

TUCSON UNIFIED SCHOOL DISTRICT

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SAHUARO HIGH SCHOOL

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Clarice Clash, Ph. D., Assistant Principal for Curriculum and Instruction
Joni Pabst, Assistant Principal for Activities and Athletics

Counseling Department

Mrs. Eileen Foster A-Ga, Mrs. Beverly Elliott Ge-O, Mrs. Wendy Josephs P-Z
Mrs. Patty Garcia-Secretary

**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.

Cover Design by Ms. Lynn Gregson and Mr. Earle Sidelle of the Sahuaro Fine Arts Department

TUCSON UNIFIED SCHOOL DISTRICT
SAHUARO HIGH SCHOOL
545 NORTH CAMINO SECO
TUCSON, ARIZONA
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www.sahuarohighschool.net

January, 2010

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. Different from past registration practices; we want to develop a master schedule that would be based on student requested courses that are aligned to meet the student needs, interest, and educational goals. This new process is open to improve and expand what is already offered or add something new based on student needs and interest. This is an opportunity for students, parents 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 when selecting 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. Our counselors are an integral part of this registration process; they will continue to encourage, challenge, and advise students. The registration process is a very important time because it allows students to plan, have input into, and contemplate their academic progress in school. We want our students to take every advantage of these opportunities.

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

Sincerely,

Sam Giangardella, Principal



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.

GRADUATION REQUIREMENTS

<p>Tucson Unified School District</p>  <p>TUSD <i>Celebrate the US!</i> Tucson, Arizona</p> <p>GOVERNING BOARD POLICY</p>	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

A student shall successfully complete the minimum stand for each year listed below.

Courses	Graduating 2011	Graduating 2012	Graduating 2013
English	4	4	4
Mathematics- Algebra I,II & geometry	3	3	4
Science –biology by sophomore yr.	2	3	3
Social Studies-wld.hist,Amer.Hist, Amer. Gov	3	3	3
Physical Education	1	1	1
Health	.5	.5	.5
Fine Arts or Career & Tech Ed	1	1	1
World Language	0	0	0
Electives	6.5	6.5	6.5
Total	21	22	23

Students are also required to pass the AIMS exam in all three areas.

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](#)
A.A.C. [R7-2-302.04](#) Minimum Course of Study and Competency Requirements for Graduation from High School

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 9th 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 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.

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. 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/. The ABOR or the Arizona Board of Regents scholarship is dependent upon state funds and the boards approval.

RESOURCES ON LINE

Go to 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 in meeting 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 the same 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. 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 offered an education for 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.

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 Academy Pima 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** outside courses 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 or through the Pima course web. Sahuaro High School is assigned to a representative who visits our campus on a regular basis. The Coordinator provides one-on-one advising and assistance to streamline Sahuaro seniors into Pima Community College. The Pima 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. **Please see your counselor for the registration information. This form must be signed by the Assistant Principal of Instruction.**
2. **Get Admitted- Get an application from your counselor or Pima College.**
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 Pima 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. 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 Program.

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.**

CREDIT GUIDELINES

CLASS STANDINGS

A student's class standing is determined by the total number of **credits earned** at the end of each semester. 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 .5 or ½ unit of credit is granted for work completed in a subject that meets one period daily for one semester 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 **excessive absences!**

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 20TH DAY OF A SEMESTER

If a student registers at Sahuaro High School after the 20th 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.

Course Take a 2nd Time /Repeat Courses

When a 9th - 12th 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, 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 has a Career Center that offers information to support students with post- secondary options.

SAHUARO HIGH SCHOOL COUNSELORS

Counselor	Students	Phone Number	E-Mail address
Mrs. Eileen Foster	A-Ga	731-7324	eileen.foster@tusd1.org
Mrs. Beverly Elliott	Ge - O	731-7323	beverely.elliott@tusd1.org
Mrs. Wendy Josephs	P - Z	731-7317	wendy.josephs@tusd1.org

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.

and contains the following information:

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

The Sahuaro Senior Bulletin will be available for parents/guardians on line at www.sahuarohighschool.net.

ADMISSIONS TO MOST 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 Years	English	2 Years	Social Studies
4 Years	College Prep Math	2 Years	Foreign Language -same
3 Years	Laboratory Science	1 Years	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 2011	TUSD Graduation Requirements 2012	TUSD Graduation Requirements 2013-on	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	4.5 credits	6.5 credits		
Core Classes				16 Classes	20-25 Classes
Total Credits	21	22	23	24-26	25-30

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

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

NCAA ELIGIBILITY REQUIREMENTS

www.ncaa.org

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. Click on "Student athletes and Parents" in the "Custom Home Pages" section. You may also visit the clearinghouse Web site at www.ncaaclearinghouse.net.

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 2010-2011

SAT PROGRAM TEST

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

2010-11 Test Dates	Test	Registration Deadlines	
		U.S Regular	U.S. Late
October 9	SAT I and SAT II	Deadline is 5 weeks before test date. Please check www.collegeboard.com for actual deadline date.	Deadline is 3 ^{1/2} weeks before test date. Please check www.collegeboard.com for actual deadline date.
November 6	SAT I and SAT II		
December 4	SAT I and SAT II		
January 22	SAT I and SAT II		
March 12	SAT Reasoning only		
May 7	SAT I and SAT II		
June 4	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 2010-2011

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

Saturday Administration

Test Date	Registration Deadline	Late Fee Required
October 23, 2010	Deadline is 5 weeks before test date. Please check with www.act.org for actual deadline date.	Deadline is 3 ^{1/2} weeks before test date. Please check with www.act.org for actual deadline date.
December 11, 2010		
February 12, 2011**		
April 9, 2011		
June 11, 2011	Saturday administration	

You will not be able to register for the ACT 2010–2011 test dates until mid-July 2010. Students will need to go on line and register, pay, and select a site for the SAT and ACT tests.

AP EXAM TEST DATES... Please visit: <http://apcentral.collegeboard.com/> for more detailed information.

PSAT/NMSQT TEST DATES

October 13, 2010	Wednesday - 2010 PSAT/NMSQT administration
October 16, 2010	Saturday - 2010 PSAT/NMSQT administration

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.

Dropout Prevention Specialist / ICE Coordinator

Our dropout prevention specialist works with those students who are considered at risk on an individual basis. He monitors attendance and works with faculty, counselors, attendance liaison, community representatives and administrators to address issues for those students. He will attend home visits with community representatives when needed and will assist in recommending alternative placement for students who wish to find options other than Sahuaro High School.

Message from the Health Office

The health office is staffed by a registered nurse and a health assistant daily from 7:15-2:45 pm. The school nurse is available to assist students who become ill or injured during the school day. Students will not be released for home without a parent/guardian/emergency contact being notified of a student's condition. Students are asked not to call home themselves if they are ill or injured, but to come to the health office and either the nurse or the health assistant will call the parent/guardian/ or emergency contact. This ensures that the student is available when the person picking up the student arrives at the health office. In following district policy, all medications are kept in the health office. **Only medication prescribed by the student's doctor with written instructions will be given during the school day.** All 9th graders will be given a hearing screening and all new students to the district and all Ex Ed students will be given a vision and a hearing screening in the health office. However, a vision screening will be given upon request for any student having difficulty with their vision. The health office promotes preventative health care and encourages students to have respect for each other and to be a self advocate for their health needs. Students are encouraged to wash their hands frequently during the school day and if they have a temperature of greater than 100 degrees, they must stay home per district policy. Students and parents/guardians are welcome to call the school nurse with health issues at 731-7117.

SAHUARO HIGH SCHOOL COURSE OFFERINGS 2010 - 2011

CAREER/TECHNICAL EDUCATION/JTED

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

CTE Internship Program

PC Management/Maintenance (A+) 1, 2

PC Management/Maintenance Server 3, 4

Photo Publications 1, 2 (Yearbook)

Publications for Business (Newspaper)

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

Family and Consumer Sciences

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

Hospitality

Sports Medicine 1, 2, 3, 4

Photo Imaging 1, 2, 3, 4

ENGLISH

Advanced Placement: Junior Composition & Senior Literature

Creative Writing

ESL- Beginning/Intermediate, Advanced

Freshman English

Freshman G.A.T.E English

Contemporary English Literature

Junior English

Multicultural Literature

Senior English

Shakespeare

Sophomore English

Sophomore Honors English

EXCEPTIONAL EDUCATION

Academic Core

Essential AIMS Math

Essential Algebra

Essential English

Essential Geometry

Essential History: American & World

Modified Physical Education

Essential Science

Essentials of American Government

Basic Skills

Everyday Living Skills

Applied Healthy Lifestyles

On The Job Training

FINE ARTS

Art – Beginning, Intermediate, Advanced

Music – Instrumental, Vocal

Band: Jazz, Marching, Symphonic

Beginning Instrumental Music

Color Guard

Orchestra: Concert, Symphonic

Percussion Class

Wind Ensemble

Music Appreciation /Pop Music

Choir: Advanced Vocal Ensemble (Sahuaro Singers), Concert

Chorus: Advanced Girls (Choraliers), Boys, Girls

Theatre Arts: Beginning, Intermediate, Advanced

Introduction to Directing (Second Semester Only)

LIBRARY MEDIA CENTER

Library Practice

MATH

Algebra 1, 2

AP Calculus A/B 1, 2

College Algebra 1, 2

Geometry 1, 2, & Honors Geometry 1, 2

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

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

MISCELLANEOUS

Aide: Department/ Teacher & Office

Peer Counseling

MODERN LANGUAGES

Spanish: 1, 2, 3, 4

Chinese 1, 2, 3, 4

PHYSICAL EDUCATION

Drivers Education

Health

Physical Education

Body Conditioning

Behind the Wheel – Special sign up ONLY

SCIENCE

Advanced Placement Biology & Advanced Placement Environmental Biology

Biology

Chemistry

Earth Science

Marine Biology (Marine Science)

Physics

SOCIAL STUDIES

Advanced Placement: Government and Politics

AP United States History

Advanced Placement Psychology

American Government

United States History

U.S. History/American – A People's History of the U.S.

World History/Geography & Honors World History/Geography

Building Cultural Bridges - Elective Credit Only



Career and Technical Education

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

1. Articulated/Dual Credit:

Participation in the Pima and Santa Cruz Tech Prep Consortium, providing college transition services for career and technical students in Southern Arizona <http://www.techprep-online.org/>

Tech Prep is a credit-based college transition program for high school students in Career and Technical Education programs. Tech Prep works with our partner, Pima Community College (PCC), to identify high school CTE courses that are similar to courses offered at PCC. Formal agreements are established between PCC and public high schools to assure that students who do well in their course will receive credit for that course at PCC. Depending on the characteristics of the CTE course, students will be offered either dual or articulated credit to PCC. Once agreements are in place, courses are considered "articulated".

Tech Prep credit is designed to give high school students a head-start on college and career training. Through Tech Prep, it is possible for a student to earn up to 9 – 12 PCC transfer credits while they are still in high school. Depending on the courses taken, this could reduce their program of study at PCC by as much as a full semester.

Check with program instructor.

2. Industry Certification:

The Arizona Skills Standards Certificate is issued to students upon successful completion of an end-of-program assessment. The assessment measures industry-validated standards and presides over the credentialing of secondary students who complete the assessment successfully allowing for entry into many occupations.

<http://www.ade.state.az.us/cte/Assessments/>

3. Work-based learning/Internships/Co-op opportunities:

CTE programs offer work-based opportunities for each program area. **Check specific program's for information.**

4. Student Organizations:

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

5. Applied Academics:

Relevance makes Rigor Possible

Research has validated that relevance makes rigor possible.

Students apply core knowledge, concepts, or skills to solve real world problems in CTE coursework with authentic problems, tasks and simulations creating an environment to provide meaning to academic content.

<http://www.ade.az.gov/cte/CurriculumFramework/AcademicMathCrosswalk/>

6. Career Pathways:

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

<http://instech.tusd.k12.az.us/catalog.asp>

"This connection to future goals motivates students to work harder and enroll in more rigorous courses. "Our 16 broad career clusters will help students enhance the link between the knowledge they acquire in school and the skills they need to pursue their dreams. Without limiting students, career clusters help them focus on an area of interest or a possible career path."

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

Automotive Technology 1, 2

9-12



Students will be:

- Introduced to automotive design
- Exposed to basic information about automotive systems
- Instructed on safe work practices and proper use of power and hand tools
- Instructed in hands-on procedures of basic car maintenance
- Able to qualify for Pima College credit with a grade average of an A or B

Automotive Technology 3, 4 10-12



Prerequisite; Automotive Technology 1, 2, grade of C or better and teacher approval.

Students will be:

- Continuing to complete auto tasks as set forth by NATEF and AYES in the areas of Brakes, Suspension, Electrical, and Engine Performance
- Introduced to leadership training skills through SkillsUSA
- Able to qualify for Pima College credit with a grade average of an A or B.
- Able to have the opportunity to Job Shadow and possibly to apply for an Internship
- Able to compete in Regional and State Competitions

Automotive Technology 5, 6 11-12



Prerequisite; Automotive Technology 3, 4, grade of C or better and teacher approval. t

Students will be:

- Completing auto tasks as set forth by NATEF and AYES in the areas of Brakes, Suspension, Electrical, and Engine Performance
- Assessed by end of course evaluation test
- Continue in leadership training skills through SkillsUSA
- Able to have the opportunity to Job Shadow and possibly to apply for an Internship
- Able to compete in Regional and State Competitions

Automotive Technology 7, 8 12

Prerequisite; Automotive Technology 5, 6, grade of C or better and teacher approval.

Students will be:

- Completing auto tasks as set forth by NATEF and AYES in the areas of Brakes, Suspension, Electrical, and Engine Performance
- Continue in leadership training skills through SkillsUSA
- Able to have the opportunity to Job Shadow and possibly to apply for an Internship

- Able to compete in Regional and State Competitions
- Allowed time for Independent study

BUSINESS & COMPUTER TECHNOLOGY

Technical Applications 1/2

Prerequisite: None.



This course will introduce students to business and computer skills essential for their success as they progress through high school. They will learn basic Microsoft Office programs such as Word, Excel, Publisher and Power Point as well as continue to develop their keyboarding skills. They will also be introduced to the basics of business planning, concepts, communications and personal finance through the use of Virtual personal Financing and Retailing software.

Students will experience basic marketing concepts and explore the field of business management through hands on participation in the daily operation of the Cougar Den (school store). Students will also be introduced to DECA and invited to participate in leadership conferences and regional, state and national competitions. Students who successfully complete this course may earn Pima Community College credit.

Technical Applications 3/4

Prerequisite: Technical Applications 1/2



This course will continue to produce data and materials used in the business world and will introduce them 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. They will expand their marketing knowledge and skills through the use of Virtual Sports & Entertainment and Business Management 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. Students who successfully complete this course may earn Pima Community College credit.

Technical Applications 5/6

Prerequisite: Technical Applications 1/2 and 3/4



This course 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. Students will learn how to plan, price, promote, sell and distribute items sold in the Cougar Den (school store) at a more advanced level. Students will continue to expand their marketing knowledge and skills through the continued use of the Virtual Business software (Retail, Finance, Management and Sports & Entertainment). Students will continue to participate actively in DECA completing this advanced program. Students who successfully complete this course may earn Pima Community College credit.

Technical Applications 7/8

Prerequisite: Technical Applications 1/2, 3/4 and 5/6



This course will allow students to apply and demonstrate business functions involved in running a successful school-based enterprise by working and operating the Cougar Den (school store). Students will study accounting, research, promotion, planning, managing and selling. Students will continue to develop skills and competence in marketing careers, build self-esteem, experience leadership and practice community service. Students will continue to participate actively in DECA completing this advanced program. Students who successfully complete this course may earn Pima Community College credit.

Publications for Business 1/2

Prerequisite: None



Course Description: This course introduces students to publications for business. Students will learn everything from the purpose of business journalism, to how to produce their own newspaper. Course focuses on how a publications business would function, 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 publications for business and publishing the school newspaper. For more information about the school paper, please visit www.mountainshadownews.net.

Publications for Business 3/4

Prerequisite: Publications for Business 1/2



Course Description: This course continues publications for business at a more advanced level. Students will work in a real live newsroom that is primarily responsible for running and publishing the school newspaper and website. Responsibilities include but are not limited to: writing news stories, securing advertising, managing the budget, web design, graphic design, photography, and more.



THE BMAS PROGRAM WILL FOCUS ON:

- Demonstrate Problem Solving and Decision Making Skills
- Participate in Work-Based Learning Experiences
- Demonstrate Oral Communication Skills
- Demonstrate Written Communication Skills
- Demonstrate Business and Financial Management Practices
- Participate in Leadership Activities (DECA)
- Demonstrate Marketing Concepts
- Determine Personal Responsibility and Accountability
- Demonstrate General Management Practices
- Demonstrate Administrative and Communication Functions
- Use Computerized Information Systems and Technology

FAMILY AND CONSUMER SCIENCES

PC Mgmt/Maintenance (A+) 1 & 2 9 -12

This course presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance, and safety issues. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In

addition, 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. This is a one-year course.

PC Mgmt/Maintenance Server 3 & 4 10-12



Prerequisite: Intro to Computer Maintenance (A+) 1 & 2

HP IT Essentials: Network Operating Systems, sponsored by Hewlett-Packard Company, is an intensive introduction to networking fundamentals and multi-user/multitasking network operating systems.

Characteristics of the Linux and Windows network operating systems will be discussed. Students will explore a variety of topics including installation and configuration procedures. More advanced administrative tasks such as troubleshooting issues, security issues, and remote access will also be covered.

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 CompTIA's Server+ certification. Students may have the possibility of earning Pima Community College credits. This is a one-year course.

The PC Mgmt/Maintenance Server Program will focus on:

- Identifying Network Operating System basics and Network Operating System components.
- Identifying Network design and topology, Media types and effectiveness.
- Identifying Internet connection.
- Identifying Network services including remote access and directory services.
- Identifying NIC and IP address configuration.
- Identifying NOS installation planning.
- Identifying Windows 2000 installation.
- Identifying Linux installation and troubleshooting.
- Identifying Network security plan development.

CULINARY ARTS 1, 2 9-12



This one-year course is open to serious students who are seeking knowledge and experience in nutritional health, food selection, and culinary skills. Students will explore food groups and

human nutrition along with basic cooking and baking techniques. The curriculum is tied to the Arizona's academic standards and includes classroom activities that integrate reading, math, and writing as they relate to the food industry. In addition to classroom studies, weekly lab work will give students the opportunity to practice food safety & sanitation standards, knife skills, fruit and vegetable preparation, meat cookery, and baking. Students will work in small lab groups to prepare a variety of foods including ethnic foods from various regions in the United States and other countries.

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

In addition to learning advanced cooking and baking techniques, the students will develop skills in making foods appealing thorough artistic arrangements, cake decorating, and catering. Topics include food safety and sanitation; knife skills; the use of industrial culinary equipment; and the preparation hot & cold foods, breads, desserts, and pastries.

Students will also learn hospitality principles for front of the house work and menu design to meet customer needs.

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.

The Culinary Arts Program will focus on:

- Develop fundamental skills in the preparation of cold items to include soups, salads, sauces, dressings, marinades, relishes, sandwiches, canapés, and hors d'oeuvres.
- Perform food presentation and display techniques.
- Identify levels of training required for food service and hospitality occupations

- Identify and prepare various stocks, soups, and sauces.
- Identify and prepare various fruits, vegetables, starches and farinaceous items
- Identify a variety of cooking methods, including roasting and baking, broiling, grilling, griddling, sautéing, frying, deep frying, braising, stewing, poaching, and steaming.
- Identify and demonstrate proper use of utensils, pots, pans, hand tools and equipment.
- Identify and prepare various meats, seafood and poultry.

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.

Hospitality Management 1, 2 9 - 12



Students begin completing standards in the Hospitality Management program that prepares students for careers in a variety of hospitality services and facilities (hotels, resorts, convention centers, National Parks, RV Parks, travel agencies, cruise lines, etc.)

The SHS Sports Medicine Program has been designed for students interested in fields such as athletic training, physical therapy, medicine, fitness, exercise physiology, kinesiology, nutrition and other Allied Health related fields.

Sports Medicine 1-2: 9 -12

Prerequisite: One year high school level science class with a grade of C or higher.



This class will include class work and hands-on applications in the following areas: Prevention, treatment and rehabilitation of sports injuries, taping and wrapping of injuries, first aid/CPR, emergency procedures and health related careers.

Sports Medicine Lab 3-4: Prerequisite: One year high school level science class with a grade of C or higher and completion of Sports Medicine 1-2 The second year of this program will expand on areas covered in Sports Medicine I as well as nutrition, sports psychology, rehabilitation, therapeutic modalities, and fitness, conditioning, and strength programs.

Sports Medicine Internship: Prerequisite: Enrolled in or completed Sports Medicine 3-4 and Instructors permission.

Internships are open to seniors who are enrolled in the Sports Medicine II program. Students will work side by side with Sahuaro's Athletic Trainer both after school and during athletic contests. They will be able to observe both the day to day and game day operations of a high school interscholastic training room. Students must fill out an application and have instructor approval before being approved for an Internship.

THE Sports Medicine Program will focus on:

- Identify the signs and symptoms of injuries.
- Using taping techniques and protective equipment to prevent support or treat sports injuries.
- Apply problem solving processes to allied health situations.
- Using medical terminology in order to interpret, transcribe, and communicate data, information, and observations in the health care setting.
- Identify indications and contradictions for the use of various modalities in the treatment of common athletic injuries.

GRAPHIC COMMUNICATIONS

Photo Imaging is designed for students who wish to pursue careers in the graphic communications industry, such as, photojournalism, advertising, desktop publishing, portrait, public relations, to name a few. This all digital class uses Canon cameras, iMac computers, and Epson inkjet printers.



Photo Imaging 1,2:



This class will introduce students to the photography industry as well as cover computer skills and Photoshop. Through a series of hands on assignments students gain the knowledge necessary for a carrier in graphics communication. They will gain Mac computer skills, layout, design skills, workplace skills and photo taking skills.

Photo Imaging 3,4:

Prerequisite: Photo Imaging 1,2.



This class uses advanced Photoshop techniques, studio lighting, multiple flash units on location, and assignment to challenge the student. Students start to develop a style to there work as they work independently to create a portfolio of their work.

Photo Imaging 5,6:

Prerequisite: Photo Imaging 3,4.



Students who take this class work on their portfolios and style. Research which further education options and job opportunities. Provide images for yearbook and CTE classes

The Photo Imaging Program Will Focus On:

- Applying manual functions to get specific looks.
- Applying design, layout, and photography to produce brochure covers.
- Using a variety of light situations, natural light, on camera flash, and studio lighting.
- Learn the language used in the graphic communication field
- Membership in SkillsUSA

PHOTO PUBLICATIONS 1, 2(Yearbook) 9-12



Prerequisite: Application for admission and teacher approval.

Photo Publications is a class that creates the Sahuaro yearbook. It is designed for students who wish to pursue careers in the graphic communications industry, such as, photojournalism, desktop publishing, public relations and writing.

Photo Publications 1,2:

This class will introduce students to the yearbook publishing industry as well as cover the photographic industry. Students will receive on the job training in Mac computer skills, layout, writing editing and design skills, workplace skills and photography. Students will also be instrumental in the creation of the yearbook.

Photo Publications 3, 4:

This class will expand on areas covered in Photo Pub. 1,2 as well as leadership, advertising, media law, business ethics, budgets and Adobe Photoshop.

Photo Publications 5, 6:

Students who take this class are usually assigned to leadership positions where they actually run the class production of the yearbook. They will receive advanced training in communication, time management, problem solving, team building, design and layout, promotion and marketing, customer relations and photographic techniques.

Photo Publications 7, 8:

Students who take this class are usually assigned to leadership positions where they actually run the class production.

The Photo Publications Program Will Focus On:

- Using decision making process to identify production problems and solve them.
- Applying design, layout, and photography and writing skills to the creation of yearbook pages using online design software.
- Using the editing process to evaluate others as well as themselves.
- Developing concepts to improve overall organizational performance and product from previous year.

- Improving communication and people skills through interviews, photography and customer relations.

CTE Internship Program 11-12



16 years of Age – 1 credit of Level III
 The Sahuaro CTE Internship program provides CTE students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. Students who are classified as seniors (12th grade) and at least 16 years of age are eligible to participate. Students must have completed at least one unit of Career Preparation (Level III) instruction in a CTE program prior to enrolling in a CTE Internship. The CTE Internship must be directly related to the CTE program where the credits were earned.

The following CTE courses have available internship opportunities:

BMAS (Technical Applications)

Automotive

Culinary

PC Management

Sports Medicine

Photo Publications

The Sahuaro CTE Internship Program will focus on the following areas:

Provide students with a quality work-based learning experience.

Provide the opportunity to expand their experience in the career cluster of their choice.

Help the students bridge the gap between school and real life.

Web Page Development 1, 2 9-12



Prerequisite: None (PC Mgmt/Maintenance 1 & 2 is recommended)

Students will learn basic to complex html coding, image refinement, and layout techniques involving frames, forms, tables and style sheets. Students will be introduced to the principles of computers with an emphasis on basic concepts of network technology, software development and web page development, while also developing an understanding of the IT Industry, computer mathematics, and the evolution of the computer. This course prepares students for Web Page Development II. This two-year course sequence is recommended for students pursuing a degree in technology or direct employment in the field.

Web Page Development 3, 4 10-12



Prerequisite: Web Page Development 1 & 2

This two semester course is the second course in the Web Page Development path. At the beginning of this course some soft skills will be reviewed. Students will learn the web server side of the web page world. They will set up a web server and learn the administration of that server.

The Web Page Development Program will focus on:

- Demonstrate the appropriate use of Quick Time, Flash, Shockwave, RealPlayer and Windows Media Player in adding multimedia to a website.
- Demonstrate when to use image and file formats such as GIF, JPEG 1.0/2.0, PNG,
- PDF, TIFF, BMP, MOV and AVI.
- Explain the importance of compatibility between browsers.
- Explain the importance of creating cross-browser coding in HTML and XHTML.
- Create Cascading Style Sheets, Extensible Style Sheet Language, DHTML and
- XHTML code.
- Demonstrate knowledge of page layout principles in the design of pages.
- Explain essential differences between HTML 4.01 and XHTML standards.

ENGLISH

The English Department at Sahuaro High School provides an innovative and stimulating learning environment to help broaden cultural literacy, improve skills in written and verbal communication, deepen and refine abilities in critical thinking, and prepare students for AIMS success, college, and/or careers.

Interactive reading:

Reading focus is on phonemic awareness, phonics, fluency, vocabulary and comprehension of connected text, and comprehension strategies for understanding a variety of literature. All Sahuaro students should be able to read, analyze, evaluate, and discuss literary works.

Composition:

The writing focus is on the writing process (from pre-writing to publishing), writing elements (the six traits), and writing applications (expressive, expository, functional, persuasive, literary response, and research).

FRESHMAN ENGLISH 9

This 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. Short story selections, poetry, and persuasive speeches compose the core reading list, with multi-cultural options filling out the year.

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

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 résumé, 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 résumé, 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 9

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 10

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 will read a variety of literary works with emphasis on analyzing author style and technique.

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 Language and 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 (AP)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.

Contemporary (English) Literature 11-12

Prerequisites: Successful Completion of freshmen and Sophomore English.

Do you like to blog? Do you know how to create an informative pod cast? Ever create a website based on research and reasoned understanding? Do you even know what all these things are? You will when you take iEnglish. The emphasis in this course is on developing both English and 21st century skills. Through reading, writing, research, and discussion, we will demonstrate originality, communicate in a variety of modalities, develop critical thinking and problem-solving skills, work collaboratively, and improve information and media literacy. You will read great books and actively share your knowledge with the world.

Homework: On average there will be two to four hours of homework per week. The assigned

readings are completed outside of the classroom, along with a variety of written and technology assignments.

Required Reading (minimum): Orwell's *1984*, Huxley's *Brave New World*, and Shelley's *Frankenstein*

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.

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.**

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 11th grade curriculum; however, the reading and discussion selections reflect the diversity of a variety of cultures.

Homework: 3 -5 hours per week for reading and projects (homework).

HIGH SCHOOL GRADUATION ONLY

ENGLISH AS A SECOND LANGUAGE (ELD)

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

In this course students will continue development in reading and writing the English language beyond the most basic skills.

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.

Essential ALGEBRA 9 - 12

Prerequisite: IEP Students Only

This is a two semester 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.

Essentials 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.

Essential 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.

Modified 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.

Essentials 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.

Essentials 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.

Essentials 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.

Essentials 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.

Essentials AMERICAN History 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.

Everyday Living Skills 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.

Applied Healthy Lifestyles 9 - 12

Prerequisite: IEP Students Only

This class develops independent living, health, diet, and healthy relationships with peers. Activities include life skills for independence.

Employment Training 9 - 12

Prerequisite: IEP Students Only

The goal of this class is to produce individuals who are ready to receive training in various aspects of prevocational training. Exposure to an in class work environment is stressed.

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 are 16 and older who qualify work in the community in part-time, paid or non-paid work sites. Students learn job skills associated with their assigned jobs. Contact between teacher and employer is required. A monitoring system will insure the development of positive attributes for each student.

Applied Science 9-12

Prerequisite: IEP Students Only

This course will focus on biology and interactions with living things. Investigations of earth sciences may also be included.

Applied Social Studies 9 - 12

Prerequisite: IEP Students Only

Students will receive a broad overview of social studies topics. Knowledge of local community will be emphasized and development of skills to function within the community will be reinforced.

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 ART 9 – 12

This student will be introduced to the use of basic drawing and observation skill. The student will use the elements of design and the principals of composition in her artwork. The semester will include drawing, commercial design, and on-going group critiques resulting in a viable portfolio. The final projects will use a variety of materials to develop self-expression.

INTERMEDIATE ART 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 dimensional art assignments.

ADVANCED 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, 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

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 based heavily on 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 Winter guard, 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 1st 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.

- 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- Intermediate

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 - Advanced

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.

MUSIC - VOCAL

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.

• **Music Appreciation (Pop Music) 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. Some out-of-class rehearsal time is required. Students may repeat this course for credit with teacher approval.

ADVANCED THEATRE ARTS 10 - 12

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

This class 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 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.

School wide 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).

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.

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 11, 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 1st derivative, and its 2nd 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.

Peer Counseling **9 - 12**

Peer Counseling 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 an administrator. Benefits include character development and valuable life skills which will aid and enrich life.

MODERN LANGUAGES

Chinese

Mandarin Chinese 1, 2 **9 - 12**

Students are introduced to basic conversational vocabulary and sentence patterns of modern standard (Mandarin) Chinese as used on the Chinese mainland. Students will learn proper pronunciation (including the 4 tones) using the Pinyin system and will be introduced to 150 simplified Hanzi (Chinese characters) and their relevant character combinations for vocabulary development. All four language skills will be developed with an emphasis on basic oral/aural proficiency through short conversations, dialogs and other cultural activities. Basic reading and writing activities will enhance students' basic competency with Chinese grammar points.

Course code: 12191/12192

Mandarin Chinese 3, 4 9- 12

Prerequisites: Mandarin Chinese 1, 2 or equivalent competency with teacher's permission
Students expand their conversational skills through enhanced sentence patterns and the continued acquisition of new vocabulary through simulated real-life situations. In addition, they are introduced to an additional 300 simplified Chinese characters (total 450) and their combinations. Longer readings and short basic writing activities will be introduced to develop contextual competencies. Later in the spring, students will have an opportunity to exchange "pen-pal" messages with high-schoolers in China.

Length of term: Semester

Course code: 12193/12194

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 (2nd year) 9 - 12

Prerequisite: 8th grade credit equivalent to an A or B, grade of C or higher in Spanish 1, 2

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.

PHYSICAL EDUCATION

HS Graduation requires 1 year of PE!

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.

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.

Topics of Discussion:

- 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 Use
- 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.

Body Conditioning I (Girls) 10 -12

Students will be exposed to lifts and different workout routines. Cardiovascular work will also take place. Goals are to improve strength, speed, agility, balance, flexibility and cardiovascular strength.

Body Conditioning II (Boys) 10 -12

Students will be exposed to lifts and different workout routines. Cardiovascular work will also take place. Goals are to improve strength, speed, agility, balance, flexibility and cardiovascular strength.

Coed PE 1 Freshmen 9
This PE class has a strong emphasis on developing fitness and skills mainly in a collaborative teaching atmosphere. Activities include: track and field, fitness exercise, volleyball, basketball, rugby, soccer, etc. Classroom instructions provides and opportunity to learn skills, drill and strategies. All PE classes include a reading and writing component. **HS graduation requires 1 year of PE!**

Coed PE 2 Badminton 10 -12
This PE class offers strong emphasis on fitness skills mainly in a collaborative teaching atmosphere. Students will develop those skills and understanding of the game of badminton.

Coed PE 3 Volleyball 10 -12
This PE class offers strong emphasis on fitness skills mainly in a collaborative teaching atmosphere. Students will develop those skills and understanding of the game of volleyball.

Weight Training 10 -12
Instruction is provided in the fundamental techniques of weight-lifting, spotting and aerobic conditioning along with safety and etiquette in the weight room. Information on training techniques, basic anatomy and diet as they relate to weight lifting and aerobic conditioning are presented.

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
Qualification for behind the wheel includes completing classroom coursework with a passing grade and learners permit. *The Course includes 6 hours of class time outside of the school day.* **Minimum age is fifteen and six months.** The class *waives the 30 hours 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 driver license. The student may be

eligible for discounted rates with auto insurance agencies. **There is an added fee for this class.** The student will receive training in basic car control in the residential, city and highway driving area. Some of the more difficult driving situations that will be taught and practice are, right on red, left at a stop light, U- turns, and parallel parking.

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

9- 10

Biology is an entry level 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 rigorous science laboratory course that covers the physical and biological aspects of marine ecosystems. 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
- 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.

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.

ADVANCED PLACEMENT (AP) 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.***

ENVIRONMENTAL SCIENCE-(AP) Advanced Placement 1,2 11-12

Prerequisite: 1 year of life science, 1 year of physical science and 1 year of algebra earning an A or B.

Advanced placement Environmental Science is a designed as a course to provide college level science work for students who would typically NOT be attracted to the other, more analytical sciences. AP Environmental Science is an interdisciplinary experience; it embraces a wide variety of topics from different areas of study. The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, and identify and analyze environmental problems both natural and human-made. This class will evaluate the relative risks associated with these problems and examine alternative solutions for resolving and or preventing them. Students are expected to take the Advancement 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 (AP) 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. Class work 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 /GEOGRAPHY 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/ Multiple Perspective 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.

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.
- 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.

ELECTIVE CREDIT ONLY

BUILDING CULTURAL BRIDGES 9 -12

This class helps students develop perspectives and viewpoints on global issues that they will face in the 21st century. By focusing on both historical and current events, students will explore the development of global societies, as well as cultural similarities and differences. This class will pursue an understanding of diversity and how it affects human behavior, with the goal of helping students better understand how elements of culture

influence their school, work, families, and other aspects of their lives.

Students will explore various multicultural concepts and strategies and practice cross-cultural communication and conflict resolution skills. The textbook, *Building Cultural Bridges*, encourages a systematic, positive approach to exploring diversity issues. It recognizes the importance of valuing differences between people while also providing an emphasis on the value of human commonality and unity. These ideals promote social awareness and personal responsibility as a citizen of our community.

Course Objectives

This class will help students:

- Explore the concept of culture, including how cultures develop and change over time.
- Understand how global issues impact their own lives.
- Develop critical thinking and communication skills as they broaden their perspectives on social issues.
- Develop an awareness of the connections between past and current historical events.

NOTES: