understanding of how Rock and Roll music shaped and interacted with American history from the roots of Rock and Roll in the 1920's to modern Rock and Roll and popular music today. Lessons will include elements of music as well as elements of American history.</p> |

FINE ARTS

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|--|--|
| THEATRE ARTS | | |
| Theatre Arts I Course Code: 1060 | 9-12 Year Fine Art Credit or Elective Credit | This course is designed as a general introduction to the theatre arts. Students will learn improvisational and pantomime techniques, voice and diction, and will perform monologues, dialogues, scenes and one-act plays for class presentations. Students will also learn the basics of technical theatre, lighting, sound, costuming, and set design by working with professional theatrical equipment and supporting the theatre department's seasonal productions. This course also focuses on historical and cultural theatre, as well as text analysis, playwriting, and critique. Theatre Arts I prepares students for all other Theatre Courses. |
| Theatre Arts II Course Code: 1061 Prerequisites: Theatre Arts I and Instructor approval Fee: \$30 (Technical class) | 10-12 Year Fine Art Credit, CTE Credit or Elective Credit  | This course is designed to amplify and deepen the student's knowledge of dramatic techniques and play analysis with a focus on theatre production skills. Students will build upon skills acquired in Theatre Arts I and will create scenery, costumes, lighting, and sound for the theatre from design concept to construction and implementation. Students will be required to participate in the technical strand and possibly the acting strand of productions for the public. Students will be expected to practice and work at home. Time after school and on weekends will be required for rehearsals and performances. |
| Theatre Arts III/IV (Technical) Course Code: 1062 CIP 50.0500.20 Prerequisites: Theatre Arts II and Instructor approval Fee: \$30 (Technical class) | 11-12 Year CTE Credit or Elective Credit  | This course is designed to further increase understanding of and proficiency in theatre arts skills and production techniques. The history of theatre will continue to be studied and a variety of plays will be read and analyzed. Students will perform in classroom improvisations and scenes. Students will continue using their technical skills in scene, costume, lighting, and sound design and construction. Students will be required to participate in the technical strand of productions for the public. Students will be expected to work at home. Time after school and on weekends will be required for rehearsals and performances. |
| Theatre Arts III/IV (Acting) Course Code: 1065 Prerequisites: Theatre Arts 1061 and Instructor approval | 11-12 Year Fine Art Credit or Elective Credit | This course is designed to further increase understanding of and proficiency in theatre arts skills and production techniques. The history of theatre will continue to be studied and a variety of plays will be read and analyzed. Students will perform in classroom improvisations and scenes. Students will continue using their technical skills in scene, costume, lighting, and sound design and construction. Students will be required to participate in the acting strand of productions for the public. Students will be expected to practice at home. Time after school and on weekends will be required for rehearsals and performances. |

FINE ARTS

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

INTERDISCIPLINARY

Intro to the Performing Arts

Course Code: 1020

Prerequisites: None

9-12
Year
Fine Art Credit or
Elective Credit

This course is designed to introduce students to the performing arts of dance, music, and theatre. Students will study the history of these art forms, including past, present, and future implications to the arts and to disciplines outside the arts. Students will encounter the performance practices of these art forms and will discover how today's culture is immersed in the arts, thereby becoming knowledgeable contributors to and consumers of the arts.

Dance

Course Code: 1064

Prerequisites: None

10-12
Year
Elective Credit
or Physical Education
Credit

This course is designed to introduce students to the study of dance as an artistic expression, a community activity, and a method of physical conditioning. Students will learn dances and movements from a variety of countries and historical periods that develop balance, coordination and rhythm. Students will participate in exercises that develop aerobic conditioning, strength and flexibility and will study nutrition and the functioning of the human body. This course may also count as a P.E. credit and may be taken more than once for elective credit. Students will be required to provide their own black dance attire and aerobic shoes by the first day of class.

Color Guard Techniques

Course Code: 1028

Prerequisites: Audition

Class Fee: \$25.00

9-12
Year
Fine Art Credit or
Elective Credit

This course is designed for the exploration of the practice and performance of rhythm, dance, and musical interpretation, specifically as it relates to live performances in the marching band setting. Students will participate in exercises that develop aerobic conditioning, strength, and flexibility. All students will be required as part of the class grade to spend time outside of the regular school day in rehearsals, individual practice, and performances. Participation in marching band is required as part of this course. This includes the physical development aspects necessary for excellence in marching. Students will receive ¼ P.E credit for passing marching band. A \$25.00 fee per student, per credit will be charged to cover the cost of festival registration and equipment use. This course may be taken a total of four times.

FOREIGN LANGUAGES

To satisfy university requirements, students must successfully complete two consecutive years of a foreign language. To satisfy Rio Rico High School's requirement for graduation only, a student must complete one credit. Honors and AP classes may require summer work. The following courses meet these requirements:

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|--|---|
| German 1 Course Code : 1101 | 9-12 Year Foreign Language Credit | German 1 is a course for students who wish to learn how to speak, read, write and develop listening comprehension skills at an introductory level. Students will be engaged in fun activities including singing, word games, bingo, interviews etc. to reinforce fundamentals of grammar and culture. The <i>German-American Partnership Program (GAPP)</i> is available for students who are interested in traveling to Germany for an international and academic exchange program. |
| German 2 Course Code: 1102 Prerequisites: German 1 | 10-12 Year Elective Credit | German 2 reinforces and builds upon the basics of German 1 and is not for the native speaker. Students hone their speaking, reading, writing and listening comprehension skills in meaningful context. Students may take the German National Exam and take part in the <i>German-American Partnership Program</i> , Rio Rico High School's international exchange program. |
| Honors German 3 Course Code: 1103 Prerequisites: German 2 | 10-12 Year Elective Credit | German 3 reinforces and builds upon knowledge gained in German 2. Students work on all language skills and reinforce the use of the four cases and declensions. Students will also work on the subjective tenses and the four forms of writing (descriptive, narrative, expository, persuasive/argumentative). Students are encouraged to take the German National Exam and take part in the <i>German-American Partnership Program</i> , RRHS's international exchange program. They are also encouraged to take the AP exam for college credit (this course may be taken more than once for credit). |
| Honors German 4 Course Code: 1104 Prerequisites: German 3 | 10-12 Year Elective Credit | German 4 reinforces and builds upon knowledge gained in German 3. Students work on all language skills and reinforce the use of the four cases and declensions. Students will also work on the subjective tenses and the four forms of writing (descriptive, narrative, expository, persuasive/argumentative). Students are encouraged to take the German National Exam and take part in the <i>German-American Partnership Program</i> , RRHS's international exchange program. They are also encouraged to take the AP exam for college credit (this course may be taken more than once for credit). |

FOREIGN LANGUAGES

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---|--|
| <p>Spanish 1 Non-Native (1NN) Course Code: 1111 Prerequisites: Placement Test</p> | <p>9-12 Year Foreign Language Credit</p> | <p>This course is designed for non native Spanish speakers. The course will be an introduction to the four language skills of the language; reading, writing, listening and speaking. Content will include: basic grammatical structures of Spanish, basic vocabulary, simple sentences and verbal tenses, simple conversational scenarios, introductory readings and introductory cultural and historical information about Spain and Hispanic America.</p> |
| <p>Spanish 2 Non-Native (2NN) Course Code: 1112 Prerequisites: Spanish 1 Non Native (with passing grade)</p> | <p>10-12 Year Elective Credit</p> | <p>This course is a continuation of Spanish 1 non native. Students will build on the acquired skills in Spanish 1 non native. The course will continue to emphasize the four language skills: speaking, reading, writing and listening in the Spanish language. The course will use authentic materials from the Spanish speaking world. The course will continue to develop: grammatical structures of the Spanish language, vocabulary, conversational scenarios, reading and cultural and historical information of Spain and Hispanic America.</p> |
| <p>Spanish 1 Native (1N) Course Code: 1115 Prerequisites: Placement Test or Spanish 2NN with a B, and teacher recommendation</p> | <p>9-12 Year Foreign Language Credit</p> | <p>This course is designed for students who come from Spanish speaking homes but without academic training. This course will be conducted in Spanish with minimal English clarification. Content will include an intensive review of the language skills: listening, speaking, writing and reading. The course will include: grammatical structures, readings from authentic sources (newspapers, magazines, and audio/visual sources), introduction to the cultures and history of Spain and Hispanic America.</p> |
| <p>Spanish 2 Native (2N) Course Code: 1116 Prerequisites: Spanish 1N with passing grade</p> | <p>10-12 Year Elective Credit</p> | <p>This course is designed for students who intend to further their reading, speaking, writing and listening skills through further reinforcement upon content and skills acquired in Spanish 1 native. The course will include an introduction to literary works of Spanish and Hispanic American authors; and will continue to reinforce the cultural and historical aspects of the Spanish language.</p> |

FOREIGN LANGUAGES

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---|--|
| <p>Advanced Placement Spanish 3 (Spanish Language) Course Code: 1117 Prerequisites: Spanish 1N/2N with a B or better and/or teacher recommendation</p> | <p>10-12 Year Elective Credit</p> | <p>This course is designed to further develop student's communicative abilities in Spanish. The course will emphasize the use of Spanish for active communication including listening, reading, speaking and writing in preparation for the AP Language exam. Teachers will use a variety of techniques to further develop the students' knowledge of Spanish. The primary course emphases will include, but not be limited to: 1) reinforcement of students' comprehension of formal spoken Spanish; 2) acquisition of vocabulary and linguistic structures to facilitate the easy, accurate reading of newspaper and magazine articles as well as modern literature; 3) composition of expository passages; 4) oral expression of ideas; and, 5) increased study of Spanish and Hispanic cultures.</p> |
| <p>Advanced Placement Spanish 4 (Spanish Literature) Course Code: 1118 Prerequisites: Spanish 3AP with a B and/or teacher recommendation</p> | <p>11-12 Year Elective Credit</p> | <p>The AP Spanish Literature course is intended to be the equivalent of a third-year college introduction to Latin American or Peninsular Literature course, covering selected works from the literature of Spain and Hispanic America. Students will read and analyze literature orally and in writing. The function of the AP Spanish Literature course is to prepare students to: 1) understand a lecture in Spanish and to participate actively in discussion on literacy topics in Spanish; 2) do a close reading of literacy texts of all genres of Spanish; and 3) analyze critically the form and content of literary (including poetry) orally and in writing using appropriate terminology.</p> |

MATHEMATICS

In order to satisfy the district's requirements for graduation, students must successfully complete four credits in Math. Most students will be in Algebra 1, Geometry, Algebra 2, and a fourth math.

Cambridge, Honors, and AP classes are designed to provide a rigorous curriculum and high expectations. Academic achievement and teacher recommendation can lead to a schedule change to regular Honors or Advanced placement classes. Honors and AP courses may require summer work.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|--|---|
| <p>Algebra 1 Course Code: 1303</p> | <p>9 Year Math Credit</p> | <p>This course will introduce students to abstract thinking and problem solving. Content will include solving equations, inequalities, linear equations, factoring, measurement, logical reasoning, statistics, discrete mathematics, system of equations and functions.</p> |
| <p>Cambridge Honors Mathematics IGSCE Mathematics I IGSCE Mathematics II Course Code: 1340/1341 This is a two year course. Prerequisites: Honors Mathematics in 8th grade is highly recommended and/or teacher approval for Cambridge Math I. Cambridge Math I is a prerequisite for Cambridge Math II.</p> | <p>9-10 2 Years 1 Math Credit per year</p> | <p>The purpose of this first and second course in IGCSE Mathematics is to enable students to develop their mathematical knowledge, as well as oral, written, and practical skills; read mathematics and write and talk about the subject in a variety of ways; carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in the world around them; solve problems, present the solutions clearly, and check and interpret the results; develop an understanding of mathematical principles; recognize when and how a situation may be represented mathematically; identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the ability to reason logically, to classify, to generalize, and to prove; appreciate patterns and relationships in mathematics; produce and appreciate imaginative and creative work arising from mathematical ideas; develop their mathematical abilities by considering problems and conducting individual and cooperative inquiry and experiment, including extended pieces of work of a practical and investigative kind; appreciate the interdependence of different branches of mathematics; acquire a foundation appropriate to their further study of mathematics and of other disciplines.</p> |
| <p>Geometry Course Code: 1304 Prerequisites: Algebra</p> | <p>10 Year Math Credit</p> | <p>Content will include linear and quadratic relationships, inductive reasoning, and using properties of figures to solve application problems. Area, volume, congruence and similarity will be covered, as well as circles, measurement, and an introduction to logical reasoning and proof. There will be some use of TI graphing calculators</p> |

MATHEMATICS

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|------------------------------|---|
| Algebra 2 Course Code: 1306 Prerequisites: Algebra 1; Geometry | 10-11 Year Math Credit | This course is designed as a continuation of Algebra 1 and Geometry. Content will include the study of functions and relations, exponential and logarithmic functions, complex numbers, polynomial functions, and conic sections. |
| Honors Pre-Calculus Math Course Code : 1309 Prerequisites: Geometry; Algebra 2 | 11-12 Year Math Credit | This course will develop the math skills of college-bound students. It is specifically designed for juniors who are interested in taking Calculus during their senior year of high school. It will cover the same content as Pre-Calculus Math, but in greater detail. Students will be expected to move at a rapid pace. This course is weighted. |
| AS Level Mathematics: Pure Mathematics Course Code: 1342 Prerequisites: Cambridge Math I & II | 11 Year Math Credit | The purpose of this course is to enable students to develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying; develop the ability to analyze problems logically, recognize when and how a situation may be represented mathematically, identify and interpret relevant factors, and, where necessary, select an appropriate mathematical method to solve the problem; use mathematics as a means of communication with emphasis on the use of clear expression; and acquire the mathematical background necessary for further study in this or related subjects. |
| Advanced Placement Calculus AB Course Code: 1310 Prerequisites: Pre-Calculus Math | 12 Year Math Credit | This course is designed for college-bound students who have demonstrated mastery of Algebra, Geometry, and Trigonometry. Content includes limits, differentiation, application of differentiation, integration, and application of integration. Students are strongly encouraged to take the AP Calculus Exam at the conclusion of the course. Students who have completed Physics during their junior year tend to perform better in calculus. This course is weighted. |
| Advanced Placement Calculus BC Course Code: Prerequisite: AP Calculus AB | 12 Year Math Credit | AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. |

MATHEMATICS

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|---|--|
| <p>Discrete Mathematics Course Code: 1331 Prerequisites: Algebra 2 or Honors Algebra 2</p> | <p>11-12 Year Math Credit</p> | <p>Discrete Mathematics introduces the topics of mathematical application, matrices and their uses, graph theory and its applications, counting and finite probability, as well as the processes of optimization, existence, and algorithm construction. Additional topics included are set theory, mathematical mappings, trees, circuit analysis, symbolic logic, linear programming, and other algebraic systems, logic, relations and functions, mathematical induction and recursion, combinatorics, discrete probability, analysis of algorithms, algebraic structures, techniques of counting with combinatorics and permutations, graph theory, sequences and series, and Pascal type triangles.</p> |
| <p>Financial Literacy Course Code: 1332 Prerequisites: Algebra 2 or Honors Algebra 2</p> | <p>11-12 Year Math Credit</p> | <p>This course is intended to help students function in a financially-based world. It includes dealing with credit and interest rates, investments and the pitfalls of unwise spending/investments, taxes, consumer fraud and identity theft, renting/owning property, and setting up budgets.</p> |
| <p>Statistics Course Code: 1333 Prerequisite: Algebra 2 or Honors Algebra 2</p> | <p>12 Year Math Credit</p> | <p>This course integrates probability, statistics and data analysis with an emphasis in collecting, analyzing, processing, and displaying data. A skills review is included in the second semester of the class to better prepare students for college-level math and to reinforce their understanding of the following big ideas and essential questions. The normal distribution is the most common and applicable form of a continuous random variable. What is the difference in how probabilities are calculated for continuous random variables as compared to discrete random variables?</p> |

PHYSICAL EDUCATION

In order to satisfy the District's requirement for graduation, students must successfully complete one credit a PE class. Students must furnish appropriate gym clothing for all courses.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---|---|
| Physical Education Course Code: 1500 (Females) Course Code: 1501 (Males) | 9-12 Year PE credit | This course will introduce students to fitness, sports, health and activities that promote a healthy lifestyle. Content will include sports, fitness, nutrition, and human sexuality. |
| Body Sculpting Class Course Code: 1504 | 10-12 Year PE credit | This class is designed for females who want to improve their overall health and fitness. The course will include 2-3 days of weight training and 2-3 days of aerobics per week. There will be an exploration of the various nutritional plans for healthy weight loss alternatives. This class is designed for those who want to decrease body fat, have a healthy fit body and a positive self – image in a low stress and encouraging environment. |
| Weight Training Course Code: 1503 Pre-requisite: Physical Education or Instructor Approval | 9-12 Year Elective credit | This course is intended for students interested in developing their bodies for mass, and/or engaging in activities which place a high demand on power/Olympic lifts and explosive movements. Although students will be instructed in the all around principles of weight training, efforts will be made to individualize program development with an emphasis on proper lifting. Grades will be based upon participation, strength gains, and knowledge of weight training principles. Student will be encouraged to chart their own progress and some written work will be required. |
| Athletic Strength and Conditioning Course Code: 1509 Prerequisites: Pre-requisite: Physical Education Varsity athlete or approval from the instructor | 11-12 1-2 semesters Elective credit | Athletic Strength and Conditioning is designed for student-athletes who would like to participate in a strength and conditioning program. This will include a sport specific weight training program, including an explosive, power, strength, and plyometric training program to enhance the athletic ability of the student-athlete. |
| Healthy Living Course Code: 1511 Prerequisite: None | 9-12 1-2 semesters Elective credit | This course is designed to complement the state Comprehensive Health Education Standards. The topics would include: Health promotion and disease prevention; the practice of health-enhancing behaviors and reduction of health risks; analysis of how media, society, and our culture affect health; encouragement and demonstration of healthy interpersonal skills; development and demonstration of goal setting and decision-making skills; building of self-esteem, coping mechanisms for stress; nutrition and food label; and substance use and abuse. The program seamlessly teaches life-long wellness which incorporates physical activity, nutrition, and health all into one course. |

SCIENCE

In order to satisfy the District's requirements for graduation, students must successfully complete three credits in science. Arizona universities require three lab science courses for enrollment. Please refer back to the CTE Agriculture Section for additional science credit. See course descriptions for details regarding lab science requirements.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---------------------------------------|--|
| <p>Biology Course Code: 1602</p> | <p>9 Year Science Credit</p> | <p>This course covers the basic areas of the biological sciences including: ecology and evolution; basic biochemistry; the structure, cycle, reproduction, growth and function of cells; Mendelian and non-Mendelian genetics; molecular and biochemical aspects of genes, chromosomes, DNA transcription and protein translation; plus the anatomy and physiology of the major systems comprising the human body. As a lab science class, it satisfies one of the three lab science courses required for enrollment in Arizona universities.</p> |
| <p>Cambridge Honors Biology IGGCSE Biology Course Code: 1640 Prerequisites: Teacher recommendation</p> | <p>9 Year Science Credit</p> | <p>The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the biological sciences. Students will demonstrate knowledge and understanding of biological phenomena, definitions, concepts, and theories; biological vocabulary, terminology, and conventions (including symbols, quantities, and units); scientific instruments and apparatus, including techniques of operation and aspects of safety; scientific quantities and their determination; and scientific and technological applications with their social, and environmental implications. Students will also learn to use written, symbolic, graphical, and numerical forms to organize information; manipulate numerical and other data; use information to identify patterns, report trends, and draw inferences about biological relationships; make predictions and propose hypotheses; solve problems, including some of a quantitative nature. This course also covers the basic areas of the biological sciences including: ecology and evolution; basic biochemistry; the structure, cycle, reproduction, growth and function of cells; Mendelian and non-Mendelian genetics; molecular and biochemical aspects of genes, chromosomes; plus the anatomy and physiology of the major systems comprising the human body. As a lab science class, it satisfies one of the three lab science courses required for enrollment in Arizona universities.</p> |
| <p>Earth Science Course Code: 1600</p> | <p>10 Year Science Credit</p> | <p>This course will explore our universe through the study of meteorology, astronomy, geology, plate tectonics and environmental issues through laboratory and hands-on activities. There is an expository writing component to this course. This course will satisfy one of the three lab sciences required for enrollment in Arizona universities, and state graduation requirements.</p> |

SCIENCE

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---------------------------------|---|
| <p>Cambridge Honors Chemistry IGCSE Chemistry Course Code: 1650 Prerequisites: Minimum grade of a 'C' in Cambridge Biology or an 'A' in regular Biology and a minimum grade of 'C' in Cambridge Math 1, or an 'A' in Algebra 1.</p> <p>Concurrent enrollment in Algebra 2 or Cambridge Math 2</p> | 10 Year Science Credit | <p>The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the chemical sciences. Students will demonstrate knowledge and understanding of chemical phenomena, facts, laws, definitions, concepts, and theories; chemical vocabulary, terminology, and conventions (including symbols, quantities, and units); scientific instruments and apparatus, including techniques of operation and aspects of safety; scientific quantities and their determination; and scientific and technological applications with their social, economic, and environmental implications. Students will also learn to use oral, written, symbolic, graphical, and numerical forms of presentation, to locate, select, organize, and present information from a variety of sources; translate information from one form to another; manipulate numerical and other data; use information to identify patterns, report trends, and draw inferences about chemical relationships; present reasoned explanations of chemical phenomena, patterns, and relationships; make predictions and propose hypotheses; solve problems, including some of a quantitative nature. Students will apply this knowledge and skills to use techniques, apparatus, and materials (including the following of a sequence of instructions, where appropriate); make and record observations and measurements; interpret and evaluate experimental observations and data; plan biological investigations, evaluate methods, and suggest possible improvements (including the selection of chemical techniques, apparatus and materials). This course satisfies one of the three lab science courses required for enrollment in Arizona universities.</p> |
| <p>Conceptual Physics Course Code: 1617 Prerequisite: Algebra 1 or Cambridge Math I</p> | 10-12 Year Science Credit | <p>In Conceptual Physics, students learn essential concepts of physics through demonstrations, laboratory work, and discussion. Careful gathering and analysis of quantitative data is stressed. Some of the topics covered in this course are mechanics, electricity and magnetism, sound, and light. A solid understanding of basic algebra concepts will be essential to success in this class.</p> |
| <p>Chemistry Course Code: 1605 Prerequisites: A grade of 'C' or better Algebra 1 and Geometry concurrent enrollment in Algebra 2 or higher.</p> | 11-12 Year Science Credit | <p>This course is designed for college-bound students who are interested in the study of organic and inorganic chemicals, their properties and reactions. The course will include a detailed, mathematically oriented curriculum content that prepares students for a college chemistry course. This course satisfies one of the three lab science courses required for enrollment in Arizona universities.</p> |

SCIENCE

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|--|--|
| <p>Advanced Placement Chemistry Course Code: 1615 Prerequisites: Teacher recommendation, a grade of 'A' in Chemistry or an 'A' or a 'B' in Cambridge Chemistry, a grade of 'A' in Algebra 2 or an 'A' or a 'B' in Cambridge Math 2.</p> | <p>11-12 Year Science Credit</p> | <p>This is a second year chemistry class, designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students may enroll as a second year student with teacher approval. Students will study organic and inorganic chemicals, their properties and reactions. There will be an emphasis on chemical calculations, the mathematical formulation of principles, and laboratory work. Students will attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. Through a variety of lesson formats and assignments, students will have the opportunity to develop their problem solving skills, laboratory techniques, and written and verbal communication skills. This course satisfies one of the three lab science courses required for enrollment in Arizona universities. This course is weighted.</p> |
| <p>Physics Course Code: 1608 Prerequisites: C or better in Algebra 2</p> | <p>11-12 Year Science Credit</p> | <p>This course is designed to give students a background in and an appreciation for the laws under which the universe operates. Our emphasis will be on Newtonian mechanics. It is a hands-on course with frequent labs and activities where students learn problem solving and be forced to think. Physics is recommended for all students. Algebra and trigonometry skills are needed to solve Physics problems; students should be comfortable with math. If your future plans include engineering or pure science, Physics is recommended. This course satisfies one of the three lab science courses required for enrollment in Arizona universities.</p> |
| <p>AP Physics I Course Code: 1619 Prerequisites: Concurrent enrollment in Pre-Calculus</p> | <p>11-12 Year Science Credit</p> | <p>Develop a deep understanding of foundational principles of physics in classical mechanics by applying these principles to complex physical situations that combine multiple aspects of physics. Design and conduct inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation. Develop critical thinking skills through applying methods of differential and integral calculus to formulate physical principles and solve complex physical problems. This course satisfies one of the three lab science courses required for enrollment in Arizona universities.</p> |

SCIENCE

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|---|---|
| <p>Environmental Science Course Code: 1604 Prerequisites: Biology, Algebra 1 Third year science course</p> | <p>11-12 Year Science Credit</p> | <p>By using basic statistical methods, students will develop a comprehensive understanding of environmental aspects of our planet, particularly how the environment changes with time through human interactions. With particular emphasis on ecosystems of the Greater Southwest, the course encourages critical thinking, use of the scientific method, integration of technology, and application of knowledge and skills to practical questions/problems. There is an expository writing component to this course. This course satisfies one of three lab science courses required for enrollment in Arizona universities, as well as state graduation requirements.</p> |
| <p>AP Environmental Science Course Code: 1624 Prerequisite: Algebra 2 or Cambridge Math II</p> | <p>11-12 Year Science Credit</p> | <p>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. AP Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There is a field component to this course. This course is weighted, and satisfies one of the three lab sciences required for enrollment in Arizona universities, as well as Arizona state graduation requirements.</p> |
| <p>Astronomy Course Code: 1609 Prerequisites: None</p> | <p>10-12 Year Elective Credit</p> | <p>This is a one year course designed as an introduction to astronomy. The first semester will emphasize the solar system, measuring the sky, and such topics as eclipses and the seasons. The second semester will focus on the constellations, stars, and other deep-sky objects such as double stars and nebulae. There is a lab component involving the use of a telescope during after-school hours. Some observation time at home will be required for home labs. This class does not fulfill a lab science credit.</p> |

SOCIAL STUDIES

In order to satisfy the district's requirements for graduation, students must successfully complete three credits in social studies, including World History, U. S. History, Government, and Economics.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|------------------------------|---|
| World History Course Code: 1702 | 9 Year History Credit | This course is designed as an overview of the history of the world. Content will include the study of civilizations with an emphasis on modern world history to the early 21 st century. Students will develop an understanding of geography and the five themes of geography while learning historical context. This freshman-level course is a graduation requirement. |
| Cambridge Honors World History IGCSE World History Course Code: 1730 Prerequisite: Teacher Recommendation | 9 Year History Credit | Students will develop an ability to recall, select, organize, and appropriately deploy knowledge of World History from either the 19 th or 20 th Century. Students will also demonstrate an understanding of the past through explanation, analysis, and substantiated judgments of change and continuity; cause and consequence; similarity and difference; and historical significance. Students will analyze the motives, emotions, intentions, and beliefs of people in the past so that they can deploy the ability to understand, analyze, evaluate, and use critically a range of sources as evidence in their historical context. |
| U.S. History Course Code: 1704 | 11 Year History Credit | This course is designed to cover the major people, events and trends that shaped the history of the United States. The first semester covers the period from the first settlers to Western Expansion and the Civil War Reconstruction Eras. The second semester covers the period of the Industrial Revolution to the present. Map work and basic geography are involved in the curriculum. This junior-level course is a graduation requirement. |
| Cambridge Honors U.S. History IGCSE American History Course Code 1740 Prerequisite: Teacher Recommendation | 10 Year History Credit | Students will develop an ability to recall, select, organize, and deploy knowledge of American History appropriately. Students will also demonstrate an understanding of the past through explanation, analysis, and substantiated judgments of change and continuity; cause and consequence; similarity and difference; and historical significance. Students will analyze the motives, emotions, intentions, and beliefs of people in the past so that they can deploy the ability to understand, analyze, evaluate, and use critically a range of sources as evidence in their historical context. Students will be asked to consider American History through the lens of a local history. Students will use critically a range of sources to generate an interpretation of the significance of a local site or object in its historical context and provide appropriate acknowledgment of sources. |
| Advanced Placement U.S. History Course Code: 1705 Prerequisite: Teacher Recommendation | 11 Year History Credit | This course is a chronological, college-level survey/seminar approach to American History, with emphasis on interpretation and analysis of significant historiographical material. It is primarily a reading course; texts and supplementary reading have been chosen for their collective coverage of specific periods and because they represent a wide variety of genres of historical writing. Students in this course will take the Advanced Placement U.S. History exam in May. |

SOCIAL STUDIES

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|--|---|
| <p>Government Course Code: 1706</p> | <p>12 1 Semester 1/2 Credit Government</p> | <p>This course is designed to introduce students to the principles and structure of the many levels of U.S. Government. Content will include the philosophy of democratic government, political parties, civil rights and responsibilities, the electoral system and the structure of the federal government. Covered material will focus on how government affects the citizens of the United States and the individual's role in government including local, state and national government.</p> |
| <p>Advanced Placement US Government and Politics Course Code: 1707 Prerequisites: Teacher recommendation</p> | <p>12 Year Government Credit</p> | <p>This course is designed to introduce students to the principles and structure of the many levels of U.S. Government. Content will include the philosophy of democratic government, political parties, civil rights, and responsibilities, the electoral system, and the structure of the federal government. During the first semester students will participate in the We the People simulated hearings in which they compete against other southern Arizona schools and continue to the state competition. Students will move at a faster pace and cover topics in greater detail than in Government. This course is designed to provide the tools for mastery of the AP Government and Politics exam in the spring. This course is required for graduation. Students in this course will take the AP Comparative Government and Politics exam in May.</p> |
| <p>Economics Course Code: 1720</p> | <p>12 1 Semester 1/2 Credit Economics</p> | <p>The goal of this course is for the student to demonstrate an understanding of basic economic concepts. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include: the stock market, comparative economic systems, and the impact of political and social decisions on the economy.</p> |
| <p>Cambridge AS Level Economics Course Code: 1741</p> | <p>11-12 Economics</p> | <p>The purpose of this course is for students to develop a basis of factual knowledge of economics; an appreciation of the methods of study used by the economist; and of the most effective ways economic data may be analyzed, correlated, discussed, and presented. Students will demonstrate knowledge and understanding of the advanced economics content; interpret economic information presented in verbal, numerical, or graphical form; and explain and analyze economic issues and arguments, using relevant economic concepts, theories, and information. Students will be expected to evaluate economic information, arguments, proposals, and policies, taking into consideration relevant information and theory, and distinguishing facts from hypothetical statements and value judgments. By the end of the course, student will be able to organize, present, and communicate economic ideas and informed judgments in a clear, logical, and appropriate form.</p> |

ADVANCED PLACEMENT

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|-----------------------------------|---|
| <p>AP Comparative Government and Politics Course Code: 1750</p> | <p>12 Year Government</p> | <p>The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. Comparison assists both in identifying problems and in analyzing policymaking.” In addition, the class will cover six real-world government examples: China, Great Britain, Mexico, Nigeria, Russia and Iran. Students will be able to move from theoretical concepts to actual concrete examples with their distinctive and unique social, political and cultural settings.</p> |
| <p>AP Economics Course Code: 1751</p> | <p>12 Year Economics</p> | <p>The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.</p> |
| <p>AP Research Course code: 1752 Prerequisites: Currently enrolled in two (2) or more AP courses</p> | <p>11 Year</p> | <p>The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense; where you answer 3-4 questions from a panel of trained evaluators. AP Research is the second course in the AP Capstone™ program. AP Seminar is a prerequisite for AP Research. If you earn scores of 3 or higher in both AP Seminar and AP Research as well as on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of core academic and research skills. Alternatively, if you earn scores of 3 or higher on the AP Seminar and AP Research Exams only, you will receive the AP Seminar and Research Certificate™ signifying your attainment of college-level academic and research skills.</p> |
| <p>AP Seminar Course code:1753</p> | <p>12 Year</p> | <p>AP Seminar is the first of two courses in the AP Capstone™ program. AP Research is the second course. If you earn scores of 3 or higher in both AP Seminar and AP Research as well as on four additional AP Exams of your choosing, you will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of core academic and research skills. Alternatively, if you earn scores of 3 or higher on the AP Seminar and AP Research Exams only, you will receive the AP Seminar and Research Certificate™ signifying your attainment of college-level academic and research skills.</p> |

ADDITIONAL ELECTIVES

The following courses may be taken for elective credit. Students who choose to take these courses should understand that the courses do not necessarily lead to vocational preparation.

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|--|--|--|
| <p>TEACHER'S AIDE Course Code: 1404 Prerequisites: 70% average or better; teacher approval</p> | <p>10-12 Year Elective Credit Pass/Fail</p> | <p>This course is designed for students to assist staff members in the performance of routine duties related to the staff members' duties. It is most beneficial for students who are considering either the teaching field or clerical work as a career. The students must be capable of performing tasks without the need for constant supervision. Keyboarding and computer skills are desirable. This course may be taken a total of three times for credit. Grading will be on a "Pass" or "No Credit" basis and will not count in the overall GPA.</p> |
| <p>K – 8 TEACHER'S AIDE Course Code: 1405 Prerequisites: 70% average or better; teacher approval</p> | <p>11-12 Year Elective Credit Pass/Fail</p> | <p>This course is designed primarily for students considering a career as a preschool teacher, elementary teacher or childcare worker. Duties may include: clerical work, reading to students, tutoring, assisting with recess, making bulletin boards and other related duties. The student must be self-motivated, dependable, organized and willing to work. Grading will be on a "Pass" or "No Credit" basis and will not count in the overall GPA. Students must work at least 65 hours to receive ½ credit. This class may be taken 2 times for credits.</p> |

SPECIAL EDUCATION

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
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ENGLISH

| | | |
|--|--------------------------------|---|
| Fundamental English Course Code: FE1: 1280, FE2: 1281, FE3: 1282, FE4: 1283 | 9-12 Year English Credit | This course is designed to improve reading, writing, listening, and speaking skills according to the student's individual needs. Course is intended for students in a self-contained program. Levels one through four available, course may be repeated for up to 6 credits. |
| Life Skills English Course Code: LSE1: 1284, LSE2: 1285, LSE3: 1286, LSE4: 1287 | 9-12 Year English Credit | This course is designed to improve reading, writing, listening, and language skills according to the student needs and based on the Arizona Functional Standards. Content includes vocabulary, grammar, sentences, paragraphs, and reading for comprehension at the Basic Life English level. Levels one through four available, course may be repeated for up to 6 credits. |
| English 1A, 2A, 3A, 4A Course Code: RE1: 1288, RE2: 1289, RE3: 1290, RE4: 1291 | 9-12 Year English Credit | This course is designed to improve reading, writing, and language skills according to the student needs and based on the Arizona English standards. Writing content includes vocabulary, grammar, 6-traits writing, persuasive essays, expository essays, research, and narrative essays. Reading content includes short stories, poetry elements of literature, and novels. Other content includes projects focused on transition, oral presentations, and real world skills. Levels one through four available, course may be repeated for up to 6 credits. |

MATHEMATICS

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|---|-----------------------------|--|
| Fundamental Math Course Code: FMI: 1380, FM2: 1381, FM3: 1382, FM4: 1383 Prerequisites: Teacher Recommendation | 9-12 Year Math Credit | This course is designed to improve math skills according to individual student needs. Content is based on basic math skills in number concepts, counting, matching, symbols, money, grouping, computation, and measurement. Levels one through four available, course may be repeated for up to 6 credits. |
| Life Skills Math Course Code: LSMI: 1384, LSMII: 1385 LSMIII: 1386, LSMIV: 1386 Prerequisites: Teacher Recommendation | 9-12 Year Math Credit | This course is designed to improve math skills according to individual student needs. Content includes basic calculations, money, time, measurement, shopping and banking skills at a higher level than fundamental math. Levels one through four available, course may be repeated for up to 6 credits. |
| Math 1A, 2A, 3A, 4A Course Code: RMI: 1388, RM2: 1389, RM3: 1390, RM4: 1391 Prerequisites: Teacher Recommendation | 9-12 Year Math Credit | This course is intended to improve math skills according to individual student needs. Content includes Algebra 1, basic calculations, money management, time, measurement, shopping and banking skills at a higher level than Life Skills math. Levels one through four available, course may be repeated for up to 6 credits. |

SPECIAL EDUCATION

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|-----------------|-----------------|-------------|
|-----------------|-----------------|-------------|

SOCIAL STUDIES

| | | |
|--|--|---|
| <p>World History Course Code: 1781 Prerequisites: Teacher Recommendation</p> | <p>9-12 Year History Credit</p> | <p>This course is designed to improve the student's understanding of World History according to the student's individual needs. Content follows the course objectives of the 10th grade World History class.</p> |
| <p>US History Course Code: 1782 Prerequisites: Teacher Recommendation</p> | <p>9-12 Year History Credit</p> | <p>This course is designed to improve the student's understanding of US History according to the student's individual needs. Content follows the course objectives of the 11th grade US History class.</p> |
| <p>Life Skills Social Studies Course Code: 1789 Prerequisites: Teacher Recommendation</p> | <p>9-12 Year Social Studies Credit</p> | <p>This course is designed to improve the student's understanding of basic social studies. Content follows the functional Arizona Social Student standards objectives in World, US, and Arizona history, geography, economics, and civil government.</p> |
| <p>Transition Course Code: 1496 Prerequisites: Teacher Recommendation</p> | <p>12 Year .5 Credit</p> | <p>This course is designed to help seniors prepare for graduation by developing and implementing the following: career plan, resiliency skills, social skills and life skills. The student will develop a portfolio that contains a detailed transition plan and how they will meet these requirements. The student will include information about education, medical care, local transportation, support groups, employment, money, time management, recreational activities, parenting, goal setting or housing. Students will complete a career assessment; select and research a career; develop a career plan; participate in a job shadow experience; visit post secondary facilities; and apply for education/training programs.</p> |

SPECIAL EDUCATION

| COURSE TITLE | GRADE LENGTH | DESCRIPTION |
|---|---------------------------------|--|
| ELECTIVES | | |
| <p>Fundamental Life Skills Course Codes: BLSI: 1480, BLS2: 1481, BLS3: 1482, BLS4: 1483 Prerequisites: Teacher Recommendation</p> | 9-12 Year Elective Credit | <p>This course is designed to address IEP goals not addressed in language arts or math. Content may include areas of daily living skills, personal/social skills, hygiene, managing a household, marriage, raising children, consumer responsibility, decision-making, transition to post-secondary training, and other various activities. Course is intended for students in the self-contained or life skills programs. Level one through four available, this course may be repeated for up to 6 credits.</p> |
| <p>Basic Study Skills Course Codes: BSSI: 1484, BSS2: 1485, BSS3: 1486, BSS4: 1487 Prerequisites: Teacher Recommendation</p> | 9-12 Year Elective Credit | <p>This course is designed to provide assistance in strengthening study skills and support progress in general education classes according to student's individual needs. Content includes organization, not-taking techniques, material review techniques, test-taking techniques, and individual tutoring/assistance on general education class assignment/material.</p> |
| <p>Life Skills Fundamental Transition Course Code: 1495 Prerequisites: Teacher Recommendation</p> | 9-12 Year Elective Credit | <p>This course is designed to help junior students begin the process of developing a transition plan for post-secondary life. Students must actively participate in the transition planning process. The student is most important participant. Students will work with the transition specialist to develop a meaningful and realistic transportation plan. The course is designed to help students develop valuable skills such as self-advocacy; decision making, career building and financial planning. Students will: Build transition teams; create a profile; set realistic post-secondary goals in the areas of employment, education and independent living; monitor their progress.</p> |
| <p>Life Skills Transition Course Code: 1491 Prerequisites: Teacher Recommendation</p> | 9-12 Year Elective Credit | <p>This course is designed to help develop the knowledge, skills, and abilities that job seekers need to succeed in the world of work in the 21st century. Students will develop self-awareness; workplace awareness; financial awareness and social skills. Students will participate in the following activities: workplace simulations; develop cooperative working skills; read with understanding; identify appropriate workplace attitudes and behaviors; develop budgeting and banking skills; and participate in job shadows.</p> |

Cima Vista

Cima Vista is intended for students with individual needs and non-traditional learning styles. Cima Vista utilizes Edgenuity as a means to provide course content to students. Credit earned will apply to graduation requirement. Students interested in attending Cima Vista must be recommended by a RRHS principal and counselor. All students and their guardian(s) must have an enrollment meeting with the Cima Vista Coordinator to discuss the program.

Rio Rico High School Digital Learning Offerings

| Middle School | | | |
|---------------------------------------|--------------|--------------------------|----------------|
| Core Curriculum Courses | | | |
| English | Science | Mathematics | Social Studies |
| LA 6 | MS Science 6 | MS Math 6 | MS S.S. 6 |
| LA 7 | MS Science 7 | MS Math 7 | MS S.S. 7 |
| LA 8 | MS Science 8 | MS Math 8 Pre-Algebra | MS S.S. 8 |
| Electives | | | |
| Career Exploration Spanish 1 and 2 | | | |

| High School | | | |
|--|---|---|---|
| Core Curriculum Courses | | | |
| English | Science | Mathematics | Social Studies |
| English 1 English 2 English 3 (AP) English 4 (AP) | Environmental Science Physical Science Earth Science Chemistry (AP) Life Science Biology Physics | Algebra 1 Geometry Algebra 2 Pre-Calculus (Trigonometry) Calculus (AP) | World History Geography US History (AP) Government Economics |
| Electives | | | |
| World Languages | General Electives | Career and Technical Education | Test Preparation |
| <ul style="list-style-type: none"> ✓ Spanish 1 ✓ Spanish 2 ✓ Spanish 3 ✓ German 1 ✓ German 2 ✓ French 1 ✓ French 2 ✓ French 3 ✓ Latin 1 ✓ Latin 2 ✓ AP Spanish Language and Culture | <ul style="list-style-type: none"> ✓ Art History ✓ Health ✓ Intro to Art ✓ Lifetime Fitness ✓ Personal Wellness ✓ Psychology ✓ AP Psychology ✓ Sociology ✓ Strategies for Academic Success | <ul style="list-style-type: none"> ✓ 3D Art 1 ✓ 3D Art 2 ✓ Career Explorations ✓ Career Planning and Development ✓ Computer Applications ✓ Computer Science ✓ Digital Arts ✓ Engineering Design ✓ Intro. To Entrepreneurship ✓ Personal Finance ✓ Projects in Audio Engineering ✓ Projects in Game Design | <ul style="list-style-type: none"> ✓ ACCUPLACER ✓ ACT ✓ AIMS Math ✓ AIMS Reading ✓ AIMS Writing ✓ SAT |

Career Readiness and Educational Opportunities (CREO)

Funded through a \$1.255 million grant from the US Department of Labor as part of the Innovation Frontier Arizona project, Pima County fiscal agent, the Santa Cruz County *Career Readiness and Educational Opportunities* (CREO) project consists of three integrated strategies that will result in achievement of diploma, post-secondary degree advancement, credit-bearing certificate, and/or an industry-recognized credential for participants throughout a four-year program. Beginning with ninth graders at all proficiency levels, participants will engage in programs that academically prepare them for post-secondary and credential STEM programs; build resiliency so the youth will overcome the challenges they will face as they progress toward their career; and keep them focused on completing their post-secondary studies. The underlying concept is that the proposed curricula and pathways will provide meaningful settings for students to engage in real world applications of college and career ready standards and receive support for any academic challenges. High School students at all proficiency levels will be invited to enroll in an Applied STEM Learning Center that will adopt the MetroMatematicas Learning Lab Program.

The curriculum integrates highly accurate instruments and machines common in today's STEM industry workplaces in the teaching of mathematics. Students are taught math using an applied practice problem-based learning approach. By employing current technology used in the STEM fields and having students work in teams to complete projects, it also facilitates the development of technology skills, scientific instrumentation, reasoning, communication, and interpersonal (leadership, cooperation, motivation) skills.

This program will be available for 9th and 10th grade students. For more information on how to enroll in the program, please see a school counselor.