



## **Mission Statement**

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure that each pre-K through 12th grade student receives an engaging, rigorous, and comprehensive education.

## **Vision**

Tucson Unified School District is a professional learning community that ensures that every student learns, exceeds all expected performance standards, graduates, and is able to compete and to succeed in a global economy.

## **TUSD's Strategic Priorities Are To Ensure That:**

- Student achievement is our primary focus.
- Professional Learning Communities exist, and are supported at all levels.
- Results are available, analyzed, and used in all decision-making.
- Collaboration, courtesy, and cooperation are expected from everyone.
- Sound strategic and financial planning is practiced.

## **Organizational Values**

As Tucson Unified School District strives for excellence in planning, delivering educational programs, and decision-making processes, and behaviors will be guided by the following organizational values.

## **We Value**

- Classrooms as the core of successful education.
- Diversity through intercultural proficiency.
- Each student as an individual who will learn.
- Teamwork among students, parents, colleagues, and the community to achieve common goals.

## **Notice of Nondiscrimination**

Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans With Disabilities Act may be referred to Special Assistant for Compliance, 1010 East 10th Street, Tucson, Arizona 85717, (602) 882-2402, or to The Office for Civil Rights, U. S. Department of Education, 1244 Speer Boulevard, Denver, Colorado 80204.

## **TUCSON UNIFIED SCHOOL DISTRICT**

1010 E. 10th Street

Tucson AZ 85719

520-225-6000

### **GOVERNING BOARD**

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Dr. Mark Stegeman, *Clerk*

Adelita Grijalva

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### **TUSD LEADERSHIP**

Elizabeth Celania-Fagen, Ed.D., Superintendent

### **SAHUARO HIGH SCHOOL**

#### **ADMINISTRATION**

Sam Giangardella, Principal

Clarice Clash, Ph. D., Assistant Principal for Curriculum and Instruction

Joni Pabst, Assistant Principal for Activities and Athletics

### **SAHUARO HIGH SCHOOL**

#### **MISSION STATEMENT**

Believing that every child has the right to an education, Sahuaro High School is committed to providing an educationally sound environment, which is safe and well maintained. This environment is designed to motivate, teach, and encourage all students to attain the highest levels of academic proficiency, technological skill, mental and physical well-being, social adaptability, and awareness of diverse cultures in accordance with their abilities and interests.

In its counseling services and curriculum, Sahuaro High School recognizes its responsibility to, and interdependence with, the student body and the urban community it serves. Students are encouraged to develop self-directed learning skills and to take responsibility for their actions to become successful citizens of the twenty-first century.

**TUCSON UNIFIED SCHOOL DISTRICT**  
**SAHUARO HIGH SCHOOL**  
545 NORTH CAMINO SECO  
TUCSON, ARIZONA  
85710-3098

June, 2009

Dear Students and Parents:

I hope you find our Sahuaro High School Curriculum Guide to be both informative and useful in planning your future academic path. This is an opportunity for students and parents to work with teachers and counselors to build a plan of success for the future. I encourage our students to challenge themselves academically and to explore new opportunities available to them in our academic and elective courses.

This Guide is designed to help you plan for your high school graduation and beyond. It is very important that you make wise decisions regarding the content of your schedule. After reviewing the Curriculum Guide, you and your parents should carefully consider the direction of your studies. Review your short and long-term goals and plan your course schedule accordingly. Feel free to contact your student's counselor for advice and guidance. The registration process is a very important time because it allows students to plan, have input into, and contemplate their academic progress in school. You should take every advantage of these opportunities.

If you plan appropriately, you will be academically successful and have the ability to reach your goals for the future.

I wish you the best in the up and coming school year and hope that you will continue the tradition of Sahuaro High School: "An Excelling School". Best wishes on a successful "Cougar" experience.


Sincerely,

Sam Giangardella, Principal

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## GRADUATION REQUIREMENTS

|  |                                       |
|--|---------------------------------------|
| <br><b>GOVERNING BOARD POLICY</b> | POLICY TITLE: Graduation Requirements |
|  | POLICY CODE: IKF                      |
|  | LEAD DEPARTMENT: Academic Leadership  |

Graduation requirements for the Tucson Unified School District are to be completed during grades nine through twelve. Beginning September 1, 2004 each student may be granted a diploma when he or she has satisfied the following TUSD requirements.

### CREDIT REQUIREMENTS

| <b>Courses</b>                | <b>Graduating<br/>2009 - 2011</b> | <b>Graduating<br/>2012</b> | <b>Graduating<br/>2013</b> |
|-------------------------------|-----------------------------------|----------------------------|----------------------------|
| English                       | 4                                 | 4                          | 4                          |
| Mathematics                   | 3                                 | 3                          | 4                          |
| Science                       | 2                                 | 3                          | 3                          |
| Physical Education            | 1                                 | 1                          | 1                          |
| Health                        | .5                                | .5                         | .5                         |
| Social Studies                | 3                                 | 3                          | 3                          |
| Fine Arts or Career & Tech Ed | 1                                 | 1                          | 1                          |
| World Language                |                                   |                            |                            |
| Electives                     | 6.5                               | 6.5                        | 6.5                        |
| <b>Total</b>                  | <b>21</b>                         | <b>22</b>                  | <b>23</b>                  |

#### *Endorsements and Other School Embellishments*

Students have a variety of career goals and TUSD responds to these needs for student achievement by providing alternative school programs. Satisfactory completion of these programs is recognized through additional endorsements.

### OTHER METHODS OF EARNING CREDIT

By earning credits through correspondence courses that meet graduation requirements in accordance with A.A.C. R7-2-302.04 and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board and in accord with A.R.S. 15-701.01. Tucson Unified School district will accept credits earned for successful completion of a distance-learning course provided by a school or school district other than TUSD as long as determined requirements are met. See counselor for more information. Please refer to Board Policy IKG.

### AIMS TEST

Each student shall demonstrate proficiency/competency in the areas determined by the State Board of Education by achieving a passing score on established tests or meeting a combination of AIMS test and the eligibility criteria and requirements for AIMS Augmentation.

## EXCEPTIONS

Graduation requirements for students receiving special education and who have IEPs will be the same as that for students receiving regular education with the following exceptions:

- One-course substitution from any required academic area may be considered. The maximum number of course substitutions allowed is four.
- The alternative course that will serve as a substitution must contain comparable content material.
- Consideration for course waiver will be limited to the following:
  - Physical Education may be waived for students receiving special education who are physically, mentally, or emotionally unable to complete the requirements.
- The IEP will guide the AIMS test for graduation requirements. All exceptional education students must take the AIMS test or the alternative assessment to the AIMS.

*Students who are physically, mentally, or emotionally incapable of completing or benefiting from the course of study prescribed by the Arizona Board of Education and Tucson Unified School District will be provided an alternative course of study developed by the multi-disciplinary conference/individual education plan committee and will satisfy an individualized graduation plan. Such students would receive a diploma upon completion of their individualized graduation plan.*

## OTHER REQUIREMENTS

Four full years of attendance are required; however, a student may accelerate his/her educational program and graduate without four (4) complete years with the approval of the Principal or designee.

## TRANSFER STUDENTS

High School credits earned in other schools and presented by transfer students toward graduation at TUSD shall be evaluated for approval by the high school principal. The principal may make exceptions to the specific graduations requirements provided that:

- The student has done satisfactory work since the date of transfer;
- The student has been unable to meet the specific requirements due to conditions beyond his/her control; and
- The student would have graduated from the other school if he or she had not transferred.

All such exceptions to the established graduation requirements must be reported in writing to the superintendent. (See Board Policy IKF)

## GRADUATION EXERCISES PARTICIPATION

In order to participate in graduation exercises a student must have successfully completed TUSD's graduation requirements and have been enrolled in and successfully completed the last semester at the Tucson Unified School District high school where they are officially registered.

Adopted: May 11, 2004

Revision: January 18, 2005

Revision: August 9, 2005

**Legal Ref:** **A.R.S.** [15-203](#) Powers and Duties  
[15-341](#) General powers and duties; immunity; delegation.  
[15-701.01](#) High school; graduation; requirements  
[15-741](#). Assessment of pupils

**Cross Ref:** [IGD](#) - Curriculum Adoption  
[IGE](#) - Curriculum Guides and Course Outlines  
[IKA](#) - Grading/Assessment Systems  
JCABC – Admission of Transfer Students

### **ARIZONA'S INSTRUMENT TO MEASURE (AIMS)**

The AIMS HS (High School) is a criterion-referenced test with questions developed by Arizona educators and is based on the Arizona Academic Standards. It is an assessment of three content areas: Writing, Reading, and Mathematics. It is administered to all students in Grade 10 annually in the spring. It is again administered in the fall and spring of each year to students in Grades 11 or 12 who have not yet met (passed) or who have met but would like to exceed the standard in one or more content areas. Every student has **five** opportunities during his/her high school years to MEET or EXCEED the standard on AIMS HS.

Arizona public school students in the 9<sup>th</sup> grade are administered the TerraNova. The TerraNova is a national norm-referenced assessment created by CTB/McGraw-Hill covering language arts and mathematics.

### **AIMS FAQ**

#### **Does a high school student have to pass the AIMS HS tests in order to graduate?**

Yes. The law requires every public school district and charter school to test each enrolled child. Students graduating (receiving a diploma) on or after January 1, 2006 must pass each area of the AIMS HS (Writing, Reading and Mathematics) by achieving a score in the "meets" range in order to graduate from a public high school in Arizona.

#### **Do students with an IEP or 504 Plan have to pass the AIMS HS in order to graduate?**

According to current Arizona law, students with an IEP or 504 Plan must comply with the requirements of their IEP or 504 Plan. The IEP or 504 Plan will specify the requirement for the AIMS. Parents should discuss the content of their student's IEP or 504 Plan with the Special Education Department Chairperson or the 504 guidance counselors.

#### **Does Arizona have reciprocity with other states?**

Arizona law allows for passing scores from other states' high school standards-based exams that are equivalent to the Arizona AIMS HS test to be used in place of the AIMS. Students/parents must provide official documentation to the school of the child's score(s) from the other state. High school counselors and registrars have a list available of specific exams and states that are eligible for Arizona reciprocity.

#### **When will I receive my student's AIMS results? I cannot find my student's AIMS results. Who has a copy?**

AIMS results are sent to the student's school, and the school is responsible for their distribution. Information regarding the specific dates and methods of distribution of test score reports will be announced in school mailings. Your student's school maintains copies of AIMS and TerraNova results. Scores are also available on TUSD Stats. Please contact your student's counselor for a copy of the results or for parental access to TUSD Stats.

#### **My student was absent for the AIMS test. Can he/she make-up the AIMS test at a different time?**

Yes. Please check with counselor for dates and times.

### **How do I register for the Summer AIMS HS test?**

High school seniors who have met all graduation requirements with the exception of a passing score on one or more areas of the AIMS HS may be eligible to participate in the Arizona Department of Education Summer AIMS HS test administration. Students desiring to participate in this opportunity must contact their school guidance counselor or administrator for registration for the summer test.

### **What resources does Sahuaro High School offer to help support my student if he or she does not pass the AIMS?**

Sahuaro High School offers Plato Information and AIMS Math as well as tutoring sessions in the areas of Writing, Reading and Mathematics. All tutoring sessions will be announced in the school mailings and typically take place before the AIMS HS testing date. Course offerings include AIMS Math that is designed for juniors and seniors who have not yet "met" the Aims HS standards in Mathematics.

School counselors work individually with each student who has not met and or exceeded all of the AIMS HS standards for Writing, Reading and Mathematics. Each counselor works closely with individual students and their parents in designing a study program contract that outlines all support available to each student.

### **How can I obtain a personalized Study Guide form the Arizona Department of Education?**

Each high school student who has taken but not yet passed the AIMS tests can obtain a personalized Study Guide. It describes each particular student's scores in specific detail. It also provides basic instruction and some practice in reading, writing, and math.

Go to [www.yourstudyguide.com/arizona](http://www.yourstudyguide.com/arizona). Simply follow the prompts beginning with "Downloading Your Study Guide". You will need to have the following information on hand:

- Name of your school.
- Your zip code.
- AIMS scores for Reading, Writing and Mathematics.
- Scores for each strand (e.g. Reading Process, Number Sense, Data Analysis).

Your customized Study Guide will be created and available immediately for your use. To protect the confidentiality of your personal information, the customized study guide will not include your name. It will still be fully customized to address your strengths and needs, based on your individual scores.

### **If my student "exceeds" on every area of the AIMS HS is he/she eligible for the state school "Tuition Waiver"?**

While "exceeding" in every area of the AIMS HS is one requirement of the "Tuition Waiver" it is not the only requirement. Please contact your student's guidance counselor for further information and/or visit [www.ade.az.gov/asd/tuitionwaiver/](http://www.ade.az.gov/asd/tuitionwaiver/).

## **RESOURCES ON LINE**

Go to [www.ade.az.gov](http://www.ade.az.gov) and click on AIMS Information Center (under **Hot Topics** for additional resources for parents and students).

## **ACADEMIC PROGRAM**

Sahuaro High School provides a comprehensive, challenging educational program that will assist students to meet their goals. In addition, we offer extracurricular activities that will provide for future involvement in their lives. All students at Sahuaro are expected to enroll in six (6) classes each year. In an effort to provide all students with the opportunity to be prepared to enter a university upon graduation, it is strongly encouraged that *students plan a rigorous academic program, graduating with at least 24 credits*. This curriculum would include 4 years of English and math, 3 years of science, 3 years of social studies, 2 years of modern language, and one year of fine arts. These increased standards mirror requirements at our state colleges and universities that are also raising standards for admission.

With this in mind, Sahuaro High School hopes to involve students fully for four years and strongly encourages students to pursue a rigorous academic program. It is paramount that students plan their four-year curriculum in order to benefit from what each course has to offer. At the end of four years here at Sahuaro High School, we profess that we have educated the complete well rounded student.

The following four-year plan is designed **ONLY** to meet basic high school graduation requirements in Tucson Unified School District. College entrance requirements, job skill development, and special interests can be included within the framework in the elective areas.

### FOUR-YEAR COURSE OUTLINE

**2009 – 2011 = 21 credits**

| FRESHMAN YEAR    | SOPHOMORE YEAR         | JUNIOR YEAR      | SENIOR YEAR    |
|------------------|------------------------|------------------|----------------|
| Freshman English | Sophomore English      | Junior English   | Senior English |
| Math             | Math                   | Math             | (Math)         |
| Physical Ed      | World Hist./Geography  | American History | American Govt. |
| Science          | Science                | Science          | (Science)      |
| Elective         | *Health/PE or elective | Elective         | Elective       |
| Elective         | Elective               | Elective         | Elective       |

\*Can reverse semesters

**2012 = 22 credits**

| FRESHMAN YEAR    | SOPHOMORE YEAR         | JUNIOR YEAR      | SENIOR YEAR           |
|------------------|------------------------|------------------|-----------------------|
| Freshman English | Sophomore English      | Junior English   | Senior English        |
| Math             | Math                   | Math             | (Math)                |
| Physical Ed      | World Hist./Geography  | American History | Amer. Govt./Economics |
| Science          | Science                | Science          | (Science)             |
| Elective         | *Health/PE or elective | Elective         | Elective              |
| **Elective       | **Elective             | **Elective       | **Elective            |

\*Can reverse semesters.

### OVERVIEW OF THE SAHUARO HIGH SCHOOL HONORS/AP ACCELERATED PROGRAM

The Accelerated Program at Sahuaro High School includes two types of courses, Advanced Placement (AP) and Honors classes. The Gifted and Talented Education (GATE) for Freshman English is included in the Accelerated Program. Students and their parents who are considering entering the Accelerated Program at Sahuaro should consider their decision carefully. At each level, the accelerated class option is a fundamentally different course than its general counterpart. From the textbook (college-level in some cases), to the experience, to the expectations of student capabilities, accelerated courses are considerably more demanding. Descriptive phrases are listed here to help students and parents make the decision whether or not to enter the Accelerated Program at Sahuaro High School.

Accelerated Program 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 less teacher direction or repetition to master difficult material. Most of these classes have prerequisites and/or **require teacher recommendation** so please check each course description carefully before registration.

**Entry into Accelerated Program** classes is determined by prerequisites listed in this Course Description Book. Those include:

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

A typical honors student:

- Is an independent learner
- Is self-motivated
- Takes initiative in the learning process
- Needs little repetition for mastery of concepts
- Needs little direction
- Is willing to put in the work necessary to succeed
- Asks perceptive questions
- Is highly curious
- Tests well
- Is intense
- Enjoys learning
- Thrives on complexity
- Is keenly observant
- Reads well above grade level
- Has well-advanced math skills for math and science area courses

Honors courses:

- Offer little or no extra credit
- Emphasize results over effort
- Emphasize higher order thinking such as application, analysis, and synthesis over simple comprehension

Students will need to meet the rigorous demands of the courses and earn their grades. It is not the intent of Honors Program teachers to award students A's or B's. A student schedule will not be changed simply because his/her grades are lower than desired (see schedule changes). **Additionally, students need to understand that enrollment in Accelerated Program courses is a year-long commitment for Advance Placement classes.** Enrollment in an Honors class is a year-long commitment after the fifth week.

### **ADVANCED PLACEMENT (AP) COURSES**

Advanced Placement courses are 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.

- 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 test (**about \$84 for each test**) and provide their own transportation to the test site. 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 as to whether credit is given and if so, on the amount of credit available.

Some recent research indicates that students with high PSAT, ACT, and SAT scores will do well on the Advanced Placement exams. The research indicates that these higher scores are better predictors of AP exam success than a student's GPA.

## SUMMER SCHOOL

Summer School is intended to supplement the regular school program. The benefits include the continuation of learning, the opportunity to explore and to excel Summer School should be an alternative to repeating a course during the school year. Registration information for summer school is available in the counselor's office by early March.

## OFF CAMPUS COURSES

In certain instances it may be appropriate for a student to take a course through one of TUSD's alternative programs, Weekend AcademyPima Community College, or an on-line course. **All coursework taken outside of Sahuaro must have prior approval by a student's counselor and the Assistant Principal of Curriculum for a student to receive credit and to be counted toward a diploma from Sahuaro.**

Students are limited to one correspondence course in each subject area, with **a limit of four** during a student's four years in high school.

## PIMA COMMUNITY COLLEGE CLASSES

Sahuaro High School students have a unique opportunity to access the services of Pima Community College. Students can register to attend classes at Pima that are offered after school. Students can take classes that are offered in the traditional classroom setting, through the Pima course web classes or through cable television. Sahuaro High School is assigned to a Pima K12 Outreach Coordinator representative who visits our campus on a regular basis. The K12 Outreach Coordinator provides one-on-one advising and assistance to streamline Sahuaro seniors into Pima Community College.

The K12 outreach program for high school seniors provides priority access to PCC classes and services that are not available to new students.

## FOLLOW THE SIX STEPS TO SUCCESS

1. **Contact the K12 Outreach Coordinator. (Please see your counselor for this information.)**  
By talking to the Pima K12 Outreach Coordinator who visits Sahuaro on a regular basis, you can learn how to take advantage of this special program.
2. **Get Admitted**  
Visit or call the Pima K12 Outreach Coordinator to get an application for admission, or ask your high school counselor for one. You can also call 206-4500 to have one mailed to you.
3. **Get Assessed**  
Assessments are just a way to find out what level of educational development you have reached so Pima can help your progress from there. Assessments are usually offered at Sahuaro in February or March or you may take the assessments at the East Campus, Southeast Learning Center, or the Northeast Learning Center.
4. **Attend a General Advising Session**  
Only seniors who have previously been assessed through the K12 Outreach Program are eligible to attend the general advising sessions that take place in March and April at the high schools. Here you will learn how to interpret your assessment score, and how to prepare to attend an orientation session at East Campus.

5. **Attend an Orientation Session**

Students who participate in the general advising sessions will be invited to attend a New Student Orientation in April at East Campus. You will meet with an advisor who will help you choose your classes and build your schedule.

6. **Register for Classes**

Once you have completed your schedule you will be able to register for those classes before they are open to the general public. This is a special privilege reserved for high school seniors who participate in the K12 Outreach Program.

**CREDIT GUIDELINES**

**CLASS STANDINGS**

A student's class standing is determined by the total number of **credits earned** at the end of each school year. The class standings are as follows:

|           |  |
|-----------|--|
| Freshman  | 0 - 5 credits                                  |
| Sophomore | 5.25 - 10 credits                              |
| Junior    | 10 - 16 credits                                |
| Senior    | 16.25 until graduation with 21 or more credits |

**Credits are earned for successful completion of courses as follows:**

- 1.0 A unit of credit is granted for work completed in a subject that meets one period daily for the academic year.
- 0.5 One half unit of credit is granted for work completed in a subject that meets one period daily for one semester of the academic year.
- .25 One fourth unit of credit is granted for work completed in a subject that meets one period daily for one quarter of the academic year.

Note: A credit is equal to a Carnegie Unit. A Carnegie Unit is defined by the student's actual time of instruction in the classroom; therefore, as stated in TUSD Board Policy, a student may not earn credit if s/he has **10 - 14 absences, both excused and unexcused.**

**EXPLANATION OF GRADES**

**GRADE POINT AVERAGE**

A student's cumulative weighted grade point average (GPA) will be used to determine their official class ranking. For the purpose of determining the grade point average of students attending Sahuaro High School, the following scale is issued: A=4, B=3, C=2, D=1 and F=0.

- Advance Placement courses receive weighted grade point values. Weighted grade point values are possible because of higher expectations and greater rigor in the work requirement. The grade point values for these courses are: A=5, B=4, C=3, D=2 and F=0.

**VALEDICTORIAN/SALUTATORIAN**

**The valedictorian** is the student who ranks number one in his/her graduating class. The cumulative grade point average is calculated to the sixth decimal place. Calculations are figured on the day of graduation and include all high school semester grades and quarter grades where applicable.

**The salutatorian** is the student who ranks number two in his/her graduating class. The cumulative grade point average is calculated to the sixth decimal place. Calculations are figured on the day of graduation and include all high school semester grades and quarter grades where applicable.

### **GRADES WHEN REGISTERING AFTER THE 20<sup>TH</sup> DAY OF A SEMESTER**

If a student registers at Sahuaro High School after the 20<sup>th</sup> day of a semester and/or has not attended any school during the previous 20 school days, the student will receive **a NC (No Credit) report**. The student may have the opportunity to earn credit if missed work is made up to the specifications of the teachers. Students should check with the counseling office for options.

### **GRADES WHEN WITHDRAWING FROM SCHOOL/COURSES**

If a student withdraws from school to enter another school, the student will receive transfer grades earned at the date of withdrawal. If a student does not attend a course during the last 20 days of a semester, the student will receive the grade earned prior to the date of non-attendance minus credit for work not completed during the remainder of the semester.

### **GRADES WHEN TRANSFERRING INTO SAHUARO HIGH SCHOOL**

The grades earned in courses from an accredited secondary school will be averaged with the grades earned at Sahuaro High School. The grades earned in courses from a non-accredited secondary school will be evaluated by the school registrar's office prior to identifying grades accepted.

### **COURSES TAKEN A SECOND TIME**

When a 9<sup>th</sup> - 12<sup>th</sup> grade course is taken a second time, in the order consistent with the Sahuaro High School course sequence listed in this course guide, the credit and the higher grade earned will be listed on the official transcript and included in grade point average (GPA) calculations. The course in which the lower grade was earned will remain on the official transcript and state that it is a repeated (rep) but will not be included with GPA calculations.

### **GUIDANCE AND COUNSELING SERVICES**

Sahuaro High School Counseling and Guidance department recognizes its responsibility to, and interdependence with, the student body and the community it serves. Students are encouraged to develop self-directed learning skills and to take responsibility for their actions.

Counselors maintain a helping connection with their students through every phase of high school, from the beginning of the freshman year through graduation. Comprehensive Guidance Services provided include: academic planning based on college and career goals, exploration of career options, assistance with the college and financial aid application process, and personal/interpersonal counseling. Sahuaro High School Counselors follow the American School Counseling Model of education. Sahuaro High School also has a Career Center that offers information to support students with career exploration.

### **SAHUARO HIGH SCHOOL COUNSELORS**

| <b>Counselor</b>     | <b>Students</b> | <b>Phone Number</b> | <b>E-Mail address</b>     |
|----------------------|-----------------|---------------------|---------------------------|
| Mrs. Eileen Foster   | A-Ga            | 731-7324            | Eileen.Foster@tusd1.org   |
| Mrs. Beverly Elliott | Ge-O            | 731-7323            | Beverly.elliott@tusd1.org |
| TBA                  | P-Z             | 731-7318            | TBA                       |

## SAHUARO SENIOR BULLETIN

The **Sahuaro Senior Bulletin** is distributed by the counseling office on a regular basis from September through April and can be found in the counseling office, daily announcements, Senior English and American Government classrooms, and at our Sahuaro High School Web site – [www.sahuarohighschool.net](http://www.sahuarohighschool.net). and contains the following information:

- Upcoming events pertaining to seniors
- SAT/ACT dates
- College representative visits
- Newly listed scholarships

The **Sahuaro Senior Bulletin** will be available for parents/guardians on line at [www.sahuarohighschool.net](http://www.sahuarohighschool.net).

### ADMISSIONS TO COLLEGES AND UNIVERSITIES

#### COLLEGE ENTRANCE REQUIREMENTS FOR ARIZONA UNIVERSITIES

The Arizona board of Regents has adopted a new set of admission requirements for entrance to Arizona's three state universities (University of Arizona, Arizona State University and Northern Arizona University) effective Summer, 1998:

|   |                    |   |                  |
|---|--------------------|---|------------------|
| 4 | English            | 2 | Social Studies   |
| 4 | College Prep Math  | 2 | Foreign Language |
| 3 | Laboratory Science | 1 | Fine Arts        |

In the Math and Science areas, more credit is required to enter a state university than is required to complete high school. In addition, a year of Fine Arts (Vocational Education Credit cannot be used), and two years of the same Foreign Language are required.

- **These are standards that differ from the minimum TUSD graduation requirements.** Students considering attending a four-year in-state university should pay close attention to the requirements when making a four-year plan. Requirements for out-of-state university or colleges may differ. Please check with the college/university of your choice.

#### PLANNING FOR COLLEGE ADMISSION

The chart below will assist you to know what class courses you will need to plan to have completed to enter a four-year university upon your graduation from high school. Out of state and private colleges differ considerably with their entrance requirements. Interested students should consult with their counselor for more information about application deadlines and admissions testing. Some colleges may require SAT II tests in addition to ACT or SAT. Many colleges have firm deadlines. The student should check directly with the college that they are interested in attending.

Tucson Unified School District GOVERNING BOARD POLICY

| Curriculum Subject Areas for Graduation | TUSD Graduation Requirements 2009 - 2011 | TUSD Graduation Requirements 2012 | TUSD Graduation Requirements 2013 | Minimum Entrance Requirements for Universities in Arizona | Suggested for Selective College Admissions |
|---|--|-----------------------------------|-----------------------------------|---|--|
| English                                 | 4 credits                                | 4 credits                         | 4 credits                         | 4 credits   | 4 credits                                  |
| Mathematics                             | 3 credits                                | 3 credits                         | 4 credits                         | 4 credits   | 4-5 credits                                |
| Science                                 | 2 credits                                | 3 credits                         | 3 credits                         | 3 credits   | 4-6 credits                                |
| Social Studies                          | 3 credits                                | 3 credits                         | 3 credits                         | 2 credits   | 3 credits                                  |
| Physical Education                      | 1 credit                                 | 1 credit                          | 1 credit                          |   |  |
| Health                                  | .5 credit                                | .5 credit                         | .5 credit                         |   |  |
| Fine Arts or Career & Tech Ed.          | 1 credit                                 | 1 credit                          | 1 credit                          | 1 credit of Fine Arts                                     | 1 credit of Fine Arts                      |
| Computers/Tech                          |  |                                   |                                   |   | 1 credit                                   |
| World Language                          |  |                                   |                                   | 2 credits   | 3-5 credits                                |
| Other Classes                           | 6.50 credits                             | 6.5 credits                       | 6.5 credits                       |   |  |
| <b>Core Classes</b>                     |  |                                   |                                   | <b>16 Classes</b>   | <b>20-25 Classes</b>                       |
| <b>Total Credits</b>                    | 21                                       | 22                                | 23                                | <b>24-26</b>  | <b>25-30</b>                               |

**Arizona State University, Northern Arizona University and University of Arizona Aptitude Requirements**

|                     |             | Composite Score |     |           |      | HIGH SCHOOL                       |
|---------------------|-------------|-----------------|-----|-----------|------|-----------------------------------|
|                     | CLASS RANK  |                 | ACT |           | SAT  | GPA (4.00 = A)                    |
| <b>AZ RESIDENTS</b> | Top quarter | <i>or</i>       | 22  | <i>or</i> | 1040 | <i>or</i> 3.00 in 16 Core Classes |

**NCAA ELIGIBILITY REQUIREMENTS**

**NCAA FRESHMAN – ELIGIBILITY STANDARDS QUICK REFERENCE SHEET**

The NCAA initial-eligibility rules have changed.

For students entering any Division I college or university on or after August 1, 2008, your NCAA initial eligibility will be evaluated under the 16 core-course rule as described on-line and below.

- **CHANGES:** the Division I initial-eligibility index can be found at the NCAA website.
  - IF YOU HAVE QUESTIONS ABOUT NCAA ELIGIBILITY, PLEASE CALL THE NCAA INITIAL-ELIGIBILITY CLEARINGHOUSE TOLL-FREE AT 877/262-1492. YOU MAY ALSO CALL THE NCAA AT 317/917-6222
  - For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org). Click on "Student athletes and Parents" in the "Custom Home Pages" section. You may also visit the clearinghouse Web site at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
  - The 16 core-course rule **INCREASES** the number of core courses from 14 to **16** for Division I only. Students must complete **three** years of mathematics (Algebra I or higher), and **four** years of additional core courses. The additional core course may be taken in any area: English, mathematics, natural/physical science, social science, foreign language or nondoctrinal religion/philosophy. The breakdown of the requirements are listed below.

The breakdown of the requirements is listed below:

| <b>DIVISION I<br/>16 CORE-COURSE RULE</b>  | <b>DIVISION II</b>   |
|--|--|
| <b>16 Core Courses:</b>  | <b>14 Core Courses:</b>  |
| 4 years of English   | 3 years of English   |
| <b>3</b> years of mathematics<br>(Algebra I or higher)   | 2 years of mathematics<br>(Algebra I or higher)  |
| 2 years of natural/physical<br>science (1 year of lab if offered<br>by high school)  | 2 years of natural/physical<br>science (1 year of lab if offered<br>by high school)  |
| 1 year of additional English,<br>mathematics or<br>natural/physical science  | 2 years of additional English,<br>mathematics or<br>natural/physical science   |
| 2 years of social science  | 2 years of social science  |
| <b>4</b> years of additional courses<br>(from any area above, foreign<br>language or non-doctrinal<br>religion/ philosophy). | <b>3</b> years of additional courses<br>(from any area above, foreign<br>language or non-doctrinal<br>religion/ philosophy). |

**PLEASE NOTE:**

**Computer-science** courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school's list of NCAA-approved core courses.

**OTHER IMPORTANT INFORMATION**

• In Division II, there is no sliding scale. The minimum core grade point average is 2.000. The minimum SAT score is 820 (Verbal and Math sections only) and the minimum ACT sum score is 68.

• The SAT combined score is based on the Verbal and Math sections only. The new writing section will not be used.

**COLLEGE BOARD TEST DATES 2009-2010**

**SAT PROGRAM TEST**

<http://www.collegeboard.com/>

Saturday Administration

| <b>2009-10 Test Dates</b> | <b>Test</b>        | <b>Registration Deadlines</b>  |   |
|---------------------------|--------------------|--|---|
|                           |                    | <b>U.S Regular</b>   | <b>U.S. Late</b>  |
| October 10                | SAT I and SAT II   | Deadline is 5 weeks before test date. Please check with your counselor or visit <a href="http://www.collegeboard.com">www.collegeboard.com</a> for actual deadline date. | Deadline is 3 <sup>1/2</sup> weeks before test date. Please check with your counselor or visit <a href="http://www.collegeboard.com">www.collegeboard.com</a> for actual deadline date. |
| November 7                | SAT I and SAT II   |  |   |
| December 5                | SAT I and SAT II   |  |   |
| January 23                | SAT I and SAT II   |  |   |
| March 6                   | SAT Reasoning only |  |   |
| May 1                     | SAT I and SAT II   |  |   |
| June 5                    | SAT I and SAT II   |  |   |

- Mailed registration materials **must be postmarked** by the U.S. deadlines.
- The Language Tests with Listening are offered in November only.

## ACT TEST DATES 2009-2010

Please visit: <http://www.act.org/> for more detailed information

| Test Date          | Registration Deadline  | Late Fee Required   |
|--------------------|--|---|
| October 24, 2009   | Deadline is 5 weeks before test date. Please check with your counselor or visit <a href="http://www.act.org">www.act.org</a> for actual deadline date. | Deadline is 3 <sup>1/2</sup> weeks before test date. Please check with your counselor or visit <a href="http://www.act.org">www.act.org</a> for actual deadline date. |
| December 12, 2009  |  |   |
| February 6, 2010** |  |   |
| April 10, 2010     |  |   |
| June 12, 2010      |  |   |
|                    | Saturday administration  |   |

You will not be able to register for the ACT 2009–2010 test dates until mid-July 2009.

## AP EXAM TEST DATES

Please visit: <http://apcentral.collegeboard.com/> for more detailed information.

## PSAT/NMSQT TEST DATES

|                  |  |
|------------------|--|
| October 14, 2009 | Wednesday - 2009 PSAT/NMSQT administration |
| October 17, 2009 | Saturday - 2009 PSAT/NMSQT administration  |
| October 13, 2010 | Wednesday - 2010 PSAT/NMSQT administration |
| October 16, 2010 | Saturday - 2010 PSAT/NMSQT administration  |

Students will need to go on line and register, pay, and select a site for SAT and ACT test. The PSAT is generally given at the school on either Wednesday or Saturday. Please see your counselor for more information.

## SCHEDULING INFORMATION

All students who attend Sahuaro High School will be enrolled for 6 classes. Students wishing to enroll in less than 6 classes must meet the criteria as stated in Board Policy IKF.

All students with less than full schedules will need to exit the school campus at the end of their last class! Students who are granted permission to enroll in fewer than six classes must compress their schedules so that all of their classes meet consecutively. **Students may not have an open period in the middle of the day.**

## **DROP – ADD**

Students who wish to change their schedules must do so at times determined by the Sahuaro High School administration staff. The times are as follows:

- During registration in July & August, changes made are because of summer school credits earned, an incomplete schedule or a reschedule of classes that were failed the previous year.
- Second semester course changes must be made before the semester ends in December.
- First 10 days of the school year, classes may be changed upon availability.
- First 10 days of second semester, class changes can be made based upon grades received from the first semester.

All schedule changes require parent permission and teacher input. A student must continue to attend his/her scheduled classes until the counselor and the registrar have processed the new schedule.

## **LEVELING OF CLASSES**

Sahuaro High School administration has the right to change students' schedules in order to better balance class sizes (consensus agreement), create a safer environment, or for other reasons that improve the education of the individual student and/or educational climate of the whole school. During leveling of classes, parents will be notified by their student's counselor.

## **PRE-REGISTRATION**

During spring pre-registration students have choices in selecting their courses for the following year. Parents and students need to understand, however, that there remain some limitations such as:

- Some classes may not be offered as a result of insufficient enrollment.
- Some classes may be cancelled due to programmatic needs.
- There will always be schedule conflicts where classes will be offered only once or twice in the six period day.
- When students do not receive their requested courses, their alternate choices will be used as a guide. The Sahuaro administration reserves the right to use the alternate choices when necessary.

## **AFTER PRE-REGISTRATION**

After student schedules have been completed, **there becomes an increasing limitation for schedule changes primarily because most classes will be full.** Students will not be added to classes that are considered full. Students new to Sahuaro High School will be added to required classes, but elective classes may be limited.

## **SAHUARO HIGH SCHOOL SCHEDULE PROBLEM SOLVING PROCESS**

It is expected that students and parents will contact and work **with the teacher** and Sahuaro High School counselors when encountering difficulties. **It is not an acceptable practice for students and/or parents to request a schedule change first.** It is a rare occasion when a schedule change is completed after the first ten days, and is only considered when it is determined that:

- The student is making a sincere effort to do the work in the class.
- The student is regularly making contact with the teacher in the classroom and during Conference Periods in order to ask questions and seek support.
- The student and parents have worked with the teacher to understand the scope and the nature of the problems causing the difficulties.
- The student and parents have consulted with the counselor, so that the counselor can offer general support and can talk to the teacher with the student.

If it is agreed upon that there has been consistent effort by and communication between the student, parents, teacher, counselor, and there has not been improvement, then it may be necessary for the administrator to approve a schedule change.

## SAHUARO HIGH SCHOOL COURSE OFFERINGS 2009 - 2010

### CAREER/TECHNICAL EDUCATION/JTED

Automotive Technology: 1, 2, 3, 4, 5, 6, 7, 8

Business & Computer Technology

Computer Networking 1, 2, 3, 4

Cooperative Business Experience (CBE)

PC Management/Maintenance (A+) 1, 2

PC Management/Maintenance Server 3, 4

Publications 1, 2 (Yearbook)

Technology Applications for Business 1, 2, 3, 4, 5, 6,

Family and Consumer Sciences

Culinary Arts 1, 2, 3, 4, 5, 6

Early Childhood Professions 1, 2, 3, 4

Sports Medicine 1, 2, 3, 4

Graphic Communications

Photo Imaging 1, 2, 3, 4

Media Technology

Electronic Journalism 1, 2, 3, 4, 5, 6

### ENGLISH

Advanced Placement: Composition, Literature

Creative Writing

ESL- Beginning/Intermediate, Advanced

Freshman English

Freshman G.A.T.E English

Junior English

Multicultural Literature

Senior English

Shakespeare

Sophomore English

Sophomore Honors English

### EXCEPTIONAL EDUCATION

Academic Core

Adaptive AIMS Math

Adaptive Algebra

Adaptive English

Adaptive Geometry

Adaptive History: American, World

Adaptive Physical Education

Adaptive Science

American Problems

Basic Skills

Everyday Living Skills

General Art

Home Economics

On The Job Training

Work Adjustment

### FINE ARTS

Art

2D: Beginning, Advanced

3D: Beginning (Sculpture)

Advanced Sculpture

Intermediate Art/2D and 3D

Crafts

Dance: Beginning, Intermediate, Advanced

Music – Instrumental, Pop Music

Band: Jazz, Marching, Symphonic. Freshman Symphonic

Beginning Instrumental Music

Color Guard

Orchestra: Concert, Symphonic

Percussion Class

Wind Ensemble

Music – Vocal

Beginning Music (How Popular Musicians Learn)

Choir: Advanced Vocal Ensemble (Sahuaro Singers), Concert

Chorus: Advanced Girls (Choraliers), Boys, Girls

Theatre Arts: Beginning, Intermediate, Advanced Block

Introduction to Directing (Second Semester Only)

### LIBRARY MEDIA CENTER

Library Practice

### MATH

AIMS Math 1, 2

Algebra 1, 2

AP Calculus A/B 1, 2

College Algebra 1, 2

Geometry 1, 2, & Honors Geometry 1, 2

Into to Intermediate Algebra 1, 2

Intermediate Algebra 1, 2, & Honors Intermediate Algebra 1, 2

Pre-Calculus 1, 2, & Honors Pre-Calculus, 1, 2

### MISCELLANEOUS

Aide: Department, Office & Student Service-Learning

### MODERN LANGUAGES

French: 1, 2, 3, 4, 5, 6

Spanish: 1, 2, 3, 4, 5, 6, 7, 8

Chinese 1, 2, 3, 4

### PHYSICAL EDUCATION

Behind the Wheel/Drivers Education

Health

Physical Education

### SCIENCE

Advanced Placement Chemistry & Advanced Placement Psychology

Biology, AP biology

Chemistry

Earth Science

Honors Chemistry & Honors Earth Science

Marine Biology (Marine Science)

Physics

### SOCIAL STUDIES

Advanced Placement: Government and Politics & AP U.S. History

American Government

History: United States & American – A People's History of the U.S.

World History/Geography & Honors World History/Geography

Student Government (Student Council - Elective Credit Only)

## CAREER AND TECHNICAL EDUCATION/JTED

### AUTOMOTIVE TECHNOLOGY

#### **AUTOMOTIVE TECHNOLOGY 1, 2      9 - 12**

Students will be introduced to different aspects of Automotive Technology. The course is designed to expose students to basic information needed for car owners, do-it yourself mechanics as well as those who desire to enter into the automotive industry. The course will cover the basics of auto maintenance such as fluid inspections, tire maintenance, and cooling system service, engine design, fuel and electrical systems, suspension and brake systems. Safe use of power and hand tools will be emphasized. Completion of this course with a grade average of an A or B for the entire year may qualify the student for Pima Community College credit for the AUT-101 Automotive course.

**\*Lab fee may be required.**

#### **AUTOMOTIVE TECHNOLOGY 3, 4      10 - 12**

**Prerequisite: Automotive Technology 1, 2 with a grade of C or better. Admission: by teacher permission only.**

Students continue completing standards in the Automotive Technologies program designed to prepare individuals for jobs in maintenance and mechanical repair. Standards are aligned with industry NATEF and ASE. Basic service skills in the required four study areas; steering and suspension, brakes, electrical, and engine performance. Students will be expected to complete the repair tasks as defined by NATEF, the educational branch of the National Institute of Automotive Excellence (ASE) and will be encouraged to take the national certification tests required of automotive technicians. A grade average of an A or a B for the entire year may qualify the student for Pima Community College credit for the AUT\_105 Automotive course.

**\*Lab fee may be required.**

#### **AUTOMOTIVE TECHNOLOGY 5, 6      11-12**

**Prerequisite: Automotive Technology 3, 4 with a grade C or better. Admission: by teacher permission only.**

Students complete standards in the Automotive Technologies program designed to prepare individuals for jobs in maintenance and mechanical repair. Standards are aligned with industry NATEF

and ASE. This course will build on the knowledge gained from Automotive Technology 1, 2.

**\*Lab fee may be required.**

#### **AUTOMOTIVE TECHNOLOGY 7, 8      12**

**Prerequisite: Automotive Technology 5, 6 with a grade of C or better. Admission: by teacher permission only.**

Students complete standards in the Automotive Technologies program designed to prepare individuals for jobs in maintenance and mechanical repair. Standards are aligned with industry NATEF and ASE. This advanced course is designed to be an independent study course to enhance the student's knowledge in the automotive field.

**\*Lab fee may be required.**

### BUSINESS & COMPUTER TECHNOLOGY

#### **PUBLICATIONS 1, 2 (Yearbook)      9 - 12**

**Prerequisite: Application for admission and teacher approval.**

Students develop the skills necessary to design and produce Sahuaro's yearbook. Students will be introduced to the standards and technical operations necessary for successful business operations. This class uses Sahuaro's Yearbook Mac Lab to record and put together the year's events. Computer skills are helpful but not required. Students must be able to work well with others to meet **ALL** deadlines. Students will gain skills in communication, leadership, time management, project management, problem solving, writing, digital photography and desktop publishing to name a few. Students may take additional years with teacher's permission.

**\*Lab fee may be required.**

#### **TECHNOLOGY APPLICATIONS FOR**

#### **BUSINESS 1, 2      9 - 12**

Students will begin to produce data and materials used in the business world. Students will be introduced to the standards and technical operations necessary for successful business operations. Students will identify career choices and build an electronic working portfolio to use when applying for jobs. They will learn about the market place and personal finance through the use of Virtual Retailing and Hands on Banking software and operation of a school store. Participation in DECA, the association of marketing, management and entrepreneurship, will complete this well rounded program.

**TECHNOLOGY APPLICATIONS FOR BUSINESS 3, 4 10 - 12**

**Prerequisite:** Technology Applications 1, 2 and teacher permission.

Students will continue to produce data and materials used in the business world. Students will be introduced to the standards and technical operations necessary for successful business operations. Students will be provided a variety of advanced experiences dealing with not only Microsoft software, but management, communications (written & verbal), ethics and entrepreneurship. Students will expand their marketing knowledge and skills through the use of Virtual Sports & Entrepreneurship software. Students will operate and manage the school store which will include ordering, scheduling, inventory, marketing products and finance. A more active role in DECA will complete this more advanced program. This class is recommended for acceptance into the senior Cooperative Business Experience class.

**TECHNOLOGY APPLICATIONS 5, 6 E - COMMERCE 11 - 12**

**Prerequisite:** Successful completion of Technology Applications 1, 2.

Students will complete the standards necessary to produce data and materials used in the business world. Students will complete the standards and technical operations necessary for successful business operations. This course will introduce the students to the world of web design. Students will learn how to design, create and maintain websites. Students will learn all the different steps in creating a web site infrastructure. Practical application will take place as these students manage, create and upload the Sahuaro High School web page. Photoshop, MacroMedia, Dreamweaver and Flash will be utilized. Students who successfully complete this course may earn Pima Community College credit.

**TECHNOLOGY APPLICATIONS – ENTREPRENEURSHIP 9**

This class, developed for freshman with limited technological backgrounds, will introduce the students to business and computer skills essential for success as they progress through high school. Students will be introduced to basic Microsoft Office programs as well as continue to develop their keyboarding skills. They will learn the basics of business planning, concepts and

communications. Students will begin to build their skills and understanding of personal finance through the use of Virtual Personal Financing software. They will explore careers in the field of Business Management.

**PC MANAGEMENT/MAINTENANCE (A+) 1, 2 9 - 12**

This course begins to prepare students to apply technical knowledge and skill in PC hardware and software addressing the standards in this program. Students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. An introduction to networking is included. This course helps students prepare for CompTIA's A+ certification. Students may have the possibility of earning Pima Community College credits if student received a grade of B or better.

**PC MANAGEMENT/MAINTENANCE SERVER 3, 4 10 - 12**

**Prerequisite:** PC Management 1, 2

This course prepares students to apply technical knowledge and skill in PC hardware and software addressing the standards in this program. Characteristics of the Linus and Windows network operating systems will be discussed. Upon successful completion of this course, the student will receive a Certificate of Completion for IT Essentials II: Network Operating Systems. This course helps students prepare for CompTI's Server+ certification. Students may have the possibility of earning Pima Community College credits if student received a grade of B or better.

**COMPUTER NETWORKING 1, 2 10 - 12**

This course begins to prepare students to apply technical knowledge and skills to install, configure and troubleshoot network systems addressing the standards in this program. Students may have the possibility of earning Pima Community College credits if student received a grade of B or better.

**COMPUTER NETWORKING 3, 4 12**

**Prerequisite:** Computer Networking 1, 2

This course prepares students to apply technical knowledge and skills to install, configure and troubleshoot network systems addressing the standards in this program. This course will help students prepare for the Cisco Certified Network Association exam. Students may have the

possibility of earning Pima Community College credits if student received a grade of B or better.

**COOPERATIVE BUSINESS EXPERIENCE (CBE) 12**

**Prerequisite:** Computer keyboarding proficiency and excellent attendance is required. Admission: by teacher permission only.

This course uses the cooperative education methodology to combine school based and supervised work. The teacher assists placing students in areas such as insurance, medical and healthcare, law, banking, computer, and other service-related fields. Students are paid by the employer and receive two elective credits (one for the related class and one for the work experience). Students must provide their own transportation. Job-searching skills and career research are emphasized. Students will belong to two clubs: CBE Club and DECA.

**\*Activity fee may be required.**

**CONSTRUCTION TECHNOLOGY**

**CONSTRUCTION TECHNOLOGY 1, 2 9 - 12**

Students begin completing standards in the Construction Technologies program designed to prepare students for careers in the Construction Industries. Standards are aligned with the National Center for Construction Education & Research (NCCER). This is the first year of a three year sequential Career and Technical Education (CTE/JTED) course designed for the student serious about exploring possible careers in Construction This course is no longer the "traditional woodshop course". This course lays the foundation for an intensive three year study of construction technology. Safety testing will be required before students use power equipment. Students are responsible for their own safety equipment. Students who successfully complete this class may earn Pima College credit.

**\*Lab fee may be required.**

**CONSTRUCTION TECHNOLOGY 3, 4 10 - 12**

**Prerequisite:** Construction Technology 1, 2  
Students continue completing standards in the construction Technologies program designed to prepare students for careers in the construction industries. Standards are aligned with the National Center for Construction Education & Research (NCCER). This second year course will

expand on skills learned in 1<sup>st</sup> year construction. Incorporation of SkillsUSA is included. Safety testing will be required before students use power equipment. Students are responsible for their own safety equipment. Students who successfully complete this class may earn Pima College credit. Projects benefiting the school and community will be emphasized.

**\*Lab fee may be required.**

**CONSTRUCTION TECHNOLOGY 5, 6 11 -12**

**Prerequisite:** Construction Technology 3, 4  
Students continue completing standards in the construction Technologies program designed to prepare students for careers in the construction Industries. Standards are aligned with the National Center for Construction Education & Research (NCCER). Students will continue to expand and complete an intensive three year program in Construction. Students who successfully complete this class may earn Pima College credit.

**\*Lab fee may be required.**

**FAMILY AND CONSUMER SCIENCES**

**EARLY CHILDHOOD PROFESSIONS 1, 2 9 - 12**

Students begin completing the standards of the Early Childhood Education program that prepares them to understand the physical, mental and social growth of children for occupations in early childhood education. Topics addressed include human growth and development, brain research, healthy family interactions, early personality formation, society influences on behavior, child abuse prevention, and activities to encourage motor skills, self esteem and intellectual development. Students have the opportunity to observe and work with elementary and preschool age children. Students enrolled in this class participate in Family, Career, Community Leaders of America (FCCLA) service projects and state competitions. Sahuaro students who earn A or B grades for both semesters may earn Pima College credit.

**EARLY CHILDHOOD PROFESSIONS 3, 4 10 - 12**

**Prerequisite:** Early Childhood Prof. 1, 2  
Students complete the standards of the Early Childhood Education program by focusing on the physical, emotional, social and intellectual

development of young children and by using this knowledge to prepare for Early Childhood Education careers. The students will have the opportunity to create learning activities for children and work in a preschool setting to apply principles of child development, early social interaction, and childhood safety. This class offers participation in FCCLA (Family, Career, Community Leaders of America), service projects, competitions, guest speakers, and job shadowing.

**CULINARY ARTS 1, 2** **9 - 12**  
**Before enrolling in this class, please contact the instructor or your counselor for class availability.**

Students begin completing standards in the Culinary Arts program designed to prepare students to apply technical knowledge and skills required for food production and service careers in institutional and commercial food establishments. Students will explore food selection and human nutrition along with basic cooking and baking techniques. Service projects, competitions, and leadership opportunities will be available through the Family, Career, Community Leaders of America (FCCLA) organization. Students who complete this course with an A or B grade may earn Pima College credit through dual enrollment or articulated credit.

**CULINARY ARTS 3, 4** **10 - 12**  
**Prerequisite: Culinary Arts 1, 2 and permission from the instructor.**

Students continue completing standards in the Culinary Arts program designed to prepare students to apply technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. The students will develop skills in making foods appealing through artistic arrangements, cake decorating, and catering. In addition, the class provides the students with a view of the business world and food industry with field trips, competitions, scholarship opportunities, and guest speakers. Students who complete this course with A or B grades for both semesters will be eligible to receive Pima College credit through dual enrollment or articulated credit.

**CULINARY ARTS 5, 6** **11 - 12**  
**Prerequisite: Culinary Arts 3, 4 and instructor permission.**

Students continue completing standards in the Culinary Arts program designed to prepare students to apply technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. Culinary Arts 5, 6 is designed for students who are planning careers in the Food and Hospitality industry and have completed four semesters of Culinary Arts. Students will participate in culinary job shadowing followed by an internship or employment arrangement with a local food service, restaurant or resort.

**SPORTS MEDICINE 1, 2** **10 - 12**

Sport Med/Athletic introduces students to the field of sports medicine as well as the different professionals working in the sports medicine field. Student will learn about athletic injuries as well as pertinent anatomy of the human body. This two-semester course will teach students basic human anatomy, emergency care, basic CPR, injury prevention, recognition, and treatment, and various taping and wrapping skills. This course also covers legal issues associated with sports, nutrition for the athlete, nutritional supplement topics, and possible career settings associated with the health care field.

**\*Lab fee may be required.**

**SPORTS MEDICINE 3, 4** **11 - 12**

**Prerequisite: Sports Medicine 1, 2**

This course is a continuation of the Sport Medicine program providing a more in depth exposure to students to the field of sports medicine. Experience working in the athletic training room is a requirement as well as completion of the standards for this program. Sports Medicine 3, 4 is a continuation of Sports Medicine 1, 2 with an emphasis on injury recognition, evaluation, and rehabilitation. Hands-on participation in taping and rehabilitation labs is required.

**\*Lab fee may be required.**

**GRAPHIC COMMUNICATIONS**

**PHOTO IMAGING 1, 2** **9 - 12**

Students begin completing standards in this option of the Graphic Communications program designed to prepare the individual to apply technical knowledge and skills in commercial photography. This class introduces students to the basics of photography, such as cameras, exposures, lenses, picture taking, film developing, and printing.



**Required reading (minimum):**

- The Odyssey
- Romeo and Juliet
- The House on Mango Street

**SOPHOMORE ENGLISH 10**

This course emphasizes effective written communication to include compare/contrast, literary analysis, research and persuasion. Students continue to improve sentence and paragraph skills by producing at least one full-length essay per quarter.

**Homework:** 2 - 4 hours per week: vocabulary study, outside reading, and writing assignments.

**Required reading (minimum):**

- To Kill A Mockingbird
- Animal Farm
- Macbeth

**JUNIOR ENGLISH 11**

This course emphasizes effective written communication to include a resumé, literary analysis essays, and a research paper complete with parenthetical documentation and a works cited page. Contemporary and minority authors will also be included. Advanced work in the areas of mechanics, usage and vocabulary continues.

**Homework:** 2 - 4 hours per week: vocabulary study, outside reading, writing assignments, and research.

**Required reading (minimum):**

- The Crucible
- The Great Gatsby
- The Adventures of Huckleberry Finn

**SENIOR ENGLISH 12**

This course emphasizes written communication in a resumé, at least two literary analysis papers, and a full-length research paper with parenthetical documentation and a works cited page. To help students prepare for college, test-taking skills for college entrance exams are taught. Advanced work in the areas of sentence development, mechanics, usage and vocabulary continues.

**Homework:** 2 - 4 hours per week: vocabulary study, outside reading, writing assignments, and research.

**Required reading (minimum):**

- Hamlet
- 1984
- Beowulf

**FRESHMAN GIFTED AND TALENTED EDUCATION (G.A.T.E.) ENGLISH**

**Prerequisite:** It is recommended that students have a cumulative G.P.A. of at least 3.5 and recommendation from the eighth grade English teacher.

The content and study required in this class is more concentrated and rigorous than that of Freshman English. Therefore, students who choose this course should show a willingness to spend at least 30-60 minutes per day actively reading assigned material, should exceed their current grade-level writing expectations, should be independent workers with a strong work ethic, and should show evidence of higher-level critical thinking skills. The course emphasizes effective written communication to include paragraph and essay development in narration, literary analysis, and persuasion using the Jane Schaffer model. Writing skills are enhanced through a study of grammar and sentence patterns, and the AIMS Six Traits Rubric. The reading list looks at the development of Western Civilization, with The Odyssey from Ancient Greece, Julius Caesar from Ancient Rome, The Canterbury Tales and The Once and Future King from the Middle Ages, and Romeo and Juliet from the Renaissance. Literary elements, vocabulary and conventions are emphasized.

**Homework:** 3 - 5 hours per week: vocabulary study, outside reading, writing assignments, research, and project assignments.

**SOPHOMORE HONORS ENGLISH**

**Prerequisite:** Grade of B or higher in Freshman G.A.T.E. English, or A in Freshman English, AND a teacher recommendation.

The content and study required in this class is more concentrated and rigorous than that of Sophomore English. Therefore, students who choose this course should show a willingness to spend at least 30-60 minutes per day actively reading assigned material, should exceed their current grade-level writing expectations, should be independent workers with a strong work ethic, and should show evidence of higher-level critical thinking skills. This course emphasizes effective written communication to include compare/contrast, extensive literary analysis, research and effective persuasion. Students continue to improve sentence and paragraph skills by producing at least two full-length essays per quarter. Short selections, poetry, Animal Farm, To

Kill a Mockingbird and Macbeth compose the core reading list, with multi-cultural options filling out the year. Literary elements, the AIMS Six Traits Rubric, vocabulary, and conventions are emphasized. The AIMS reading and writing tests evaluate student progress.

**Homework:** 4 - 5 hours per week: vocabulary study, outside reading, writing assignments, and research projects.

### **CREATIVE WRITING 11 – 12**

**Prerequisite:** Freshman and Sophomore English.

Students will have the opportunity to explore the field of creative writing. Class time will be comprised of reading and writing poetry, novellas, short stories, journals, memoirs, plays, and other creative works. Projects may be tailored to suit the interests and skills of each student. In this writing course, students will complete an artist's portfolio, which will include a variety of creative writings. The writing process of pre-writing, researching, drafting, peer-editing, and teacher conferencing will play a vital role in the improvement of student work. Students will also be expected to reflect on their own writing and to provide feedback to others. All students are expected to share and read aloud their writings on a regular basis. Literary terms, grammar, and mechanics will be used as tools to help students improve their own writing. Students will be expected to think creatively, be original, and show enthusiasm for the work they produce. In addition to the state standards, this course emphasizes the writing process. Students are expected to write expressively and persuasively. Students also read *The Color of Water* and *The Women of Brewster Place*.

**Homework:** 3 - 5 hours per week. Amount of time spent developing and rewriting creative works will directly affect quality of work and grade received.

### **ADVANCED PLACEMENT COMPOSITION 11**

**Prerequisite:** Teacher recommendation AND grade of A in Sophomore English, or B in Sophomore Honors English AND an adequate application. GPA 3.5 or better.

Students write in a variety of forms: narrative, exploratory, expository, and argumentative. Students will also write on a variety of subjects ranging from personal experiences to public policies, and imaginative literature to popular

culture. The overarching purpose of the course is to enable students to write effectively for both academic and professional purposes. Although classic works of American literature will be read, the primary focus of the course is on composition.

***Students are expected to take the advanced placement exam at the conclusion of the course.***

**Homework:** 6 - 8 hours per week.

### **ADVANCED PLACEMENT LITERATURE 12**

**Prerequisite:** Teacher recommendation AND grade of A in Junior English, or B in Junior Honors English or AP Composition AND an adequate entrance essay. GPA 3.5

Selections from the classic works of World and British literature will comprise the reading material for this class for the college bound senior. Written work is substantial, along with a required research paper. ***Students are expected to take the advanced placement exam at the conclusion of the course.***

**Homework:** 6 - 9 hours per week.

### **SHAKESPEARE 11 – 12**

**Prerequisite:** Successful completion of Sophomore English.

Emphasis is on the plays of William Shakespeare. Students are expected to read, discuss, analyze, and perform the plays; daily journal writing is required.

**Homework:** 2 - 4 hours per week preparing for performances, preparing analysis notebooks, and journal writing.

### **MULTICULTURAL LITERATURE 11 – 12**

**Prerequisite:** Successful completion of Sophomore English 3 - 4 and passing score on AIMS reading and writing section.

This intermediate level course covers a very wide range of literature of various cultures and people that comprise America and the global community of yesterday and today. The literary selections read will include the genres of poetry, drama, essays, short stories, novels, biographies, and autobiographies. The course will emphasize the theme of unity through understanding diversity to develop a greater appreciation for all types of literature as a record of human experience. This will be accomplished through reading, discussing and analyzing, researching, writing, speaking, creating artwork and sampling cultural cuisine. An emphasis on creative oral and written responses

to the literature will be required, as well as argumentative writing and speaking on related multicultural issues. Students in this course are guided by the standard 11<sup>th</sup> grade curriculum; however, the reading and discussion selections reflect the diversity of a variety of cultures.

**Homework:** 6 - 9 hours per week for reading and projects.

### **HIGH SCHOOL GRADUATION ONLY**

#### **ENGLISH AS A SECOND LANGUAGE (ESL) 9 - 12**

##### **Beginning / Intermediate Course**

This course is designed to improve English skills for those who have a language other than English as their primary mode of communication.

##### **Advanced Course 9 - 12**

Continued development in reading and writing the English language beyond the most basic skills.

### **ELECTIVE CREDIT ONLY**

#### **BEGINNING JOURNALISM 9 - 12**

This is a year-long course that introduces students to the field of journalism. Students will learn everything from the purpose of journalism, to how to produce their own newspaper. Course focus on writing, but also includes: photography, advertising, marketing, graphic design, web-design, studying modern mass media, technology, and more. The main purpose of the course is to prepare students for advanced journalism and publishing the school newspaper. For more information about the school paper, please visit [www.mountainshadownews.net](http://www.mountainshadownews.net).

#### **ADVANCED JOURNALISM 10 - 12**

**Prerequisite:** Beginning Journalism or teacher recommendation.

This is a year-long course that is a real live working newsroom that is primarily responsible for running, and publishing the school newspaper and website. Responsibilities include: writing news stories, securing advertising, managing the budget, web design, graphic design, photography, and more. Be a voice for freedom and democracy here at Sahuaro, join Mountain Shadows.

### **EXCEPTIONAL EDUCATION**

The Exceptional Education Department at Sahuaro High School encourages students to focus on individual achievement. Our areas of competence include providing high quality, effective instruction, and service to students with disabilities. Our goal is to help each student reach his or her fullest potential. Students are encouraged to explore post high school options through transition planning and links with community services. Depending on the type of instruction decided by the I.E.P. team these options are available:

- Small academically oriented classes.
- On the job training and job coaching.
- Life skills.
- Community Based Instruction.
- Case management.

We operate under the same philosophies as the rest of Exceptional Education in TUSD. The following statements declare our student centered approach:

- Person First Language.
- Intervention and collaboration with general education.
- The solution is where the child is.

Exceptional Education programs are available for students with academic challenges learning resulting from a handicapping condition. To qualify for Exceptional Education services, students must be evaluated and recommended by a TUSD Multi-Disciplinary Diagnostics Team and staffed in. Parents' participation in placement and planning decisions is required. Course requirements vary according to each student's Individualized Education Plan (IEP). In addition to the following courses, cooperative classes combine Exceptional Education students and general education teachers in a team situation.

#### **ACADEMIC CORE 9 - 12**

**Prerequisite:** IEP Students Only

Emphasis is on the development of efficient learning strategies including time management, organization of class materials, and textbook usage. Designed for students whose academic course work is primarily in mainstream classes. Some tutorial assistance is available. For hearing handicapped students, goals may include language development.

#### **ADAPTIVE ALGEBRA 9 - 12**

**Prerequisite:** IEP Students Only

This is a four-quarter class for students with an active IEP. This class will cover basic pre-algebra and beginning high school algebra skills. College bound students should take algebra.

**ADAPTIVE ENGLISH 9 - 12**

**Prerequisite: IEP Students Only**

Designed for students who require remedial development and practice in basic communication skills including reading, writing, listening and / or speaking. Study skills and goal setting techniques may be included according to student's individualized plan. College bound students should take general education English class.

**ADAPTIVE AIMS MATH 11 - 12**

**Prerequisite: IEP Students Only**

Adaptive AIMS math course is designed for students who need more instruction with the concepts covered and taught in Algebra and Geometry in order to be successful with the AIMS assessment. Students will strengthen their skills in Algebra and Geometry. Students will also increase their problem solving abilities by learning a variety of strategies and applying them to solve mathematical problems. College bound students should take general education AIMS math.

**ADAPTIVE PHYSICAL EDUCATION 9 - 12**

**Prerequisite: IEP Students Only**

This course is a related service for Special Education students. Students' motor proficiency is assisted and individualized goals and objectives are developed.

**ADAPTIVE SCIENCE 9 - 12**

**Prerequisite: IEP Students Only**

Emphasis is on investigating the earth and its living population. Topics include Earth Science and Biology. This course stresses skills needed for everyday living. College bound students should take general education science classes.

**ADAPTIVE AMERICAN HISTORY 11 - 12**

**Prerequisite: IEP Students Only**

Alternative to American History for students who require special text with reduced reading demands. Improvement of reading and study skills are emphasized with the content of national and state history. College bound students should take general education American History.

**ADAPTIVE WORLD HISTORY 9 - 10**

**Prerequisite: IEP Students Only**

Alternative to World History. Uses special texts, audiovisual materials and hands-on projects to enhance concept development of regions of the world, lands, people and their development through history. Development of study skills, learning strategies, and use of resources also included. College bound students should take general education World History.

**ADAPTIVE GEOMETRY 10 - 12**

**Prerequisite: Adaptive Algebra IEP Students Only**

This is a four-quarter class for students with an active IEP. This class will cover basic geometry skills. College bound students should take geometry.

**AMERICAN PROBLEMS 11 - 12**

**Prerequisite: IEP Students Only**

Alternative to regular American Government for students who require special texts with reduced reading and/or concept loads. Improvement of basic communication and study skills is emphasized during this acquisition of basic concepts in government. College bound students should take general education American Government.

**HOME ECONOMICS 9 - 12**

**Prerequisite: IEP Students Only**

Develops skills and background information needed for independent living. May include basic self-help skills, home management, money management, cooking, nutrition, and sewing. Tailored to individual student needs.

**EVERYDAY LIVING SKILLS 9 - 12**

**Prerequisite: IEP Students Only**

Develops independent living, vocational, social, and behavioral skills as well as functional reading, writing, and math skills. This class uses trips into the community where these skills can be practiced by students with cognitive disabilities that require community based education. May be used to cover English, Math, and Social Studies requirements for graduation.

**GENERAL ART 9 - 12**

**Prerequisite: IEP Students Only**

The goal of this class is to produce individuals who are able to express themselves in non-verbal ways and understand that art communicates over time.

Students will also develop awareness of art elements and principles.

**BASIC SKILLS 9 - 12**

**Prerequisite: IEP Students Only**

Focus on improvement of reading, writing and/or math skills according to the individual student's needs. Format may include direct tutoring as well as computer-assisted instruction. This course may be used to meet English, Math, Social Studies, or Science requirements for graduation for students with cognitive disabilities.

**ON THE JOB TRAINING 9 - 12**

**Prerequisite: IEP Students Only**

Students who qualify are placed in the community in part-time, paid or non-paid work sites. The primary objectives are to reshape students' work attitudes and habits, as well as promote a positive self-concept. A monitoring system will insure the development of positive attributes for each student.

**WORK ADJUSTMENT 9 - 12**

**Prerequisite: IEP Students Only**

This is a pre-vocational and work experience program that provides students with pre-vocational training to facilitate their effective entry into actual work experience positions. The student will participate in work exposure or work adjustment as well as classroom instruction. This process involves the students' shadowing, observing, and working with various employers at selected sites. This improves the student's self-concept and familiarizes the student with circumstances common to all wage earners.

**FINE ARTS**

The mission of the Sahuaro High School Fine Arts Department is to provide a quality, comprehensive instructional program in art, dance, music and theatre that reflects District, State and National Standards while providing the foundation for life-long learning, enrichment, and proficiency in the arts for all students who enroll regardless of their future career paths. The Sahuaro Fine Arts Department also strives to provide a safe, nurturing environment in which students can explore self-expression, test creativity and reaction, develop curiosity, and take chances through performing and creating art.

To achieve this end, dedicated and certified staff will be employed to present curricula that are designed to engage students while stimulating and challenging both artistic achievement and creative thinking, focused always upon guiding each student to the fulfillment of his or her artistic potential.

In addition to artistic proficiencies, it is the goal of the department that students will develop:

- Life skills using right-brained and higher-order thinking proficiencies.
- A means of self-expression; a "voice".
- Recognition of cultural and individual diversity/needs.
- A place for themselves in an artistic community.
- A sense of pride that matures through hard work, self-discipline, and strong work ethics.

The Sahuaro community will also play a key role in achieving this mission.

**ART**

**Accolades:**

Sahuaro students have a wide variety of opportunities to exhibit their artwork. These include:

- ❖ The yearly Watercolor Guild Art Show.
- ❖ The Congressional High School Art Competition.
- ❖ The Tucson/Pima Arts Council Scholarship show.
- ❖ The National Conferences for the Education of the Ceramic Arts.
- ❖ The annual Sahuaro Art Exhibition, as well as other public businesses and governmental buildings.

Sahuaro students have received many top Awards, Scholarships, and Prize monies in these competitions.

**Student outcomes:**

Students will:

- Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
- Conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.
- Demonstrate the ability to form and defend judgments about the characteristics and

structures to accomplish commercial, personal, communal, or other purposes of art.

- Evaluate the effectiveness of artworks in terms of organizational structures and functions.
- Create artworks that use organizational principles and functions to solve specific visual arts problems.

### **BEGINNING 2D ART 9 – 12**

This is an introductory course designed for students at all levels of experience. Students will create their own self-expressive artwork as they explore a variety of materials and artists in a historical and cultural context. The semester will include drawing, commercial design, and on-going group critiques resulting in a viable portfolio. This is a one-semester course taken in conjunction with Beginning 3D Art Sculpture.

### **BEGINNING 3D ART (SCULPTURE) 9 - 12**

Introduction to 3D Art. Various approaches and techniques are experienced in this area. Design concepts are applied to sculptures. Instruction, experience, and development of techniques may be in the following areas: ceramics, sculpture, printmaking, wire, paper and plaster. The ability, needs, and interest of students and teacher will determine course content. This is a one semester course taken in conjunction with Beginning Art 2D.

### **INTERMEDIATE ART/2D and 3D 10 - 12**

**Prerequisite:** Beginning Art or previous artwork approved by instructor.

This course will further develop student's technical skills and self-expression as well as further exploration of various mediums. The first semester focuses on in-depth study of ceramics and the second semester deals with 2 dimensional art assignments.

### **ADVANCED 2D ART 10 - 12**

**Prerequisite:** At least one previous art course, portfolio, AND instructor's signature.

The overall goal of this course is to develop the student's personal artistic style and to expand the student's ability to create "portfolio" pieces, (2D, and/or 3D). Slides, field trips, class critique, and individual portfolio reviews are utilized in further assisting students in achieving a proficient and viable portfolio. Students wishing to create an Advanced Placement portfolio in which college credits are earned have this option available to them within the Advanced Art Program.

### **ADVANCED SCULPTURE 10 - 12**

**Prerequisite:** Beginning and intermediate art or portfolio of previous artwork AND instructor's signature.

This course is intended to expand fundamental knowledge of 3D concepts using a variety of materials. Greater emphasis will be placed on individualized creativity with concentration determined by the abilities, needs, and interests of the student and instructor.

### **DANCE**

#### **Accolades:**

- ❖ Kubyina, an original piece conceptualized by Sahuaro students, debuted in the Egbert Auditorium to a packed house at the 2007 Spring Dance Concert. It was filmed and played on TUSD T.V. for a year as an instructional video for cultural awareness, diversity and global genocide.
- ❖ Sahuaro dancers have performed at the Martin Luther King Classic at the McKale Center and Reid Park.
- ❖ Sahuaro dancers have been invited to dance at events and schools around the Tucson area.

#### **Student outcomes:**

Students will:

- Demonstrate and apply the elements of dance: time, space and energy.
- Demonstrate rhythmic acuity and projection while performing dance skills.
- Demonstrate a synthesis of skeletal alignment, articulation of body parts, strength, flexibility, agility and coordination in locomotor and nonlocomotor/axial movements.
- Create and perform combination in a variety of dynamic ranges and movement qualities.
- Identify and demonstrate a greater length and complexity of steps of patterns from a variety of dance styles, including modern, hip-hop, ballet and jazz.
- Identify and demonstrate a range of choreographic processes, structures and forms.
- Create a dance that effectively communicates a contemporary social theme.
- Identify specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography and improvisations; apply these criteria to personal participation in dance.

**BEGINNING DANCE** 9 - 12

Students will develop a basic understanding of dance through four primary forms: modern, hip-hop, ballet, and jazz. Dances from various world cultures will also be introduced. No experience is necessary. Emphasis will be given to exploring dance movement as a means of communication and self-expression. Students gain performance experience and have opportunities to choreograph their own works.

**INTERMEDIATE DANCE** 9 - 12

**Prerequisite:** Audition AND teacher permission required.

This class builds on a foundation of dance included in Beginning Dance. Basic techniques in modern, hip-hop, ballet and jazz should be demonstrated. Choreographic instruction is expanded and students are expected to perform in the school's dance concert.

**ADVANCED DANCE** 10 - 12

**Prerequisite:** Audition AND teacher permission required.

This course is designed for students who are advancing from an intermediate to a more advanced level of dance technique in modern, hip-hop, ballet, and jazz. Dances from various world cultures will also be studied. Continued study in these forms will build upon the vocabulary and technical skills gained from Beginning Dance, and focus will be given to developing individual artistry. Students gain performance experience and have opportunities to choreograph their own works. This class may participate in musical theatre and community performances, their own recital as well as school assemblies.

**MUSIC - INSTRUMENTAL*****BAND:*****Accolades:**

- ❖ Perform at music events all over the state of Arizona and the southwest US with the marching band, concert bands, color guard, and percussion ensemble.
- ❖ Students participate and perform in South Central All Region Band, Jazz Academy ensembles, Tucson Youth Symphony Orchestra, and many other extracurricular activities that give them ample performance opportunities.

- ❖ Students have been accepted and won many accolades going on to major universities across the United States.

**Student outcomes:**

- Students are able to read and interpret quality music literature.
- Students develop performance skills that will benefit them as they move through high school and beyond in any performance setting.
- Students will learn valuable leadership skills that will teach them problem solving, communication, and various other social skills that will carry with them through high school, college, and beyond.

**FRESHMAN BAND / Symphonic Band** 9

All freshman students who play a brass or woodwind instrument are enrolled in this class. In the first semester, this group performs as part of the Marching Band at all football games, marching festivals, and in a variety of other venues. During second semester it is the Symphonic Band class. **Enrollment is for the full Academic year only. The class is heavily participation and performance based: consequently, attendance at extra rehearsals, competitions, concerts, AND performances outside the school day are required.**

**COLOR GUARD** 9 - 12

**Prerequisite:** Teacher permission and audition. Color Guard is the visual element in our fall Marching Band show. In the first semester, this group performs as part of the Marching Band at all football games, marching festivals, and in a variety of other venues. First semester curriculum is comprised of improving basic and intermediate equipment skills, including Flag, Rifle, and Saber. Color Guard also incorporates dance and movement techniques, expressive creativity, and other elements involved in a performing art. This group performs at all football games, marching festivals, and in a variety of other venues. Second semester the group becomes the Sahuaro Winterguard, and competes throughout Arizona with their Winterguard show. Enrollment is for the full year only. **Attendance at rehearsals, competitions, AND performances outside the school day are required.**

**JAZZ BAND**

10 - 12

**Prerequisite: Teacher permission AND audition.**

Jazz band is an advanced instrumental ensemble, studying traditional Jazz as well as other styles including Latin, Rock, Funk, and others. Students will learn to improvise solos on their instrument. Concurrent enrollment in Symphonic Band, Wind Ensemble, or Percussion class is required.

**Enrollment is for the full year only, and attendance at rehearsals AND performances outside the school day are required.**

**PERCUSSION CLASS 9 - 12**

This is the Drummer's class for Marching and Concert Bands. Students in this class participate in the marching drumline or mallet percussion section, and provide the percussionists for the Concert Bands. In the 1<sup>st</sup> semester, this group performs as part of the Marching Band at all football games, marching festivals, and in a variety of other venues. Instruments are assigned to players based on ability, audition, and the needs of the ensemble. Second semester this group becomes the Sahuaro Winter Drumline, and competes throughout Arizona. **Enrollment is for the full year only, and attendance at rehearsals, competitions, AND performances outside the school day are required.**

**MARCHING BAND 9 – 12**

The Sahuaro Cougar Marching Band is made up of all of the band classes – Percussion, Color Guard, Freshman Band, and Advanced Band. Marching Band is not a separate class, but all of the students in the Band classes are part of the Marching Band. These classes combine for weekly rehearsals, and perform at all football games, marching festivals, and in a variety of other venues. **Enrollment in the Band classes is for the full year only, and attendance at rehearsals, competition, AND performances outside the school day are required.**

**SYMPHONIC BAND 9 – 12**

This second semester ensemble requires an audition for chair placement but not for registration in the class. In order to enroll, a student must have participated in the marching band during the first semester. **Attendance at rehearsals AND performances outside the school day are required.**

**WIND ENSEMBLE 10 - 12**

This second semester ensemble requires an audition, and enrollment is strictly limited to a specific number. Participation in all scheduled activities is conditional to enrollment in this ensemble. This is the advanced performance ensemble of the band program. Enrollment will first be limited to those with past successful and dedicated experience in the Sahuaro band program. Selected winds and percussion will perform on occasion with the Symphonic Orchestra. **Attendance at rehearsals, competitions, AND performances outside the school day are required.**

***ORCHESTRA:***

**Accolades:**

The Sahuaro HS orchestras have:

- ❖ Attended festivals all over the state of AZ.
- ❖ Traveled to universities throughout the southwestern US.
- ❖ Many Sahuaro HS orchestra students have performed in the South Central Regional Orchestra, the All-State Orchestra, and have received superior and excellent ratings at Solo and Ensemble Festivals.
- ❖ Sahuaro's orchestra students have won scholarships to major universities across the country and have even won contests to perform solos with the Tucson Symphony Orchestra.

**Student outcomes:**

- Students will read music (including pitch, duration, meter, tempo, dynamics, phrasing, etc.).
- Students will learn and use the vocabulary of the orchestra (staccato, marcato, legato, ritardando, accent, fermata, tenuto, interval, timbre, registration, vibrato, syncopation, etc.).
- Students will be able to translate what is on the page to their instrument (bow placement, weight, speed, torque, etc., including all of the previously mentioned markings).
- Students will perform different genres from many eras in a variety of settings.
- Students will understand written and aural music theory, form, and history through - practice and rehearsal.
- Students will understand and make great music through a well-developed and fun rehearsal setting.

## MUSIC - VOCAL

- Students will learn methods that will increase productivity while practicing and while in sectionals.
- Students will be visited at Sahuaro HS by (and will travel throughout the southwest and Arizona to see) professional musicians and university professors working in the orchestral art. Extra clinics and rehearsals will be given by these professionals including members of the TSO.

### **BEGINNING INSTRUMENTAL MUSIC 9 - 12**

Students choose from string (violin, viola, cello, bass, classical guitar), wind (flute, clarinet, sax, etc.), brass (trumpet, trombone, etc.), and keyboard (piano, xylophone, etc.) instruments. (See Percussion Class if you are interested in percussion.) Basic skills and techniques in playing will be taught as well as music reading, basic theory, and notation. Some string and brass instruments will be available from the school, but students are encouraged to rent their own. This class is appropriate for students who have never played an instrument or who desire to learn a second instrument. Enrollment is for the full year.

### **CONCERT ORCHESTRA 9 – 12**

Concert Orchestra is a class for students desiring to learn and/or improve technical and musical skills on their chosen instruments while studying music ranging from standard orchestral literature to the latest popular songs. Students enrolled in this class will participate in school and community performances and may participate in extracurricular performance opportunities including festivals. **Enrollment is for the full year, AND attendance at after school rehearsals and performances are required.**

### **SYMPHONIC ORCHESTRA 10 - 12**

**Prerequisite:** Audition AND teacher permission is required.

This orchestra is for students who have mastered the basics of their instrument, but wish to learn advanced techniques and literature from standard orchestral literature to popular music. They will also have opportunities to perform in a full orchestra (with winds and percussion) setting. Students enrolled in this class will participate in community performances as well as festivals. **Enrollment is for the full year AND attendance at after school rehearsals and performances are required.**

### **Accolades:**

The Sahuaro HS choirs have:

- ❖ Attended festivals all over the state of AZ and the west coast receiving superior ratings
- ❖ Many Sahuaro HS Choir students have performed in the South Central Regional Choir, the All-State Choir, and have received superior and excellent ratings at Solo and Ensemble Festivals.

### **Student outcomes:**

- Students will read music (including pitch, duration, meter, tempo, dynamics, phrasing, etc.).
- Students will be trained in solfege gaining an aural vocabulary of interval relationships.
- Students will learn how the vocal mechanism functions and how to sing with healthy technique.
- Students will perform at a high level standard and newly composed choral literature from different genres and in different languages.
- Students will understand written and aural music theory, form, and history through - practice and rehearsal.
- Choirs at Sahuaro High School will travel throughout Arizona and the southwest attending festivals in order to refine the art of choral music. Extra clinics and rehearsals will be given by conductors and voice instructors around the area to enhance the learning process.

### **BEGINNING MUSIC (HOW POPULAR MUSICIANS LEARN) 9 - 12**

This class will explore a series of investigative interviews with musicians and continue to explore the nature of pop musicians' informal learning practices. The class will explore insights into how we can go about creating music by active listening in order to understand the importance of live performance, improvisation and experimentation in the practice of popular music, as well as commitment and passion. The class will culminate in a live performance of existing and newly composed pop songs that the students will perform.

### **BEGINNING MIXED CHOIR 9 - 12**

This is a non-auditioned choral music class for boys and girls who wish to sing. Emphasis is

placed on vocal production, basic fundamentals of theory, and performance of solo and chorus literature. Students will participate in several concerts during the year. **Academic eligibility is necessary for those who wish to compete.**

### **ADVANCED GIRLS CHORUS (Choraliers)**

**9 - 12**

**Prerequisite: Audition AND teacher permission.**

This is a choir for girls who have completed Beginning Chorus and/or who possess demonstrated vocal ability and knowledge of basic theory fundamentals. Treble music of all styles is studied and performed. Students enrolled will participate in several school and outside performances. Teacher permission is required for enrollment. **Academic eligibility is required for all class members.**

### **ADVANCED CONCERT CHOIR 10 - 12**

**Prerequisite: Audition AND teacher permission.**

Students will study a wide variety of choral literature including some of the larger choral works in collaboration with orchestra. They will also study sight-reading, basic theory fundamentals (i.e. scales, major/minor keys, intervals, etc.), as well as musical theatre. Several concerts will be presented. **Academic eligibility is required for all class members.**

### **ADVANCED VOCAL ENSEMBLE (SAHUARO SINGERS) 10 - 12**

**Prerequisite: Audition AND teacher permission.**

A variety of styles of music including sacred, secular, madrigal, pop/vocal jazz and contemporary is studied and performed. Students must be enrolled concurrently in the Advanced Concert Choir and will participate in several school and community concert performances. **Academic eligibility is required for all class members.**

## **THEATRE ARTS**

### **Accolades:**

Sahuaro Theatre Arts Students have:

- ❖ Participated in local, state, and international festivals and conferences such as:
  - The Southern AZ Acting Festival (University of Arizona, Tucson)

- AZ State Thespian Conference (Phoenix, AZ)
- International Thespian Festival (Lincoln, Nebraska)

- ❖ Repeatedly earned the status of Honor Thespian Troupe in the State of Arizona for excellent work in theatrical productions, school and community involvement, and involvement in the International Thespian Society.
- ❖ Been inducted as members of the International Thespian Society since 1968, and have received individual recognition and honors such as:
  - Star Thespian
  - Honor Thespian
  - National Honor Thespian
  - International Honor Thespian
- ❖ Annually been accepted to prominent theatre programs at various colleges, universities, and conservatories throughout the country to study acting, musical theatre, technical theatre, and theatre education (many receiving scholarships).
- ❖ Gone on to professional careers in theatre, film and television, and theatre education.

### **Student outcomes:**

- Students will collaboratively form a community in which they create and participate in formal and informal theatrical experiences.
- Students will have opportunities both in the classroom and outside of class events to learn the essentials of acting, such as improvisation, concentration, sense recall, breath and vocal control, etc. in order to create original characters individually or as an ensemble.
- Students will collaborate with the director to develop designs and safely construct technical aspects of a production (set, costumes, props, lighting, sound, etc.) to create environments that are clearly supported in the text.
- Students will develop playwriting skills by conceptualizing, devising, improvising, developing, writing and revising original work specifically written for the stage, focusing especially on theme, plot, conflict, and dialogue.
- Advanced students will have the opportunity to direct their peers in a one act, where they take on most of the responsibilities of a theatrical director, such as analyzing a dramatic text to develop a directorial concept, develop interesting and feasible interpretations and

production choices, collaborate with designers and actors, and demonstrate leadership skills.

### **BEGINNING THEATRE ARTS 9 - 12**

Beginning Theatre Arts is an introductory course in acting, voice, and movement for the stage, intended to empower students to develop a sense of stage presence and confidence through theatrical performance. Basic theatre vocabulary and stagecraft are also stressed, providing students with a foundation of theatre knowledge.

### **INTERMEDIATE THEATRE ARTS 10 – 12**

**Prerequisite:** Beginning Theatre Arts and/or audition, AND teacher permission.

This course builds on the basic theatre knowledge gained from Beginning Theatre Arts. Emphasis is placed on developing a better understanding of onstage techniques and backstage technical requirements. Students are involved in children's theatre, showcase performances, and smaller-scale stage productions. Advanced students who cannot take the two-hour Advanced Block or commit to the out-of-class rehearsal schedule should enroll in this course. Some out-of-class rehearsal time is required. Students may repeat this course for credit with teacher approval.

### **ADVANCED THEATRE ARTS BLOCK 10 - 12**

**Prerequisite:** Intermediate Theatre Arts and/or audition AND teacher permission.

This two-hour block emphasizes advanced theatre techniques through practical application. Students are involved in all aspects of major play production (including musical theatre), as well as acting competitions, festivals, conferences, etc. After-school rehearsals, Saturday Tech days, and performance attendance are mandatory. Students who cannot fit the two-hour block into their schedules or commit to the out-of-class rehearsal schedule should enroll in Intermediate Theatre Arts. Teacher recommendation is required for this course and it may be repeated for credit.

### **INTRODUCTION TO DIRECTING 11- 12 (Second Semester Only)**

**Prerequisite:** Student must be currently enrolled in Intermediate Theatre Arts or Advanced Theatre Arts Block AND have teacher permission.

This course is intended for experienced theatre students only who desire additional theatrical training in the art of stage directing. Those

enrolled will meet concurrently with a beginning theatre arts class and be responsible for various projects, including the submission of a director's notebook and the direction of a one-act production.

## **LIBRARY MEDIA CENTER**

### **Purpose:**

Ensure that students and staff are effective users of ideas and information. This mission is accomplished:

- By providing intellectual and physical access to materials in all formats.
- By providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.
- By working with other educators to design learning strategies to meet the needs of individual students.

### **Schoolwide learning outcomes:**

- Identify research needs and locate appropriate information efficiently and effectively.
- Familiarity with a variety of materials.
- Use OPAC (online catalog) for locating print materials.
- Navigate databases.
- Give credit to authors of information using standard bibliographic format.
- Use parenthetical citations for quotations and paraphrased material.
- Use systematic approach to research including, but not limited to, note taking and graphic organizers.
- Recognize the value of recreational reading and use a variety of strategies to meet their personal needs.
- Assess print materials for credibility, scope, suitability, and relevance.
- Assess electronic resources for credibility, scope, suitability and relevance.
- Use Boolean search strategies to limit or expand electronic searches.
- Utilize the variety of search tools unique to Internet and database resources.
- Clear understanding of plagiarism, its definition, prevention, and consequences.
- Be able to apply knowledge of library organization to new environments.
- Be able to utilize worldwide resources available outside of the school community (public & university libraries).

- Recognize the importance of the freedom of information in a democratic society.

### **LIBRARY PRACTICE** **10 - 12 only**

**Prerequisite:** Librarian permission AND excellent attendance required.

This course is recommended for the student who wants both academic and practical work experience in library procedures and skills. Those who enroll will become knowledgeable in many phases of library work through practical work experience and be exposed to a variety of literature through reading and written reviews; letter grades are awarded. Entrance to this course may be at the beginning of either semester. Students must have Librarian approval. One-half credit is given for each semester completed.

## MATH

### **ALGEBRA 1, 2** **9 - 12**

Introduction to basic algebra. Studies will include translating written statements into algebraic expressions, linear equations, linear inequalities, graphing, integer exponents, probability, statistics and polynomials. Also includes factoring, literal equations, square roots, quadratic equations, systems of equations, and optional topics.

**Performance objectives:**

**Upon successful completion of the course, the student will be able to:**

- Simplify expressions.
- Perform basic matrix operations.
- Use statistics to analyze, interpret, and organize information into data displays.
- Apply rules of probability to predict outcomes.
- Express written statements algebraically.
- Solve linear equations.
- Graph linear equations.
- Write equations of lines.
- Solve and graph linear inequalities.
- Solve systems of linear equations in two variables graphically and algebraically.
- Apply the laws of exponents to expressions with integer exponents.
- Perform the basic operations on polynomials.
- Factor polynomials.
- Simplify and perform operations on radicals.
- Solve quadratic equations by factoring, taking roots, and quadratic formula.
- Solve application problems (linear, inequalities, quadratic, and systems).

### **GEOMETRY 1, 2** **9 - 12**

**Prerequisite:** Algebra 1, 2

A two-semester course in which students are introduced to basic geometric properties, properties of triangles, Pythagorean Theorem and special triangles, polygons, circles, volumes, basic trigonometric functions, and optional topics.

**Performance objectives:**

**Upon successful completion of the course, the student will be able to:**

- Differentiate characteristics of lines, planes, and polygons.
- Use deductive reasoning to find valid conclusions.
- Compare and contrast characteristics of parallel and perpendicular lines.
- Determine if triangles are congruent.
- Use triangle properties to compare triangles.
- Compare characteristics of quadrilaterals.
- Visualize and draw transformations.
- Use characteristics of similar polygons.
- Calculate right triangle information including basic trigonometry.
- Determine relationships of circles with arcs, chords, tangents, secants.
- Find the angles in a polygon along with areas of polygons.
- Use characteristics of solids to find surface area and volume.

### **GEOMETRY HONORS 1, 2** **9 - 10**

**Prerequisite:** A grade of B or better in Algebra 1, 2 AND recommendation from Algebra 1, 2 teacher.

In addition to the Geometry 1-2 topics, deductive reasoning and formal proof are used to develop the concepts of congruence, similarity and properties of geometric figures.

**Additional objectives:**

**Students will be expected to master Geometry 1, 2 objectives in addition to the following:**

- Identify and use glide reflections and composition of transformations.
- Develop two-column proofs.
- Add/subtract vectors.

### **AIMS MATH** **11 - 12**

**Prerequisite:** Not meeting the standards for the AIMS test.

*This is not a college prep course and will not count towards fulfilling the four-credit math*

***requirement for admission to most four-year universities.***

This is a two-semester course intended to review the important topics of algebra during the first semester and review the important topics of geometry during the second semester as related to the AIMS test.

**INTRODUCTION TO INTERMEDIATE ALGEBRA 11 - 12**

**Prerequisite: Successfully completed Algebra 1, 2 and Geometry 1, 2 with grades of C and/or D.**

Introduction to basic algebraic functions. This includes lines in the plane, systems of linear equations, inequalities, polynomials, rational expressions and equations, and radical expressions and equations. Also included are quadratic equations, literal equations, and exponential and logarithmic functions. A graphing calculator is used in this course (TI-89 and TI-92 are prohibited).

**Performance objectives:**

**Upon successful completion of the course, the student will be able to:**

- Differentiate lines, equations of lines, and graphs of lines.
- Given two points, write the equation of the line, find the distance and the midpoint between them.
- Solve systems of linear equations in three variables algebraically.
- Solve inequalities, including compound inequalities, inequalities using absolute values, and linear inequalities in two variables.
- Factor polynomials using advanced techniques and solve related equations using the Factor and Remainder Theorems.
- Simplify rational expressions.
- Solve rational equations involving quadratic equations.
- Simplify radical expressions, convert between radicals and rational exponents, and solve rational equations.
- Solve quadratic equations using completing the square and the quadratic formula, interpret the discriminant.
- Graph parabolas.
- Solve literal equations.
- Define and identify a function and use function notation.
- Identify, solve, and use arithmetic and geometric sequences and series.

- Simplify and use complex and imaginary numbers.
- Understand and use matrix operations.

**INTERMEDIATE ALGEBRA 1, 2 10 - 12**

**Prerequisite: Grade of C or higher in Algebra 1, 2 and Geometry 1, 2.**

Study of basic algebraic functions. This includes lines in the plane, systems of linear equations, inequalities, polynomials, rational expressions and equations, and radical expressions and equations. Also included are quadratic equations, literal equations, exponential and logarithmic functions, sequences and series, and optional topics. A graphing calculator is used in this course (TI-89 and TI-92 are prohibited).

**Performance objectives:**

**Upon successful completion of the course, the student will be able to:**

- Differentiate lines, equations of lines, and graphs of lines
- Given two points, write the equation of the line, find the distance and the midpoint between them.
- Solve systems of linear equations in three variables algebraically.
- Solve inequalities, including compound inequalities, inequalities using absolute values, and linear inequalities in two variables.
- Factor polynomials using advanced techniques and solve related equations using the Factor and Remainder Theorems.
- Simplify rational expressions.
- Solve rational equations involving quadratic equations.
- Simplify radical expressions, convert between radicals and rational exponents, and solve rational equations.
- Solve quadratic equations using completing the square and the quadratic formula, interpret the discriminant.
- Graph parabolas.
- Solve literal equations.
- Convert between exponential and logarithmic forms.
- Evaluate exponential and logarithmic expressions.
- Graph elementary exponential and logarithmic equations.
- Use properties of logarithms to rewrite expressions.

- Solve basic exponential and logarithmic equations and applications. Define and identify a function and use function notation.
- Identify, solve, and use arithmetic and geometric sequences and series.
- Simplify and use complex and imaginary numbers.
- Understand and use matrix operations.

**HONORS INTERMEDIATE ALGEBRA 1, 2** **10 - 11**

**Prerequisite:** Grade of B or better in Algebra 1, 2 and Geometry 1, 2 or Honors Geometry AND recommendation of Geometry teacher.

An accelerated course in which all of the topics in Intermediate Algebra are covered in addition to topics in trigonometry. Graphing calculators are used in this course.

**Additional objectives:**

**Students will be expected to master Intermediate Algebra objectives in addition to the following:**

- Use of variation to solve problem.
- Use interval notation.
- Identify and rewrite conics in standard form and graph.
- Solve quadratic inequalities.
- Graph complex numbers.

**COLLEGE ALGEBRA 1, 2** **12**

**Prerequisite:** Successful completion of Algebra 1, 2, Geometry 1, 2, and Intermediate Algebra 1, 2.

Contains college-level algebra topics including solving equations and inequalities, algebraic functions, systems of equations, exponential and logarithmic functions, graphing of higher order polynomial and rational functions, conic sections, and sequences and series. A graphing calculator is required.

**Performance objectives:**

**Upon successful completion of the course, the student will be able to:**

- Solve rational, literal, quadratic, quadratic-in-form, absolute value, and radical equations. Predict the nature of the roots of quadratic equations. Reconstruct the quadratic equation from its given roots.
- Solve application problems.
- Define a function by ordered pairs, a graph, and algebraically. Use function notation. Use the algebra of functions, including addition,

subtraction, multiplication, division, composition, and inverses.

- Solve quadratic, absolute value, and rational inequalities.
- Graph functions, including linear, quadratic, rational, and higher-order polynomials.
- Solve systems of linear equations graphically, algebraically, and by matrices. Solve systems of equations, including quadratic equations, graphically and algebraically.
- Solve exponential and logarithmic equations. Solve problems and model (curve-fitting) using exponential and logarithmic functions.
- Use the standard equations of the four conic sections.
- Recognize and write arithmetic and geometric sequences. Find sums of infinite geometric series. Use sequence, factorial, and summation notations.

**PRE-CALCULUS 1, 2** **11 - 12**

**Prerequisite:** Grade of B or better in Intermediate Algebra 1, 2

Contains college-level algebra and trigonometry topics including equations, algebraic functions, inequalities, systems, conic sections, sequences and series, trigonometric functions, and optional topics. A graphing calculator is required (TI-89 and TI-92 are prohibited).

**Performance objectives:**

**Upon successful completion of the course, the student will be able to:**

- Solve rational, literal, quadratic, quadratic-in-form, absolute value, radical, and trigonometric equations. Predict the nature of the roots of quadratic equations. Reconstruct the quadratic equation from its given roots.
- Solve application problems.
- Define a function by ordered pairs, a graph, and algebraically. Use function notation. Use the algebra of functions, including addition, subtraction, multiplication, division, composition, and inverses.
- Solve quadratic, absolute value, and rational inequalities.
- Graph functions, including linear, quadratic, rational, and higher-order polynomials.
- Solve systems of linear equations graphically, algebraically, and by matrices. Solve systems of equations, including quadratic equations, graphically and algebraically.

- Solve exponential and logarithmic equations. Solve problems and model (curve-fitting) using exponential and logarithmic functions.
- Use the standard equations of the four conic sections.
- Use the Binomial Theorem to expand binomials.
- Define, describe, graph, and evaluate the six trigonometric functions.
- Solve algebraically equations involving trigonometric functions.
- Use trigonometric identities to simplify expressions and solve equations.
- Convert between radian and degree measure.
- Define, describe, graph, and evaluate inverses of the trigonometric functions.
- Use the law of sines and the law of cosines.
- Recognize, write, and use arithmetic and geometric sequences and series.
- Perform operations on complex expressions.

### **PRE-CALCULUS HONORS 11 - 12**

**Prerequisite:** Grade of B or better in Honors Intermediate Algebra or grade of A in Intermediate Algebra AND teacher recommendation.

This course is designed to cover the topics of pre-calculus to greater depth and covers additional topics, including polar and/or parametric equations and limits. A more extensive use of the graphing calculator is required. This course provides a strong foundation for success in AP Calculus.

#### **Additional objectives:**

**Students will be expected to master Pre-Calculus objectives in addition to the following:**

- Use binomial theorem to expand a polynomial.
- Graph polar form.
- Find the partial fraction decomposition.
- Parametric Equations
- Proofs using the Principle of Mathematical Induction
- Limits

### **ADVANCED PLACEMENT CALCULUS A/B**

**11 - 12**

**Prerequisite:** Grade of B or better in Pre-Calculus or Honors Pre-Calculus.

This course is taught strictly as a college level Advanced Placement course. This is an introduction to analytical geometry and calculus. Topics include: limits, continuity, differentiation and integration of algebraic, basic trigonometric

functions and transcendental functions and techniques and applications of differentiation and integration. (Course content is developed by the College Board.) Students may earn college credit for this course upon successful completion of the Advanced Placement Exam. ***Students are expected to take the advanced placement exam at the conclusion of the course.*** A graphing calculator is required (TI-89 and TI-92 are prohibited).

#### **Performance objectives:**

**Upon successful completion of the course, the student will be able to:**

- Analyze graphs to explain or predict behavior.
- Understand, calculate, and estimate limits using algebra, graphs, or tables of data.
- Understand and describe asymptotic behavior in terms of graphs and limits.
- Understand continuity intuitively and in terms of limits.
- Understand concept of derivative as presented in various forms.
- Calculate the derivative of a function at a point.
- Use the tangent line to a curve a point for linear approximations.
- Demonstrate instantaneous rate of change as the limit of average rate of change.
- Approximate rate of change from graphs and tables of values.
- Understand corresponding characteristics of graphs of function, its 1<sup>st</sup> derivative, and its 2<sup>nd</sup> derivative.
- Solve applications problems that utilize derivatives.
- Compute and estimate derivatives.
- Interpret and calculate integrals.
- Solve applications of integrals.
- Use the Fundamental Theorem of Calculus to evaluate definite integrals and to represent antiderivatives.
- Solve applications of antiderivatives using differential equations.
- Approximate definite integrals using Riemann sums.

### **MISCELLANEOUS**

#### **TEACHER AIDE**

**10 - 12**

**Prerequisite:** One credit successfully completed in the department. Teacher permission AND regular attendance.

A department aide is selected to assist the teacher in classroom procedures. ***A student may be a department or office aide for a maximum of one credit in the four years of high school.*** This is a Pass/Fail class and will not qualify a student for Sahuaro's academic letters, bars, and lamp.

**OFFICE AIDE 10 - 12**

**Prerequisite:** Computer keyboarding or Business Education course is recommended AND permission of office supervisor.

Office Aide is a course designed to introduce a student to an office atmosphere and to give a student practical skills and work experience. The student will be trained in general office work procedures -- working with the public, filing, photocopying, typing, organizing data, and providing assistance to the school secretarial and clerical staff. The student should have a strong interest in a business career. ***A student may be an office or department aide for a maximum of one credit in the four years of high school.*** This is a Pass/Fail class and will not qualify a student for Sahuaro's academic letters, bars, and lamp.

**STUDENT SERVICE-LEARNING 11 - 12**

**Prerequisite:** Interest in serving others and making a difference in our school community.

Service-Learning is a form of learning from experiences. Students can expect to learn critical thinking skills from working with the needs of their peers in a classroom setting. Activities include peer tutoring and peer leadership. Expect to be supervised by a classroom teacher. Benefits include character development and valuable life skills which will aid and enrich one's life. A course grade is earned for Service-Learning.

**MODERN LANGUAGES**

**FRENCH 1, 2 9 - 12**

This is an academic elective that introduces students to the basic skills of communicating in French. Students will practice speaking with each other and their teacher on a variety of topics that are interesting to language learners. Listening, speaking, and writing skills will be taught through multiple media, including videos, transparencies, textbook, cassette tapes, and handouts. College-bound students with strong English language skills

would be successful in this course that fulfills one of the Arizona college entrance requirements.

**FRENCH 3, 4 9 - 12**

**Prerequisite:** 8<sup>th</sup> grade credit equivalent to A or B, grade of C or higher in French 2 (2<sup>nd</sup> Semester).

Second year offers the student a review of first-year French. The basic skills (listening, speaking, reading, and writing) continue to be emphasized. A cultural study of the Francophone world and its diversity is stressed through readings and videos of teenagers in Francophone countries. This course is an academic elective and fulfills one of the college entrance requirements.

**FRENCH 5, 6 10 - 12**

**Prerequisite:** French 3, 4 grade of B or higher in French 4 (2<sup>nd</sup> Semester).

This course is designed to refine and improve the basic skills of speaking, reading, writing and listening acquired in the first two years of language study through the use of various readings, videos, cassette tapes, handouts and websites in French. This course is an academic elective and fulfills one of the college entrance requirements. \* **This course is offered as Independent Study only. Please consult with your counselor.**

**SPANISH 1, 2 (Level 1) 9 - 12**

In first-year Spanish, students learn to understand, speak, read, and write basic material. The sounds of the language are learned through dialogues, practice exercises and situations. Students also learn to apply basic Spanish grammar, including the present and simple past tenses of verbs, to form new ideas and to communicate them to others. Cultural information about Spanish-speaking countries is taught as part of the content. This course is an academic elective; it fulfills one of Arizona's college entrance requirements.

**SPANISH 3, 4 (Level 2) 9 - 12**

**Prerequisite:** 8<sup>th</sup> grade credit equivalent to an A or B, grade of C or higher in Spanish 2 (2<sup>nd</sup> Semester).

The development of skills learned in first-year Spanish is continued. Greater emphasis is placed on oral proficiency as well as listening, reading, and writing in Spanish. Knowledge of grammar is expanded to include most of the verb tenses

beyond the present and simple past tenses. Cultural information is taught through basic content readings and supplemental materials. Brief cultural projects and oral presentations given in Spanish are expected. This course is an academic elective; it fulfills one of Arizona's college entrance requirements.

**SPANISH 5, 6 (Level 3) 10 - 12**

**Prerequisite:** Spanish 3, 4, grade of B or higher in Spanish 4 (2<sup>nd</sup> Semester).

By the third year of foreign language study, students are required to use Spanish in classroom discussions and to read both fiction and nonfiction. Active vocabulary is greatly expanded. Supplementary reading is required. Grammar is reviewed and more complex structures are taught. Cultural projects and presentations are carried out entirely in Spanish. Students are expected to write coherent paragraphs, short summaries, and outlines in Spanish. The further development of listening, reading comprehension and writing skills is expected in this course. This course is an academic elective; it fulfills one of Arizona's college entrance requirements.

**SPANISH 7, 8 (Level 4) 11 - 12**

**Prerequisite:** Spanish 5, 6 grade of B or higher in Spanish 6 (2<sup>nd</sup> Semester).

In fourth-year Spanish, students are expected to use the language in classroom discussions, oral and written reports, and research projects. Reading includes literary works, as well as social and cultural materials from the Spanish-speaking world. Grammar is reviewed, and the finer points are analyzed through work with original compositions, summaries, reports, and some advanced translation activities. The aim is greater precision in self-expression. The use of Spanish in community projects is encouraged. This course is an academic elective; it fulfills one of Arizona's college entrance requirements.

**PHYSICAL EDUCATION**

Students are able to participate in a variety of activities that focus on improvement of their overall health and fitness. Each pupil will be exposed to basic skills necessary to enjoy participation and observation of varied team and individual sports.

**PHYSICAL EDUCATION 9 - 12**

Students participate in activities such as: tennis, fitness, badminton, field sports, volleyball, basketball, softball, weightlifting, football, soccer and low impact exercise. Also, an "Active Living" class introduces students to yoga, pilates, taeko, and a variety of other activities.

**HEALTH 10 - 12**

To provide as much factual information concerning ones physical, mental, and social well being during an 18-week course, thereby enabling one to make responsible life choices.

**Objectives:**

The classroom instruction will provide students with a variety of learning skills all while leaning about health related topics. The student will be able to present information to others, work well with others, debate, learn test taking skills, and acquire reading and writing skills to better prepare them for A.I.M.S. testing.

**Learning objectives:**

- Mental Health
- Mental Disorders
- Stress
- Depression
- Family
- Relationships
- Life Cycle
- Systems of the body
- Fitness
- Nutrition
- Eating Disorders
- Communicable Diseases
- Sexually Transmitted Diseases
- Tobacco
- Drug Abuse
- Alcohol Abuse

**The student will be able to:**

- Make responsible choices towards own health.
- Identify different diseases and illnesses.
- Learn the dangers of alcohol and tobacco abuse.
- Learn importance of a balanced diet and exercise.
- Learn how the body fights off diseases. Identify the signs of who may be depressed/suicidal.

**DRIVERS EDUCATION 10**

Eighteen weeks of classroom instruction that focuses on good attitude, defensive driving, and

learning the rules of the roadways. We will discuss alcohol, drugs, the laws of physics, and how each affects driving and reaction time. Eighteen hours of simulator experience will help develop the necessary fundamental skills of operating a moving motor vehicle.

## **BEHIND THE WHEEL 10**

### **Prerequisite: Drivers Education**

Qualifications for behind the wheel include completing classroom coursework with a passing grade and a learner's permit. The course includes three hours of actual car driving and three hours of observation outside of the school day. Minimum age is fifteen years and seven months. This class waives the 25-hour parent/guardian supervised driving practice and the road test at the motor vehicle division. After successful completion, a certificate is issued to the student to obtain the graduated license. The student may be eligible for discounted rates with most auto insurance agencies.

## **SCIENCE**

We want our students to:

- Recognize that science is the systematic gathering and organizing of knowledge to explain natural phenomena.
- Acquire a set of processes, skills, and attitudes that can be applied to observation and scientific inquiry.
- Analyze information gathered and use it to draw conclusions.
- Recognize relationships between systematic processes and knowledge.
- Understand that scientific enterprise is an integral part of every aspect of today's society and culture.

The laboratory based science classes we offer aim to:

- Have our students understand the nature of science.
- Learn the key principles within each science discipline and their inter relatedness.
- Be aware of the impact of science and technology on society, including social, economic human values.

Our inquiry based instruction and innovative instructional approach enables our students to:

- Connect key concepts from the earth sciences, biology, chemistry, and physics.

- Apply those various concepts and connections through exploration and investigation of real world problems.
- Connect science with mathematics, language arts, reading, the social sciences, and the arts.
- Recognize that science is not an isolated endeavor.

We have, as our goals of the science program:

- To lead all students to the completion of two or more years of science in high school.
- For some we provide the inspiration needed to pursue science based careers.
- For all students to have an understanding of the significance of science and technology in their lives even if science is not their main focus as they enter the work force.

Our courses offer a wide variety of meaningful and exciting activities that challenge students to perform at their highest cognitive levels. By participating in science as an endeavor, we seek to enable all students to improve decision making through techniques learned from science based experiences. We hope that involving students in real world science will facilitate development of those values and attitudes that produce involvement of individuals globally with their environment, and with all other human beings.

## **BIOLOGY 10**

### **Prerequisite: Earth Science**

Biology is a rigorous course that develops awareness of the structures, functions, and interactions of living things, and uses scientific inquiry as an approach to problem solving.

### **Performance objectives:**

- Understand the role of the cell and cellular processes.
- Understand the molecular basis of heredity and resulting genetic diversity.
- Analyze the relationships among various organisms and their environment.
- Understand the scientific principles and processes involved in biological evolution.
- Understand the organization of living systems, and the role of energy within those systems.

## **MARINE BIOLOGY (MARINE SCIENCE)**

**11-12**

### **Prerequisite: Biology**

Marine Science is a **one-year science laboratory course**. Concepts of oceanography and marine biology are covered during the

semester. This includes: topography of the ocean floor, tides, currents, pressure, plankton, marine invertebrates and vertebrates, ecology of the oceans, and ocean ecosystems. This course includes lab dissection and other laboratory techniques.

### **Inquiry process:**

- Analysis, Conclusions, and Refinements
- Evaluate experimental design, analyze data to explain results and propose further investigations.
- Communicate results of investigations.
- Identify individual, cultural, and technological contributions to scientific knowledge.
- History of Science as a Human Endeavor
- Describe the interactions between human populations, natural hazards, and the environment.

### **Performance objectives:**

- Develop skill in reading and interpreting maps, globes, charts, and other representations of the earth and the oceans.
- Explore technologies used by oceanographers to create maps and models with which to study the oceans.
- Construct and interpret bathymetric profile drawings and relief maps from contour maps of seafloor and coastline features.
- Describe the development of technologies for seafloor spreading.
- Investigate the relationships between winds, waves, waves and currents, and waves and shorelines.
- Apply knowledge of waves to understanding daily tides, storm waves, and tsunamis.
- Develop hypotheses to explain observations of the properties of liquids.
- Make a hydrometer and standardize it.
- Use graphs as a tool for reading instruments.
- Make practical application of knowledge of floating and sinking.
- Describe how density, salinity and temperature of water affect ocean currents.
- Explain how wind patterns affect the global pattern of ocean currents and local climate.
- Describe how pressure affects both living organisms and submersibles in the ocean.
- Describe the use of SCUBA for exploring the oceans.
- Describe the scientific evidence that supports the greenhouse effect and global warming.

- Explain the connection between global warming and marine life.
- Identify the phyla of organisms that make up marine plankton.
- Formulate a hypothesis and conduct an experiment comparing marine zooplankton from different oceans using collected data and statistics.
- Compare the different phyla of marine invertebrates and vertebrates in body morphology, reproduction, habitat and nutrition.
- Describe and compare adaptations of marine organisms for living in unique ecosystems of the ocean environment.
- Describe symbiotic relationships between marine organisms.
- Recognize the effects of pollution, over-fishing, and other man-made problems on marine life.
- Formulate solutions that counter-act the negative effects of humans on the ocean environment.

## **EARTH SCIENCE**

**9 - 12**

This entry-level course will investigate the earth. The underlying theme throughout will be the close interrelationships and indistinct boundaries of biology, chemistry, and physics. Course content may include the study of rocks and minerals, the dynamics of the lithosphere, geochemical cycles, weather, climate, historical geology, astronomy, oceanography, and the earth's natural resources. Major focuses will be on the human impact on our planet, both in the past, present, and future. Emphasis will be placed on the development of science processes and laboratory skills.

- Scientific Testing (Investigating and Modeling)
- Communication
- Nature of Scientific Knowledge
- Changes in Environments
- Science and Technology in Society
- Geochemical Cycles
- Energy in the Earth System (Both Internal and External).
- Origin and Evolution of the Earth System Earth Origin/System.
- Origin and Evolution of the Universe.

## **HONORS EARTH SCIENCE**

**9**

**Prerequisite: teacher recommendation.**

This course focuses on the processes that shape our dynamic Earth. Students will analyze the

processes of the Earth from the past, present, and future through laboratory exercises and technology. Students will be developing problem solving and critical thinking skills that will prepare them for more advanced courses in the future.

**CHEMISTRY 10 - 12**

**Prerequisite: Algebra 1, 2 and one lab science.**

Chemistry is recommended for all college bound students. It is a requirement for most professional careers, and is very helpful in understanding the multitude of chemicals involved in everyday living. How to predict what happens when you mix one chemical with another is a primary theme of the course. Understanding the main concepts of chemistry is emphasized more than rote memory of information. Up to half of the student's time will be spent in the laboratory.

**HONORS CHEMISTRY 10 - 11**

**Prerequisite: teacher recommendation.**

The honors chemistry is an accelerated version of our general chemistry curriculum. The scope of the content covered is extended to include more advanced topics. This course has many goals; however there are three essential goals that form the basis for its philosophy. First, all students will demonstrate mastery of the concepts and principles that reflect the standard TUSD high school chemistry curriculum. Secondly, all students will demonstrate proficiency in all applicable physical science standards, as outlined in the current Arizona science standards, which are required for the AIMS science component. Finally, all students will develop critical thinking and problem solving skills that they will not only use in chemistry, but by extension in higher level science courses and everyday life in general.

**ADVANCED PLACEMENT CHEMISTRY 11 - 12**

**Prerequisite: Chemistry 1, 2, Algebra 5, 6 and also Physics. Completed application AND teacher approvals are required.**

A second-year chemistry course offered to college-bound students who wish to pursue more advanced work in the area of chemistry. The curriculum is designed to prepare the student for the National Advanced Placement Exam given in May and will be rigorous in nature. Emphasis will be on descriptive chemistry where the accumulation of facts of chemistry begun in the elementary course is continued in the Advanced

Placement course. *Students are expected to take the advanced placement exam at the conclusion of the course.*

**PHYSICS 11 - 12**

**Prerequisite: Two years of lab science and geometry is required AND concurrent enrollment or completion of Algebra 3, 4 is recommended.**

This two-semester course covers kinematics and dynamics, optics, electricity and magnetism, and quantum and nuclear physics.

**ADVANCED PLACEMENT PSYCHOLOGY**

**11 - 12**

**Prerequisite: 3 years of Science and teacher permission.**

Psychology is the systematic study of behavior and mental processes and the factors that influence those processes. This course will survey the field of psychology with special emphasis on the use of the scientific method as the means for exploring the mind and behavior. Included is a consideration the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology and the methods psychologists use in their science and practice. Students will demonstrate an enhanced curiosity about understanding people.

Psychology is a two-semester course intended for students who desire an introduction to human behavior and personality. This course will assist students to understand human thought, action. Topics include human growth and development, learning and memory, motivation & emotion, personality, perception, abnormal psychology and therapies. The course attempts to give students insights into the reasons behind their behavior. Hypnosis, IQ testing, dream analysis, the use of reward and punishment to control behavior, ethics of psychological research and the rights of the mentally ill are just some of the topics covered.

The psychology class is intended for motivated juniors and seniors. Classwork will involve considerable readings, mathematical data skills, and experimentation. Motivated students taking the class will be expected to perform all assigned tasks at high academic levels.

**SOCIAL STUDIES**

The Social Studies Department is an integral unit of Sahuaro High School in TUSD #1. In order to

foster the development of competent and responsible citizens, we provide an educationally sound environment to all students at Sahuaro. We believe that intellectual skills in all social studies disciplines are inseparable from content. Students will be able to take and defend a position about a particular topic or issue. Curriculum is focused on procuring political, economic, historical, geographical, and technological literacy.

## **WORLD HISTORY 10**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### **Concept standards:**

#### **Students will learn:**

- Research Skills for History
- Early Civilizations
- World in Transition
- Renaissance and Reformation
- Encounters and Exchange
- Age of Revolution
- Age of Imperialism
- World at War
- Contemporary World

### **Reading focus:**

- Sections and/or chapters out of appropriate textbook are assigned to be read in class or as homework.
- Students are taught reading strategies such as note taking, SQ3R, outlining and webbing.
- Students learn to access online sources of information, such as the SIRS and ABC-CLIO databases, for research and class projects.
- Students read newspaper and magazine articles relevant to the curriculum.
- Students are taught to read and interpret graphs, charts, maps and diagrams.
- Students are taught to read and interpret primary sources such as speeches, letters, political cartoons and propaganda materials.

### **Writing focus:**

- Students write paragraph or essay responses on tests and quizzes.

- Students write research papers dealing with relevant curriculum topics, and the use of appropriate source citation is emphasized.
- Students write speeches, commercial/radio scripts, skits or short plays dealing with the content being taught.
- Students write timed essays in response to a given prompt which requires them to interpret a passage or chart/graph and provide examples from the content which they have learned.
- Students write persuasive pieces, such as letters to the editor or opinion editorials, in relation to the curriculum.
- Other written assignments, such as summarizing and reflecting on current events or responding to critical thinking questions, are given often.

## **HONORS WORLD HISTORY/GEOGRAPHY 10** **Prerequisite: Application and GATE English teacher recommendation or grade of A in Freshman English.**

This course focuses on the study of world cultures through an examination of different peoples, their history and environment. Students will analyze how political, cultural, religious, and social beliefs interact to shape patterns of human populations, inter-dependence, cooperation, and conflict. This course fulfills the sophomore World Geography/History requirements.

## **AMERICAN HISTORY – A PEOPLE’S HISTORY OF THE UNITED STATES 11**

### **Prerequisite: World History/Geography or Honors World History/Geography.**

This class is offered as an alternative to the traditional American History class. Students will use Howard Zinn’s book A People’s History of the United States to study our nations’ history through multiple perspectives. Issues of racial injustice, gender inequality, and class privilege will be examined as well as major events and personalities. Students will critically examine our nation’s progress and policies and determine where the U. S. has lived up to its ideals and where it has fallen short. This class meets all state standards.

## **AMERICAN GOVERNMENT 12** **Prerequisite: American History or Advanced Placement United States History.**

One full year is required for graduation. Local, state, and federal government functions of the American political system, and the importance of a constitutional form of government, including the essentials, sources and history of the constitutions of the United States and Arizona are stressed.

**Concept standards:**

Students will learn:

- Foundations of government.
- Structure of government.
- Functions of government.
- Rights, responsibilities, and roles of citizenship.
- Government systems of the world.

**LAW-RELATED EDUCATION (Mock Trial)**

**09 - 12**

**Prerequisite: Instructor permission required and successful completion of preseason activity required.**

This course prepares students for careers in the legal profession, but is also excellent preparation for college-level study in any area. Emphasis is placed on developing public speaking, critical thinking, and organizational skills. Students study appropriate courtroom procedures and etiquette while preparing a hypothetical case to be presented in competition. **This class will require a time commitment, and participation in practices and tournaments is required.**

**UNITED STATES HISTORY**

**11**

An in-depth study is provided of important social, economic and political developments in the nation's history. It includes the contributions of people from various racial, ethnic, and religious groups. Important concepts, skills, and values closely tied to important American institutions and ideals along with Arizona History are covered.

**Concept standards:**

Students will learn:

- Research Skills for History.
- Early Civilizations – Pre-1500.
- Exploration and Colonization – 1500s-1700s.
- Revolution and New Nation – 1700s-1820.
- Westward Expansion – 1800-1860.
- Civil War and Reconstruction – 1850-1877.
- Emergence of the Modern United States – 1875-1929.
- Great Depression and World War II – 1929-1945.
- Postwar United States – 1945-1970s.

- Contemporary United States – 1970s-Present.

**Reading focus:**

- Sections and/or chapters out of appropriate textbook are assigned to be read in class or as homework.
- Students are taught reading strategies such as note taking, SQ3R, outlining and webbing.
- Students learn to access online sources of information, such as the SIRS and ABC-CLIO databases, for research and class projects.
- Students read newspaper and magazine articles relevant to the curriculum.
- Students are taught to read and interpret graphs, charts, maps and diagrams.
- Students are taught to read and interpret primary sources such as speeches, letters, political cartoons and propaganda materials.

**Writing focus:**

- Students write paragraph or essay responses on tests and quizzes.
- Students write research papers dealing with relevant curriculum topics, and the use of appropriate source citation is emphasized.
- Students write speeches, commercial/radio scripts, skits or short plays dealing with the content being taught.
- Students write timed essays in response to a given prompt which requires them to interpret a passage or chart/graph and provide examples from the content which they have learned.
- Students write persuasive pieces, such as letters to the editor or opinion editorials, in relation to the curriculum.
- Other written assignments, such as summarizing and reflecting on current events or responding to critical thinking questions, are given often.

**ADVANCED PLACEMENT U. S. HISTORY 11**

**Prerequisite: World History/Geography.**

**Students must have grade of B or higher in Honors classes, or an A in regular English AND World History classes, AND teacher recommendation.**

Advanced Placement United States History is offered to college bound juniors who wish to complete advanced work in American History. The curriculum will be driven by state standards and preparation for the National Advance Placement Exam. Enrollment is by completion of an application and pre-assessment.

***Students are expected to take the advanced placement exam at the conclusion of the course.***

## **ADVANCED PLACEMENT U. S. GOVERNMENT AND POLITICS 12**

**Prerequisite:** AP U. S. History or U. S. History  
A college level introductory course in American government, aligned with the ***“AP Government and Politics Course Description”***, providing students with an analytical perspective on government and politics in the United States. *A component of this course requires community service hours.* Students will examine our governmental institutions and processes through an analysis of: the constitutional foundations of American government, public opinion and voting behavior, political parties and interest groups, the role of the media and our civil rights and liberties. This course complies with both the Arizona Academic Standards for Social Studies and TUSD#1 Social Studies Curriculum for “Civics & Government” (***SSHS-S3C***), and is designed to prepare students for the AP Exam administered by the College Board in May. A successful score on this exam not only serves as an indicator of student comprehension of American government and politics, but also carries with it college credit, ***(the ultimate decision on earning credit rests with the individual college institution).***

### **Concept standards:**

#### **Students will learn:**

- Foundations of government.
- Structure of government.
- Functions of government.
- Rights, responsibilities, and roles of citizenship.
- Government systems of the world.

### **Reading focus:**

- Sections and/or chapters out of appropriate textbook are assigned to be read in class or as homework.
- Students are taught reading strategies such as note taking, SQ3R, outlining and webbing.
- Students learn to access online sources of information, such as the SIRS and ABC-CLIO databases, for research and class projects.
- Students read newspaper and magazine articles relevant to the curriculum.
- Students are taught to read and interpret graphs, charts, maps and diagrams.

- Students are taught to read and interpret primary sources such as speeches, letters, political cartoons and propaganda materials.

### **Writing focus:**

- Students write paragraph or essay responses on tests and quizzes.
- Students write research papers dealing with relevant curriculum topics, and the use of appropriate source citation is emphasized.
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- Students write persuasive pieces, such as letters to the editor or opinion editorials, in relation to the curriculum.
- Other written assignments, such as summarizing and reflecting on current events or responding to critical thinking questions, are given often.

### **ELECTIVE CREDIT ONLY**

## **STUDENT GOVERNMENT 9 - 12**

This class consists of elected class and student body officers. Students develop leadership and organization skills, as well as sponsor school and community service projects. **A component of this course requires community service hours.**

***Cover design by:***

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