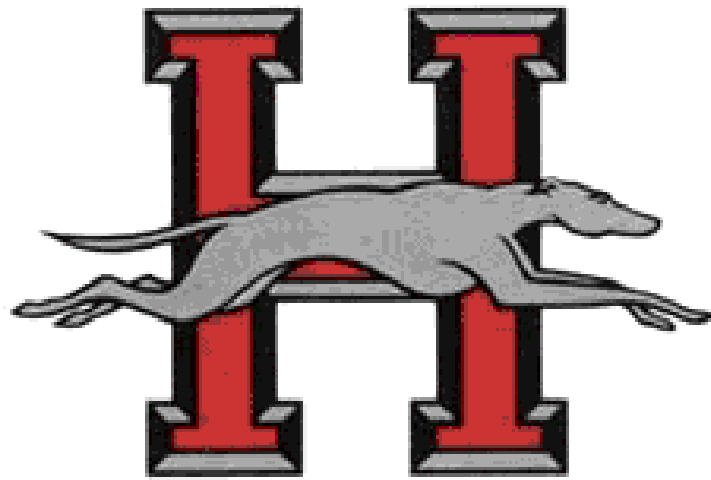


HEALDSBURG HIGH SCHOOL



Course Catalog

Revised August 2008

**Healdsburg High School
1024 Prince Street
Healdsburg, CA 95448**

(707) 431-3420
Fax (707) 431-3467
Email - hhs@husd.com

John Curry, Principal
Kestrel Davis, Vice Principal **Matt Myres, Vice Principal**

Included in this year's Course Catalog is a wealth of information for our students and families. Refer to this catalog often to ensure a successful journey through Healdsburg High School.

Main office/Administration **431-3420**

John Curry
Kestrel Davis
Sue Steenvoorde-Mathis
Adelina Mandujano

Attendance **431-3425**

Judy Gunnink

Counseling **431-3432**

Ilene Frommer
Ever Flores-Deras
Mark Wayne
Becky Bebbber
Marta Vera

Library **431-3457**

Carol Peterson

McCord Scholarship Center **431-3473**

Laurie Nimmo

Accounting Technician **431-3469**

Gail Arata

Athletic Director **431-3459**

Jenean Bingham

Marce Becerra Academy **431- 3449**

Matt Myres, Principal
Theresa Haviland

MISSION STATEMENT

Healdsburg High School is a cooperative community dedicated to the intellectual, emotional, physical, cultural, and social growth of all students and staff. Healdsburg High School prepares its students to be purposeful, responsible, and contributing citizens as well as to function effectively in the world of work. In a caring and safe environment, Healdsburg High School students develop skills and attitudes needed for life-long learning.

EXPECTED SCHOOL-WIDE LEARNING RESULTS

Upon graduation from Healdsburg High School, in addition to competency in academic and applied content areas, all Healdsburg High School students shall demonstrate:

Effective Communication by:

- Using accurate oral and written expression
- Expressing themselves creatively and artistically
- Selecting and using appropriate technology

Personal Responsibility by:

- Respecting others in action and speech
- Demonstrating an understanding of the emotional and physical benefits of a healthy and fit lifestyle
- Formulating and progressing toward long and short term goals

Social Responsibility by:

- Showing concern for and involvement in the school and the larger community
- Demonstrating respect and tolerance of and for others and their cultures

Problem Solving by:

- Applying critical, creative, analytical and reflective thinking skills in academic settings
- Collaborating with others toward a common goal

TABLE OF CONTENTS

• HEALDSBURG HIGH SCHOOL GRADUATION REQUIREMENTS	4
• HEALDSBURG HIGH SCHOOL COURSES OF STUDY/DEFINITIONS	5
• HONORS AND ADVANCED PLACEMENT PROGRAM DEFINITIONS	6
• CENTER FOR INDEPENDENT STUDY	6
• SCHEDULE CHANGE POLICY	7
• FOUR YEAR PLAN	8
• SANTA ROSA JUNIOR COLLEGE COURSE POLICY	9
• ENGLISH DEPARTMENT	10
• MATHEMATICS DEPARTMENT	12
• COMPUTER SCIENCE	14
• FINE ARTS DEPARTMENT	15
• CAREER TECHNICAL EDUCATION DEPARTMENT	17
• WORLD LANGUAGE DEPARTMENT	19
• PHYSICAL EDUCATION DEPARTMENT	20
• SCIENCE DEPARTMENT	21
• SOCIAL SCIENCE DEPARTMENT	22
• SOCIAL AND HUMAN SERVICES	23
• SPECIAL EDUCATION	24

HEALDSBURG HIGH SCHOOL GRADUATION REQUIREMENTS

To be eligible for graduation from high school, you must pass courses in certain required subjects and meet other requirements such as passing the California High School Exit Exam (CAHSEE) and completing a total of at least 220 credits (beginning with the graduating class of 2009). This worksheet will help you determine whether or not you meet those requirements and what you need in order to do so. Counselors are available to assist you.

FILL IN THE CHART BELOW WITH YOUR SEMESTER GRADES IN REQUIRED COURSES

COURSE REQUIREMENTS

	Grade	9th		10th		11th		12th		Complete
		Semester	1	2	1	2	1	2	1	
<u>English - 4 yrs.</u> credits	4 yrs. 40									
<u>Social Studies</u> World Hist.-Geog. 1 yr. / 10 credits U.S. History 1 yr. / 10 credits Civics-Economics 1 yr. / 10 credits										
<u>Mathematics *</u> Algebra 1 yr. 10 credits Informal Geometry or Geometry 1 yr. 10 credits *To earn a Healdsburg High School Diploma and to be eligible to participate in the Graduation Ceremony, students must earn 240 credits. (Twenty of these must be earned in Math; i.e. Algebra and Geometry or four years of math culminating in Algebra 1-2 or Algebra 1B) must pass the California High School Exit Exam, and must complete 40 hours of community service.										
<u>Science</u> Life Science 1 yr. / 10 credits Physical Science 1 yr. / 10 credits										
<u>Physical Education</u> 2 yrs / 20 credits										
<u>Visual & Performing Arts</u> 1 yr. / 10 credits										
<u>High School Survival Skills</u> 1 sem. / 5 credits										
<u>Computer Technology</u> 1 sem. / 5 credits										
<u>Electives</u> 40 credits <u>Career Pathway Courses</u> 30 credits (A logical or sequential series of courses)										
220 semester credits needed for graduation*										

*Prior to the senior class of 2009, 60 elective and a total of 240 semester credits needed for graduation.

OTHER REQUIREMENTS

Community Service 40 hours (or 10 hours per year per grade level)	
California State High School Exit Exam (CAHSEE) – English Language Arts and Mathematics	

HIGH SCHOOL MINIMUM PROGRESS REQUIREMENTS (Used to determine participation in many events)*
TO GRADE 10 45 CREDITS
TO GRADE 11 100 CREDITS
TO GRADE 12 150 CREDITS
TO GRADUATE 220 CREDITS

*Note: Senior year includes many activities such as senior picnic, senior events during STAR testing and others. Participation of senior activities/events that take place during the school day will be granted only to those students with sufficient credits.

COURSES OF STUDY

Healdsburg High School offers a variety of courses. Course offerings on an annual basis might vary due to enrollment and staffing. These courses or classes fall into several categories:

1. Foundational classes - used to graduate from high school and to bring students up to grade level work. These classes may not be used for college admission. Examples - Informal Geometry, Life Science, Literacy, ELD classes.
2. College prep classes - designated with a (P) in parenthesis after the course name. These courses meet requirements for entry into the University of California, the California State University systems and private colleges, and out of state universities.
3. Advanced Placement and Honors Classes - Advanced Placement and Honors courses prepare students with college level knowledge. These classes are challenging and demanding. AP courses prepare students to take AP exams that, if passed, may result in actual college credit. The UC and CSU systems allow up to four year long courses of AP/Honors credit in courses taken in grades 10-12. Due to the rigor of AP course work, students who earn a "C" or higher receive an extra grade point per course. Students must complete the entire course to receive the extra grade point. Healdsburg High School offers AP courses in Studio Art (AP), English 5/6 and 7/8 (AP), Calculus (AP), Biology (AP), Spanish 7/8 (AP), Computer Science (AP), World History (AP) and Physics (AP). Honors courses are offered in English 5-6 (H), and Pre-Calculus (H).
4. Special Classes - These classes and programs focus on the exceptional needs of students: RSP, Full Inclusion, ELD, SDAIE, and MESA (Math, Engineering, Science).

REPEATING COURSES

Repeating Classes, High School: Students who have earned credit in a class but who choose to repeat the class for better understanding may receive elective credit for the same class. Both grades are retained in the transcript and high school G.P.A.

Repeating Classes, U.C.: *Any course in "A-G" subjects completed with at least a grade of C may not be repeated; its repetition will be disregarded.*

Repeating Classes, C.S.U.: *Repeated courses are used only once in the grade point calculation. Units and grades accumulated by repeating courses may not be counted toward meeting any other requirement. Any course may be repeated regardless of grade.*

PREREQUISITES

Successful completion of some courses is dependent upon the student's preparation. Therefore, some courses require that students have taken a specific course to prepare them with the knowledge necessary for the course they presently desire. Other courses include strong recommendations of previous preparation. Students should be aware of special course requirements and recommendations as programs are being planned.

HONORS AND ADVANCED PLACEMENT PROGRAM

A.S. - Accelerated Standing or Advanced Standing is the designation given to 9th and 10th grade English courses in lieu of an Honors designation. These courses provide a more rigorous course of study.

HONORS AND AP CLASSES- Honors (H) and advanced placement (AP) courses provide an opportunity for students to pursue a more rigorous course of study. The philosophy at HHS is to encourage students to extend themselves by taking the most rigorous courses in which they are able to succeed. Eligibility for honors and advanced placement courses includes a strong passion for the course content and previous evidence of exemplary work in the subject matter. Prerequisites for all courses are detailed in the course descriptions that follow. AP courses, which follow a college-level course of study, prepare students to take an exam sponsored by the College Board in May. Many colleges and universities grant college credit for courses taken in high school if the student passes the exam. **However, it is important to note that individual colleges and universities determine their own policies for granting college credits for AP classes.**

GPA points: Currently Healdsburg High School gives 1 extra grade point for an AP class and for Honors. Unfortunately, there is no consistency in terms of how colleges calculate GPAs, assign “honors” credit, or at what grade levels they will assign that credit. (Students should check with their counselors for more information)

Important notes about Advanced Placement and Honors

*Although not all Honors and AP classes have summer work requirements, many do. Students should carefully consider this as they make selections for AP & Honors classes. Summer work must be completed prior to the beginning of school and students who fail to meet the standard will be moved to a college preparatory class in the same content area during the first week of school. Please review the summer work requirements.

*Students who do not meet the prerequisites for an Honors or AP at the time of the spring course request process must wait until their final spring semester grades have posted in June. If they have met the prerequisite at that time, they will simply need to submit a "Request for Program Change" form to the Counseling Office.

*Students who have not met course prerequisites but still believe they have a valid reason to take an Honors or AP class must submit a formal letter of appeal to the Principal for his/her consideration.

*Students who change their mind or fail to complete the required summer work for an AP class will not be allowed to bump another student out of an Honors class in the fall. Students dropping an AP class will only be allowed to go down to the college prep (CP) version of that course in the fall.

CENTER FOR INDEPENDENT STUDIES

CIS - Independent study at Healdsburg High School is an alternative to classroom instruction consistent with Healdsburg High School’s course of study. It gives individual students a choice of ways to acquire the knowledge, skills and values all students should gain at the high school. Students meet individually with their instructor weekly and then complete assigned work on their own. Independent Study is a voluntary program. Students who attend the Center are encouraged to combine their academic work with any of the following: classes on the main campus, Santa Rosa Junior College, Regional Occupation Program, Circuit Rider Productions’ Russian River Project, classes on the Internet, and employment. For more information please visit www.hhscis.org.

SCHEDULE CHANGES

GUIDELINE FOR SCHEDULE CHANGES

Student schedules are finalized in the spring each year. Since the master schedule is based on student course requests, it is important that serious consideration and thought be given to course selections at that time. Students are expected to remain in their chosen classes for the entire academic year.

SCHEDULE CHANGES WILL ONLY BE MADE AFTER THE SEMESTER HAS STARTED FOR THE FOLLOWING REASONS:

1. Class is needed for graduation or academic/career program.
2. Computer scheduling error.
3. Course credit has been completed in summer school.
4. Student has not completed the pre-requisite for the next level course.
5. District requirement to balance and/or reduce class size.

If one of the five reasons necessitates a change, the student must go to the Counseling Department before school, after school, or during lunch or break to schedule an appointment with his/her counselor. During the schedule change process, the student will continue to attend his/her assigned class until the counselor gives the student a new computer generated class schedule.

GRADING POLICY FOR SCHEDULE CHANGES

Note: Schedule changes will only be made for the reasons listed in the section “Guidelines for Schedule Changes.” All schedule changes are contingent on space availability. Any class or program change that affects a student’s preparation for college requires parent approval.

ACTION	TIMELINE	GRADING POLICY
Class change during first semester (fall) *Or spring for semester long courses	First six weeks (inclusive)	No impact on the grade or credits earned. All missed assignments must be made up for the new class.
	After week six	A Semester grade of “F” will be recorded on the transcript for the dropped course.
Class change during second semester (spring)	First four weeks (inclusive)	No impact on the grade or credits earned. All missed assignments must be made up for the new class.
	After week four	A Semester grade of “F” will be recorded on the transcript for the dropped course.
Level change within a department (fall and spring)	First six weeks of the semester (requires prior approval from both involved teachers)	Grade may be transferred from original class to new class. All missed assignments must be made up for the new class.
* Partial credits are not issued for courses taken on the comprehensive high school campus.		

Seniors must take a minimum of four consecutive periods. Free periods will only be considered if the student is on track to graduate.

SAMPLE FOUR-YEAR HIGH SCHOOL PLAN

<u>University of California</u>	<u>California State University</u>	<u>Diploma/Vocational</u>
9th AS English 1-2 (P), English 1-2 (P) Algebra 1-2 (P), Geometry (P) Biology (P) Physical Education Modern Language 1-2 (P) High School Survival/Computer Literacy	9th English 1-2 (P), Algebra 1-2 (P), Geometry Physical Education Physical Science (P) Modern Language 1-2 (P) High School Survival /Computer Literacy	9th English 1-2 (P) Algebra 1a, Algebra 1-2 (P) High School Survival /Computer Literacy Physical Science (P) - Life Science Physical Education Elective /Fine Arts
10th AS English 3-4 (P), English 3-4 (P) AP World History, World Hist/Geog (P) Geom.(P), Adv.Alg. (P), Adv.Alg/Trig (P) Biology (P), Chemistry (P) Physical Education Modern Lang. 3-4 (P) Elective /Fine Arts	10th English 3-4 (P), English 3-4 (AS) Geometry (P), Algebra 1-2(P) World Hist./Geog. (P), World Hist. (AP) Biology (P) Physical Education Modern Lang. 1-2, 3-4, Fine Arts Elective /Fine Arts	10th English 3-4 (P) World History/Geography (P) Physical Science - Life Science Algebra 1-2 (P), Algebra 1A/1B Informal Geometry, Geometry (P) Physical Education Elective /Fine Arts
11th English 5-6 (P), (H) or (AP) U.S. History (P) or (AP) Adv. Algebra (P), Trig. (P), Pre Calculus (H), AP Calculus Chemistry (P), Biology (P), AP Comp. Sci., AP Biology, Physics (P), AP Physics Modern Language 5-6 (P) Elective /Fine Arts	11th English 5-6 (P), (H) or (AP) U.S. History (P) or (AP) Adv. Alg. (P), Geometry (P) Chemistry (P), Biology. (P), Modern Language 1-2, 3-4, 5-6 Elective /Fine Arts	11th English 5-6 (P) U.S. Hist. (P) Algebra 1-2, Geometry 1-2, Informal Geometry, Adv. Algebra Elective Fine Arts
12th English 7-8 (AP), English 7-8 (P) Civics/Econ. (P) Calculus (AP), Trig/Anal. Geo. (P), Pre-Calculus (H) Physics (P), AP Biology, Chemistry (P), AP Physics Modern Lang. 7-8 (AP) Elective /Fine Arts	12th English 7-8 (P), English 7-8 (AP) Civics/Economics (P) Trig/Anal. Geometry, (P) Adv. Algebra (P) Physics (P) Modern Lang. 7-8 (AP) Elective /Fine Arts	12th English 7-8 (P) Civics/Economics (P) Elective - Grad. Requirement Elective - Grad. Requirement Elective Elective
Recommended Electives/Pathway Courses for the above: Psychology (P) Yearbook * Journalism (P) * Art (AP) or other Fine Arts Peer Helper #Applied Technology - any #Regional Occupation Prog. - any Physical Education - any #Computer Application/Programming * Social Studies elective Pathway Courses Junior College Enrichment Computer Literacy * AP Computer Science* Cisco Networking*	Recommended Electives/Pathway Courses for the above: Psychology (P) Yearbook * Journalism (P) * Art (AP) or other Fine Arts Peer Helper #Applied Technology - any #Regional Occupation Prog. - any Physical Education - any #Computer Application/Programming * Social Studies elective Pathway Courses Junior College Enrichment Computer Literacy * AP Computer Science* Cisco Networking*	Recommended Electives/Pathway Courses for the above: Psychology (P) Foreign Language (P) - any #Fine Arts - any #Applied Technology - any #Regional Occupation Prog. - any Science - any Physical Education - any Mathematics - any Social Studies Electives - any Yearbook * Pathway Courses - any Journalism (P) * Computer Literacy * #Computer Application/Programming * Junior College Enrichment

See course catalog for actual course requirements

* Meets Computer Technology Requirement

SANTA ROSA JUNIOR COLLEGE COURSE POLICY

(Table subject to change depending on SRJC Offerings)

High school students are permitted to take courses at Santa Rosa Junior College and earn both high school and college credit. Any junior college course may be used to meet elective credit requirements. Below is a table that lists specific high school graduation course requirements that may be met by passing the junior college course(s) listed. See your counselor for details.

HHS Graduation Course Requirements	SRJC Courses which will meet HHS graduation requirements *
English 4 years (40 credits)	100A or 100B or 1A or 1B = 1 year of any level English
Social Studies World History U.S. History - 1 year (10 credits) Economics - 1 semester (5 credits) Civics - 1 semester (5 credits)	History 1.1, 4.1 U.S. History 17.2 Economics: ECON 1A Political Science: POLS1 or Soc Sci 100
Mathematics - Demonstrated Competency in: Algebra 1A and 1B Geometry	Algebra 1=Math 150A and Math 150 B or Math 151
Science -Life Science - 1 year (10 credits) -Physical Science - 1 year (10 credits) – Astronomy 4, Physics 4 A/B	Life = Bio 10 or Ag 10 or Ag 51 Physical = Chemistry 51 or Chem. 1A or 4A Or Chem. 10 Physics 10 or 2A or 4A
Physical Education 2 years (20 credits) 1st year of P.E. must be taken at high school	Combatives: 16.1, 17.1, 18.1, 81 Dance: 22, 25.1, 26.1, 27.1, 27.2, 28.1, 28.2, 29.1, 29.2, 30.1, 30.2, 30.3, 31.4, 32.1, 83, 86, 87,88 Individual Activities: 8.1, 10, 13.2, 14.2, 15.1, 33.1, 35.1, 37.1, 38.1
Visual and Performing Arts 1 year (10 credits)	Art 7A, 14A, 14B, 14C, 31A, 31B, 31C, 31D Music 5A, 5B, 5C, 5D, 5E, 5 F, 20, 21, 22, 23, 25.1, 25.2, 25.3, 30, 31, 32, 33, 34, 35.1, 35.3, 35.7, 35.9, 35.10, 37, 48, 317A
Pathway Courses	See Counselor

*Students who wish to apply junior college courses other than those listed above to high school course requirements may do so with prior approval from the counselor.

Any additional credits earned beyond those needed to meet the above requirements will be applied toward the elective credit requirement.

Any junior college course may be used to meet elective credit requirements.

Each junior college unit earned equals 3.33 high school credits, e.g., a three-unit junior college course will equal 10 high school semester credits.

UC transferable (1-49) courses in core academic areas (English, mathematics, science, history, social science) will receive an extra Healdsburg High School grade point for an earned grade of "C" or higher.

ENGLISH LANGUAGE ARTS

ENGLISH 1-2/ COLLEGE PREP (GRADE 9) This is a California standards-based course. It guides the student through the process of literary analysis, vocabulary development, critical thinking skills, research and library skills, and how to interpret functional workplace documents. The course also develops the reading and writing skills of English using a variety of reading genre. Writing reinforces the basics of grammar, punctuation, and usage while emphasizing creative writing.

AS ENGLISH 1-2 (GRADE 9) **Prerequisites: Teacher recommendation, student grades, and writing sample.** This is a California standards-based course designed to meet the needs of an accelerated freshman. It guides the student through the process of literary analysis, vocabulary development, critical thinking skills, research and library skills, interpreting functional workplace documents as well as sophisticated levels of literary forms, style, and structure. Writing reinforces the basics of grammar, punctuation, and usage while emphasizing creative writing.

ENGLISH 3-4/COLLEGE PREP (GRADE 10) This is a California standards-based course. Through whole works of literature and a state-approved anthology, the course has been designed to prepare a student to successfully complete the CASHEE. Writing and reading activities reinforce the basics of grammar, punctuation, and usage while emphasizing creative writing. The five types of essays used in CASHEE are also taught. English 2 also explores career exploration and job-seeking skills.

AS ENGLISH 3-4 (GRADE 10) **Prerequisites: An “A” or “B” in AS English 1-2 or an A in English 1-2 with a teacher recommendation.** This is a California standards-based course designed as an integrated and composition program for accelerated sophomores. Using whole works of literature and curriculum designed for students to successfully complete the CASHEE, it guides students through the process of literary analysis, vocabulary development, critical thinking skills, and the interpretation of workplace documents. The creative writing process and language skills are emphasized as well as professions that require an imagination combined with advanced writing skills.

ENGLISH 5-6/COLLEGE PREP (GRADE 11) English 3 is a California standards-based course. It guides the student through a more challenging process of literary analysis, vocabulary development, and critical thinking skills. Using contemporary fiction and American literature it also continues the development of a student's composition and writing skills.

ENGLISH 5-6/ADVANCED PLACEMENT (GRADE 11) **Prerequisites: An “A” or “B” in AS English 3-4 or an A in English 2 with a teacher recommendation.** The course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

AMERICAN NOVEL/HONORS (GRADE 11) **Prerequisites: An A or B in English 3-4 Honors or an A in English 3-4 (P) with a teacher recommendation.** American Novel is a California standards-based course that explores the greatest American novels ever written and how they reflected the era in which they were written. Students are expected to understand literary analysis, are encouraged to develop higher-level critical thinking skills, and are given many opportunities to develop oral communication skills. SAT vocabulary and test-taking procedures are explored, and the use of art as a tool to understand literature and to develop creative-writing skills is provided. Students also have the opportunity to begin writing their own novel.

ENGLISH 7-8/COLLEGE PREP (GRADE 12) This course is California standards-based and emphasizes classic, world, and contemporary literature. Students explore various themes focusing on refining their writing skills.

ENGLISH 7-8/ADVANCED PLACEMENT (GRADE 12) **Prerequisite: An A or B in English 5-6 Honors, teacher recommendation, and writing sample.** AP English Literature and Composition is a California

standards-based course that includes a syllabus necessary for students to prepare for the College Board exam in May for college placement and/or credit. Using whole works of literature, topics include diction and language style analysis, forms of discourse, and the refining of rhetorical style. Higher level critical thinking skills are emphasized as well as reading comprehension and vocabulary development.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

ELD courses fulfill the the HHS English graduation requirements. For students who have two periods of ELD, the second period's credits will be applied as elective credits.

ELD I Placement is determined by Teacher recommendation and CELDT scores. This is a two period class that meets each school day.

The emphasis of this class is on the basic communication and comprehension skills necessary for survival in an English speaking educational environment. Students are introduced to the sound system of the language and to the basic elements of grammar. Students are encouraged to use the language in the classroom through activities designed to use all four-language skills (speaking, listening, reading and writing). Reading and writing strategies are introduced.

ELD II Prerequisites: One or two years of ELD I or teacher recommendation based on CELDT scores. This is a two period class that meets each school day.

This is an intermediate level ELD class, in which students will work on developing more proficiency in their emerging reading and writing skills, while continuing to be actively involved in oral communication in English. New vocabulary is introduced as well as new structures with emphasis on spoken and conversational language. Writing includes stories, letters, dialogues, and skits. Classroom participation includes oral drills, dialogues, and spontaneous oral activities. The language lab is used to improve listening comprehension and speaking skills as well as the recording of students for comparison of their pronunciation with that of native speakers. Technology programs will support the learning of English through this one-year class.

ELD III Prerequisites: ELD II or having demonstrated a CELDT proficiency level of "Intermediate" or higher for all skill levels.

In this advanced ELD class, equal emphasis is placed on oral communication skills and on reading and writing. Students will be actively involved in role-plays, conversations, discussions, technology to support all areas, and reading of short novels and stories. Both structured and creative writing will be expected._

ENGLISH ELECTIVES

For elective credits only; Do not satisfy H.S. English Requirements.

POETRY SEMINAR (P) (Grades 11-12, offered only through CIS)

"Poetry Seminar" is a one-semester course that covers the following academic activities: analysis of poetry, writing interpretive essays, writing of poetry, and performing or dramatic reading of poetry. The class is open to only juniors and seniors. It prepares students for the college "interpretive essay" and covers poets included in The Norton Anthology. A publication is produced each semester.

JOURNALISM (P) (Grade 9-12) Recommended Prerequisites: B average in English, application form, interview and/or teacher approval.

Journalism is for students with a strong background in English who are interested in publishing the school paper. This elective course is an introduction to journalism as a vocation. Students apply in the spring and are accepted for enrollment by the instructor. Some after school or weekend work is required. This course qualifies as a College Prep elective but may be used only once as a UC elective. Fulfills Computer Technology graduation requirement.

YEARBOOK (Grade 10-12) Recommended Prerequisites: B average in English, application form, interview and/or teacher approval.

A Yearbook staff member should be hardworking, highly motivated and trustworthy, with outstanding skills in English. The Yearbook staff works as a business -team to create, produce, and sell the Sotoyoman yearbook. Students will learn to prepare layouts, write accurate copy and meet deadlines. Students may also develop

photography skills. Some after school or weekend work is required. The class is recommended for students who are ready to dedicate their time and energy to a rewarding project. Fulfills Computer Technology graduation requirement.

MATHEMATICS

MATH CONNECTIONS Prerequisites: Teacher recommendation.

Math Connection is a ground level approach to real numbers and their properties. There is an intense review of basic math skills relying heavily on number, word and math symbol recognition for computations. This class is intended to prepare students for success in Algebra.

ALGEBRA 1A Prerequisites: teacher recommendation.

This is a one-year course covering the first half of Algebra 1-2. Designed for students who need algebra delivered over a two-year sequence.

ALGEBRA 1B (P) Prerequisites: C or better in Algebra 1a or teacher recommendation.

This is a one-year course covering the second half of Algebra 1-2. Successful completion of the 2-year sequence gives one-year credit Algebra 1-2.

ALGEBRA 1-2 (P)

The course is a systematic study of real numbers and their properties. Emphasis is on solving algebraic equations and inequalities, graphing linear equations, factoring polynomials, simplifying rational and radical expressions, and solving word problems pertaining to the above topics.

INFORMAL GEOMETRY 1-2 Prerequisites: Algebra 1-2 (2 semesters), or Algebra 1A and 1B (4 semesters) or teacher recommendation.

This is a one-year course covering geometric concepts in a non-axiomatic approach. The course continues the use and development of algebraic concepts and problem solving. It does not satisfy the standard college entrance requirement.

GEOMETRY 1-2 (P) Prerequisites: Algebra 1-2 (2 semesters) or Algebra 1A and Algebra 1B (4 semesters) with a grade of C or better or teacher recommendation.

The course is a study of plane geometry, with spatial concepts introduced throughout. Coordinate geometry is included, and emphasis is on deductive proof, logic, inductive and deductive thinking.

ALGEBRA 3-4 (P) Prerequisites: Algebra 1-2 (2 semesters) and Geometry 1-2 (2 semesters) with a grade C or better or teacher recommendation.

The course is a critical examination of the structure of the real number system, providing a review of arithmetic and algebraic skills, and extensions of the number system to include axioms of real numbers; open sentences in one variable; solving systems; matrix operations/solving; solving second degree equations; rational and irrational expressions; complex numbers; conic sections; solving quadratic systems. Introduction to exponential functions, logarithms, and use of tables are also included. Graphical calculators and/or computers are used to illustrate class concepts.

TRIGONOMETRY/ ANALYTICAL GEOMETRY 1-2 (P) Prerequisites: Geometry (2 semesters) and Algebra 3-4(2 semesters) with a C grade or better or teacher recommendation.

The first semester is a course in trigonometry approached through circular functions. The second semester continues with Trigonometry and also includes the study of exponential and logarithmic functions, sequences and series.

ADVANCED ALGEBRA/ TRIGONOMETRY (P) Prerequisites: Both Algebra 1-2 (2 semesters) and Geometry 1-2 (2 semesters) with a B grade or better or recommendation by a department member.

Extends the basic concepts presented in Algebra I during the first semester. The second semester concentrates on the concepts of trigonometry and its applications. The course is calculator-dependent, and all students enrolled will be expected to learn appropriate scientific calculator skills. The course is calculator dependent and will be using a TI-83. Please note TI-91 and above will not be allowed on tests or quizzes. A Graphing calculator is recommended.

Topics to be covered are as follows:

First Semester: axioms of real numbers; open sentences in one variable; solving systems; matrix operations/ solving; solving second degree equations; rational and irrational expressions; complex numbers; conic sections; solving quadratic systems.

Second Semester: exponential and logarithmic functions; trigonometric functions and their inverses; solving triangles; trigonometric identities; graphs of trigonometric functions; solving trigonometric equations; applications of trigonometry; sequences and series.

PRE-CALCULUS (H) Prerequisites: Completion of Algebra/Trigonometry with a "C" or better, or Trigonometry 1-2 with a "B" or better.

This is a yearlong college-preparatory course that combines many of the trigonometric, geometric and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. Several of the major topics of Advanced Algebra and Trigonometry are reintroduced and studied in greater depth. New topics in this course include parametric equations, polar coordinates, and limits. The use of technology will be an important part of the presentation of the concepts of the course. A graphing calculator (TI-83) is recommended.

CALCULUS: (P) OR ADVANCED PLACEMENT AB Prerequisites: Trigonometry 1-2 with a final grade of B or better or completion of Pre Calculus with a C or better.

This course will introduce students to the basic concepts of calculus including the following topic areas: functions, graphs, limits, the derivative, applications of the derivative, extremum problems and curve sketching, anti-derivatives, the definite integrals, applications of the integral, and techniques of integration. The use of programmable graphical calculators is an integral part of the course.

Calculus (P) and Calculus (AP) differ in rigor and grading. A student must register for either (P) or (AP) option. The student taking Calculus (AP) will be expected to master the previous topics in addition to more demanding applications and theory in preparation for the College Board Advanced Placement Calculus Test.

Department Policies: Challenging a departmental final exam for Algebra 1-2 or Informal Geometry 1-2 during a scheduled final examination period for the course in question with an unadjusted score of 80% or higher may be used to satisfy the course requirement specified in item 1. No unit credit will be given, only prerequisite experience. If undue hardship can be shown to exist, the department chairman or the chair's designee may administer the exam at a mutually acceptable time.

- A student who transfers to Healdsburg High School from another high school and has not met the competencies indicated above will not qualify for a Healdsburg High School diploma. Guidance Department personnel will give seniors who transfer to Healdsburg High School in their last semester and have not met the mathematics competency assistance in applying for a diploma from their former school.

- Students who takes 4 years of math, including two different math classes, and who pass an Algebra 1-2 class or equivalent may waive the Geometry 1-2 requirement for graduation.

MATHEMATICS SUPPORT

MESA 1-2 Recommended Prerequisites: Math and Science placement in an approved a-f University of California course, and an interview and application process coordinated by the math department.

MESA stands for Mathematics, Engineering, and Science Achievement. This program is designed to increase the numbers of educationally disadvantaged students, and to the extent possible by law, students from groups with low rates of eligibility for four year colleges in professions related to mathematics, engineering and the physical sciences. The MESA Pre-College Program provides participating students with six major activities: tutoring; independent study groups; academic, university and career advising; field trips; summer enrichment and employment program and scholarship incentives awards. Students in MESA must also take classes that will enable them to take physics, chemistry, trigonometry and four years of English.

COMPUTER SCIENCE

COMPUTER LITERACY (9th – Computer Technology Graduation Requirement)

This is a one-semester course required for all ninth graders. Students will achieve beginning level technology competencies in, keyboarding, word processing, database, spreadsheets, multimedia tools/presentations, and desktop publishing. Course may also include an introduction to html.

COMPUTER SCIENCE/ ADVANCED PLACEMENT (GRADES 10-12) Prerequisite: B or better in Algebra I, C or better in Geometry or instructor's approval. Fulfills Computer Technology Graduation Requirement.

Advanced Placement Computer Science A is a college-level, introductory course in Computer Science. In this one-year course, students study programming methodology with an emphasis on problem solving and algorithm development using the Java programming language.

Topics include:

- a) Object-oriented program design through whole program design and class design,
- b) Program implementation with control structures, object-oriented methods, top-down development, inheritance, and encapsulation,
- c) Program analysis through testing, debugging, and working with the College Board case study,
- d) The study and use of classes and 1-dimensional arrays,
- e) The study and use of standard algorithms for searching and sorting.

CISCO NETWORKING ACADEMY (ROP) Prerequisite: 16 years or older. Fulfills Computer Technology Graduation Requirement.

FINE ARTS DEPARTMENT

VISUAL ARTS

All visual arts classes at HHS include the following components: Artistic Perception, Creative Expression, Cultural Heritage, and Aesthetic Valuing and connections to other subject areas and explore career possibilities.

There is a studio fee for all visual art classes to provide funds for quality projects. (Fee waivers are available.)

ART 1-2 (P)

Art 1 is the one semester prerequisite for all other art courses. Because knowledge of the basic skills of art is essential to advanced growth, this course is the least flexible and most important in the entire curriculum. Art 1 consists of three units: (1) drawing, (2) color, and (3) elements and principles of design. These units will explore a variety of techniques (2-D and/or 3-D), mediums and methods in an effort to provide students with a range of experiences. In addition to art making, it will be necessary for students to read, write, and speak about art. Students will begin to learn how to analyze, interpret and judge artwork. They will also learn about how art is influenced by, as well as reflects, societies.

Art 2 is the second semester course in our sequential program. Art 2 is required before students proceed to more advanced art courses. Students will apply skills and knowledge from Art 1 to a variety of media such as printmaking, painting, pastel drawing, three-dimensional sculpture, etc. This semester will be devoted to mastering the basics with special emphasis on original works of art that communicate personal and universal themes. In addition, more emphasis will be placed on critique sessions, and written assignments will be required. This course must be passed with a grade of C or better to advance to Art 3. This course may be repeated for credit if the student wants to improve on his/her grade/portfolio for acceptance into Art 3.

ART 3-4 (P) Recommended Prerequisites: C or better in Art 2 or teacher's approval.

Coursework is rigorous and is directed toward building individual skills of students. The fall semester is a combination of review and an introduction to new materials not yet explored in Art 1 and/or 2. History and theory will continue to create emphasis and motivation for assignments. Students will also work on refining techniques through a number of lessons assigned to stimulate more complex concepts. In the spring semester, students will be required to select particular media they wish to pursue and develop personal goals they wish to communicate within their work.

ART 5-6 (P) Recommended Prerequisites: C or better in Art 3-4 or teacher's approval.

Coursework is directed at building skills in particular media areas of interest. Portfolio preparation will be included. Otherwise, the course follows Art 3-4 but with the additional objectives to expand and refine skills, knowledge, and attitudes to make aesthetic judgments, as well as to appreciate aesthetic values of others, achieve insight, gain emotional satisfaction and improve self-esteem through creation.

CERAMICS 1-2 (P) (GRADES 9-12)

This is a beginning course to introduce students to the medium of clay. Included in this course will be instruction in various construction techniques including slabs, coils, pinch, and the potter's wheel. Finishing and glazing techniques will also be explored. Students will learn about clay and the role it has played both historically and culturally.

CERAMICS 3-4 Recommended Prerequisites: Ceramics 1-2.

This class will focus on advanced techniques of clay construction with emphasis on mastery of the potter's wheel. Students will explore ceramics as an art form and include sculpture as a means of expression. Students will also be actively involved in glaze preparation and kiln firing. The class is available with teacher approval and may be repeated.

STUDIO ART 2-D DESIGN / ADVANCED PLACEMENT

Prerequisite: Instructor Approval

This course is intended to provide students with the opportunity to pursue an independent study path in visual arts more rigorous and in depth than what is ordinarily expected at the high school level. Students will be required to achieve a higher level of development and presentation in their work as well as being challenged to expand the conceptual framework of their pieces. Students will also be asked to develop and articulate the ideas that provide inspiration for their work.

STUDIO ART - 3-D DESIGN / ADVANCED PLACEMENT Prerequisite: Instructor Approval

This course is intended to provide students with the opportunity to pursue an independent study path in 3 dimensional designs more rigorous and in depth than what is ordinarily expected at the high school level. Students will be required to achieve a higher level of development and presentation in their work as well as being challenged to expand the conceptual framework of their pieces. Students will also be asked to develop and articulate the ideas that provide inspiration for their work. This course will be integrated into the regular art and design classrooms as well as, possibly, related shop classes.

STUDIO ART – DRAWING / ADVANCED PLACEMENT Prerequisite: Instructor Approval

This course is intended to provide students with the opportunity to pursue an independent study path in visual art more rigorous and in depth than what is ordinarily expected at the high school level. Students will be required to achieve a higher level of development and presentation in their work as well as being challenged to expand the conceptual framework of their pieces. Students will also be asked to develop and articulate the ideas that provide inspiration for their work.

PERFORMING ARTS

DRAMA 1-2

This course stresses both performance skills as well as the academic study of drama. Students will also develop skills in costuming, puppetry, mask making, and set work.

DRAMA 3-4 (P) Prerequisite: Drama 1-2 or Instructor Approval

This is a year course and stresses both performance skills as well as the academic study of the theater, the stage, and television. A variety of early plays and modern plays, as well as student's work, will be read, discussed, and performed. Students will also develop skills in make-up, set design, and the direction of a play as well as perform in at least one drama production each semester. This class meets U.C. Performing Arts requirement.

CONCERT BAND (P) Prerequisites: 2 years of instrumental instruction and/or consent of instructor

This is a year course that focuses on the study and public performance of music (woodwinds, brass and percussion). The band plays for many school functions, concerts, rallies, athletic events, public concerts and parades. Smaller groups may be organized from the band for special functions. All concerts and performances are mandatory.

JAZZ BAND 1-2 (P) Prerequisites: 1-2 years instrumental instruction and/or consent of instructor.

This is a year course that emphasizes knowledge of and ability to improvise and play in a larger group setting using various jazz idioms. The group performs for many school and community functions, all of which are mandatory.

CAREER TECHNICAL EDUCATION

AGRICULTURAL SCIENCES

AGRICULTURAL EARTH SCIENCE 1-2 (Grade 9-10 preferred)

This course is a survey course of livestock business including breed identification, care, nutrition, and disease awareness for beef, sheep, dairy, horses, poultry, and rabbits. It includes Future Farmers of America (FFA) involvement with the student striving to conduct an Agricultural project related to the industry. Field trips may be conducted as an opportunity and student performance allow. Physical Science credits.

AGRICULTURAL BIOLOGY 3-4 (Grade 10-11 preferred)

The course focuses on structure, physiology, propagation and taxonomy of agricultural plants including grasses, broadleaf plants and trees. The class includes weed and insect identification and their control, as well as soil management. It includes Future Farmers of America (FFA) involvement with the student striving to conduct an Agricultural project related to the industry. Greenhouse work and field trips for practical experiences can be a part of this class. Life science credits.

AGRICULTURAL ANIMAL SCIENCE 5-6 (Grade 11 preferred) Recommended Prerequisites: Ag Science 3-4.

This course focuses on the structure, physiology, propagation and taxonomy of agricultural plants including forests, crops, and flowers. Weed and insect identification and their control will be included as well as soil management. Wildlife management will be part of the "Multiple Use Concept" of forestry. Greenhouse work and possible field trips can be incorporated. Future Farmers of America (FFA) involvement and project work are intra-curricular with the class. Life science credits.

AGRICULTURAL CIVICS/ECON 7-8 (Grade 12 preferred) Recommended Prerequisites: Ag Science 5-6

This is a study of animal anatomy, nutrition, reproduction, parasites and disease of farm animals as well as marketing and economics. Meat production and FFA Leadership are included. Future Farmers of America (FFA) and student projects are a part of the class. Civics/Econ credits for high school graduation.

MULTIMEDIA

DIGITAL VIDEO 1-2 ROP (GRADES 10-12) Prerequisites: 16 years or older.

This is a beginning video class that provides media training in how to use cameras, tripods, lighting equipment and editing systems. The movies that are created in this class include student films of interest, PSA (Public Service Announcements) interviews, how to videos, commercials, studio orientation, and preparing for the yearly student film festival.

DIGITAL VIDEO 3-4 ROP (GRADES 11-12) Prerequisites: Digital Video 1-2

This is for students that have finished the Digital Video class and who wish to continue in video production. This will include producing movies and programs that can be shown to students, the community and on public television. It includes working on the student film festival and working on some community interview projects. This is also an opportunity to expand your talents as a director, editor, producer, or camera operator.

AUTOMOTIVE TECHNOLOGY/DIESEL

AUTOMOTIVE TECHNOLOGY, BEGINNING & ADVANCED (ROP) Prerequisites: 16 years or older

This course stresses the basic jobs, operations, and skills needed in the servicing and repair of automobiles and trucks. The student will gain a thorough knowledge of the materials and equipment used by auto mechanics. He/she will learn to use meters and measuring instruments; learn to interpret sketches, schematics and diagrams; and use shop manuals and other source materials.

Each student will have an opportunity to use the hand tools of the automotive trade and to learn how to perform the operations of the trade, including the evaluation of the completed work. The student will have shop experiences not only in the mastery of manipulative skills but also related information or technology. Under the direction of the shop instructor, the student will learn related information in order that he/she may have a complete understanding of why he/she performs the operations of the trade in certain ways.

The course will include related subjects consisting of mathematics, science and drawing related to the automotive trade. Here emphasis will be placed on the mastery of fundamental concepts and principles as well as the ability to solve practical problems. Those related subjects will help to provide the foundation, which makes the shop meaningful and functional.

It is expected that the student will have sufficient knowledge of the trade to enable him/her to enter into satisfactory employment upon completion of the course.

METALS

BASIC METALS 1-2 / MANUFACTURING TECHNOLOGY (Grades 9-12)

This course is presented in the traditional style of metal working and manufacturing. The first semester consists of study in the following areas; sheet metal, foundry work, welding in gas, electric and Metal Inert Gas processes, lathe and milling machine operations. Through projects and short exercises, students are expected to develop an understanding of the various processes. In the second semester, class companies will be formulated in which students will be interviewed and hired for various positions. The students will then carry on the related responsibilities of their position during the ideation, design, fabrications and finishing of their products. Throughout the class emphasis is on communication, problem solving, and critical thinking. Leadership development will be incorporated into the curriculum along with safety and career options

MACHINE TECHNOLOGY 3-4 (Grades 10-12) Prerequisites: Basic Metals or instructor permission.

This class meets the first semester requirements, Machine 80A, in Machine Tool, Auto and Diesel/Equipment and Welding Technology Pathways at Santa Rosa Junior College. Areas addressed are those that prepare a student to work with precision and semi-precision tools, print preparation and reading, lathe and milling machine processes, related technical math, quality control and inspection, pattern and foundry practices, safety, and career planning. Students interested in engineering, machining, or mechanical designing would benefit from the experience in this class.

METAL TECHNOLOGY 3-4 (Grades 10-12) Prerequisites: Basic Metals or instructor permission.

This class meets the first/second semester requirements, Welding 70A/70B, in the Machine Tool, Auto, Diesel/Equipment, and Welding Technology Pathways at Santa Rosa Junior College. Areas addressed are welding joint preparation, welding positions, shielded metal arc welding, gas welding, Tungsten Inert Gas Welding, Metal Inert Gas Welding, Plasma Arc Cutting, braze welding, weld testing and inspection, print reading, fabrication, related math and measurements. Second year students are encouraged to bring in or work on a large project to improve their skills. Students interested in art, metal work, general welding and fabrication, certification or SRJC Technical Pathway are encouraged to enroll.

CHILD CARE

EARLY CHILDHOOD EDUCATION LAB 1-2 (Grades 10 - 12)

This course introduces students to the field of Early Childhood Education. Students will perform tasks that are necessary to ensure smooth transitions throughout a licensed child-care center, William K. Johnson Infant/Toddler Center. Students will be introduced to appropriate techniques in child guidance. They will be assigned observations of the children and activities that will help them to understand a young child's growth, development and learning process. This course meets the Applied Technology requirement for graduation.

WORLD LANGUAGES

The goals of the World Language courses are as follows:

1. To communicate in a language other than English within the framework of the course content.
2. To acquire knowledge of, and appreciation for, non-English speaking cultures.

The World Languages are taught with attention to all four skills: listening, speaking, reading, and writing. Students studying another language are strongly encouraged to complete three or more years of the same language. Fluency in a second or third language can increase one's business and professional opportunities. In addition, knowledge of another language expands one's horizons and understanding of the world. The study of another language helps students gain a better understanding and appreciation for their own language.

SPANISH 1-2 (P) / FRENCH 1-2 (P)

Students are introduced to the sound system of the language and to the basic elements of grammar. Students are encouraged to use the language in the classroom through activities designed to use all four language skills. Our state-of-the-art language lab is used frequently in an effort to reinforce listening comprehension and speaking skills. Other activities include dialogues, games, songs, readings, slides, movies, videotapes, and directed writing. Some class time is devoted to the study of the foreign culture.

SPANISH 3-4 (P) / FRENCH 3-4 (P) Recommended Prerequisites: C or better in 1-2

This course is a continuation of Modern Language 1. New vocabulary is introduced as well as new structures with emphasis on spoken and conversational language. Writing includes stories, letters, dialogues, and skits. Classroom participation includes oral drills, dialogues, and spontaneous oral activities. The language lab is used to improve listening comprehension and speaking skills as well as the recording of students for comparison of their pronunciation with that of native speakers.

SPANISH 5-6 (P) / FRENCH 5-6 (P) Recommended Prerequisites: C or better in 3-4

This course continues to develop the four basic skills of communication and provides further insight into culture as well as background for advanced language study. Emphasis is on the control of the basic structures, both oral and written, the acquisition of vocabulary through increased reading, and the improvement of writing skills. Students will be exposed to the literature of the language and will have an opportunity to practice both directed and creative writing. The use of the language lab as well as computer programs will enable the students to have individualized oral and written practice.

SPANISH 7-8 (AP) Recommended Prerequisites: C or better in Spanish 5-6 or teacher approval.

This class is offered in the Spanish language. It includes an intensive review of Spanish grammar, complemented by extensive reading of Spanish literature. Refinement of speaking, reading, and writing skills will be emphasized. An Advanced Placement test may be taken at the end of the year (cost to paid by the student) for possible university credit.

SPANISH FOR SPANISH SPEAKERS (P) 1-2 Equivalent to 2 years of Spanish as a foreign language.

Recommended Prerequisites: The student needs to have Spanish as a first language, have contact with the spoken language at home, or have been part of a Spanish immersion program.

Emphasis will be on basic parts of speech as well as the rules of the written language such as spelling, punctuation, and accents. Newspaper articles and short stories focusing on the culture and history of Spanish-speaking countries will be read, summarized, and discussed both in written and in oral form. Second semester emphasis will be on tense recognition and usage including both familiar and formal commands, as well as enrichment of vocabulary through readings of various genres by Spanish and Latin American authors.

PHYSICAL EDUCATION

PHYSICAL EDUCATION GRADUATION REQUIREMENT

Pursuant to the California Education Code and the Healdsburg Unified School District Board of Education Graduation Requirements, all high school students will successfully complete two (2) years of instruction in Physical Education (one of which must be Sport and Fitness 1-2 to be completed during the freshman year). The physical education curriculum emphasizes understanding of fitness programs and the development of knowledge, appreciation, and skills in a variety of lifelong games and sports. While the Physical Education staff is supportive of, and encourages students to participate, active involvement in a variety of outside life-time recreational and sports programs, credit cannot be awarded for such activities.

SPORT AND FITNESS 1-2 (Grade 9)

The first year student is required to take a core program through Healdsburg High School that includes fitness, swimming, weight training, team sports, and recreational games.

Second year students may take one of the following:

SPORT AND FITNESS 3-4 (Grades 10-12)

The second year of physical education offers individual sports, swimming, team sports, and fitness. Activities include: Lacrosse, Badminton, Table Tennis, Indoor Soccer, Floor hockey, Swimming, plus many more activities.

CONDITIONING 1-2 (Grades 11-12) Prerequisite: Sport Fitness 1-2

Agility exercises, speed training, overall conditioning, and weight training are the emphasis. This class is open to male and female students. Sophomores who have passed Sport Fitness 3-4 first semester or received a Pass grade from a fall sport) may be eligible for conditioning as an elective.

MEDICAL EXEMPTIONS

Medical exemptions may be obtained for students with a major disability if a medical physician has recommended no athletic activity for a length of time. The student must complete specified written assignments in order to receive credit for that grading period. All work must be approved by the department chairman for credit to be granted.

SCIENCE

PHYSICAL SCIENCES

INTEGRATED PHYSICAL SCIENCE 1-2 (P) (Grade 9-12)

This is an introductory college preparatory laboratory science that addresses the California standards for Earth and Space Sciences and integrates standards for Biology, Chemistry, Physics and Mathematics. Topics of study include: scientific method, matter, motion and energy, electricity and magnetism, Astronomy, Planet Earth and natural resources. This course meets the physical science requirements for graduation.

CHEMISTRY (P) 1-2 (Grades 11-12) Recommended Prerequisites: C or better in Algebra 1-2

This is a course that will meet the laboratory science requirement for entrance into a state college or university. The course will cover basic theory and related laboratory experiences in areas of matter and energy, structures and properties of atoms and compounds, chemical bonding, principles of chemical reactions and organic chemistry. This course meets the physical science requirement for graduation.

CONCEPTUAL PHYSICS (P) 1-2 (Grades 9-12, CIS only) Recommended Prerequisites: Algebra 1-2 or concurrent enrollment in Algebra 1-2

This course is designed to meet the U.C. college requirement for a college preparatory elective. It covers all concepts of matter and energy conceptually (there is very limited use of mathematics in this course). There is an emphasis on laboratory experiments to enforce basic concepts. This course meets the physical science requirement for graduation.

PHYSICS (P) 1-2 (Grade 11-12) Recommended Prerequisites: C or better in Advanced Algebra.

The course is designed to meet the U.C. requirement for laboratory science. It covers concepts of matter and energy, both mathematically and conceptually. There is an emphasis on laboratory experiments to enforce basic concepts. This course meets the physical science requirement for graduation.

PHYSICS (AP) (Grades 10-12) Recommended Prerequisites: Successful completion of college prep Science course with a B or better or concurrent enrollment in Advanced Algebra.

The AP is designed to be the equivalent of a college introductory physics course usually taken by physics majors during their first year. Students planning on taking the SAT subject matter test in physics should enroll in AP Physics. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of physics. AP Physics includes those topics regularly covered in a college physics course and uses a similar textbook and labs.

LIFE SCIENCES

LIFE SCIENCE 1-2 (Grades 9-12)

This is a yearlong course that satisfies the life science graduation requirement. Topics of study include cellular biology, genetics and heredity, evolution and diversity of life, ecology and environmental issues. Students will develop laboratory skills and learn to use scientific process to organize and analyze data.

BIOLOGY (P) 1-2 (Grades 9-12) Recommended Prerequisites: Algebra 1-2 with a grade of “C” or better.

The course is a college preparatory lab science course in biology. This course meets the one-year life science requirement for high school graduation and is considered a lab science for college and university entrance requirements.

BIOLOGY (AP) 1-2 (Grades 10-12) Recommended Prerequisites: Successful completion of college prep Biology with a B or better and one year of high school chemistry.

The AP is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. AP Biology includes those topics regularly covered in a college biology course and uses similar textbooks and labs.

SOCIAL SCIENCE

WORLD HISTORY/GEOGRAPHY: THE MODERN WORLD (Grade 10)

The class is required of all 10th grade students for graduation. This is a one-year course offering in-depth historical and geographic studies of selected civilizations in the Western and non-Western worlds. Beginning with a study of several unresolved problems of the modern world, and retracing the evolution of democratic ideas, the students go on to examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The growing interdependence of people and cultures throughout the world provides a common theme of the course.

WORLD HISTORY (AP) (Grade 10-11)

This rigorous course, designed for highly motivated 10th grade students, is equivalent to an introductory college course in World History. The course focuses on the last 3000 years of the global experience and builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. This course requires students to use critical thinking and analysis skills as well as high-level reading and essay writing skills. Students are expected to take the AP Examination in May.

UNITED STATES HISTORY AND GEOGRAPHY (P) 1-2 (Grade 11)

This class is required of all 11th grade students for graduation. The year begins with a selective review of American history with an emphasis on the nation's beginnings and the industrial transformation of the United States. Students then examine major turning points in American history during the twentieth century. Emphasis will be given to such themes as: individual rights, the changing ethnic composition of the nation, the emergence of the modern corporate economy, the impact of technology, equal rights for minorities and women, and the role of the United States as a world power. In each unit students will examine American culture, including religion, literature, art, drama, architecture, education and the mass media.

CIVICS (P) (Grade 12)

This is a one-semester course. In the Civics course, students will be exposed to the structure and operation of America's political system including national, state, county, and city governments. Students will compare the American political system with alternate views throughout the world, while questioning the ideals of justice, truth, equality and authority. Students will have the ability, upon completion of this course, to be effective decision-makers and to be contributing, responsible citizens.

ECONOMICS (P) (Grade 12)

This is a one-semester course. In the Economics course, students will become familiar with American principles of economics. Students will study economic terms, tools used to analyze economics, indicators, and the system of choice, competition, role of labor, agriculture, business cycles, international trade, and government policies affecting the American economy. Students will analyze the economic systems throughout the world, comparing them to the market economy used in the United States. Personal economic decision-making is an important part of this course. Modern issues such as globalization, interdependence, and the impact of economics on the environment will also be addressed.

WORLD GEOGRAPHY (P) (CIS only)

World Geography is a one-semester elective course. Students will learn to discern the global patterns of physical and cultural characteristics such as; earth-sun relationships, atmospheric and oceanic circulation, landform, climate, population, transportation and communication, economic linkages, and cultural diffusion). They will study basic geographic themes of location, physical characteristics, human relationships with their environments, human interactions and how regions form and change.

CULTURAL ANTHROPOLOGY (P) (Grades 11-12, CIS only) Prerequisites: Passing grade in World History

This is a one-semester elective. Cultural Anthropology is the study of the patterns of human behavior. Students will begin by investigating primitive societies of hunter-gatherers. The emergence of new, more complex types of social organizations such as the tribe and state will be studied, as well as the emergence of law and religion in human life. The course will conclude with a study of traditional societies and complex societies in the modern world.

SOCIAL AND HUMAN SERVICES

The Social & Human Services courses offer training for students interested in careers in the field of social and human services. Students will work with a variety of leaders within the Healdsburg community to obtain the knowledge and skills necessary to succeed in careers including teaching, counseling, childcare, social work, and human resources.

HIGH SCHOOL SURVIVAL SKILLS (Grade 9)

This is a one-semester course required for all ninth graders. The course content includes information and instruction dealing with health issues teens will face in high school and learning effective study skills. Successful completion of this course is a graduation requirement. An orientation meeting is held for parents to review materials the second Wednesday in September 7-9 p.m.

PEER COACHING 1-2 (Grade 9 with teacher approval, 10-12) Prerequisite: High School Survival Skills

Peer Helper 1-2 deals with communication skills for students who wish to improve their relationships with parents, peers and others. Skills developed in Peer Helper 1-2 include developing social ease, active listening, sending effective messages, developing self-awareness, helping skills, values clarification, decision making/problem solving, and starting and ending “helping” relationships. The second semester provides opportunities for students to apply their skills through programs such as Big Buddies, conflict mediation, peer tutoring, cross age tutoring, peer counseling, drug prevention education, and classroom presentations on teen issues. Skill training is continued, and students take part in supervision on a weekly basis.

PEER COACHING 3-4 Prerequisites: Completion of Peer Helper 1-2 and teacher approval

The course reviews and expands on skills developed in Peer Helper 1-2: developing social ease, active listening, sending effective messages, developing self awareness, helping skills, values clarification, decision making/problem solving, and starting and ending helping relationships. The following units will be added: helping with school-related problems (including tutoring skills), counseling students with attendance problems, peer relationships in school, dealing with family issues, peer counselors and drug issues, death, loss, suicide, sexuality, AIDS, codependency, eating disorders, and mediation skills. Students serve as tutors, big buddies, and peer counselors at other schools within the District. Class meets Monday evenings 7:00-9:00 in addition to their scheduled period during the school day.

PSYCHOLOGY (P) (Grades 11-12)

The course will be a two-semester course and taught as an introductory to Psychology. Topics of study include; dreams, gender differences, how we learn, the brain, human development, mental disorders, and personality. The first semester will be a general overview and the second semester will be geared toward social and human services.

HEALTH

PREPARING FOR HEALTH CARE (ROP) (Grades 10, 11, 12) Prerequisite: 16 or older

Designed in partnership with the Healdsburg medical community and the Health Advisory Council, this class offers job shadowing opportunities in the eight “health care clusters” or service areas: biotechnology, diagnostic, medical office, preventive, dental, nursing, support therapeutic and health care information. The purpose of this course is to provide the foundation for students choosing a health career. The class provides an in-depth academic foundation in anatomy and physiology; in addition, students learn a common set of skills necessary to all health care employees. Students in this class must provide evidence of recent TB screening as well as MMR, hepatitis, and tetanus vaccines. A dress code is required and students must provide their own transportation to and from medical sites.

ADVANCED MEDICAL CAREERS (ROP) (Grade 11-12) Prerequisites: Preparing for Health Care 1-2

This course provides an opportunity for students to continue medical career exploration. This is done as a Work Cooperative with ROP through paid or unpaid internships. Students will explore and learn health career skills in depth through intern placement in the community. They will receive related instruction in the classroom weekly based on their placement in the health care field. Students will complete projects related to medical ethics, community service, communication skills and a Career Fair project. Through internship placement students’ employability skills required by the medical industry will be enhanced. This class would then provide articulation into entry -level positions in the community or into post-secondary education. Students will meet one morning a week during zero (0) period with the instructor then be monitored in the intern placement four hours a week.

SPECIAL EDUCATION

RESOURCE SPECIALIST PROGRAM (RSP)

Students with a specific learning disability as determined by an IEP team must have a current Individual Education Plan to be enrolled in the RSP program. Students may be placed in RSP courses for one to three periods a day. RSP courses earn credit toward high school graduation but are not considered college preparatory courses. RSP courses are typically offered in English and Mathematics as well as other courses specific to the needs of students.

PERSONAL MANAGEMENT

The course is designed to teach students with educational disabilities the personal skills that will enhance their self-confidence, social skills, health and safety. Fulfills Survival Skills graduation requirement if applicable per IEP.

CAREER GUIDANCE

The course is designed to teach students with educational disabilities occupational/career exploration and pre-employment skills. This course is designed to enhance the student's awareness of occupational/career opportunities and teach the skills necessary for success in obtaining and maintaining employment.

DIRECTED STUDIES

This class is designed to support students with IEP's in the successful completion of general education courses. This class focuses on study skills and habits, time management, test-taking strategies and assistance with projects and assignments from other classes.

TRANSITIONAL SERVICES THROUGH WORKABILITY PROGRAM

Workability is a Federal mandated program for Special Education students. Job developers help students determine career interests, work on pre-employment skills, locate job openings for interested students, assist them with the application process and monitor them with the employer. The Special Education teachers and Workability personnel coordinate individual Transition Plans for post high school activities and education.

FULL INCLUSION PROGRAM

This program provides the services for students who are identified as severely disabled to attend classes in the general population. The students participate at their own level following a modified curriculum. Referrals to the Full Inclusion program are made through the IEP process.

OTHER SUPPORT CLASSES

CAHSEE INTERVENTION (Grades 10-12) Prerequisite: Need to pass the CAHSEE.

This course is designed to assist students in passing the California High School Exit Exam in Math and English. A pre-test will be used to target individual students' areas of weakness. Students may add/drop this course at any time without grade penalty. Course offers 5 elective credits for successful completion of entire semester and may be repeated. Priority placement will be given to seniors.