



CATALINA FOOTHILLS HIGH SCHOOL

COURSE GUIDE

2024-2025



"A Global Learning Community of Academic and Social Excellence"

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ENVISION ²¹
DEEP LEARNING • CFSD

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Please check CFHS website for most current edition.

GENERAL INFORMATION

Catalina Foothills High School (CFHS) is an incredible place to learn! A rich, diverse educational program with challenging course pathways and options allows each student to individualize their course of study based on goals, needs, and interests.

The CFHS Course Guide provides information about graduation requirements, course offerings and descriptions, course credit, grades, Advanced Placement courses, Career and Technical Education pathways, and other special programs. CFHS counselors, teachers, and administrators are prepared to help each student make the most of their opportunities to experience success in school and beyond graduation.

Catalina Foothills High School Administration

Ms. Jody Brase, Principal

Ms. Jennifer Miller, Assistant Principal, Seniors

Mr. Ryan Tkalcevic, Assistant Principal/Athletic Director, Juniors

Mr. Chris Lambert, Assistant Principal, Sophomores

Ms. Andrea Tellez, Assistant Principal, Freshmen

Ms. Cari Burson, CTE/JTED Director



NON-DISCRIMINATION/EQUAL OPPORTUNITY POLICY

Catalina Foothills School District (CFSD) is committed to a policy of nondiscrimination in relation to sex (which includes a prohibition against sexual harassment as described in the District's policy concerning sexual harassment), sexual orientation, gender identity or expression, national origin, ethnicity, religion, creed, age, or disability.

The CFSD Career and Technical Education Program does not discriminate in enrollment or access to any of the programs available, such as Early Childhood Education, Engineering, Graphic Design, Bioscience, Business Management, Sports Medicine, Film and TV, Digital Photography, Computer Programming, and Technical Theatre. The lack of English language skills shall not be a barrier to participation. Program offerings and admission criteria are available in the CFSD High School Counseling Center.

CATALINA FOOTHILLS HIGH SCHOOL COURSE GUIDE
2024-2025

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CREDIT INFORMATION

Graduation Requirements

To be eligible to receive a diploma from the Catalina Foothills School District, a student must complete the 24 credit requirements shown in the chart below.

| DISCIPLINE | REQUIRED COURSES | CREDITS |
|------------------|--|-------------|
| English | English 9, English 10, English 11, and English 12 | 4.0 |
| Math | Algebra 1, Geometry, Algebra 2, and additional post-Algebra 2 math | 4.0 |
| Science | Biology, Chemistry, and Physics (or physics-based course: Field Science, Astronomy, or Applications of Biotech); or Biology, Physical Science, Earth and Space Science | 3.0 |
| Social Studies | Cohorts 2023-2025: Global Issues, Western Civ, US History, and Government (.5) and Economics (.5) Cohort 2026 and beyond: World History, U.S. History, AP Psychology OR Perspectives on Modern History and American Law & Justice, and Government (.5) and Economics (.5) | 4.0 |
| World Languages | Spanish or Chinese (or, if transfer, two credits of other approved language) | 2.0 |
| Fine Arts or CTE | Varies | 1.0 |
| Kinetic Wellness | .5 Health, .5 PE Group Fitness, and .5 PE Individual Fitness | 1.5 |
| Electives | Electives | 4.5 |
| TOTAL | | 24.0 |

Credit accepted towards CFSD graduation requirements from non-CFHS classes include credits earned through approved alternative courses (e.g., online/in-person courses [limited to 1 credit in each of the four major subject areas of English, Math, Science, and Social Studies]) and/or by passing courses at the college or university level if the courses are determined to meet or exceed standards and criteria established by the CFSD Governing Board and in accord with A.R.S. 15-701.01. The high school principal will evaluate alternative courses and approve them for credit.

Course Load

Freshmen and Sophomores must be enrolled in seven classes each semester or six classes and an assigned Study Hall. Juniors and Seniors must carry a minimum of six classes on their schedule each semester.

Course Description Information and Notations

Each course description explains the general goals of the course and specific knowledge and skills acquired as a result of the course. Also included are course notations as follows:

- Prerequisite: Students must meet noted prerequisites (grade level, class completed, grade earned, other).
- Co-requisite: Students must be enrolled simultaneously in noted courses.
- Teacher Recommendation: Requires current subject instructor's signature.
- Teacher Approval: Requires course instructor's signature.
- Course Fee(s): Students will be charged a fee(s) for materials and/or projects used beyond those needed to meet the basic requirements.

Course Availability

Students will be assigned to classes as space is available. Courses listed will only be offered if there is sufficient enrollment and appropriate staffing.

Schedule Changes

Every effort is made to place student into their first or second choice courses. Once school begins, student requests for schedule changes are restricted and based on the following criteria:

| ACCEPTABLE reasons for a schedule change may include: | UNACCEPTABLE reasons for a schedule change include, but are not limited to: |
|---|---|
| <ul style="list-style-type: none"> • Failure in a prerequisite course | <ul style="list-style-type: none"> • A free period or lunch change |
| <ul style="list-style-type: none"> • Need to add required course to graduate on time | <ul style="list-style-type: none"> • A teacher change |
| <ul style="list-style-type: none"> • Successfully completed course | |
| <ul style="list-style-type: none"> • Medical reasons (requires a doctor's note) | |

Note: CFHS reserves the right to change student schedules for administrative reasons at any time (e.g., class leveling, etc.).

Withdrawing from a Class

If enrolled in seven classes, a student may request to withdraw from a class within the first ten days of the semester without any record on the transcript. If withdrawing after the end of the ten-day window, the student may receive a WP (Withdrawal Passing) or WF (Withdrawal Failing) on the transcript. The WP or WF will not affect the student's grade point average but a WF will affect athletic eligibility. A withdrawal with fewer than four weeks remaining will result in an F on the transcript. Students may only withdraw from a class if they maintain the minimum course load requirement of six for-credit classes. If withdrawing from a class, the student will go into Study Hall (grade 9/10) or have a free period (grade 11/12); they may not add a different class. Students remain in and attend their scheduled classes until notified that a change has been approved or disciplinary consequences for non-attendance will apply.

Credit Recovery

Students who have received a D or an F in a required core class may retake the same class in the classroom, through CFHS Course Emporium (CFHS credit recovery), or through an approved [Arizona Online Instruction Program](#) (see counselor). If a student is enrolled in an AOI, they must also remain enrolled as a full-time student at CFHS (i.e., enrolled in 6 classes, one of which may be Course Emporium). Upon successful completion of the recovery coursework, the new course and grade will be entered on the transcript and the original F will be changed to an RF and no longer impact the cumulative GPA. Honors/AP course grades will not be replaced by a standard course grade.

Grade Replacement

Grades of B, C, D, or F may be replaced by successfully retaking the same class at CFHS. Upon successful completion of the coursework, the new course and grade will be entered on the transcript and the original grade will be changed to the grade earned. The original grade will no longer impact the cumulative GPA. Honors/AP course grades will not be replaced by a standard course grade. Grades of B or C may not be replaced through Course Emporium nor through any other online or in-person programs.

HONORS, ADVANCED PLACEMENT, & DUAL ENROLLMENT

Students have the option to participate in Standard, Honors, Advanced Placement (AP), and Dual Enrollment (DE) courses. Honors courses and Honors credit in standard classes are the two pathways available to pursue honors level work. The availability of and requirements for each path may vary depending on the discipline or program (see descriptions below).

Honors Courses

Honors courses cover a wider scope of material, in greater depth, and at a faster pace than the standard courses. The more rigorous Honors courses are designed for students who are independent learners, self-motivated, interested in the subject area, have well-developed study habits and time management skills, and generally excel academically. Students are encouraged to take the highest-level courses that are appropriate for them. Honors course requests should be made thoughtfully as students are not able to make a level change if they decide they do not like the work or the course is too hard. Students and parents must sign an Honors/AP Agreement to be placed in Honors or AP courses. Honors courses are given an additional .25 weight in the GPA calculation.

Students are not obligated to take Honors courses in all subject areas or in every year, but may choose among their interests and skill areas. A student who takes Honors Biology is not required to take Honors Chemistry. Similarly, a student who takes standard English as a freshman is not precluded from taking Honors English as a sophomore.

Honors Credit ^{HC}

Honors credit is available in all standard English and Social Studies courses, and in Algebra 1, and select CTE classes, which are designated as ^{HC} in the course titles. Students who consistently perform at the Honors level (3.5 and above) in their coursework and assessments in these classes will be awarded Honors credit (additional .25 weight in the GPA calculation for an honors level "A") and have an (H) designation added after the course title on the transcript.

Honors Eligibility

- **English:** Students who are in Honors English, or are receiving an A in standard English, are eligible for and strongly encouraged to take Honors or AP English. Other students interested in taking Honors or AP English classes may also commit to the more rigorous work. At all levels, English courses award Honors credit to students in standard/non-Honors classes who consistently perform at the Honors level (3.5 and above) in their coursework and assessments.

- **Social Studies:** At all levels, Social Studies courses award Honors credit to students who consistently perform at the Honors level (3.5 and above) in their coursework and assessments. Separate AP courses are offered in grades 10-12 and students who understand and commit to the increased rigor may choose to take AP coursework in Social Studies.
- **Math:** Students must demonstrate proficiency by earning a 3.0 both semesters in the prerequisite Honors course (or a 3.5 average in the prerequisite standard course both semesters), and earn a minimum of 3.0 on the Honors proficiency exam (given during each semester's Final Exam Week) to be eligible for the next level Honors course. Students who do not meet one of the required data points may submit an appeal, which includes a teacher letter of recommendation. The Department Chair will convene a panel of math teachers to review appeals. Note: Algebra 1 does not have a separate Honors section but students who perform at the Honors level may earn Honors credit (HC).
- **Science:** Students must earn a minimum B average in the prerequisite Honors course or an A both semesters in the prerequisite standard course to be eligible for the next level Honors course. Math skills are also important for success in science courses and there may be a math co-requisite. See specific course description for requirements.
- **Spring Review:** As spring semester grades are not available at the time of course selection, math and science Honors/AP requests will be reviewed at the end of spring semester to confirm eligibility. Students who do not meet the grade eligibility or teacher recommendation requirement for Honors/AP math or science will be placed in a standard section of the course.

Information for Middle School Students Regarding Honors Coursework

Honors English 9 is open to any student who wishes to commit to the rigor of Honors coursework. Social Studies does not have a separate Honors section. Math placement will be determined by a proficiency assessment given to 8th graders in the spring. Students who take Algebra 1 as freshmen may earn Honors credit by performing at the Honors level. Orange Grove and Esperero Canyon students interested in Science Honor courses must have a teacher recommendation. New-to-district students must have received an "A" average (no more than one quarter "B") in 8th grade science.

Note: Grade review will occur during the summer. Placement in Honors math and science is contingent upon eligibility.

Advanced Placement (AP) Courses

AP Courses are college level classes, taught at the high school, which require significant reading, writing, and independent study. Courses are challenging and offered to academically motivated students who wish to pursue excellence in their studies. AP courses follow a national curriculum prescribed by the College Board that prepares students to take the Advanced Placement exam for their subject(s) in the spring. Students who do well on the AP exam may be granted credit by their college for that subject. **Note: Students who take an AP class are expected to take the AP exam.**

Students are expected to make informed and committed decisions prior to signing up for the course. Students and parents must sign an AP Agreement, which is a statement of understanding regarding the rigor of the coursework and commitment to the yearlong course. Students are not able to drop an AP course without extenuating circumstances and proof that everything possible has been done for success. Students may find additional AP course information at www.collegeboard.org.

Dual Enrollment (DE) Courses

Dual Enrollment (DE) courses are taught at the college level by CFHS staff and provide the opportunity for students to earn both high school and college credit. Through dual enrollment, students can take specified college-level courses at the high school during regular school hours and earn University of Arizona (UA) college credit and high school credit simultaneously. Available dual enrollment courses have been selected and approved by CFSD.

Students interested in earning college credit must register and pay reduced tuition to the UA. Scholarships are available from Pima JTED. See CFHS course instructor for more information.

CTE / JTED PROGRAMS & COURSES



CFSD is a member of the Pima Joint Technical Education District (JTED). In conjunction with business and industry, JTED provides Career and Technical Education (CTE) programs for students that focus upon both the educational and employment needs of Pima County. CTE/JTED courses provide access to state-of-the art equipment and training programs in a variety of career pathways, offer articulated college-level credit (applicable courses only), offer

the opportunity for industry certifications, and the opportunity to work at an advanced level in a variety of career areas. CFHS offers a robust selection of educational experiences within the following ten (10) CTE programs/pathways:

- Bioscience
- Business Management
- Computer Programming
- Digital Photography
- Early Childhood Education
- Engineering
- Film & Television
- Graphic Design
- Sports Medicine
- Technical Theatre

Additional information about CFHS's CTE/JTED course offerings, descriptions, and prerequisite information can be found on pages 45-56.

ACADEMIC SERVICE HONORARY

National Honor Society

National Honor Society (NHS) is a national service honorary. At CFHS, students are eligible for NHS consideration if they meet and maintain the following academic standards:

- Have a minimum 3.75 GPA (weighted, cumulative)
- Complete a minimum of 2 Honors, AP/DE classes per year (or 1 as freshman and 3 as sophomore, and enrolled in 2 H/AP/DE designated courses per year thereafter)

Sophomores on track to earn 4 H/AP/DE credits by the end of sophomore year, and Juniors on track to earn 6 H/AP/DE credits by the end of junior year, will be invited to an NHS Information Meeting. More information about the CFHS NHS selection process can be found on the CFHS website under the Activities/Sports link.

ACADEMIC HONORS / AWARDS & RECOGNITION

Academic Letter

Students who meet the standards below are eligible to earn an Academic Letter / pin.

- Students must be enrolled in at least six classes that determine GPA. (A "P" grade is not used to determine grade-point average.) Exception: Seniors who are Peer Mentors – which is P/ F – will have quarter GPAs based on their other five CFHS classes.
- Students must be enrolled at CFHS for the first three consecutive quarters of the school year.
- Students must have a 4.0 GPA for each of the first three quarters of the school year, as identified on the school calendar.
- Students may not have a grade below a "B" at any of the first three quarters.

Students in grades 9-11 will be awarded their letter or pin during the spring Academic Awards Ceremony. Students in grade 12 who earn an Academic Letter will be recognized at the Senior Honors Ceremony in May.

Senior Honors Ceremony

Students who have a 3.75 cumulative weighted GPA after 7th semester will be invited to the Senior Honors Ceremony which is held the Monday night of graduation week. Students with 3.75-3.99 GPA will receive the CFHS Blue Award for Academic Excellence, and students with 4.0 or better will receive the CFHS Silver Award for Outstanding Academic Achievement. Seniors with a 3.75 or better are also eligible for CFHS AP Scholar (completed 5 or more AP classes), Scholar-Athlete, and Scholar-Activity recognition.

Arizona Seal of Biliteracy (optional)

Students who demonstrate proficiency in English and also pass a designated World Languages assessment in Spanish, Mandarin Chinese (simplified or traditional), American Sign Language (ASL), Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Polish, Portuguese (Brazilian), or Russian, will be awarded the Arizona Seal of Biliteracy, which will be notated on the transcript and affixed to the diploma.

Arizona State Seal of Arts Proficiency (optional)

Students who meet the four criteria below will be awarded the Arizona State Seal of Arts Proficiency, which will be notated on the transcript and affixed to the diploma.

1. A final GPA of 3.0 or 4.0 in each qualifying arts/career and technical education (CTE) course.
2. 4 minimum credit requirements in one of the following ways:
 - a. A minimum of 4 credits in one artistic discipline (music, theatre, visual arts, media arts), OR
 - b. 3 credits in one artistic discipline, and 1 qualifying creative industries CTE credit or separate artistic discipline, OR
 - c. 2 credits in one artistic discipline, and 2 credits in a qualifying creative industries CTE course or separate artistic discipline.
3. 80 hours of arts-related extracurricular activities.
4. A student capstone project.

Honors Diploma

Students who excel in high school coursework, as determined by GPA, and on Advanced Placement (AP) exams, as determined by AP coursework and test scores, will be awarded an Honors Diploma. To have an "Honors Diploma" seal affixed to their diploma, students must meet the following criteria:

- Be enrolled as a full-time student at CFHS for both semesters of junior and senior years
- Earn a weighted GPA of 4.0 or higher for each semester in grades 10-12
- Complete senior year with a minimum 4.0 cumulative weighted GPA
- Earn either a score of "4" or "5" on three AP exams by the end of junior year and complete a minimum of three AP exams as a senior and earn a grade of "B" or higher each semester in the respective AP classes; OR earn a score of "4" or "5" on four AP exams by the end of junior year and complete a minimum of two AP exams as a senior and earn a grade of "B" or higher each semester in the respective AP classes.

AP Capstone Diploma

AP Capstone is a diploma program from the College Board based on two yearlong AP courses: AP Seminar and AP Research. Students who earn a score of 3 or higher on the AP Seminar Exam, AP Research Exam, and four other AP Exams, will receive AP Capstone Diploma recognition from The College Board.



GRADING & GPA

The CFHS grade scale is a rubric model that uses a four-point continuum. This grading model is used to assign a student's final grades at the end of each semester. The grades reflect evidence of student performance and academic growth based on the subject area/course standards and learning goals. The subject area/course standards and learning goals are part of a system of proficiency scales that are used as the basis for instructional planning and assessing student performance. The final grade for a semester is a determination of the student's body of work with consideration of their growth. The average of all course rubric scores is converted to a letter grade on the report card and transcript.

| TRANSCRIPT NOTATION & GPA WEIGHT | | | | |
|--|----------|---------------|---------------|--------------------|
| Honors courses are identified by an "H" on the student's transcript in the course title, and are weighted an additional .25 weight in the GPA calculation. | | | | |
| Honors Credit courses are identified with an (H) after the grade on the student's transcript, and are weighted with an additional .25 weight in the GPA calculation for the honors level "A". | | | | |
| AP courses are identified by "AP" on the student's transcript and are weighted an additional .5 GPA points. | | | | |
| Dual Enrollment courses are identified as (DE) after the grade on the student's transcript, and are weighted an additional .5 GPA points. | | | | |
| Earned Weight | | | | |
| | Standard | Honors Credit | Honors Course | AP/Dual Enrollment |
| A | 4.0 | 4.25 | 4.25 | 4.5 |
| B | 3.0 | 3.0 | 3.25 | 3.5 |
| C | 2.0 | 2.0 | 2.25 | 2.5 |
| D | 1.0 | 1.0 | 1.25 | 1.5 |
| F | 0 | 0 | 0 | 0 |

Note: Grades with + and - do not affect GPA weighting.

| CFHS RUBRIC / GRADE SCALE | | |
|---|--------------|--|
| CFHS adopted a 4.0 rubric grading scale for assigning grades in classes (as opposed to traditional 80%, 90%, etc.). The table below shows the relationship between the rubric score and the letter grade. The average of all course rubric scores for a term will be reflected as a letter grade on the report card and transcript. | | |
| Rubric Score | Letter Grade | Description |
| 3.57-4.00 | A+ | Highly Proficient Students who consistently perform at the Honors level (3.5 and above) will receive Honors Credit designation for "HC" classes (English, Social Studies, designated others) |
| 3.34-3.56 | A | |
| 3.12-3.33 | A- | |
| 2.90-3.11 | B+ | Proficient |
| 2.67-2.89 | B | |
| 2.45-2.66 | B- | |
| 2.30-2.44 | C+ | Partially Proficient |
| 2.15-2.29 | C | |
| 2.00-2.14 | C- | |
| 1.50-1.99 | D | Minimally Proficient |
| 0.00-1.49 | F | Not Proficient |

STATE ASSESSMENTS

| | |
|--------------------|---|
| ACT Aspire | Arizona's Statewide Achievement Assessment: Students take English, Reading, Math, Science, and Writing during spring semester of 9 th grade. |
| ACT | Arizona's Statewide Achievement Assessment: Students take English, Reading, Math, Science, and Writing during spring semester of 11 th grade. |
| AzSCI | Arizona's Science Test: Students take the AzSCI during spring semester of 11 th grade. |
| Civics Test | Students are required to pass a state-mandated Civics test to meet graduation requirements. It will be notated on the transcript that a passing score has been achieved. A student who does not obtain a passing score may retake the test until a passing score is obtained. |

ACADEMIC

DEPARTMENTS & COURSE OFFERINGS

All Catalina Foothills High School programs of study, course offerings, course titles, and course descriptions are approved by the CFSD Governing Board.



CFHS BY THE NUMBERS:

- 9 departments
- 150+ courses
- 10 CTE/JTED Programs
- 89 classroom teachers
- 1900+ students
- 51 acres
- 7 main buildings
- 92.2% 4-year graduation rate
- 90% of CFHS graduates pursue higher education
- 25+ academic and student-led clubs
- Over \$15 million in scholarships offered to class of 2022



NEW FOR 2024-2025

New Program Pathways

Social Studies (third-year implementation, 2024-2025)

- World History (Cohort 2028) 25
- AP World History-Modern (Cohort 2028) 26
- U.S. History or AP U.S. History (Cohort 2027)..... 26
- AP Psychology OR Perspectives on Modern History AND American Law & Justice (Cohort 2026) 27
- U.S. Government or AP U.S. Government AND Economics or AP Microeconomics (Cohort 2025)..... 28

Early Education Program (CTE/JTED)

- Early Education 1 (2023-2024) 54
- Early Education 2 (2024-2025) 54
- Early Education 3 (2025-2026) 54

Prerequisite Change

- AP Environmental Science 23



ENGLISH

Credits Required for Graduation: Four years (4 credits) required for CFSD graduation: English 9, English 10, English 11, and English 12 (standard/HC, H, or AP options).

Honors courses: Students may take a designated Honors course to earn Honors credit (additional .25 weight in the GPA calculation).

English courses at all levels award Honors Credit for students in HC classes who consistently perform at the Honors level in their coursework and assessments (additional .25 weight in the GPA calculation for an honors level "A").

ENGLISH 9: COMING OF AGE ^{HC}

#1100

| | | |
|---------------|------|---|
| GRADE: | 9 | This course examines the universal struggles and triumphs of individuals as they navigate adolescence and the transition into adulthood. Texts may include <i>The Catcher in the Rye</i> , <i>I am Malala</i> , <i>Born a Crime</i> , and <i>To Kill A Mockingbird</i> . Students will read and analyze a variety of texts and write and discuss in response to those texts in order to gain a better understanding of themselves and how to communicate effectively with others. The course emphasizes reading and writing of narrative, analytical, and argumentative texts, research and critical thinking skills, as well as the conventions of written English. <i>*Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.</i> |
| PREREQUISITE: | None | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

HONORS ENGLISH 9: COMING OF AGE

#1103

| | | |
|---------------|------|---|
| GRADE: | 9 | This course examines the universal struggles and triumphs of individuals as they navigate adolescence and the transition into adulthood. Texts may include <i>The Catcher in the Rye</i> , <i>I am Malala</i> , <i>Born a Crime</i> , and <i>To Kill A Mockingbird</i> . Students will read and analyze a variety of texts and write and discuss in response to those texts in order to gain a better understanding of themselves and how to communicate effectively with others. The course emphasizes reading and writing of narrative, analytical, and argumentative texts, research and critical thinking skills, as well as the conventions of written English. <i>As this is an Honors course, students will be expected to demonstrate independent learning and a more advanced level of performance. Instruction will target the Honors level learning goals.</i> |
| PREREQUISITE: | None | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

ENGLISH 10: THE INDIVIDUAL AND SOCIETY ^{HC}

#1120

| | | |
|---------------|-----------|--|
| GRADE: | 10 | This course examines the interplay between individuals and the societies that they are part of. Students will explore concepts such as individuality, leadership, conformity, community, and belonging. Texts may include <i>Anthem</i> , <i>A Raisin in the Sun</i> , <i>Long Way Down</i> , and <i>The Hunger Games</i> . Students will read and analyze a variety of texts and write and discuss in response to those texts in order to gain a more nuanced understanding of society, their relationship with it, and how to communicate effectively with others. The course emphasizes reading and writing of narrative, analytical, and argumentative texts, research and critical thinking skills, as well as the conventions of written English. <i>*Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.</i> |
| PREREQUISITE: | English 9 | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

HONORS ENGLISH 10: THE INDIVIDUAL AND SOCIETY

#1123

| | | |
|---------------|-------------------------------|--|
| GRADE: | 10 | This course examines the interplay between individuals and the societies that they are part of. Students will explore concepts such as individuality, leadership, conformity, community, and belonging. Texts may include <i>Anthem</i> , <i>A Raisin in the Sun</i> , <i>Long Way Down</i> , and <i>The Hunger Games</i> . Students will read and analyze a variety of texts and write and discuss in response to those texts in order to gain a more nuanced understanding of society, their relationship with it, and how to communicate effectively with others. The course emphasizes reading and writing of narrative, analytical, and argumentative texts, research and critical thinking skills, as well as the conventions of written English. <i>As this is an Honors course, students will be expected to demonstrate independent learning and a more advanced level of performance. Instruction will target the Honors level learning goals.</i> |
| PREREQUISITE: | English 9 or Honors English 9 | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

ENGLISH 11: MIRRORS AND WINDOWS ^{HC}**#1140**

| | |
|---------------|---------------------------------|
| GRADE: | 11 |
| PREREQUISITE: | English 10 or Honors English 10 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This course will explore the American Experience through multiple perspectives (e.g., individual, cultural, historical). Students will make connections to literature through their own knowledge and experiences (mirrors) as well as through others' lives and experiences (windows). Topics of study may include America's place in the world, the evolution of the American Dream, expressions of identity, and patriotic symbolism. Texts may include *Their Eyes Were Watching God*; *Sing, Unburied, Sing*; and *Into the Wild*. Using critical lenses, students will engage in productive and ongoing discourse, deepening their capacity for critical thinking by reading, analyzing, and discussing diverse texts which represent a variety of voices and cultures. The course emphasizes analytical reading and writing of narrative, persuasive, and expository text; literary analysis, critical thinking, research, and oratory skills, as well as the conventions of written English. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

AP ENGLISH 11: LANGUAGE AND COMPOSITION**#1154**

| | |
|---------------|---------------------------------|
| GRADE: | 11 |
| PREREQUISITE: | English 10 or Honors English 10 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This college-level course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. This course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. Students will synthesize material from primary and secondary sources carefully in their own compositions. The overarching objective is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, this course emphasizes the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course prepares students to take the AP English Language and Composition Exam. *Note: Students who take an AP class are expected to take the AP exam.*

ENGLISH 12: PERSUASION IN POP CULTURE ^{HC}**#1166**

| | |
|---------------|-----------------------------|
| GRADE: | 12 |
| PREREQUISITE: | English 11 or AP English 11 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Note: Interested seniors may take AP English 12: Literature and Composition and another English 12 class as an elective

This course examines how creators make rhetorical choices across various mediums, such as podcasts, advertisements, poetry, and media. Topics may include consumerism, the rhetorical strategies employed in advertising, and the impact of technology on individuals and societies. Through the examination of short-form non-traditional texts, students will analyze how content creators' choices influence and are influenced by social norms and perspectives. Other texts may include *Catch-22*, *Fahrenheit 451* and selections from various nonfiction texts such as *The Tipping Point* and *Writing for the Mass Media*. Students will apply a genre-based lens to engage in productive and ongoing discourse, deepening their capacity for critical thinking by reading and analyzing these texts. The course will utilize narrative and expository text, and emphasize synthesis of ideas, literary analysis, critical thinking, research, writing, and oratory skills, as well as the conventions of written English. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

ENGLISH 12: FANTASY AND MYTH ^{HC}**#1167**

| | |
|---------------|-----------------------------|
| GRADE: | 12 |
| PREREQUISITE: | English 11 or AP English 11 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Note: Interested seniors may take AP English 12: Literature and Composition and another English 12 class as an elective.

This course examines different world mythologies and types of fantasy with a focus on the power and purpose of symbolism and metaphor in literature. Texts may include *The Hobbit*, *The Once and Future King*, and *The Eye of The World*. Students will apply a genre-based lens to engage in productive and ongoing discourse, deepening their capacity for critical thinking by reading and analyzing a variety of texts. The course will utilize narrative and expository text, and emphasize synthesis of ideas, literary analysis, critical thinking, research, writing, and oratory skills, as well as the conventions of written English. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

ENGLISH 12: MYSTERY AND THRILLER ^{HC}**#1182**

| | |
|---------------|-----------------------------|
| GRADE: | 12 |
| PREREQUISITE: | English 11 or AP English 11 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Note: Interested seniors may take AP English 12: Literature and Composition and another English 12 class as an elective.

This course examines what makes a “good” mystery and the role of suspense in manipulating the audience. The course also explores various authors’ reflections of and reactions to other works within the genre. Topics may include the sensationalism of true crime, the structures of detective fiction, and ghost stories as cultural touchstones. Texts may include *The Maltese Falcon*, *Dracula*, *In Cold Blood*, and *Miss Marple - The Complete Short Stories*. Students will apply a genre-based lens to engage in productive and ongoing discourse, deepening their capacity for critical thinking by reading and analyzing a variety of texts. The course will utilize narrative and expository text, and emphasize synthesis of ideas, literary analysis, critical thinking, research, writing, and oratory skills, as well as the conventions of written English. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

ENGLISH 12: SCI FI AND DYSTOPIA ^{HC}**#1172**

| | |
|---------------|-----------------------------|
| GRADE: | 12 |
| PREREQUISITE: | English 11 or AP English 11 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Note: Interested seniors may take AP English 12: Literature and Composition and another English 12 class as an elective.

This course examines different types of science fiction texts and the ways in which the genre reflects, critiques, and informs social structures and beliefs. Texts may include *Hitchhiker’s Guide to the Galaxy*, *Feed*, *Frankenstein*, and *Do Androids Dream of Electric Sheep?* The course will examine what makes a utopia versus dystopia as well as the concept of living with artificial intelligence and other potential technological advances. Students will apply a genre-based lens to engage in productive and ongoing discourse, deepening their capacity for critical thinking by reading and analyzing a variety of texts. The course will utilize narrative and expository text, and emphasize synthesis of ideas, literary analysis, critical thinking, research, writing, and oratory skills, as well as the conventions of written English. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

ENGLISH 12: WAR AND CONFLICT ^{HC}**#1192**

| | |
|---------------|-----------------------------|
| GRADE: | 12 |
| PREREQUISITE: | English 11 or AP English 11 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Note: Interested seniors may take AP English 12: Literature and Composition and another English 12 class as an elective.

This course examines the origins of the rules of warfare and its strategies and the instances of war and conflict affecting participants, survivors, and society as a whole. Texts may include *The Art of War*, *Macbeth*, *Hiroshima*, and *The Things They Carried*. Students will apply a genre-based lens to engage in productive and ongoing discourse, deepening their capacity for critical thinking by reading and analyzing a variety of texts. The course will utilize narrative and expository text, and emphasize synthesis of ideas, literary analysis, critical thinking, research, writing, and oratory skills, as well as the conventions of written English. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

AP ENGLISH 12: LITERATURE AND COMPOSITION**#1215**

| | |
|---------------|-----------------------------|
| GRADE: | 12 |
| PREREQUISITE: | English 11 or AP English 11 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Note: Interested seniors may take AP English 12: Literature and Composition and another English 12 class as an elective.

This college-level course engages students in becoming skilled readers of prose. This college-level course engages students in the careful reading and critical analysis of literature. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit from American and British literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, tone, and themes, as well as smaller-scale elements such as figurative language. This course prepares students to take the AP English Literature and Composition exam. *Note: Students who take an AP class are expected to take the AP exam.*



ENGLISH ELECTIVES

CREATIVE WRITING: ART, MEANING, AND STORY

#1303

| | | |
|------------------------------------|-----------|--|
| GRADES: | 10-12 | In this collaborative, process-oriented course, students will explore the role of language and structure in developing meaningful poetry and prose with complex thematic content. Students will learn how to create narratives with interesting and original characters, write realistic and purposeful dialogue, and organize well-structured plots in order to craft engaging screenplays and short stories. Students will learn how to incorporate literary devices into their own writing; format poetry and prose; request, provide, and incorporate feedback through peer critique; and self-examine their work in order to better refine their intended themes. This course emphasizes the analytical reading of expert work in order to shape students' skills in crafting poetic language and developing compelling narratives. |
| PREREQUISITE: | English 9 | |
| CREDIT: | 1 .0 | |
| SEMESTERS: | 2 | |
| Course may be repeated for credit. | | |

SPEECH & DEBATE ^{HC}

#1322

| SPEECH & DEBATE | | # CREDITS |
|------------------------------------|------|---|
| GRADES: | 9-12 | Speech & Debate is a course designed to give students the opportunity to acquire the skill of public speaking, with an emphasis on debate. Sophisticated oral as well as written communication and argumentation skills will be taught empowering students to take a reasoned and well-substantiated stance in affirmation or negation of a statement concerning a current issue. The course stresses the necessity of thorough research and clear organization in creating a speech and provides extensive practice in informative and persuasive speaking/argumentation with a focus on current public issues - local, national, and international - and the historical context surrounding a topic for debate. Critical thinking, research, writing, oral presentation, and teamwork will all come together in this course making students more aware of the world around them and how to expertly convey and substantiate their opinions on issues facing our world. <i>*Students who consistently perform at the Honors level in coursework and assessments will be awarded Honors credit for this course.</i> |
| PREREQUISITE: | None | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| Course may be repeated for credit. | | |

SEI TARGETED PULL-OUT CLASS (ELD)

#9850

| | | |
|------------------------------------|-------------------------|--|
| GRADES: | 9-12 | The English Language Development Program is a program for students whose first language is not English. The program is based on the Language Development Approach created by Arizona Unique Populations. The class utilizes the SEI Pull-Out Model. Course curriculum is based on the Arizona English Language Proficiency Standards. In order to qualify for this class, a student must have a level of pre-emergent, emergent, basic, or intermediate on their most recent AZELLA. |
| PREREQUISITE: | Placement by assessment | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| Course may be repeated for credit. | | |

AP SEMINAR

#3502

| | | |
|--|--------------------------------------|---|
| GRADES: | 11-12 and 10 with teacher permission | AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. |
| PREREQUISITE: | None | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| AP Seminar is cross-referenced in English, Social Studies, and Science as students have different areas of interest and teachers may vary from year to year. | | |

AP Seminar is the first year of the AP Capstone program and is recommended to be taken in 11th grade. The AP Research course is the second year and is recommended to be taken in 12th grade. Successfully completing and passing the exams for both Capstone courses and (4) other AP classes will result in the AP Capstone Diploma. Students who only take AP Seminar are not eligible for the Capstone Diploma.

Note: Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1-5 scale).

AP RESEARCH

#3503

| | |
|---|------------|
| GRADES: | 11-12 |
| PREREQUISITE: | AP Seminar |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| AP Research is cross-referenced in English, Social Studies, and Science as students have different areas of interest and teachers may vary from year to year. | |

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

STUDENT LEADERSHIP

#7151 SC, #7152 LC, #7153 AD

| | |
|---|------|
| GRADE: | 9-12 |
| PREREQUISITE: | None |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Student Leadership is cross-referenced in English and Social Studies. | |
| Course may be repeated for credit. | |

Student Leadership is a course designed to give students the opportunity to study, practice, and develop individual and group leadership and organization skills. These skills include, but are not limited to, leadership roles, interpersonal relations, civic responsibility, decision-making, problem solving, and communication. Students enrolled in this course apply these skills by working with peers, school administration, and the community. This course is a hands-on approach to leadership by involving students in participatory leadership through project planning and implementation. All Student Council officers and elected class presidents and representatives serving in leadership roles are required to take this course.

PEER CLASSROOM MENTOR

#8012

| | |
|---|---|
| GRADE: | 12 |
| PREREQUISITE: | On track to graduation; 2.5 GPA or higher |
| CREDIT: | .5 (P/F) |
| SEMESTERS: | 1 |
| Course may be repeated for credit with teacher recommendation. | |
| *When student is placed, the course code that matches the content area will be used. If no course code for content, #8000 will be used. | |

This Peer Classroom Mentor course is designed for seniors who want to obtain hands-on leadership, communication, and relationship-building skills by mentoring students in the classroom environment. Peer Classroom Mentors will be given tasks including, but not limited to, assisting the teacher with classroom preparations, reinforcing instructional material with individual students or in small groups, and guiding students with note-taking and study techniques. Peer Classroom Mentors are required to attend their assigned classroom on a daily basis, and model the characteristics of a positive, productive member of the classroom community. They will write a weekly reflection about their goals and accomplishments related to the course competencies, which will be submitted to the classroom teacher. Peer Classroom Mentors are expected to participate in a two-hour training session prior to the start of the semester. Placement will be determined by student application and teacher approval.

#8000: Miscellaneous

#8001: English Language & Lit

#8002: Mathematics

#8003: Social Sciences & History

#8004: Life & Physical Sciences

#8005: Foreign Language & Lit

#8006: Fine & Performing Arts

#8007: Phys, Health, & Safety Ed

#8008: Computer & Info Sciences

#8010: Business & Marketing

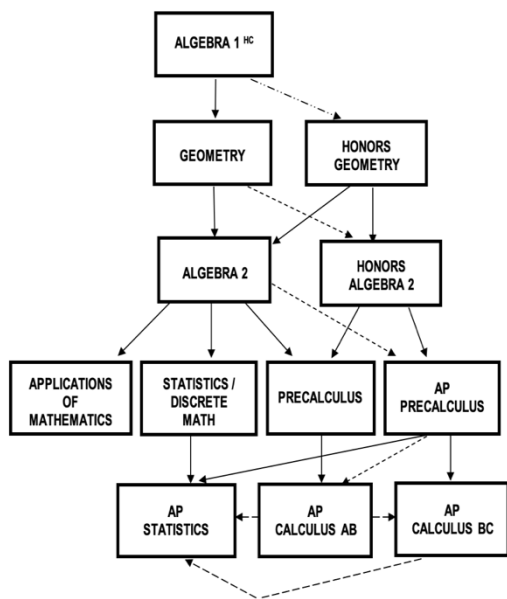
#8011: Engineering & Technology



MATH

Four credits of math courses are required for CFSD graduation: Algebra 1, Geometry, Algebra 2, and one additional course/credit beyond Algebra 2.

CFHS MATH PATHWAY



---► Dashed arrows indicate a possible, but less common path for students.

HONORS PLACEMENT IN MATH

To ensure that students are prepared for the highest-level math courses at CFHS, students seeking placement in Honors courses must meet the following specific requirements / Data Points:

Honors Eligibility Requirements/Data Points

| Current Math Course | Semester 1 Grade | Semester 2 Grade | Semester 1 Honors Final | Semester 2 Honors Final |
|---------------------|------------------|------------------|-------------------------|-------------------------|
| Honors | 3.0 | 3.0 | 3.0 | 3.0 |
| Standard | 3.5 | 3.5 | 3.0 | 3.0 |

Note: Students in standard math must take the Honors level final during the final exam make-up period.

Students who meet all but one of the academic data points may submit an appeal of placement.

- The student letter must thoroughly discuss why the required data point was not met.
- The student must explain his/her motivation for wanting to take an honors math class and what the student will do differently than they did in their current class to ensure their success in the next honors level course.
- The student must request that their teacher submit a letter of recommendation to the Department Chair as part of the appeal consideration. The teacher recommendation will be based on routinely observed and documented performance of honors level proficiency in both concepts and skills, as well as consistent work ethic.
- The Department Chair will convene a panel of math teachers to review any placement appeals. **All appeal requests are due the day after finals end. Decisions will be conveyed to students/parents via email by the following day.**

ALGEBRA 1 ^{HC}

#2000

| | |
|------------|-----|
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Algebra 1 students will use the language of algebra – its vocabulary, symbols, and reasoning – to solve problems, describe relationships and patterns, and apply algebra to represent real-life situations. Using algebraic, numerical, and graphical representations, students will use critical and creative thinking to solve problems and acquire the algebraic foundation and skills necessary for Geometry and Algebra 2. Performance expectations will be differentiated for Honors level coursework. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

GEOMETRY

#2120

| | |
|---------------|-----------|
| PREREQUISITE: | Algebra 1 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Geometry students will use the language of geometry, its vocabulary, symbols, and logic, in order to make and prove conjectures and develop an understanding of geometric principles and relationships. Using the properties of geometric figures, students will write formal proofs, solve problems involving algebra and real-life situations, and visualize and draw geometric figures.

HONORS GEOMETRY**#2123**

| | |
|----------------|---|
| PREREQUISITES: | Algebra 1 and Honors placement requirements (see pages 4-5) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Honors Geometry students will use the language of geometry, its vocabulary, symbols, and logic, in order to make and prove conjectures and develop an understanding of geometric principles and relationships. Using the properties of geometric figures, students will write formal proofs, solve problems involving algebra and real-life situations, and visualize and draw geometric figures. Honors Geometry explores mathematical concepts at a faster pace and a greater depth than Geometry. Students in this course will study a greater breadth of geometric concepts and a more formalized approach to proof writing than students in Geometry. This rigorous course is designed to prepare students who excel in mathematics for future Honors courses.

ALGEBRA 2**#2230**

| | |
|---------------|---|
| PREREQUISITE: | Algebra 1, Geometry, or Honors Geometry |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Algebra 2 builds upon the concepts and skills learned in previous mathematics courses. Students will study functions and relations, with an emphasis placed on conceptual understanding, graphical representation, problem solving, modeling, and application. Trigonometric concepts are introduced, developed, and extended. This course is designed to prepare students for college-level mathematics.

HONORS ALGEBRA 2**#2241**

| | |
|----------------|--|
| PREREQUISITES: | Geometry or Honors Geometry, and Honors placement requirements (see pages 4-5) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Honors Algebra 2 explores advanced algebraic concepts at a more extensive breadth, depth, and pace than in Algebra 2. Trigonometry concepts are introduced, developed, and extended to include all standards of a trigonometry course. Each topic is studied with emphasis on conceptual understanding, graphical representation and applications through the creation of mathematical models. This rigorous course is designed to prepare students who excel in mathematics for future Honors and AP courses.

APPLICATIONS OF MATHEMATICS**#2364**

| | |
|---------------|-----------|
| PREREQUISITE: | Algebra 2 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Applications of Mathematics will further develop students' understanding of mathematical concepts and extend problem-solving strategies and skills to apply mathematics in routine and non-routine contexts. Students will refine algebraic and trigonometric concepts studied in Algebra 2, and will be introduced to essential applications of mathematics used to make financial decisions. Units include extended applications of linear and nonlinear systems of equations, polynomial functions, exponential growth and decay functions, logarithmic functions, and business and finance applications. Technology, including graphing calculators (TI-84+) and spreadsheet applications, will be used to support coursework. The course is designed to prepare students for the study of entry-level college mathematics and to support students' abilities to make mathematically informed decisions relating to business and finance.

STATISTICS AND DISCRETE MATHEMATICS**#2365**

| | |
|---------------|---|
| PREREQUISITE: | Algebra 2 with 2.45 (B) or better second semester |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Statistics and Discrete Mathematics is a rigorous study of statistics and discrete mathematics topics, and is designed to be beneficial to students who are interested in pursuing studies/careers in a variety of areas, including the social sciences, medical fields, business, and economics. Students will study key components of statistics such as frequency distributions, data description, probability distributions, confidence intervals, and hypothesis testing. The discrete mathematics units taught during second semester include the mathematics of voting, fair division, and graph theory. This study will prepare students for AP Statistics and/or future college level coursework in statistics.

PRECALCULUS**#2351**

| | |
|---------------|---|
| PREREQUISITE: | Algebra 2 with 2.45 (B) or better second semester |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Precalculus will extend and refine algebraic and trigonometric concepts introduced and developed in Algebra 2. This course emphasizes critical and creative thinking in its design for students who wish to further their advanced algebra skills. Precalculus is taught at a level and pace to prepare students for AP Calculus AB or college coursework in Calculus.

AP PRECALCULUS**#2352**

| | |
|---------------|---|
| PREREQUISITE: | Honors Algebra 2 and placement requirements (see pages 4-5) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

AP Precalculus is a college-level course that will extend, refine, and advance the study of polynomial, rational, exponential, logarithmic, and trigonometric functions, and will also include a new study of polar functions and functions involving parameters, vectors, and matrices. The course emphasizes deep key function concepts applicable across functions, such as transformations, compositions, and inverses, as well as a rigorous application of algebraic skills needed to engage with each function type. Students will analyze how to use each type of function in application, modeling contexts and data sets. This rigorous course is designed to prepare students who excel in mathematics for AP Calculus BC and AP Statistics and/or college coursework in Statistics and Calculus. *Note: Students who take an AP class are expected to take the AP exam.*

AP CALCULUS AB**#2400**

| | |
|---------------|-------------------------------|
| PREREQUISITE: | Precalculus or AP Precalculus |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

AP Calculus AB is a college-level course intended for students who have a thorough knowledge of college preparatory mathematics. The content of AB Calculus includes at least as much material as the standard one-semester college calculus course. AB Calculus is a course in introductory calculus designed to prepare students for the Advanced Placement Calculus AB exam, but also for higher-level college courses in mathematics. Students interested in pursuing programs in mathematical sciences, physics, chemistry, life sciences, economics, computer science, or engineering are especially encouraged to take this course. *Note: Students who take an AP class are expected to take the AP exam.*

AP CALCULUS BC**#2401**

| | |
|---------------|-----------------------------------|
| PREREQUISITE: | AP Precalculus or AP Calculus AB* |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

*Students coming from AP Calculus AB are expected to independently study parametric and polar equations, vectors, sequences, and series to be prepared for the Calculus BC curriculum.

AP Calculus BC is a college-level course intended for students who have a thorough knowledge of college preparatory mathematics. The content of BC Calculus includes at least as much material as the standard two-semester college calculus course. BC Calculus prepares students not only for the Advanced Placement Calculus BC exam, but also for higher-level college courses in mathematics. This course emphasizes the development of mature mathematical reasoning. Students interested in pursuing programs in mathematical sciences, physics, chemistry, life sciences, economics, computer science, or engineering are especially encouraged to take this course. *Note: Students who take an AP class are expected to take the AP exam.*

AP STATISTICS**#2402**

| | |
|---------------|---|
| PREREQUISITE: | Statistics / Discrete Math or successful completion of AP Precalculus, AP Calculus AB*, or AP Calculus BC |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

*Students coming from AP Calculus AB are expected to independently study parametric and polar equations, vectors, sequences, and series to be prepared for the Calculus BC curriculum.

AP Statistics is a college level course intended for students who have a thorough knowledge of college preparatory mathematics. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This class will be beneficial to students who are interested in pursuing studies/careers in a variety of areas, including the Social Sciences, medical fields, business, and economics. *Note: Students who take an AP class are expected to take the AP exam.*

MATH LAB**#2006**

| | |
|------------------------------------|---|
| PREREQUISITE: | Placement through proficiency assessment and teacher recommendation |
| CO-REQUISITE: | Concurrent enrollment in the corresponding math class |
| CREDIT: | .5 (Pass/Fail) |
| SEMESTER: | 1 |
| Course may be repeated for credit. | |

Math Lab is designed to support and reinforce the concepts and skills required in Algebra 1, Geometry, and/or Algebra 2. Students who are identified by a current or previous teacher as needing support to meet proficiency standards may be required to enroll.

SCIENCE

Three years (3 credits) of laboratory science courses aligned to standards in life, physical and earth and space sciences are required for CFSD graduation and Arizona state testing by spring of junior year.

First Year (Grade 9) science requirement is met by taking Biology or Honors Biology.

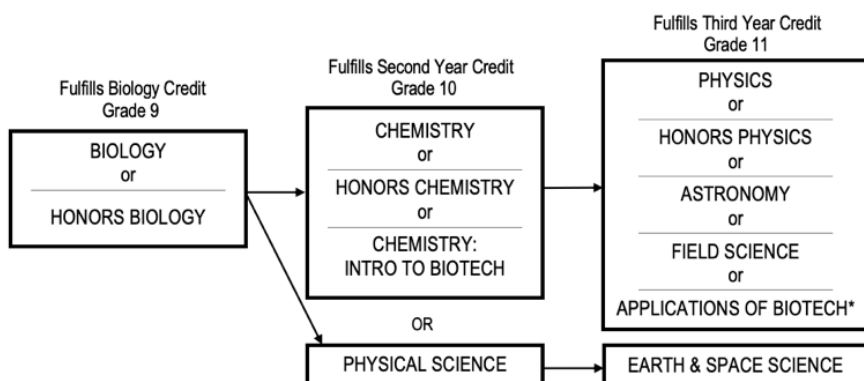
Second Year (Grade 10) science requirement may be met with Chemistry, Honors Chemistry, Chemistry: Intro to Biotechnology, or Physical Science.

Third Year (Grade 11) science requirement may be met with Physics, Honors Physics, Astronomy, Field Science, Applications of Biotechnology, or Earth and Space Science (if Physical Science in second year).

Interested students may take elective courses beyond the required science courses.

As is true for all subjects, students are encouraged to visit the websites of colleges of interest to review their recommended or required high school coursework. (Note: Some engineering/technical programs require a year of Physics or Honors Physics at the high school level.)

SCIENCE PATHWAY



*Preference for Application of Biotech is given to students from Chem: Intro to Biotech.

SCIENCE ELECTIVES

(See course descriptions for prerequisites)

| | |
|---|-------------------------------------|
| * Chemistry, Honors Chem, Chem: Intro to Biotech | Anatomy & Physiology (Sports Med 1) |
| * Physics or Honors Physics | Advanced Biotechnology |
| * Astronomy | H Advanced Field Science |
| * Field Science | AP Biology |
| * Physical Science | AP Chemistry |
| * Earth and Space Science | AP Physics C |
| * Applications of Biotechnology | AP Environmental Science |
| * Any of these science options may be taken as an Elective if not already used to fulfill a science graduation requirement. | |

BIOLOGY

#4000

| | |
|---------------|------|
| GRADE: | 9 |
| PREREQUISITE: | None |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Biology is a laboratory course that explores the systems of the living world. Topics include structures and functions of the molecules and cells that enable life, homeostasis in living things and on the planet, inheritance and variation in traits, exchanges of matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and continuity and change in evolution. Students will apply science and engineering practices such as critical thinking, systems thinking, modeling, and experimentation. The course makes use of laboratory equipment, technological resources, and media to enhance the inquiry process. The course also emphasizes written and oral scientific argument, independent research, as well as organizational and study skills.

HONORS BIOLOGY

#4010

| | |
|-----------------|---|
| GRADE: | 9 |
| PREREQUISITE: | OG/EC students: Recommended for students with a 3.0 rubric grade or better in middle school; New-to-CFSD: an "A" average (no more than one quarter B) in 8 th grade Science. |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| RECOMMENDATION: | For students with strong oral and written communication skills; excellent work ethic and organizational skills; a high level of independence. |

Honors Biology is an accelerated laboratory course that explores the systems of the living world. Units of study will be taught with greater depth and breadth. Topics include structures and functions of the molecules and cells that enable life, homeostasis in living things and on the planet, inheritance and variation in traits, exchanges of matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, and continuity and change in evolution. Students will apply science and engineering practices such as critical thinking, systems thinking, modeling, and experimentation. The course requires a high level of independence and application of self-directed learning strategies. Students should have strong reading comprehension and study skills, and should feel comfortable with self-guided research. By the end of the course, students will be expected to design labs and formulate arguments independently.

CHEMISTRY

#4110

| | |
|----------------|--------------------|
| GRADE: | 10 |
| PREREQUISITES: | Biology, Algebra 1 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Chemistry is a laboratory course that emphasizes essential concepts with real world applications. Students will explore topics such as structure of matter, gas laws, chemical reactions, periodicity as well as nuclear energy and global climate change through the eyes of chemical concepts. Students will learn about safe use of materials and apply reasoning skills and scientific practices as they practice lab design and conduct experiments to explain phenomenon. An emphasis on collaboration and scientific modeling combined with guided instruction will open the world of chemistry to all learning styles.

CHEMISTRY: INTRO TO BIOTECH ^{HC}

#4104

| | |
|---------------------------|--|
| GRADE: | 10 |
| PREREQUISITES: | Biology, Algebra 1 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| RECOMMENDATION: | For students who comprehend scientific concepts with little difficulty and demonstrate independence and self-direction in their learning. For students who are interested in acquiring the skills needed to pursue higher education or to enter workforce in careers related to biomedical and biotechnology fields. |
| This is a CTE/JTED class. | |

Chemistry: Intro to Biotech is a laboratory course that emphasizes essential chemistry concepts in an industry-based lab setting. Students will explore topics such as the structure of matter, bonding, chemical reactions, molar relationships, and periodicity, by exploring biological phenomenon using extensive laboratory techniques. Students are expected to apply industry level lab techniques and safety procedures as they participate in research and technical labs each week. Laboratory research requires students to critically analyze while they apply systems thinking, experimental design, and development of higher-level thinking skills. This course is a combination of guided instruction, collaborative learning, and laboratory design with practical applications that will enrich the learning experience of students with varied learning styles. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

HONORS CHEMISTRY

#4130

| | |
|----------------|---|
| GRADE: | 10 |
| PREREQUISITES: | "B" or better in H Biology (or an "A" in Biology), and "C" or better in Algebra 1, and Teacher Recommendation |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Honors Chemistry is a laboratory and mathematics-based course that involves an in-depth study of complex chemical concepts. This course will evaluate molecular structure, kinetic theory of gases, acid/base equilibria, stoichiometry, organic chemistry, thermodynamics, and quantum mechanics through mathematical models and chemical experiments. Course emphasis is on application of concepts through investigation and problem solving. This course is strongly recommended for those students who are considering AP Chemistry.

PHYSICAL SCIENCE

#4135

| | |
|---------------|---------|
| GRADE: | 10 |
| PREREQUISITE: | Biology |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Physical Science is a laboratory course that includes the fundamental principles of chemistry and physics with a focus on the conceptual understanding of the structure of matter and energy. Students will apply science and engineering practices such as critical thinking, modeling, experimentation, and systems thinking to investigate types, properties and structure of matter; chemical bonding and interaction; nuclear energy; wave properties; kinematics, and Newton's Laws.

EARTH AND SPACE SCIENCE

#4470

| | |
|---------------|---------------------------|
| GRADE: | 11 |
| PREREQUISITE: | Biology, Physical Science |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Note: Students who have completed their third-year science requirement may take this course as a senior elective.

Earth and Space Science is a laboratory course that will focus on planet Earth and its place in the universe. Students will actively use the science and engineering practices such as critical thinking, modeling, experimentation, and systems thinking to study space, geologic phenomena and the forces that shape our world. Students will explore the Earth's spheres including the geosphere, hydrosphere, and atmosphere, in addition to major Earth cycles such as the water, rock, and carbon cycles. Other topics of study include Earth's natural resources and hazards, human and natural influences on Earth systems, planetary motion, stellar evolution, and the nature of the universe.

PHYSICS

#4230

| | |
|---------------|-----------------------|
| GRADE: | 11 |
| PREREQUISITE: | Chemistry |
| MATH | Algebra 2 or |
| PREREQUISITE: | concurrent enrollment |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Physics is a laboratory course that examines the interactions of matter and energy in the physical world. Students will study Newtonian mechanics including gravity, energy and momentum, as well as electricity and magnetism, and wave phenomena. Lab experiments will apply scientific and engineering practices using modern technology where applicable. Mathematics is used regularly in this course and students are expected to consistently use algebraic and graphing skills. Physics is more conceptually based and requires less intensive mathematical analysis than Honors Physics.

HONORS PHYSICS

#4233

| | |
|----------------|---|
| GRADE: | 11 |
| PREREQUISITES: | "B" in H Chemistry (or "A" in Chemistry) and teacher recommendation |
| MATH | H Geometry or |
| PREREQUISITE: | Algebra 2 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Honors Physics is an accelerated laboratory course that examines the interactions of matter and energy in the physical world. Students will study Newtonian mechanics, including gravity, energy and momentum, as well as electricity and magnetism, and wave phenomena. Mathematics is used extensively in this course and students are expected to consistently use algebraic and basic trigonometric skills. Lab experiments will apply scientific and engineering practices using modern technology where applicable. Honors Physics is a mathematically intensive course that prepares students for AP and college Physics.

ASTRONOMY

#4490

| | |
|---------------|-----------|
| GRADE: | 11 |
| PREREQUISITE: | Chemistry |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Astronomy is a laboratory and physics-based course that focuses on the properties and dynamics of the universe. Concepts of motion, forces of nature, energy, optics, radiation, and thermodynamics are applied to concepts in astronomy. First semester introduces students to the history and methods of observational astronomy and the study of the solar system. Second semester includes the study of the life cycle of stars, astrophysics, and cosmology. Students will make extensive use of internet sources and tools as well as in-class technology to learn how astronomers make and analyze their observations. A strong background in algebra and geometry is important, as mathematics will be a key tool to learning about physics through astronomy.

FIELD SCIENCE

#4460

| | |
|---------------|-----------|
| GRADE: | 11 |
| PREREQUISITE: | Chemistry |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Field Science is a laboratory and inquiry-centered outdoor course that studies local environments through the physics topics of motion and stability, wave phenomena, energy and matter interactions, electricity, and magnetism. Other topics include physical geology, ecosystems, identification of local plants and animals, and using scientific and engineering field sampling and analysis methods to understand the world. Field trips to investigate local ecosystems are offered as an optional component of this course.



PHYSICS: APPLICATIONS OF BIOTECHNOLOGY - UA MCB 101**#4107**

| | |
|---------------------------|-----------------------------|
| GRADE: | 11-12 |
| PREREQUISITE: | Chemistry: Intro to Biotech |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Physics: Applications of Biotech is a laboratory course that emphasizes essential physics concepts while utilizing the foundations of chemistry and biology, combined with biotechnology to study current issues in research and industry. Students will apply previously developed knowledge and skills in biotechnology to an industry-based laboratory setting. The course includes topics such as recombinant DNA technology, bacterial transformations, protein identification and isolation, the human genome project, genetic ethics, and laboratory techniques in an industry-based biotechnology lab. Students will work through experimental design and critical analysis using physics-based concepts such as motion and stability, wave phenomena, energy and matter interactions, and electricity and magnetism. An emphasis on collaborative learning and laboratory skills will enrich the learning experience of students with varied learning styles. This course provides OSHA 10 Healthcare certification for all students. Optional summer internship opportunities are available for students who wish to continue performing scientific research. *(Students interested in earning college credit for UA MCB 101 must register and pay reduced tuition to the UA. More information about UA dual enrollment will be shared with students in the fall. Scholarships are available from Pima JTED.)*

SCIENCE ELECTIVES

NOTE: Students may take Chemistry, Honors Chemistry, Physics, Honors Physics, Field Science, Astronomy, Earth and Space Science, or Applications of Biotechnology as an elective if they have otherwise completed their three-year science requirements for CFSD diploma. Additional science electives described below.

HONORS ADVANCED FIELD SCIENCE**#4543**

| | |
|----------------|--|
| GRADE: | 12 |
| PREREQUISITES: | Minimum "B+" average in Field Science and teacher recommendation |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Honors Advanced Field Science is a research-based course for seniors who have demonstrated high achievement in Field Science. Major topics include how biological and physical systems interact to produce the biogeographical and geological phenomena seen in the natural world today and statistical field research. Fluency with physical processes, the taxonomy and behavior of local flora and fauna at the family and species levels, as well as expertise with science and engineering practices are critical skills applied in this course. Overnight trips to demonstrate competency in field knowledge and methods are offered as an optional component of this course.

ANATOMY & PHYSIOLOGY (Sports Medicine 1) ^{HC}**#4541**

| | |
|---------------------------|--|
| GRADES: | 10-12 |
| PREREQUISITES: | "B" or better in Biology AND concurrently enrolled in, or completed Chemistry, Chemistry: Intro to Biotech, Honors Chemistry |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Anatomy & Physiology: Sports Medicine 1 introduces students to the basics of sports medicine and rehabilitation therapies. It is a hands-on inquiry-based laboratory course that helps students discover the wonders of the human body. The structures and functions of the major body systems will be explored from a subcellular level to a multi-cellular organism level. Students will gain extensive knowledge of the human body through lecture, research and reading, and laboratory investigations, including two major dissections. They will learn the basics of anatomy and physiology, CPR, first aid, types and prevention of sports-related injuries, and rehabilitation. Students will also explore medical and allied healthcare careers. This course is a good introduction for students who are interested in a career in any healthcare pathway. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*



ADVANCED BIOTECH - UA MCB 102**#4108**

| | |
|---------------------------|--|
| GRADE: | 12 |
| PREREQUISITE: | "C" or better in Applications of Biotech |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Advanced Biotech is an advanced laboratory course utilizing the foundations of chemistry, biology, and biotechnology to study different current issues in the field. Emphasis on laboratory practices along with independent research will culminate in a self-selected research project that will be presented by the student. Options for internships in the community along with guided research mentors will enable students to apply their skills in a biotechnology lab. Students will conduct challenging experiments including isolation of muscle protein, DNA screening, designing and using PCR primers, completing microarrays to determine the differences between cancer and normal cells, and advanced isolation work using a variety of gel electrophoresis techniques. *(Students interested in earning college credit for UA MCB 102 must register and pay reduced tuition to the UA scholarships are available from Pima JTED. See course instructor for more information.)*

AP BIOLOGY**#4544**

| | |
|----------------|---|
| GRADES: | 11-12 |
| PREREQUISITES: | "B" in H Biology (or "A" in Biology) and "B" in H Chemistry (or "A" in Chemistry) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Advanced Placement Biology is the equivalent of an introductory college biology course usually taken by biology majors during their first year in college. AP Biology helps students develop a conceptual framework for the biological sciences based on four themes and gain an appreciation of science as a process. A wide range of topics will be covered including the biochemistry and structure of cells, the molecular basis of heredity, evolution of life, biotechnology, and ecology. There are twelve mandatory laboratory experiences. Students will use college-level textbooks and references, as well as be expected to dedicate approximately 3 to 5 hours a week and the effort required of a college course. Field trips, intended to apply learning outside of the classroom, may include Biosphere 2, and the Bio 5 and ASTEC simulation labs at the University of Arizona. AP Biology is designed to prepare students to take the Advanced Placement Biology exam. *Note: Students who take an AP class are expected to take the AP exam.*

AP CHEMISTRY**#4545**

| | |
|----------------|--|
| GRADES: | 11-12 |
| PREREQUISITES: | "B" in H Chemistry (or "A" in Chemistry) and teacher recommendation. |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Advanced Placement Chemistry is a college level laboratory course involving a detailed study of typical general chemistry topics. A strong math background is highly recommended and students should be prepared to do extensive independent study to support class lectures and lab investigations. AP Chemistry is a fast-paced course designed to prepare students to take the Advanced Placement Chemistry exam. *Note: Students who take an AP class are expected to take the AP exam.*

AP PHYSICS C**#4547**

| | |
|--------------------|---|
| GRADE: | 12 |
| PREREQUISITES: | "B" in H Physics (or "A" in Physics) and teacher recommendation |
| MATH PREREQUISITE: | AP Calculus AB or concurrent enrollment in AP Calculus BC |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Advanced Placement Physics is a rigorous and fast-paced introductory calculus-based course on mechanics and electricity and magnetism. It is the equivalent of two semesters of a college physics course taken by engineering or science majors. Emphasis is placed on solving a variety of challenging problems and analyses in the classroom and laboratory. AP Physics prepares students to take the two Advanced Placement Physics C Exams: Mechanics, and Electricity & Magnetism. *Note: Students who take an AP class are expected to take the AP exam.*

AP ENVIRONMENTAL SCIENCE**#4546**

| | |
|----------------|---|
| GRADES: | 10-12 |
| PREREQUISITES: | "B" in H Biology (or "A" in Biology) and teacher recommendation |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Advanced Placement Environmental Science is designed to be the equivalent of a one-semester introductory college course in environmental science. The course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students will be required to complete an independent, semester-long research project. Field trips, intended to apply learning outside of the classroom, may include Biosphere 2, and the Bio 5 and ASTEC simulation labs at the University of Arizona. This course prepares students to undertake more advanced study of topics in environmental science and prepares them for the Advanced Placement Environmental Science exam. *Note: Students who take an AP class are expected to take the AP exam.*

AP Seminar**#3502**

Interdisciplinary AP elective. See description under English.

AP Research**#3503**

Interdisciplinary AP elective. See description under English.



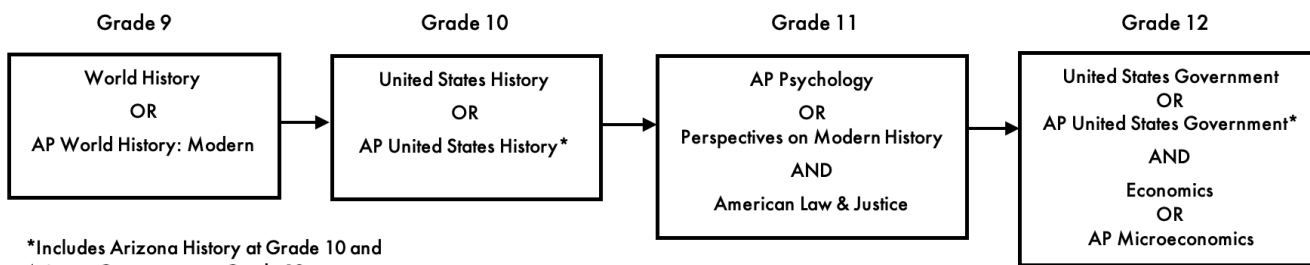
SOCIAL STUDIES

Four years (4 credits) required for CFSD graduation: World History, U.S. History, AP Psychology or Perspectives on Modern History and American Law & Justice, .5 Government and .5 Economics (Standard/HC and AP options).

HONORS CREDIT

Social Studies courses at all levels award Honors credit (additional .25 GPA weight) for students in standard/non-Honors classes who consistently perform at the Honors level in their coursework and assessments.

SOCIAL STUDIES PATHWAY



WORLD HISTORY

#3205

| | |
|---------------|------|
| GRADE: | 9 |
| PREREQUISITE: | None |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

In World History, students will use an inquiry approach to study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Topics include, but are not limited to, world belief systems, interregional interactions, revolutions in thought and political revolutions, global rise of nation states, World Wars, Holocaust and other genocides, Cold War, global imperialism, decolonization, democratization and its legacy Asia, Africa, and Latin America. Students will examine primary and secondary source material about the time periods and topics under study, and analyze the claims, evidence, and reasoning within sources. Emphasis is on the interaction among world cultures, the relationship between geography and history, and putting historical developments in context and making connections between them. Students will use critical thinking skills and processes to conduct inquiry-based research, participate in interactive discussions, and make informed and reasoned decisions. Students will generate claims or theses about topics or issues and explain and support them in writing. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*



AP WORLD HISTORY: MODERN**#3500**

| | | |
|--|---|--|
| GRADE: | 9 | AP World History: Modern is a college level course that uses an inquiry approach to study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Topics include, but are not limited to, world belief systems, interregional interactions, revolutions in thought and political revolutions, global rise of nation states, World Wars, Holocaust and other genocides, Cold War, global imperialism, decolonization, democratization and its legacy Asia, Africa, and Latin America. Students will examine primary and secondary source material about the time periods and topics under study, and analyze the claims, evidence, and reasoning within sources. Emphasis is on the interaction among world cultures, the relationship between geography and history, and putting historical developments in context and making connections between them. Students will use critical thinking skills and processes to conduct inquiry-based research, participate in interactive discussions, and make informed and reasoned decisions. Students will generate claims or theses about topics or issues and explain and support them in writing. This course prepares students to take the AP World History (Modern) exam. <i>*Note: Students who take an AP class are expected to take the AP exam.</i> |
| PREREQUISITE: | None | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| RECOMMENDATION: | For students with strong oral and written communication skills; excellent work ethic and organizational skills; a high level of independence. | |
| <i>Note: Students in grades 10-12 may take this course as an elective if space is available.</i> | | |

U.S. HISTORY ^{HC}**#3241**

| | | |
|---------------|-----------------------------------|--|
| GRADE: | 10 | This course uses an inquiry approach to study the growth and development of the United States from independence to the present. Emphasis is on the founding principles of democracy and the experiences of the American people in transforming their society from colonies to a world power. The course will include topics such as the Revolutionary War, forming of a government, Westward Expansion, Civil War, Reconstruction, Industrial Revolution, Spanish-American War, World War I, Depression, World War II, Cold War, and the Civil Rights Movement. Students will put historical developments in context, making connections between them. They will examine primary and secondary source material about the time periods and topics under study, and analyze the claims, evidence, and reasoning within sources. Students will use critical thinking skills to conduct inquiry-based research, participate in interactive discussions, and make informed and reasoned decisions. They will generate claims or theses about topics or issues and explain and support them in writing. Arizona history is integrated into both semesters. Emphasis is on how Arizona and its diverse cultures and individuals contribute to United States history. <i>*Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.</i> |
| PREREQUISITE: | World History or AP World History | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

AP U.S. HISTORY**#3351**

| | | |
|---------------|-----------------------------------|--|
| GRADE: | 10 | In this course, students will use an inquiry approach to study the cultural, economic, political, and social developments that have shaped the United States from c. 1491 to the present. Emphasis is on the founding principles of democracy and the experiences of the American people in transforming their society from colonies to a world power. The course will include topics such as the Revolutionary War, forming of a government, Westward expansion, Civil War, Reconstruction, Industrial Revolution, Spanish-American War, World War I, Depression, World War II, Cold War, and the Civil Rights Movement. Students will put historical developments in context, making connections between them. They will examine primary and secondary source material about the time periods and topics under study, and analyze the claims, evidence, and reasoning within sources. Students will use critical thinking skills and processes to conduct inquiry-based research, participate in interactive discussions, and make informed and reasoned decisions. They will generate claims or theses about topics or issues and explain and support them in writing. Arizona history will be integrated into both semesters. Emphasis will be on how Arizona and its diverse cultures and individuals contribute to United States history. This course prepares students to take the AP United States History exam. <i>*Note: Students who take an AP class are expected to take the AP exam.</i> |
| PREREQUISITE: | World History or AP World History | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

Note: Students will select AP Psychology (2 semesters) OR American Law & Justice (1 semester) and Perspectives on Modern History (1 semester). Students must take both one-semester courses if not selecting AP Psychology.

AP PSYCHOLOGY

#3262

| | | |
|---------------|---------------------------------|---|
| GRADE: | 11 | This course introduces students to the systematic and scientific study of human behavior and mental processes. Students will use an inquiry approach to explore and apply psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will analyze data from psychological research studies, connect psychological concepts and theories to real-life scenarios, and learn about the methods that psychologists use in their scientific research and practice, including ethical considerations. This course prepares students to take the AP Psychology exam. <i>*Note: Students who take an AP class are expected to take the AP exam.</i> |
| PREREQUISITE: | U.S. History or AP U.S. History | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

AMERICAN LAW AND JUSTICE

#3261

| | | |
|---------------|---------------------------------|---|
| GRADE: | 11 | In this one-semester course, students will use an inquiry approach to study the history and philosophical underpinnings of the American legal system with an emphasis on its constitutional foundations, constitutional limits, ethical issues, criminal justice system, and individual rights and liberties. Students will examine both civil and criminal law, study important court decisions, and make use of case studies as they learn the basic concepts of the justice system and the role of advocacy and civics in reforming the legal system. The course relies heavily on class discussions, group projects, simulations, and on analyzing real world issues. Students enrolled in this course must also enroll in the Perspectives on Modern History course in the subsequent semester. <i>*Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.</i> |
| PREREQUISITE: | U.S. History or AP U.S. History | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |

PERSPECTIVES ON MODERN HISTORY

#3260

| | | |
|---------------|---------------------------------|---|
| GRADE: | 11 | In this one-semester course, students will use an inquiry approach to study significant issues and events after the Cold War by exploring historical and geographical contexts. The course emphasizes a historical approach but focuses on how patterns of the past remain active in current events. Students will use evidence to analyze events, view them critically, and formulate their own conclusions about them. They will conduct inquiry-based research and generate claims or theses about issues, explaining and supporting them in writing. Students will be expected to read a variety of current news publications in addition to assigned text materials and will participate in issue-based, interactive discussions. A major goal of the course is to provide students with the requisite skills for success in further academic and intellectual pursuits. Students enrolled in this course must also enroll in the American Law and Justice course in the subsequent semester. <i>*Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.</i> |
| PREREQUISITE: | U.S. History or AP U.S. History | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |



UNITED STATES GOVERNMENT ^{HC}**#3360**

| | |
|---------------|--------------|
| GRADE: | 12 |
| PREREQUISITE: | U.S. History |
| CREDIT: | .5 |
| SEMESTERS: | 1 |

In this one-semester course, students will use an inquiry approach to study the fundamentals of government on the national, state, local, and tribal levels with a focus on the principles and beliefs upon which the United States was founded. Other topics include the three branches of government, legal rights and responsibilities of American citizenship, and the roles of individuals and groups in the American political system. Students will use critical thinking skills and processes to examine current events, issues, and policies. They will conduct research, participate in interactive discussions, and make informed and reasoned decisions. They will generate claims or theses, explaining and supporting them in writing. Arizona government will be integrated into the course content. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

AP UNITED STATES GOVERNMENT**#3363**

| | |
|---------------|--------------|
| GRADE: | 12 |
| PREREQUISITE: | U.S. History |
| CREDIT: | .5 |
| SEMESTERS: | 1 |

This one semester course provides students with an overview of the American system of government. Students will use an inquiry approach to study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will use critical thinking skills and processes to conduct inquiry-based research, participate in interactive discussions, and make informed and reasoned decisions. Students will read and interpret data, and generate claims or theses, explaining and supporting them in writing. Arizona government will be integrated into the course content. Students will complete a political science or applied civics project. **Note: Students who take an AP class are expected to take the AP exam.*

ECONOMICS ^{HC}**#3363**

| | |
|---------------|--------------|
| GRADE: | 12 |
| PREREQUISITE: | U.S. History |
| CREDIT: | .5 |
| SEMESTERS: | 1 |

In this one-semester course, students will use an inquiry approach to explore the economic reasoning process to make informed decisions in a wide variety of contexts. Students will be introduced to basic economic principles and theory, how society counters unlimited wants with limited resources, and the government's role in the economy. Other topics include economic systems, supply and demand, money systems, banking and investing, the global economy, as well as personal finance. Students will examine primary and secondary sources, and will use graphs, charts, and data to analyze, describe, and explain economic concepts. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

AP MICROECONOMICS**#3403**

| | |
|---------------|--------------|
| GRADE: | 12 |
| PREREQUISITE: | U.S. History |
| CREDIT: | .5 |
| SEMESTERS: | 1 |

AP Microeconomics is a one-semester course, students will use an inquiry approach to study the principles of economics that apply to the behavior of individuals within an economic system. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students will use graphs, charts, and data to analyze, describe, and explain economic concepts. They will explore economic principles and models, determine outcomes of specific economic contexts, and model economic situations using graphs or visual representations. This course prepares students to take the AP Microeconomics exam. **Note: Students who take an AP class are expected to take the AP exam.*

SOCIAL STUDIES ELECTIVES**STUDENT LEADERSHIP****#7151 SC, #7152 LC, #7153 AD**

| | |
|------------------------------------|------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for credit. | |

**Student Leadership is cross-referenced in English and Social Studies.*

The Student Leadership course is designed to give students the opportunity to study, practice, and develop individual and group leadership and organization skills. These skills include, but are not limited to, leadership roles, interpersonal relations, civic responsibility, decision-making, problem solving, and communication. Students enrolled in this course apply these skills by working with peers, school administration, and the community. This course is a hands-on approach to leadership by involving students in participatory leadership through project planning and implementation. All Student Council officers and elected class presidents and representatives serving in leadership roles are required to take this course.

AP Seminar**#3502**

Interdisciplinary AP elective. See description under English.

AP Research**#3503**

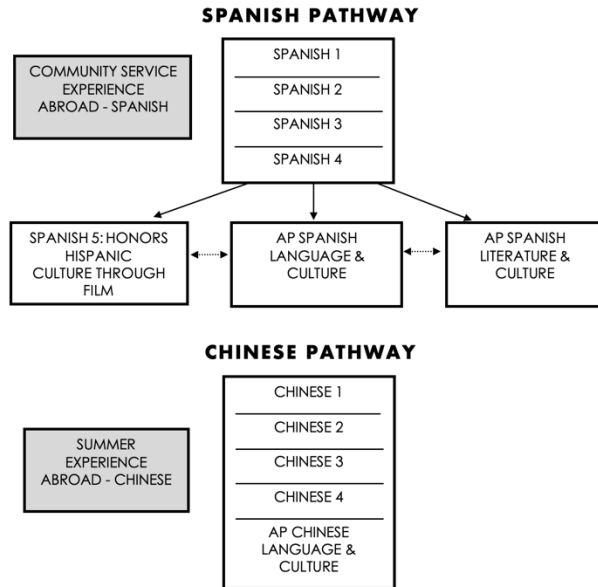
Interdisciplinary AP elective. See description under English.



WORLD LANGUAGES

Two years (2 credits) in the same language are required for CFSD graduation. CFHS students may take either Spanish or Chinese.

Modalities of learning include speaking, listening, reading, and writing.



Transfer students will meet the graduation requirements for World Languages in one of the following ways:

- Transfer students who have successfully completed two years of continuous language study other than Spanish or Chinese from an accredited program at a previous high school will be deemed to have met CFSD graduation requirements.
- Students who enroll in grades 9-11 with no previous years of language study at the high school level will need to earn two credits of CFHS Spanish or Chinese to meet the CFSD graduation requirement.
- Transfer students who enroll in grades 10-12 and bring one credit of Spanish or Chinese may take Spanish or Chinese at CFHS as available to earn credit for their second year of continuous language study and meet CFSD graduation requirements.
- Transfer students who enroll in grades 10-12 who come with one credit in a language not offered at CFHS will be allowed to take an approved continuing language course (online or traditional classroom) at another approved accredited institution to earn the additional credit required for graduation.
- Students who enroll in grade 12 with no previous language study at the high school level will need to take Spanish 1 or Chinese 1, and approved summer coursework (online or traditional classroom) or two semesters of approved college level Spanish or Chinese to meet the CFSD graduation requirement.

Spanish

SPANISH 1

#5320

| | |
|-------------------|----------------------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| TARGETED OUTCOME: | Novice High-Speaking |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This introductory language course is for students who have no previous Spanish or who have not yet acquired the proficiencies addressed in CFHS Spanish 1. Although all areas of communication (speaking, listening, basic reading and writing) will be addressed, our approach emphasizes the spoken language. In this course students will begin to develop the skills and cultural competence necessary to communicate with native speakers.

SPANISH 2

#5322

| | |
|-------------------|---------------------------|
| GRADES: | 9-12 |
| PREREQUISITE: | Novice High-Speaking |
| TARGETED OUTCOME: | Intermediate Low-Speaking |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This course is for students who have acquired Novice-High proficiency. Students will further develop the communication skills and cultural competence acquired in Spanish 1. Students will continue to use Spanish in all areas of communication (speaking, listening, reading and writing) with emphasis on the spoken language.

SPANISH 3**#5328**

| | |
|-------------------|---------------------------|
| GRADES: | 9-12 |
| PREREQUISITE: | Intermediate Low-Speaking |
| TARGETED OUTCOME: | Intermediate Mid-Speaking |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This course is for students who have acquired Intermediate-Low proficiency. Students will enhance the communication skills and cultural competence developed in Spanish 1 and 2. Students will examine and utilize more advanced features of language and will begin to develop greater proficiency in all areas of communication (speaking, listening, reading and writing).

SPANISH 4: ANCIENT AND MODERN CIVILIZATIONS**#5330**

| | |
|-------------------|---|
| GRADES: | 9-12 |
| PREREQUISITE: | Intermediate Mid-Speaking |
| TARGETED OUTCOME: | Intermediate Mid to Advanced Low-Speaking |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This course is for students who have acquired Intermediate-Mid proficiency. Students will acquire more sophisticated communication skills and will develop a deeper understanding of the historical and modern events that have shaped the Spanish-speaking world. Topics include myths and legends of ancient civilizations, the arrival of the Europeans in the Americas, rights and responsibilities of citizens in a free society, and problems and challenges that exist in the modern world.

HONORS SPANISH 5: HISPANIC CULTURE THROUGH FILM**#5360**

| | |
|-------------------|---|
| GRADES: | 11-12 (or 10 with Teacher Recommendation) |
| PREREQUISITES: | Intermediate High-Listening and successful completion of Spanish 4, or Teacher Recommendation |
| TARGETED OUTCOME: | Intermediate High to Advanced Low-Listening |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This course uses film to enhance students' understanding of Hispanic culture while also serving as a springboard for improving students' speaking, listening, and writing skills. Oral proficiency and listening comprehension are refined through conversation, discussion, and presentations. Writing skills are enhanced through journal topics related to the films viewed and discussed in class. Students will analyze and discuss selected films and segments of films from Latin America, Spain, and the United States on subjects concerning life and culture in the Hispanic world. Students will explore these films in light of their political, cultural, and social contexts. This course will be taught primarily in Spanish. Some written assignments may be completed in Spanish or English, based on the teacher's discretion.

AP SPANISH LANGUAGE AND CULTURE**#5436**

| | |
|-------------------|---|
| GRADES: | 11-12 (or 10 with Teacher Recommendation) |
| PREREQUISITES: | Intermediate Mid-Speaking, successful completion of Spanish 4, and Teacher Recommendation |
| TARGETED OUTCOME: | Intermediate High to Advanced Low-Speaking |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This course will prepare students to demonstrate competence on the Advanced Placement Spanish Language and Culture exam. AP Spanish requires a sophisticated command of Spanish grammar and vocabulary and competence in listening, reading, speaking, and writing. The course examines geographic, historical, artistic, social, and political features of communities in the Spanish-speaking world through six themes: Global Challenges, Science & Technology, Families & Communities, Contemporary Life, Beauty & Aesthetics, and Personal & Public Identities. *Note: Students who take an AP class are expected to take the AP exam.*

AP SPANISH LITERATURE AND CULTURE**#5437**

| | |
|--------------------|--|
| GRADES: | 11-12 (or 10 with Teacher Recommendation) |
| PREREQUISITES: | Intermediate High to Advanced Low- Speaking, Advanced Low-Reading, Intermediate Mid- Writing, and Teacher Recommendation |
| TARGETED OUTCOMES: | Advanced Low/Mid- Speaking, Advanced Mid-Reading, Intermediate High- Writing |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Advanced Placement Spanish Literature is the equivalent of a university course and requires a sophisticated command of Spanish grammar and vocabulary and competence in listening, reading, speaking, and writing. AP Spanish Literature and Culture focuses on selected authors from the literature of Spain and Latin America and on the understanding and analysis of literary texts. The course will prepare students to demonstrate competence on the Advanced Placement Spanish Literature and Culture Exam and/or the AP Spanish Language and Culture Exam. *Note: Students who take an AP class are expected to take the AP exam.*

COMMUNITY SERVICE ABROAD - SPANISH**#5440****APPLICATION AND FEES:**

Contact Amigos de las Américas

CREDIT: 1.0 (Elective)

Elective credit is received upon demonstration of improved proficiency by one sub-level; credit cannot be used to fulfill graduation credit requirements for World Languages.

This 4-8 week summer immersion experience is for students who have attained Intermediate-Low proficiency or higher in Spanish. Students will live in a Spanish-speaking country and work on sustainable community service projects while living with a host family. Through the host family program and community involvement, students are given the opportunity to be totally immersed in the culture as well as the language. This study abroad experience is offered through the Amigos de las Américas organization.

Mandarin Chinese

CHINESE 1**#5510****GRADES:** 9-12**PREREQUISITE:** None**TARGETED OUTCOMES:** Novice Mid-Speaking, Novice High- Listening, Novice Low- Reading, Writing**CREDIT:** 1.0**SEMESTERS:** 2

This introductory Mandarin language course is for students who have no previous experience with the language. Students will learn the pinyin transcription system for Chinese pronunciation and will also be able to recognize and produce 220 Chinese characters by the end of the course. Although there is an emphasis on oral communication, students will also develop basic listening, reading, and writing skills in the language. In this course, students will begin to develop the skills and cultural competence necessary to communicate with native speakers.

CHINESE 2**#5520****GRADES:** 9-12**PREREQUISITE:** Novice Mid- Speaking, Novice High- Listening, Novice Low- Reading, Writing**TARGETED OUTCOMES:** Novice High-Speaking, Intermediate Low- Listening, Novice Mid- Reading, Writing**CREDIT:** 1.0**SEMESTERS:** 2

This course is for students who have acquired Novice-Mid proficiency. Students will continue to learn the pinyin transcription system of Chinese pronunciation and expand the number of Chinese characters they can recognize and produce. Students will further develop the communication skills and cultural competence acquired in Chinese 1. Students will continue to use Chinese in all areas of communication (speaking, listening, reading, and writing) with emphasis on the spoken language.

CHINESE 3**#5530****GRADES:** 9-12**PREREQUISITES:** Novice High-Speaking, Intermediate Low-Listening, Novice Mid-Reading, Writing**TARGETED OUTCOMES:** Intermediate Low- Speaking, Intermediate Mid-Listening, Novice High- Reading, Writing**CREDIT:** 1.0**SEMESTERS:** 2

This course is for students who have acquired Novice High proficiency. Students will enhance the communication skills and cultural competence developed in Chinese 1 and 2. Students will examine and utilize more advanced features of language and will begin to develop greater proficiency in all areas of communication (speaking, listening, reading, and writing).

CHINESE 4**#5540****GRADES:** 9-12**PREREQUISITES:** Intermediate Low-Speaking, Intermediate Mid- Listening, Novice High- Reading, Writing**TARGETED OUTCOMES:** Intermediate Mid- Speaking, Intermediate High-Listening, Intermediate Low- Reading, Writing**CREDIT:** 1.0**SEMESTERS:** 2

This course is for students who have acquired Intermediate-Low proficiency. Students will enhance the communication skills and cultural competence developed in Chinese 1, 2, and 3. Students will examine and utilize more advanced features of language and will begin to develop greater proficiency in all areas of communication (speaking, listening, reading, and writing).

AP CHINESE LANGUAGE AND CULTURE

#5550

| | | |
|--------------------|---|--|
| GRADES: | 11-12 (or 10 with Teacher Recommendation) | This course is for students who have acquired Intermediate-Low proficiency. Students will enhance the communication skills and cultural competence developed in Chinese 1, 2, and 3. Students will examine and utilize more advanced features of language and will begin to develop greater proficiency in all areas of communication (speaking, listening, reading, and writing). |
| PREREQUISITES: | Intermediate Mid-Speaking, Intermediate High- Listening, Intermediate Low- Reading, Writing | |
| TARGETED OUTCOMES: | Intermediate High- Speaking, Advanced Low- Listening, Intermediate Mid- Reading, Writing | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |

SUMMER EXPERIENCE ABROAD - CHINESE

| | | |
|---------------|--|---|
| GRADES: | 10-12 (with Teacher Recommendation) | This study-abroad experience in China offers students a unique opportunity to deepen their understanding of Chinese culture while also developing their ability to communicate in the Chinese language. Students will participate in a variety of cultural excursions to modern and ancient sites. This study abroad experience is chaperoned by a CFSD staff member. |
| PREREQUISITE: | Proficiency in Chinese is not a prerequisite for participation in the program. | |
| FEE: | To Be Determined | |
| CREDIT: | No credit | |
| SEMESTERS: | 2 | |



FINE ARTS

One year (1 credit) of Fine Art (Performing Art or Visual Art) or CTE coursework is required for CFSD graduation.

Note: Arizona university admission requirements include either 1.0 Fine Art or 1.0 CTE credit. Some colleges outside of Arizona may require 1.0 Fine Art credit. Please check admissions requirements for colleges of interest.

Performing Arts (Instrumental Music)

CONCERT BAND

#6010

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|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | None, though one to two years of playing experience recommended. |
| FEES: | \$25 co-curricular, \$35 uniform, \$55 travel, \$160 alternate fee, \$95 if instrument rental (\$50 if instrument rental for one semester) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Concert Band is a large concert ensemble comprised of woodwind, brass, and percussion musicians that is open to students with one or two years of playing experience. Beginning students or students interested in learning a secondary instrument may enroll with instructor permission. Emphasis is placed upon the development of characteristic tone, music reading skills, and ensemble performance through the study of a wide variety of music literature. In addition to music performance skills students will have the opportunity to develop teamwork and collaboration skills through a variety of activities including pep band, concerts, festivals, regional auditions, state solo/ensemble festival, parades, and several travel opportunities. All students will participate as a member of the Foothills Falcon Marching Band in the fall.

SYMPHONIC BAND

#6011

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions for all woodwind, brass, and percussion musicians will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$35 uniform, \$55 travel, \$160 alternate fee, \$95 if instrument rental (\$50 if instrument rental for one semester) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Symphonic Band is an advanced concert ensemble comprised of woodwind, brass and percussion musicians that is open to students by audition. Emphasis is placed upon the development of characteristic tone, music reading skills, and ensemble performance through the study of a wide variety of intermediate and advanced musical literature. In addition to music performance skills, students will have the opportunity to develop teamwork and collaboration skills through a variety of activities including pep band, concerts, festivals, regional auditions, state solo/ensemble festival, parades, and several travel opportunities. Students who have successfully completed Concert Band during their sophomore year may advance to Symphonic band without audition. All students will participate as a member of the Foothills Falcon Marching Band in the fall.

WIND ENSEMBLE

#6020

| | |
|---|---|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions for all woodwind, brass, and percussion musicians will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$35 uniform, \$55 travel, \$95 if instrument rental (\$50 if instrument rental for one semester) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Wind Ensemble is an advanced large concert ensemble composed of the most highly skilled woodwind, brass, and percussion musicians at Catalina Foothills High School. Emphasis is placed on the development of advanced individual and ensemble performance skills as well as an in-depth understanding a variety of wind band literature. Students are expected to practice the attitude and self-discipline of a working musician. In addition to music performance skills, students will have the opportunity to develop teamwork and collaboration skills through a variety of activities including pep band, concerts, festivals, regional auditions, state solo/ensemble festival, parades, and several travel opportunities. All students will participate as a member of the Foothills Falcon Marching Band in the fall.

SMALL ENSEMBLES**#6021**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions for all woodwind, brass, and percussion musicians will be held prior to course selection. |
| FEE: | \$25 co-curricular |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Small ensembles class is composed of a variety of small ensembles such as woodwind and brass quintet, flute choir, clarinet choir, saxophone choir, and brass and percussion ensembles. Annual ensemble composition is determined by student interest. Students interested in solo performance may also enroll with teacher permission. Emphasis is placed on individual and small ensemble performance skills utilizing a wide variety of chamber music literature. Students auditioning for these ensembles should possess intermediate to advanced performance skills and be capable of rehearsing with other members of the ensemble independently of the director. Students enrolled in this course should expect to perform in several solo/ensemble concerts as well as the state solo/ensemble festival. Public performances are also scheduled at various locations. Student enrolled in this class do not perform with the marching band unless they are also enrolled in one of the concert bands.

DRUM LINE/PERCUSSION**#6032**

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|---|---|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Workshops and auditions are held in January and February and as needed for new students. |
| FEES: | \$25 co-curricular, \$35 uniform, \$55 travel, \$75 percussion |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| <i>Note: Participants must continue in Drum Line or enroll in one of the other bands second semester.</i> | |
| Course may be repeated for elective credit. | |

Drumline is offered to all percussionists interested in performing as a member of the Foothills Falcon Marching Band. Emphasis is on the development of beginning to advanced rudimental percussion techniques for marching band, concert percussion techniques, and percussion ensemble performance skills. Students will perform field show music and drill, cadences, pep band music, concert band music, and percussion ensemble literature. Percussionists remain in the class for the full year unless they audition and are accepted for Wind Ensemble.

COLORGUARD**#6041**

| | |
|---|---|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Workshops and auditions are held in January and February and as needed for new students. |
| FEES: | \$25 co-curricular, \$35 uniform, \$55 travel |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Colorguard is offered to students interested in visual performance involving dance, movement, and flag equipment. This visual performance ensemble is a part of the Foothills Falcon Marching Band in the fall and is an independent winterguard ensemble in the winter and spring. Emphasis will be on the development of dance, movement, flag, and advanced equipment visual performance skills. Students will create and perform routines to visually represent a wide variety of music. Colorguard members will perform with the band at football games, festivals and parades, and they are eligible to travel with the band on all performance trips.

JAZZ COMBO**#6028**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions for all woodwind, brass, and percussion musicians will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$55 travel, \$95 if instrument rental (\$50 if instrument rental for one semester). |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Jazz Combo class will be composed of several jazz combos ranging from beginning to advanced levels. Students may audition on any woodwind or brass instrument. Drum set, bass, guitar, and piano players may audition to be members of the rhythm sections for the combos. Emphasis will be on the development of improvisation skills based on the creative application of music theory knowledge. A wide variety of jazz literature and styles will be performed with a significant emphasis on listening to develop an accurate concept of characteristic styles. Students should be capable of rehearsing with other members of the ensemble independently of the director. Performances at public concerts, clinics, and festivals should be expected. Students enrolled in this class do not perform with the marching band unless they are also enrolled in one of the concert bands.

JAZZ BAND**#6029**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions for all woodwind, brass, and percussion musicians will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$55 travel, \$95 if instrument rental (\$50 if instrument rental for one semester). |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Jazz Band is composed of intermediate to advanced jazz musicians. Emphasis is on jazz performance techniques, improvisation, and development of an understanding of jazz styles and history. A wide variety of jazz literature and styles will be performed with a significant emphasis on listening to develop an accurate concept of characteristic styles. Enrollment will be limited to standard jazz instrumentation and preference will be given to those saxophonists who can double on flute or clarinet. Students playing saxophone, trumpet, trombone, drum set, piano, guitar, bass, and piano may audition for this select group. Performances at public concerts, clinics, and festivals should be expected. Students enrolled in this class do not perform with the marching band unless they are also enrolled in one of the concert bands.

CONCERT ORCHESTRA**#6013**

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|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | 2-3 years of playing experience or concurrent private lessons. |
| FEES: | \$25 co-curricular, \$55 travel, \$95 if instrument rental (\$50 if instrument rental for one semester). |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Concert Orchestra is a large ensemble composed of violin, viola, cello, bass and harp musicians and is open to students with two to three years of playing experience. Beginning students or students interested in playing a secondary string instrument may enroll with instructor permission. Emphasis is on the development of characteristic tone, rhythm/bowing skills, finger patterns, music reading skills and ensemble performance through the study of string literature from various genres and styles. In addition to music performance skills, students will have the opportunity to develop teamwork and collaboration skills through a variety of activities including concerts, festivals, regional auditions, state solo/ensemble festivals and travel opportunities. Note: Harp players are welcome in the ensemble with concurrent private instruction outside of the class. Harp players will learn ensemble and general musicianship skills in this class; however, the course does not provide instruction on harp technique.

SINFONIA ORCHESTRA**#6014**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$55 travel, \$95 if instrument rental (\$50 if instrument rental for one semester). |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Sinfonia Orchestra is an advanced ensemble composed of violin, viola, cello, bass and harp musicians and is open to students by audition. Emphasis is on the development of characteristic tone, rhythmic/bowing skills, music reading skills and ensemble performance through the study of a wide variety of intermediate and advanced string literature. In addition to music performance skills students will have the opportunity to develop teamwork and collaboration skills through a variety of activities including concerts, festivals, regional auditions, state solo/ensemble festivals and travel opportunities. Students who have successfully completed Concert Orchestra during their sophomore year may advance to Sinfonia Orchestra without audition.

SYMPHONIC STRINGS**#6012**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$55 travel, \$95 if instrument rental (\$50 if instrument rental for one semester). |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Symphonic Strings is an advanced ensemble composed of the most highly skilled violin, viola, cello, bass and harp musicians at Catalina Foothills High School. Emphasis is placed on the development of individual and ensemble performance skills as well as an in-depth understanding of a variety of string and symphonic orchestra literature. Students are expected to practice the attitude and self-discipline of a professional musician. In addition to music performance skills, students will have the opportunity to develop teamwork and collaboration skills through a variety of activities including concerts, festivals, regional auditions, state solo/ensemble festivals and travel opportunities. Admission is by audition only. This ensemble will combine with wind players from the Wind Ensemble during the spring semester to perform full orchestra literature.

BEGINNING STEEL DRUMS - SEMESTER**#6037**

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|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEES: | \$15 co-curricular, \$15 tuning fee |
| CREDIT: | .5 |
| SEMESTERS: | 1.0 |
| Course may be repeated for elective credit. | |

Beginning Steel Drums is open to all students interested in learning the technique of steel band playing. The course covers traditional Trinidadian aural learning, development of steel drum sound/proper tone quality, basic music reading, and the history of steel drums. Repertoire will include Caribbean and American Popular Music. Students will learn ensemble performance techniques through concert performances presented during the semester. In addition to musical performance skills, students will have the opportunity to develop teamwork and collaboration skills required of a musical group.

BEGINNING STEEL DRUMS - YEAR**#6038**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEES: | \$25 co-curricular, \$25 tuning fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Beginning Steel Drums is open to all students interested in learning steel band playing techniques. The course covers traditional Trinidadian aural learning, development of steel drum sound/proper tone quality, basic music reading, and the history of steel drums. Repertoire will include Caribbean and American Popular Music. Students will learn ensemble performance techniques through concert performances presented during the semester. In addition to musical performance skills students will have the opportunity to develop teamwork and collaboration skills required of a musical group.

INTERMEDIATE STEEL DRUMS**#6039**

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|---|---|
| GRADES: | 9-12 |
| PREREQUISITES: | Director consent. One semester of Beginning Steel Drums. |
| FEES: | \$25 co-curricular, \$25 tuning fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Intermediate Steel Drums is open to all students interested in learning or continuing to improve their understanding of music reading, listening, improvisation, music theory applications, and steel band playing techniques through the performance of Caribbean traditional and popular music, Classical, and other World music. In addition to musical performance skills students will have the opportunity to develop teamwork and collaboration skills required of a musical group. Students will learn ensemble performance techniques through Concert Performances presented during the semester. As skills develop, public performances will be scheduled.

ADVANCED STEEL DRUMS**#6040**

| | |
|---|---|
| GRADES: | 10-12 |
| PREREQUISITES: | Director consent. Two semesters of Steel Drums. |
| FEES: | \$25 co-curricular, \$55 travel, \$25 tuning fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Advanced Steel Drums is designed for students who have prior steel drum, percussion, or instrumental music experience. Students will learn advanced music ensemble concepts such as: sight reading music, memorization of music, improvisation, reading chord charts, and high-level listening skills. Repertoire includes Caribbean, World, Classical, and American popular music. In addition to musical performance skills students will have the opportunity to develop teamwork and collaboration skills required of a musical group. Students will learn ensemble performance techniques for various venues through concert performances presented during the semester. Several performances will be scheduled on and off campus.

BEGINNING GUITAR**#6043**

| | |
|---|--------------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEE: | \$35 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Beginning Guitar introduces the student to the guitar and playing techniques. This course, designed for beginners, includes note reading, rhythms and basic guitar skills. Both individual and group studies are included. Public performance is a possibility. Classical acoustic guitars will be provided for class instruction, but it is recommended that students have access to a classical acoustic guitar for home practice.

INTERMEDIATE GUITAR**#6044**

| | |
|---|---|
| GRADES: | 9-12 |
| PREREQUISITE: | Beginning Guitar or Director consent. Auditions will be held prior to course selection. |
| FEE: | \$35 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Intermediate Guitar is a continuation of Beginning Guitar. An entrance audition is required if Beginning Guitar was not taken. Students will study more advanced chords, rhythms, note reading, and harmony techniques. Both individual and group studies are included. Public performance is a possibility. Placement is by teacher recommendation/audition. Classical acoustic guitars will be provided for class instruction, but it is recommended that students have access to a classical acoustic guitar for home practice.

ADVANCED GUITAR /GUITAR ENSEMBLE**#6045**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | Intermediate Guitar or Director consent. Auditions will be held prior to course selection. |
| FEE: | \$35 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Advanced Guitar is a continuation of Intermediate Guitar. Emphasis is on advanced note reading and rhythms, and use of upper positions and solo playing. Instruction in solo and ensemble performance is included. Public performance is a possibility. Placement is by teacher recommendation/audition. Classical acoustic guitars will be provided for class instruction, but it is recommended that students have access to a classical acoustic guitar for home practice.

Performing Arts (Vocal Music)

CHOIR: FALCONAIRES**#6063**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEES: | \$25 co-curricular, \$20 uniform rental, \$20 travel |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Falconaires is a tenor and bass performance-based course that requires no audition. Students focus on learning the basics of reading music through repertoire. The Falconaires Choir performs a variety of repertoire from the Renaissance to Twentieth Century in a variety of voicings appropriate to the group. A foundation of basic music theory, vocal technique, and sight-reading is strengthened in this course. Students can develop their voices and musicianship skills over a four-year progression. Four concert performances are required throughout the school year.

CHOIR: CONCERT BLUE**#6064**

| | |
|---|--|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEES: | \$25 co-curricular, \$20 uniform rental, \$20 travel |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Concert Blue is a soprano and alto performance-based course that requires no audition. Students focus on learning the basics of reading music through repertoire. Concert Blue performs a variety of repertoire from the Renaissance to Twentieth Century in a variety of voicings appropriate to the group. A foundation of basic music theory, vocal technique, and sight-reading is strengthened in this course. Students can develop their voices and musicianship skills over a four-year progression. Four concert performances are required throughout the school year.

CHOIR: CONCERT SILVER**#6065**

| | |
|---|---|
| GRADES: | 9-12 |
| PREREQUISITE: | Director consent. Auditions will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$20 uniform rental, \$35 travel |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Concert Silver is an advanced ensemble for qualified sopranos and altos. This ensemble requires an audition and the director's consent. Students expand upon previous knowledge of vocal technique, music history, and sight-reading through repertoire and continued practice. Members of Concert Silver are encouraged to develop their lifelong music-making skills through statewide festivals like Solo and Ensemble, All-State Jazz, and All-Regionals. Concert Silver performs sophisticated arrangements from diverse genres of music in a variety of voicings ranging from 1-5 singers on a part. Concert Silver will have 5-8 performances a year. Students are expected to practice the attitude and self-discipline of a working musician.

CHOIR: CONCERT CHORALE

#6075

| | |
|---|--|
| GRADES: | 10-12 |
| PREREQUISITE: | Director consent. Auditions will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$20 uniform rental, \$35 travel |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Concert Chorale is an advanced mixed voice (SATB) ensemble for qualified singers. This ensemble requires an audition and the director's consent. Students cultivate a knowledge of vocal technique, music history, and sight-reading through repertoire and continued practice. Concert Chorale, Catalina Foothill's largest choral ensemble, performs advanced pieces from diverse genres of music. Performers sing in many voicings from a whole section to two on a part. Members of Concert Chorale are encouraged to develop their lifelong music-making skills through statewide festivals like Solo and Ensemble, All-State Jazz, and All-Regionals. Concert Chorale participates in 6-9 performances during the year. Students are expected to practice the attitude and self-discipline of a working musician.

CHOIR: CHANGE OF PACE

#6070

| | |
|---|--|
| GRADES: | 10-12 |
| PREREQUISITE: | Director consent. Auditions will be held prior to course selection. |
| FEES: | \$25 co-curricular, \$50 travel |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Change of Pace is the flagship vocal group. It is a small advanced ensemble for qualified singers. This mixed voice (SATB) ensemble requires an audition and the director's consent. Students expand upon previous knowledge of vocal technique, music history, and sight-reading through vocal improvisation, vocal jazz, and collaborative performances. Members of Change of Pace are encouraged to develop their lifelong music-making skills through statewide festivals like Solo and Ensemble, All-State Jazz, and All-Regionals. Change of Pace performs mostly a cappella and jazz arrangements from diverse eras in a variety of voicings. Change of Pace has 8-11 performances a year. Students are expected to practice the attitude and self-discipline of a working musician.

AP MUSIC THEORY

#6098

| | |
|---------------|---|
| GRADES: | 11-12 |
| PREREQUISITE: | Performance experience (in ensembles or private lessons) and teacher approval |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

AP Music Theory is a fast-paced course that prepares students not only for the Advanced Placement test, but also prepares students for undergraduate music entrance exams in college. Students learn about composition, analysis, and develop their aural/listening skills. This course uses music history and music listenings to develop theory comprehension and aural skills. Per the College Board AP Music Theory content requirements, the Catalina Foothills AP Music Theory course also includes sight-singing. *Note: Students who take an AP class are expected to take the AP exam.*



Performing Arts (Theatre Arts)

THEATRE FUNDAMENTALS

#6100

| | |
|-----------------------------|--------------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEE: | \$40 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may NOT be repeated. | |
| This is a CTE/JTED class. | |

Theatre Fundamentals is an introductory theatre course designed to introduce students to a variety of theatrical elements. Students will physically work with professional theatrical equipment and learn the foundation of technical productions in the theatre setting, in addition to providing technical support for the Theatre Department's seasonal productions. Students will engage in several hands-on independent and collaborative projects. They will examine how theatre artists tell stories through various performance styles including, but not limited to monologues, scenes, improvisation, and stage combat. During these units, students will be introduced to production design as it applies to costumes, make-up, sets, props and staging. Additionally, students will learn to critically examine live theatre performances throughout the course. Students are expected to attend and critique two live theatre performances per semester.

INTERMEDIATE THEATRE PRODUCTION

#6200

| | |
|----------------------------|--------------------------------------|
| GRADES: | 10-12 |
| PREREQUISITE: | Theatre Fundamentals |
| FEES: | \$10 co-curricular fee, \$50 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may NOT be repeated | |
| This is a CTE/JTED class. | |

Intermediate Theatre Production focuses on the creation of scenery, lighting and sound for the theatre from design concept to construction and implementation. Scenic design concepts, elements and principles, as well as extensive construction techniques will be covered during the first semester. Second semester will focus on lighting design including electricity, history of lighting design, technical lighting elements, computer and manual lighting boards, intelligent lighting, and color theory, and sound design including sound equipment usage, theatrical soundboard operation, sound effect techniques, and theatrical sound system design. Students will be directly involved as assistant production techs in the design and construction of the Catalina Foothills' Theatre department's seasonal productions. Students are expected to attend and critique two live theatre performances per semester. The course will prepare students for the OSHA 10 certification.

ADVANCED THEATRE PRODUCTION 1

#6220

| | |
|---------------------------|--|
| GRADES: | 11-12 |
| PREREQUISITES: | Intermediate Theatre Production and teacher approval |
| FEES: | \$10 co-curricular fee, \$50 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Advanced Theatre Production 1 allows students to explore theatre with an in-depth, hands-on approach. Students are assigned as production techs to design and produce scenic products by applying their skills to actual performances. Integrating knowledge and skills into actual performances allows students to explore and experience the professional nuances of technical theatre. The end-of-semester public productions are the culmination of the students' work for the semester. This class requires time after-school to produce the public performances including, construction / technical rehearsals after-school and productions in the evenings and weekends. Students are expected to attend all scheduled rehearsals and participate in all performances.



ADVANCED THEATRE PRODUCTION 2**#6240**

| | | |
|---------------------------|--|--|
| GRADE: | 12 | Students in Advanced Theatre Production 2 are responsible for the design elements of the student-directed shows in the ATP class. All theatrical design jobs will be assigned, and the show will be produced, built and run by the students. Students are assigned production roles and continue their design work by applying their skills to a realized performance. The end-of-semester public productions are the culmination of their work for the semester. This class requires time after-school to produce the public performances including; construction/technical rehearsals after-school and productions in the evenings and weekends. Students are expected to attend all scheduled rehearsals and participate in all performances. |
| PREREQUISITES: | Advanced Theatre Production 1 and teacher approval | |
| FEES: | \$10 co-curricular fee, \$50 lab fee | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |

ADVANCED THEATRE PRODUCTION INTERNSHIP**#6245**

| | | |
|---------------------------|--|---|
| GRADE: | 12 | Students enrolled in Advanced Theatre Production 2 may have the opportunity to participate in a theatre production internship. Students will be assigned to a period during the school day to assist with Theatre Production classes and/or work independently, as well as have additional after-school hours at the high school or at a local theatre program. |
| PREREQUISITES: | Advanced Theatre Production 1 and teacher approval | |
| COREQUISITE: | Advanced Theatre Production 2 | |
| FEES: | \$10 co-curricular fee, \$50 lab fee | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |

INTERMEDIATE THEATRE ARTS**#6250**

| | | |
|-----------------------------|---|---|
| GRADES: | 10-12 | This course builds upon the basics of acting and performance taught in the Theatre Fundamentals course. Students will continue to develop their knowledge and understanding of various acting theories and techniques by applying them in scene and monologue performances. Additionally, students will engage in various areas of study including, but not limited to, auditions, theatre history, playwriting, and directing. Students are expected to attend and critique two live theatre performances each semester. |
| PREREQUISITE: | Theatre Fundamentals and teacher approval | |
| FEES: | \$10 co-curricular fee, \$40 lab fee | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| Course may NOT be repeated. | | |

ADVANCED THEATRE ARTS - SEMESTER**#6300 (S1), #6305 (S2)**

| | | |
|---|--|--|
| GRADES: | 11-12 | Advanced Theatre Arts builds upon the skills and techniques taught in Fundamental and Intermediate Theatre Arts. Students will continue to expand their understanding of acting and performance skills and techniques. Units of study may include advanced acting, advanced directing, film, dialects, devising, advanced improvisation, and advanced stage combat. Students will audition for placement based on roles and jobs available, and work with a creative team on design choices and a fully designed theatre work. Advanced Theatre Arts and Advanced Theatre Arts: Acting Ensemble students will participate in joint units of study as well as course-specific units and projects. It is expected that students will attend after school rehearsals and performances as scheduled. |
| PREREQUISITE: | Intermediate Theatre Arts and teacher approval | |
| FEES: | \$10 co-curricular fee, \$25 lab fee | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

ADVANCED THEATRE ARTS - YEAR**#6307**

| | | |
|---|--|--|
| GRADES: | 11-12 | Advanced Theatre Arts builds upon the skills and techniques taught in Fundamental and Intermediate Theatre Arts. Students will continue to expand their understanding of acting and performance skills and techniques. Units of study may include advanced acting, advanced directing, film, dialects, devising, advanced improvisation, and advanced stage combat. Students will audition for placement based on roles and jobs available, and work with a creative team on design choices and a fully designed theatre work. Advanced Theatre Arts and Advanced Theatre Arts: Acting Ensemble students will participate in joint units of study as well as course-specific units and projects. It is expected that students will attend after school rehearsals and performances as scheduled. |
| PREREQUISITE: | Intermediate Theatre Arts and teacher approval | |
| FEES: | \$10 co-curricular fee, \$50 lab fee | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| Course may be repeated for elective credit. | | |

ADVANCED THEATRE ARTS: ACTING ENSEMBLE - SEMESTER**#6308 (S1), #6309 (S2)**

| | |
|---|---|
| GRADES: | 12 |
| PREREQUISITES: | "B" or better in Advanced Theatre Arts and teacher approval |
| FEES: | \$10 co-curricular fee, \$25 lab fee |
| CREDIT: | .5 |
| SEMESTERS: | 1 |
| Course may be repeated for elective credit. | |

Building on the skills introduced in Fundamental, Intermediate, and Advanced Theatre Arts, this yearlong course develops a deeper understanding of theatre and production from different cultural and historical perspectives with a focus on the performance of a fully produced, full-length play. In this course, students will practice and apply new acting concepts in an in-depth, hands-on approach. They will create a director's concept using knowledge of dramatic forms and conventions, and enhance their skills as an ensemble by working with a creative team on design choices. Students will audition for placement based on roles and jobs available, continue their acting and directing work in a fully produced theatre work, and defend their design and use of artistic choices and techniques. Advanced Theatre Arts and Advanced Theatre Arts: Acting Ensemble students will participate in joint units of study as well as course specific units and projects. It is expected that students will attend after school rehearsals and performances as scheduled.

ADVANCED THEATRE ARTS: ACTING ENSEMBLE - YEAR**#6310**

| | |
|----------------|---|
| GRADE: | 12 |
| PREREQUISITES: | "B" or better in Advanced Theatre Arts and teacher approval |
| FEES: | \$10 co-curricular fee, \$50 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Building on the skills introduced in Theatre Fundamentals, Intermediate, and Advanced Theatre Arts, this yearlong course develops a deeper understanding of theatre and production from different cultural and historical perspectives with a focus on the performance of a fully produced, full-length play. In this course, students will practice and apply new acting concepts in an in-depth, hands-on approach. They will create a director's concept using knowledge of dramatic forms and conventions, and enhance their skills as an ensemble by working with a creative team on design choices. Students will audition for placement based on roles and jobs available, continue their acting and directing work in a fully produced theatre work, and defend their design and use of artistic choices and techniques. Advanced Theatre Arts and Advanced Theatre Arts: Acting Ensemble students will participate in joint units of study as well as course specific units and projects. It is expected that students will attend after school rehearsals and performances as scheduled.

Visual Art

STUDIO ART 1**#6320**

| | |
|---------------|--------------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEE: | \$20 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Studio Art 1 is a foundational class offered to all beginning art students as they explore instruction in a variety of art media. Students learn a range of concepts including perspective, composition, drawing skills, and color theory, as well as the elements of art and the principles of design, which provide the framework for the course. The course also addresses the disciplines of art history and aesthetics. Students enter the class at a variety of levels and with differing art experiences and abilities. However, this does not keep any student from reaching their goals in art. Mediums include pencil, charcoal, pastels, painting, printmaking and collage.

STUDIO ART 2**#6330**

| | |
|----------------|-----------------------------------|
| GRADES: | 10-12 |
| PREREQUISITES: | Studio Art 1 and teacher approval |
| FEE: | \$20 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Studio Art 2 cultivates previously developed artistic knowledge and skills learned in Studio Art 1. The course expands on the foundations of art including art history, theory, concepts and skills. It empowers the already motivated student to make choices about the content and interpretation of their artwork, explore personal interests, solve problems, and communicate ideas in innovative ways. Students further develop skills in multiple medias, art production, design thinking, criticism, and art appreciation.

STUDIO ART 3**#6340**

| | |
|----------------|-----------------------------------|
| GRADES: | 11-12 |
| PREREQUISITES: | Studio Art 2 and teacher approval |
| FEES: | \$20 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Studio Art 3 draws on the student's prior knowledge, expanding and improving artistic understandings and skills by using creative processes and exploring new media such as textiles and fiber arts. Students make higher order aesthetic choices, tapping more consciously into developing individual creativity and continuing to develop the ability to articulate about visual imagery and concepts. This course addresses the work and ideas of contemporary global artists. Students use critical thinking to evaluate their own work and the work of others. There is a focus on creating portfolio quality artwork, developing an artist statement, and participating in exhibitions.

STUDIO ART 4**#6350**

| | |
|----------------|-----------------------------------|
| GRADE: | 12 |
| PREREQUISITES: | Studio Art 3 and teacher approval |
| FEE: | \$20 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

Studio Art 4 is designed for the proficient, self-directed, and highly motivated artist. It draws on the student's prior knowledge and challenges them to direct their artistic growth by providing a variety of choices in subject matter, interpretation of concepts, and media. Students use informed and critical decision-making in the evaluation of their art while maintaining and practicing the attitude and self-discipline of a working artist. Upon successful completion, the student should be able to demonstrate quality, concentration, and a breadth of experience in a body of works and collaterals suitable for their portfolio.

CERAMICS AND SCULPTURE 1**#6433**

| | |
|-----------------------------|--------------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEE: | \$10 lab fee |
| CREDIT: | .5 |
| SEMESTERS: | 1 |
| Course may NOT be repeated. | |

Ceramics and Sculpture 1 will provide students with a hands-on approach to making functional and sculptural artwork using a variety of media: clay, paper, fiber, wire, plaster, and recycled materials. Students will learn basic wheel throwing techniques with a focus on creating cylinder-formed objects and bowls and basic hand-building methods such as slab building, hollow form, and coil. A variety of decorative, glazing, and firing techniques will be introduced. Students will focus on the elements and principles of design with an emphasis on 3D aspects. Class projects will foster individual skills and expression and focus on creativity, expression of ideas, comprehension of tools and techniques, and problem-solving techniques explored through sculptural media.

CERAMICS AND SCULPTURE 2**#6434**

| | |
|-----------------------------|--------------------------|
| GRADES: | 9-12 |
| PREREQUISITE: | Ceramics and Sculpture 1 |
| FEE: | \$10 lab fee |
| CREDIT: | .5 |
| SEMESTERS: | 1 |
| Course may NOT be repeated. | |

Ceramics and Sculpture 2 will provide students with an in-depth study of ceramics and sculpture including a more advanced study of wheel throwing techniques hand-building methods. Students will continue the advanced study of the elements and principles of design and critique. The course uses both historical and contemporary models as a catalyst for projects and discussions. Class projects will continue to foster individual skills and expression with a focus on creativity, expression of ideas, and problem-solving techniques explored through sculptural media. Students will practice the attitude and self-discipline of a working artist.

AP STUDIO ART: 2-DIMENSIONAL DESIGN**#6351**

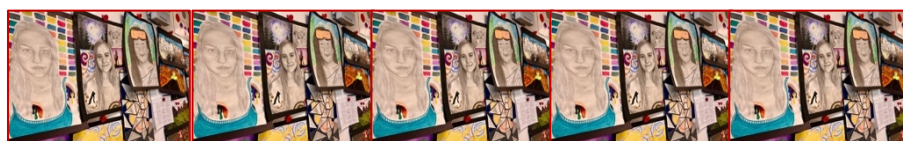
| | |
|----------------|--|
| GRADE: | 12 |
| PREREQUISITES: | Successful completion of Studio Art 3 and AP Art teacher approval, which includes a review of 6 completed artworks at the AP level of performance. |
| FEE: | \$20 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

AP Studio Art 2D is designed for the advanced artist and follows the guidelines and recommendations of the College Board's Advanced Placement art program. This course offers 2-D design students a concentrated program which enables them to apply for college credit in Art. Students will create a portfolio of work to demonstrate focus in the artistic skills and ideas they have developed, refined, and applied over the course of the year, exploring advanced techniques and materials, media exploration, building concepts, and thematic development. Students are expected to already possess a variety of skills in a variety of media, think creatively, and manage their time to meet both the high expectations and the deadlines of the course. AP Studio Art is designed for students who are self-directed, highly motivated, and seriously interested in the practical experience of art. *Note: Students who take an AP class are expected to complete the AP portfolio.*

AP STUDIO ART: 3-DIMENSIONAL DESIGN**#6352**

| | |
|----------------|---|
| GRADE: | 12 |
| PREREQUISITES: | Successful completion of Ceramics and Sculpture 1 and 2, and AP Art teacher approval, which includes a review of 2 completed artworks at the AP level of performance. |
| FEE: | \$20 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

AP Studio Art 3D is designed for the advanced artist and follows the guidelines and recommendations of the College Board's Advanced Placement art program. This course offers a 3-D design student a concentrated program which enables them to apply for college credit in Art. Emphasis is centered on studio work, the preparation of a portfolio of work to demonstrate the artistic skills and ideas students have developed, refined, and applied over the course of the year to produce visual compositions, and the submission of the portfolio for an Advanced Placement grade. AP Studio Art is designed for students who are self-directed, highly motivated and seriously interested in the practical experience of art. *Note: Students who take an AP class are expected to complete the AP portfolio.*



Visual Art (Media Arts)

GRAPHIC DESIGN 1

#6401

| | |
|---------------------------|--------------|
| GRADES: | 10-12 |
| PREREQUISITE: | None |
| FEE: | \$60 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Graphic Design 1 is designed to introduce students to the fundamentals of graphic design. Students will use a variety of techniques to produce work that communicates an idea to a specific audience. Students learn the basics of Adobe Photoshop and Illustrator with a brief introduction to InDesign. These programs are widely considered the industry standard for desktop publishing and graphic design. Students will produce documents that include creating original layouts, logos, brochures as well as promotional materials and digital art. This exploration class includes opportunities for communication, creativity and innovation, critical thinking and problem solving.

GRAPHIC DESIGN 2

#6410

| | |
|---------------------------|------------------|
| GRADES: | 11-12 |
| PREREQUISITE: | Graphic Design 1 |
| FEE: | \$60 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Graphic Design 2 is designed to be a second level for students interested in continuing their study of the graphic design field. Students will learn more in-depth techniques in Adobe Photoshop, Illustrator and InDesign as they investigate techniques in using the elements and principles of design to effectively communicate a message. Students will apply their knowledge of the industry standard software and equipment as they design and print client centered apparel, posters, flyers, etc. Students will prepare for entrance into the industry by certifying in Adobe Illustrator. Projects will require the use of creativity and innovation, critical thinking and problem solving and communication.

GRAPHIC DESIGN 3

#6420

| | |
|---------------------------|---------------------------------------|
| GRADE: | 12 |
| PREREQUISITES: | Graphic Design 2 and teacher approval |
| FEES: | \$60 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Graphic Design 3 is designed to further develop students' skills based on commercial and industry-level demands. Projects will include screen printing, posters, brochures, logo design, and other graphic design requests. The class will continue to focus on techniques and processes in Adobe Photoshop, Illustrator, and InDesign. Students will acquire higher-level skills in print production and the business side of graphic design while they work directly with clients to create solutions to visual communication needs. Students will have the opportunity to certify in additional Adobe applications to strengthen their resume and portfolio.

GRAPHIC DESIGN PUBLICATION

#6425

| | |
|---|--|
| GRADES: | 11-12 |
| PREREQUISITES: | Graphic Design 1 or Photo 1 and teacher approval |
| FEE: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |
| This is a CTE/JTED class. | |

Graphic Design Publication is a course that offers students an opportunity to learn publication skills and commercial art while becoming part of a design team. In addition to learning advanced journalism skills such as interviewing, copy writing, and editing, students will explore the basics of photojournalism, concept design, typography, and publication layout. State-of-the-art digital photography and industry standard publishing programs enhance student processing of an all-digital book. Students will be required to write frequently, conduct interviews, take photographs, meet deadlines, and contribute to the overall production of the book.

DIGITAL PHOTOGRAPHY 1

#7570

| | |
|---------------------------|--------------|
| GRADES: | 10-12 |
| PREREQUISITE: | None |
| FEE: | \$80 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Digital Photography 1 introduces students to the basics of digital photography as well as film-based processing. Students develop camera skills, darkroom operations and post-production editing by investigating the elements of art and principles of design. This course offers the students the opportunity to elevate the quality of their photographs through an appreciation of art and composition. Students learn to observe, evaluate and express themselves nonverbally. Post-production editing instruction is provided in Adobe Illustrator and Photoshop.

DIGITAL PHOTOGRAPHY 2**#7580**

| | |
|---------------------------|-----------------|
| GRADES: | 11-12 |
| PREREQUISITE: | Digital Photo 1 |
| FEE: | \$80 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Digital Photography 2 builds on the skills developed in Digital Photography 1. The course provides students the skill and development to make higher order aesthetic choices in their compositions as they investigate historical and contemporary art. Emphasis is placed on further refinement of camera technique, studio lighting, and post-production editing. Post-production editing instruction is provided in Adobe Photoshop and Lightroom. The course will prepare students to earn industry recognized Adobe Photoshop certification.

DIGITAL PHOTOGRAPHY 3**#7590**

| | |
|---------------------------|--------------------------------------|
| GRADE: | 12 |
| PREREQUISITES: | Digital Photo 2 and teacher approval |
| FEE: | \$80 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Digital Photography 3 builds on the skills developed in Digital Photography 2. Emphasis is placed on advanced camera techniques, lighting, idea development, critique, and post-production editing. This course will also focus on the development of a personal vision and a college-level portfolio that reflects artistic growth. Post-production editing instruction is provided in Adobe Photoshop and Lightroom. Students are expected to practice the attitude and self-discipline of a working artist. Students are expected to participate in industry-based experiences such as portrait booths and capturing photos of school events for social media platforms.

FILM & TV 1**#7531**

| | |
|---------------------------|--------------|
| GRADES: | 10-12 |
| PREREQUISITES: | None |
| FEES: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Film & TV 1 provides students with the skills and knowledge to master lighting, camera operation, visual composition, storytelling, basic audio production and editing. The students produce specially designed video projects that apply technical knowledge and skills in production of television programs. Focused instruction in 21st century learning skills include leadership, productivity, teamwork, digital-age literacy, technology & tools, critical & creative thinking, and data analysis. Other important video production skills include interviewing, scripting, advertising techniques, studio operation, and audience analysis. Basics of copyright law and broadcast ethics are also included.

FILM & TV 2**#7532**

| | |
|---------------------------|--------------|
| GRADES: | 11-12 |
| PREREQUISITES: | Film & TV 1 |
| FEES: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Film & TV 2 builds on the skills learned in Film & TV 1. This course provides a focus on replicating industry standard environments and providing students with the creative and technical skills required in industry. Students will take on production roles through their studies in specific professions such as: Director, Producer, Cinematographer and Sound Designer. Students will produce videos and projects that reflect the specific needs of a client or prospective audience. Students will be tasked with developing multiple projects all the way from pre-production, industry formatted screenplays, to post-production including advanced video and audio editing. Production of these projects have an emphasis in teamwork, leadership, creative problem solving, and skills necessary in the digital workplace. The course will prepare students to earn industry recognized Adobe Premiere Pro.

FILM & TV 3**#7533**

| | |
|---------------------------|----------------------------------|
| GRADES: | 12 |
| PREREQUISITES: | Film & TV 2 and teacher approval |
| FEES: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Film & TV 3 builds on the skills learned in Film & TV 2. The course provides a focus on creating, critiquing, and producing industry level productions that will meet the needs of clients or be submitted for competition. This advanced class will expect students to work independently or as a team to produce live stream and/video productions, and will require additional after-school hours at the high school. Students will apply the skills toward real-world experiences while participating in a job shadowing experience with local industry. Film and TV 3 students are responsible for evaluating potential job shadowing placements, submitting a letter of intent, and ensuring completion of all appropriate paperwork prior to the beginning of the academic year. Adobe certification will be offered to all Film & TV 3 students.



KINETIC WELLNESS (Physical Education and Health)

Physical Education:

One year (1 credit) of Physical Education is required for CFHS graduation. To fulfill the graduation requirement, students must take two different PE classes. One class must be taken from the **Group Fitness** options and one class from the **Individual Fitness** options. One of the .5 requirements must be taken as a freshman. The second .5 credit may be taken during freshman year or at any time during grades 10-12. Physical Education offers a variety of group and individual fitness-based activities anchored in the goal of lifelong fitness and wellness. Students will develop physical skills and knowledge that can be used throughout life. A cornerstone of the program is a health-related fitness assessment administered in each course.

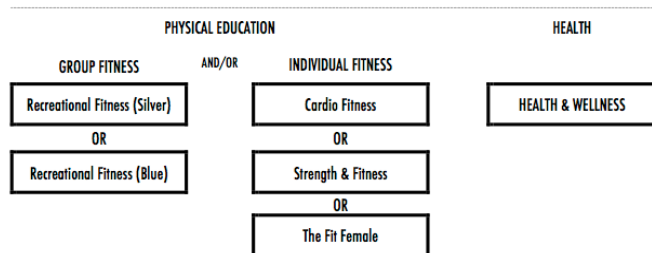
Health:

One semester (.5 credit) of Health is required for CFHS graduation. Health must be taken as a freshman.

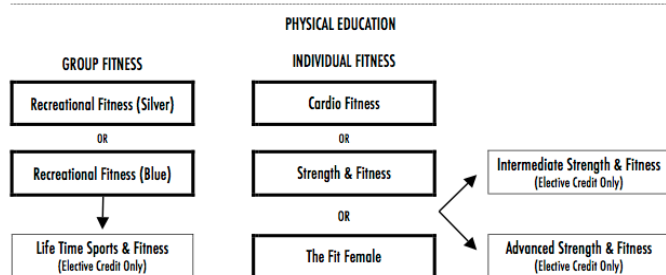
The goal of health education is to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors.

PHYSICAL EDUCATION & HEALTH PATHWAY

GRADE 9



GRADES 10, 11, 12



Kinetic Wellness (Health)

HEALTH AND WELLNESS

#7103

| | |
|---------------|------|
| GRADE: | 9 |
| PREREQUISITE: | None |
| CREDIT: | .5 |
| SEMESTERS: | 1 |

This course addresses health and wellness topics and issues relevant to high school students. Students will acquire knowledge and skills necessary to maintain lifelong good health and to make informed choices and accept personal responsibility for those choices. The units covered in this course include nutrition and fitness; mental and emotional health; first aid; tobacco, alcohol, and other drugs; and human growth and development. This is a required course that must be taken in freshman year. (Students may take CFHS Health through CFSD Community Schools, if offered, summer prior to or following freshman year.)

Kinetic Wellness (Physical Education: Group Fitness Options)

RECREATIONAL FITNESS: SILVER

#7010

| | | |
|---|------|--|
| GRADES: | 9-12 | This course is designed to offer students a wide variety of group fitness activities that enhance physical skills, movement, and wellness. Activities may include team handball, volleyball, over the line softball, 3 on 3 soccer, basketball, and flag football. Through participation in these activities, students will develop cardiovascular fitness, muscular strength, muscular endurance, and flexibility. The concepts of teamwork and sportsmanship are emphasized. Fitness assessments will be conducted a minimum of 2 times per semester. This course meets the .5 credit requirement for Group Fitness. |
| PREREQUISITE: | None | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

RECREATIONAL FITNESS: BLUE

#7020

| | | |
|---|------|---|
| GRADES: | 9-12 | This course is designed to offer students a wide variety of group fitness activities that enhance physical skills, movement, and wellness. Activities may include ultimate Frisbee, lacrosse, indoor soccer, speedball, flickerball, and foot tennis. Through participation in these activities, students will develop cardiovascular fitness, muscular strength, muscular endurance, and flexibility. The concepts of teamwork and sportsmanship are emphasized. Fitness assessments will be conducted a minimum of 2 times per semester. This course meets the .5 credit requirement for Group Fitness. |
| PREREQUISITE: | None | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

Kinetic Wellness (Physical Education: Individual Fitness Options)

CARDIO FITNESS

#7050

| | | |
|---|------|---|
| GRADES: | 9-12 | This course is designed to offer students a wide variety of cardiovascular fitness activities that enhance physical skills, movement, and wellness. Activities may include cardiovascular endurance training, step aerobics, Yoga, Pilates, jogging/walking, dance/rhythm, basic calisthenics, and interval training. Through participation in these activities, students will develop cardiovascular fitness, muscular strength, muscular endurance, and flexibility. Fitness assessments will be conducted a minimum of 2 times per semester. This course meets the .5 credit requirement for Individual Fitness. |
| PREREQUISITE: | None | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

STRENGTH AND FITNESS

#7051

| | | |
|---|------|--|
| GRADES: | 9-12 | This is an introductory course designed to teach students the proper techniques in developing muscular strength and endurance, flexibility, and cardiovascular fitness. Students will be taught the principles of training, how these principles relate to conditioning, and injury prevention. A unit on dance/rhythm is also included. Students will assess their current fitness level, develop a goal-oriented fitness plan, and demonstrate progress toward goals. Fitness assessments will be conducted a minimum of 2 times per semester. This course meets the .5 credit requirement for Individual Fitness. |
| PREREQUISITE: | None | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

THE FIT FEMALE

#7052

| | | |
|---|------|---|
| GRADES: | 9-12 | This course is designed specifically for the female student who is interested in strength training techniques and endurance, cardiovascular fitness, flexibility, core strength development, and body contouring. Students will be taught the principles related to strength and conditioning with an emphasis on injury prevention. A unit on dance/rhythm is also included. Students will assess their current fitness level, develop a goal-oriented fitness plan, and demonstrate progress toward goals. Fitness assessments will be conducted a minimum of 2 times per semester. This course meets the .5 credit requirement for Individual Fitness. |
| PREREQUISITE: | None | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

Kinetic Wellness (Advanced Physical Education Electives)

INTERMEDIATE STRENGTH AND FITNESS

#7070

| | | |
|---|--|---|
| GRADES: | 10-12 | This course is designed to build upon the strength training skills in Strength and Fitness or The Fit Female. Emphasis is on developing muscular strength and endurance and other skill related components of fitness (flexibility, cardiovascular endurance, and body composition). Students will assess their current fitness level and develop an individualized conditioning program to meet desired outcomes. Supplemental lifts will be researched and incorporated into students' individualized programs. Connections will be made between anatomy and specific conditioning activities. Goal setting and related journal work will be incorporated into the course. Students will be evaluated on knowledge, improvement, and work accomplished toward goal attainment. Fitness assessments will be conducted a minimum of 2 times per semester. |
| PREREQUISITE: | Strength and Fitness or The Fit Female | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

ADVANCED STRENGTH AND FITNESS

#7071

| | | |
|---|--|--|
| GRADES: | 10-12 | This course is designed for the highly motivated student who wants to learn advanced techniques in developing muscular strength and endurance and other skill related components of fitness (flexibility, cardiovascular endurance, and body composition). Students will participate in a variety of conditioning activities (Olympic and power lifting, speed, agility, and interval training) and will implement a conditioning program designed around individual needs and goals. Goal setting and related journal work will be incorporated into the course. Students will be evaluated on knowledge, improvement, and work accomplished toward goal attainment. Fitness assessments will be conducted a minimum of 2 times per semester. |
| PREREQUISITE: | Strength and Fitness or The Fit Female, and teacher approval | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |

LIFETIME SPORTS AND FITNESS

#7072

| | | |
|---|--|---|
| GRADES: | 10-12 | This is an advanced course for students interested in individualized sports and racquet-based activities. This course is designed to offer students a wide variety of fitness activities that enhance physical skills, movement, and wellness. Activities may include badminton, golf, pickle ball, tennis, Frisbee golf, and table tennis. Through participation in these activities, students will develop cardiovascular fitness, muscular strength, muscular endurance, and flexibility. Fitness assessments will be conducted a minimum of 2 times per semester. This course does not meet the required graduation credit. |
| PREREQUISITE: | Recreational Fitness Silver or Blue | |
| CREDIT: | .5 | |
| SEMESTERS: | 1 | |
| Course may be repeated for elective credit. | | |



CAREER & TECHNICAL EDUCATION / JTED CAREER PATHWAYS



CFSD is a member of the Pima Joint Technical Education District (JTED). In conjunction with business and industry, JTED provides Career and Technical Education (CTE) programs for students that focus upon both the educational and employment needs of Pima County. CTE/JTED courses provide access to state-of-the art equipment and training programs in a variety of career pathways, offer articulated college-level credit (applicable courses only), offer the opportunity for industry certifications, and the opportunity to work at an advanced level in a variety of career areas. CFHS offers a robust selection of educational experiences within ten (10) CTE programs/pathways. See the CFHS CTE/JTED program pathways, course descriptions, and course prerequisites below.

CFHS Career and Technical Education (CTE) Programs and Courses

- BIOSCIENCE: Chemistry: Intro to Biotech, Applications of Biotech, Advanced Biotech
- BUSINESS MANAGEMENT: Business Management 1, 2 (Business Development & Administration or Applied Business Systems, 3
- COMPUTER PROGRAMMING: AP Computer Science Principles, AP Computer Science A, Advanced Computer Programming
- DIGITAL PHOTOGRAPHY: Digital Photography 1, 2, 3
- ENGINEERING: Introduction to Engineering Design, Principles of Engineering, Engineering Design and Development
- EARLY CHILDHOOD EDUCATION: Early Childhood Education 1, Early Childhood Education 2, Early Childhood Education 3
- FILM & TELEVISION: Film & TV 1, 2, 3
- GRAPHIC DESIGN: Graphic Design 1, 2, 3 and Graphic Design Publication
- SPORTS MEDICINE: Anatomy & Physiology (Sports Medicine 1), Sports Medicine 2, Sports Medicine 3
- TECHNICAL THEATRE: Theatre Fundamentals, Intermediate Theatre Production, Advanced Theatre Production 1, 2, Advanced Theatre Production Internship
- Career Exploration & Consumer Finance*
- Career Preparation & Personal Finance*

** These courses do not count toward CTE graduation requirements unless replacing the 1.0 Fine Arts credit.*

Pima County JTED Programs

CFHS Students interested in off-site JTED courses in the following areas should see the CFHS CTE/JTED counselor for registration information. These courses are free to CFHS students and credits earned will be noted on the CFHS transcript. For the most recent course offerings, please visit: pimajted.org/programs.





BIOSCIENCE PATHWAY

CHEMISTRY: INTRO TO BIOTECH

APPLICATIONS OF BIOTECHNOLOGY

ADVANCED BIOTECHNOLOGY

CHEMISTRY: INTRO TO BIOTECH ^{HC}

#4104

| | |
|----------------|--------------------|
| GRADE: | 10 |
| PREREQUISITES: | Biology, Algebra 1 |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

RECOMMENDATION: For students who comprehend scientific concepts with little difficulty and demonstrate independence and self-direction in their learning. For students who are interested in acquiring the skills needed to pursue higher education or to enter the workforce in careers related to biomedical and biotechnology fields.

This is a CTE/JTED class.

Chemistry: Intro to Biotech is a laboratory course that emphasizes essential chemistry concepts in an industry-based lab setting. Students will explore topics such as the structure of matter, bonding, chemical reactions, molar relationships, and periodicity, by exploring biological phenomenon using extensive laboratory techniques. Students are expected to apply industry level lab techniques and safety procedures as they participate in research and technical labs each week. Laboratory research requires students to critically analyze while they apply systems thinking, experimental design, and development of higher-level thinking skills. This course is a combination of guided instruction, collaborative learning, and laboratory design with practical applications that will enrich the learning experience of students with varied learning styles. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

PHYSICS: APPLICATIONS OF BIOTECHNOLOGY - UA MCB 101

#4107

| | |
|---------------|-----------------------------|
| GRADE: | 11-12 |
| PREREQUISITE: | Chemistry: Intro to Biotech |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This is a CTE/JTED class.

Physics: Applications of Biotech is a laboratory course that emphasizes essential physics concepts while utilizing the foundations of chemistry and biology, combined with biotechnology to study current issues in research and industry. Students will apply previously developed knowledge and skills in biotechnology to an industry-based laboratory setting. The course includes topics such as recombinant DNA technology, bacterial transformations, protein identification and isolation, the human genome project, genetic ethics, and laboratory techniques in an industry-based biotechnology lab. Students will work through experimental design and critical analysis using physics-based concepts such as motion and stability, wave phenomena, energy and matter interactions, and electricity and magnetism. An emphasis on collaborative learning and laboratory skills will enrich the learning experience of students with varied learning styles. This course provides OSHA 10 Healthcare certification for all students. Optional summer internship opportunities are available for students who wish to continue performing scientific research. *(Students interested in earning college credit for UA MCB 101 must register and pay reduced tuition to the UA. More information about UA dual enrollment will be shared with students in the fall. Scholarships are available from Pima JTED.)*

ADVANCED BIOTECHNOLOGY - UA MCB 102

#4108

| | |
|---------------|---|
| GRADE: | 12 |
| PREREQUISITE: | "C" or better in Applications of Biotechnology and teacher approval |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |

This is a CTE/JTED class.

Advanced Biotech is an advanced laboratory course with an emphasis on laboratory practices along with independent research that will culminate in a self-selected research project that will be presented by the student. Options for internships in the community along with guided research mentors will enable students to apply their skills in a biotechnology lab. Students will conduct challenging experiments including isolation of muscle protein, DNA screening, designing and using PCR primers, completing microarrays to determine the differences between cancer and normal cells, and advanced isolation work using a variety of gel electrophoresis techniques. *(Students interested in earning college credit for UA MCB 102 must register and pay reduced tuition to the UA scholarships are available from Pima JTED. See course instructor for more information.)*



BUSINESS MANAGEMENT PATHWAY

BUSINESS MANAGEMENT 1

BUSINESS MANAGEMENT 2

BUSINESS MANAGEMENT 3

BUSINESS MANAGEMENT 1

#7721

GRADES: 10-12

PREREQUISITE: None

CREDIT: 1.0

SEMESTERS: 2

This is a CTE/JTED class.

Business Management 1 prepares students for business and marketing careers in the 21st century. Students develop critical thinking and communication skills for use in the global business community. The course provides career exploration in essential business management and marketing skills, problem solving, leadership, critical thinking, communication, and resource management skills. Students will apply computerized information systems, applications, and other technology in relevant and rigorous industry simulations as a sound basis for business and marketing, entrepreneurship, and employability. Class projects will further advance collaborative and systemic thinking skills used in business management and leadership professions.

BUSINESS MANAGEMENT 2: BUSINESS DEVELOPMENT AND ADMINISTRATION

#7722

GRADES: 11-12

PREREQUISITE: Business Mgmt. 1

CREDIT: 1.0

SEMESTERS: 2

This is a CTE/JTED class.

Business Development and Administration is designed to prepare students for business or entrepreneurial endeavors or employment. A thorough knowledge of applied economics, advanced project management, and human resource management will offer additional opportunities in 21st century business careers. The practical application of business and economics affords students opportunities to develop into socially responsible and culturally competent leaders. Through a combination of collaborative and self-directed projects, students will analyze, synthesize, and apply their business acumen toward relevant analysis of current market/industry trends. Business Management 2 students are encouraged to pursue industry recognized Rise Up-Retail Industry certification.

BUSINESS MANAGEMENT 2: APPLIED BUSINESS SYSTEMS

#7724

GRADE: 11-12

PREREQUISITE: Business Mgmt. 1

CREDIT: 1.0

SEMESTERS: 2

This is a CTE/JTED class.

Applied Business Systems is designed to build transferable workplace and academic skills regarding project management and application expertise. Students will increase their competitive edge in the labor market by unlocking the full potential of the Microsoft Office suite (MS Office), which is used by millions worldwide and is the most prevalent suite for workplace communication and productivity. Through the use of MS Office students will improve productivity and efficacy in school, at home, and at work. Using Google and Apple's applications isn't enough; becoming proficient in MS Office will help students work smarter, faster, and more effectively across all platforms in any context. Along with Microsoft's productivity suite, students will engage with business budgeting, accounting, and finance principles, learning the systems and expectations needed to ensure operational profitability, as well as learn the skills needed to achieve a Microsoft Office or QuickBooks certification.

BUSINESS MANAGEMENT 3

#7723

GRADE: 12

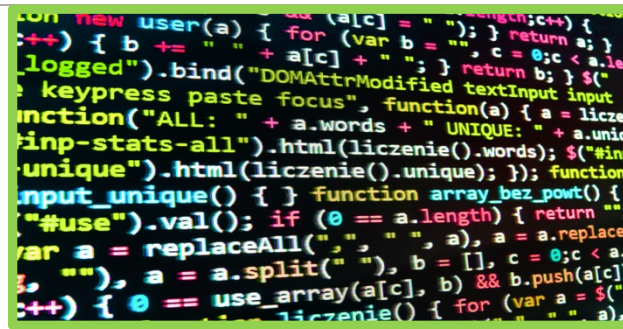
PREREQUISITE: Business Mgmt. 2 and teacher approval with Internship application/letter of intent

CREDIT: 1.0

SEMESTERS: 2

This is a CTE/JTED class.

Business Management 3 is designed to prepare students for business and marketing employment, entrepreneurialism, as well as post-secondary academic endeavors. Building on a thorough knowledge of applied economics, management skills, and technology will offer additional opportunities in 21st century careers or study. Through a combination of collaborative and self-directed projects, students will apply their business acumen toward real-world experiences at Tucson-area internships. Business Management 3 students are responsible for evaluating potential internship placements, submitting a letter of intent, and ensuring completion of all appropriate paperwork prior to the beginning of the academic year.



COMPUTER PROGRAMMING PATHWAY

AP COMPUTER SCIENCE PRINCIPLES

AP COMPUTER SCIENCE A

ADVANCED COMPUTER PROGRAMMING

AP COMPUTER SCIENCE PRINCIPLES

#4720

| | | |
|---------------------------|-----------|---|
| GRADES: | 10-12 | <p>AP Computer Science Principles is a college level course that introduces students to the fundamental concepts of computer programming such as simple data types, functions, strings, and the basics of object-oriented programming. Hands-on structured lab experiences engage students in individual and/or group problem solving. Students will learn programming using a language such as, but not limited to, Python or JavaScript. With a focus on computational thinking practices, students will solve problems through the design, execution, and refinement of solutions. Other topics include data storage and management; the legal, ethical, and security issues related to information technology; and the employability and leadership skills associated with business and industry in the field of computer science. This course will prepare students to take the AP Computer Science Principles exam, which will be offered during the second semester of the course.</p> |
| PREREQUISITE: | Algebra 1 | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |

AP COMPUTER SCIENCE A

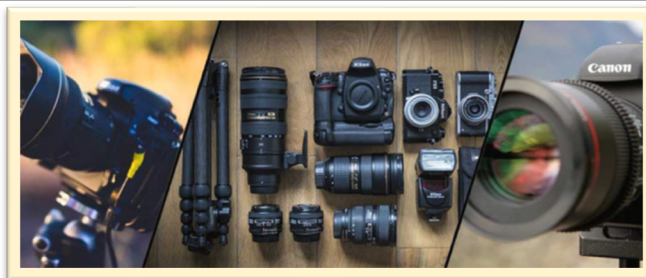
#4750

| | | |
|---------------------------|--------------------------------|--|
| GRADES: | 11-12 | <p>AP Computer Science A is a college level course that introduces students to computer science through programming. The course emphasizes object-oriented programming and design using the Java programming language. Topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course includes a substantial lab component in which students design solutions to problems, express their solutions precisely, test their solutions, identify and correct errors (when mistakes occur), and compare possible solutions. This course will prepare students for the Advanced Placement AP Computer Science A exam as well as the Oracle Certified Associate Java 1Z0-811 exam, which will be offered during the second semester of the course. <i>Note: Students who take an AP class are expected to take the AP exam.</i></p> |
| PREREQUISITE: | AP Computer Science Principles | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |

ADVANCED COMPUTER PROGRAMMING

#4760

| | | |
|---------------------------|---|--|
| GRADE: | 11-12 | <p>Advanced Computer Programming is a college-level course that introduces students to applied software design and engineering principles (alongside the algorithms which drive them) through hands-on, project-oriented coursework. Students will design, develop, and test their own industry project (e.g. an app, video game, webpage, or other software project) using industry standard programming languages, skills and software development expert-standards. Projects will be developed using industry standard programming languages from which students will be introduced to industry-level programming skills and software development expert-standards. This course will be fast-paced and require a significant level of effort, initiative, independent study/practice, and self-discipline, as well as a strong background in Algebra and/or Discrete Mathematics. Students will be prepared to attain advanced industry certifications in the programming language(s) used.</p> |
| PREREQUISITE: | AP Computer Science Principles and/or AP Computer Science A, "B" or better in Algebra 2, and teacher approval | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |



DIGITAL PHOTOGRAPHY PATHWAY

DIGITAL PHOTOGRAPHY 1

DIGITAL PHOTOGRAPHY 2

DIGITAL PHOTOGRAPHY 3

DIGITAL PHOTOGRAPHY 1

#7570

| | |
|---------------------------|--------------|
| GRADES: | 10-12 |
| PREREQUISITE: | None |
| FEE: | \$80 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Digital Photography 1 introduces students to the basics of digital photography as well as film-based processing. Students develop camera skills, darkroom operations and post-production editing by investigating the elements of art and principles of design. This course offers the students the opportunity to elevate the quality of their photographs through an appreciation of art and composition. Students learn to observe, evaluate and express themselves nonverbally. Post-production editing instruction is provided in Adobe Illustrator and Photoshop.

DIGITAL PHOTOGRAPHY 2

#7580

| | |
|---------------------------|-----------------|
| GRADES: | 11-12 |
| PREREQUISITE: | Digital Photo 1 |
| FEE: | \$80 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Digital Photography 2 builds on the skills developed in Digital Photography 1. The course provides students the skill and development to make higher order aesthetic choices in their compositions as they investigate historical and contemporary art. Emphasis is placed on further refinement of camera technique, studio lighting, and post-production editing. Post-production editing instruction is provided in Adobe Photoshop and Lightroom. The course will prepare students to earn industry recognized Adobe Photoshop certification.

DIGITAL PHOTOGRAPHY 3

#7590

| | |
|---------------------------|--------------------------------------|
| GRADE: | 12 |
| PREREQUISITES: | Digital Photo 2 and teacher approval |
| FEE: | \$80 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Digital Photography 3 builds on the skills developed in Digital Photography 2. Emphasis is placed on advanced camera techniques, lighting, idea development, critique, and post-production editing. This course will also focus on the development of a personal vision and a college-level portfolio that reflects artistic growth. Post-production editing instruction is provided in Adobe Photoshop and Lightroom. Students are expected to practice the attitude and self-discipline of a working artist. Students are expected to participate in industry-based experiences such as portrait booths and capturing photos of school events for social media platforms.

The economy is linked to the strengths and skills of our current and future workforce.

CFHS students have the option to participate in ten (10) different career clusters or programs, recognized by the Arizona Department of Education, Career and Technical Education. They can earn industry credentials while in high school.



EARLY CHILDHOOD EDUCATION PATHWAY

EARLY CHILDHOOD EDUCATION 1

EARLY CHILDHOOD EDUCATION 2

EARLY CHILDHOOD EDUCATION 3

EARLY CHILDHOOD EDUCATION 1

#7800

GRADES: 10-12

PREREQUISITE: None

CREDIT: 1.0

SEMESTERS: 2

This is a CTE/JTED class.

Early Childhood Education 1 will explore elements which affect behavior, physical, social, emotional and intellectual development of children during prenatal, infancy, and preschool age. This course introduces developmental theorists, roles of genetics, health and social influences, policy issues and domains of development. Students will examine professional, legal and ethical practices and regulations that promote healthy and safe childhood environments. Students will have the opportunity to observe in an early childhood learning center. Students must be able to qualify for a fingerprint clearance card and have proof of their TB test to be able to attend Valley View Early Learning Center.

Certifications earned: Fingerprint Card, Mandated Reporting

Dual Enrollment: Pima Community College - PCC ECE 117 Child Growth and Development

EARLY CHILDHOOD EDUCATION 2 (New in 2024-2025)

#7801

GRADES: 11-12

PREREQUISITE: Early Education 1

CREDIT: 1.0

SEMESTERS: 2

This is a CTE/JTED class.

Early Childhood Education 2 offers advanced applications of Early Childhood knowledge and practice. Students will explore historical and contemporary early childhood influences with an in-depth study of the health, safety and nutritional needs. This course includes application of developmental theories; ECE agency management; early childhood observation and assessment; classroom management; professional and ethical responsibilities and teaching strategies in an early childhood learning center. Students will have the opportunity to design, present and assess activities in an early childhood learning center, Community Schools, or at one of our elementary schools. Students must be able to qualify for a fingerprint clearance card and have proof of their TB test to attend our Pre-K-2nd grade sites.

Certifications earned: CPR/First Aid, Food Handlers certification, Bloodborne Pathogens

Dual Enrollment: Pima Community College - PCC ECE 118 Foundations of Early Childhood Education (Semester 1) and PCC ECE 125 Nutrition, Health, and Safety for the Young Child (Semester 2)

EARLY CHILDHOOD EDUCATION 3 (Coming in 2025-2026)

#7802

GRADES: 12

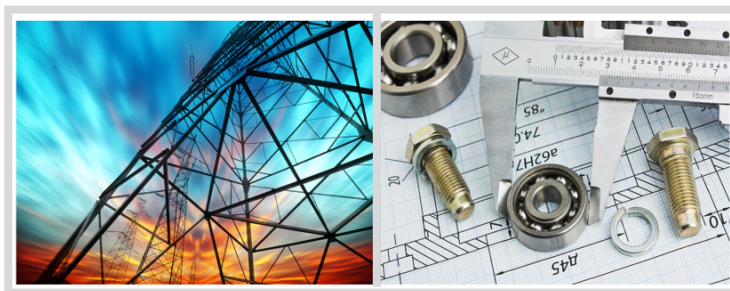
PREREQUISITE: Early Education 2

CREDIT: 1.0

SEMESTERS: 2

This is a CTE/JTED class.

Early Childhood Education 3 is a lab-based course designed to prepare students for employment in the early childhood field. In partnership with CFSD's early childhood programs, students will gain internship hours in a classroom setting. Through a combination of collaborative and self-directed projects/lessons, students will implement best practices regarding curriculum design and assessment methods as they apply formal and informal observations in understandings of child development.



ENGINEERING PATHWAY

INTRODUCTION TO ENGINEERING DESIGN

PRINCIPLES OF ENGINEERING

ENGINEERING DESIGN AND DEVELOPMENT

INTRODUCTION TO ENGINEERING DESIGN

#4602

| | | |
|---------------------------|------|---|
| GRADES: | 9-12 | Engineering Design introduces aspects of problem solving, logic and relationships. This course emphasizes problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. Topics explored include various technology systems, manufacturing processes, and how technological advances affect society. Students are introduced to the scope, rigor, and discipline of engineering and encouraged to integrate math and science technologies into engineering problem solving processes. |
| PREREQUISITE: | None | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |

PRINCIPLES OF ENGINEERING

#4604

| | | |
|---------------------------|------------------------------------|--|
| GRADES: | 10-12 | Principles of Engineering is a course designed to integrate math and science skills into engineering/engineering technology. Students will gain an understanding of the intricacies associated with technology systems and engineering problem solving. Students will learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people and solve real world problems. Students will engage in hands-on, real-world projects, to gain an appreciation for social and political consequences of technological change. This course emphasizes the relevancy of math and science skills. |
| PREREQUISITE: | Intro to Engineering Design | |
| MATH PREREQUISITE: | Algebra 2 or concurrent enrollment | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |

ENGINEERING DESIGN & DEVELOPMENT (UArizona Engineering 102)

#4605

| | | |
|-------------------------------------|---|---|
| GRADES: | 11-12 | Engineering Design and Development is a research course that offers an opportunity for advanced students to research, collect and analyze data, identify an issue, and design and construct solutions to open-ended engineering problems. Computer-Aided Design, microcontroller programming and Electronics are areas of focus. Students may elect to earn the Autodesk Fusion 360 CAD Industry certification. As a dual-enrollment course with the University of Arizona, the curriculum covers projects and topics from the UA engineering course ENGR 102. <i>(Students interested in earning college credit for UA Engineering 102 must meet the math prerequisite, register, and pay reduced tuition to the UA. Scholarships are available from Pima JTED. See course instructor for more information about the dual-enrollment option.)</i> |
| PREREQUISITE: | Principles of Engineering Design and teacher approval | |
| COREQUISITE FOR UA ENGINEERING 102: | Precalculus or AP Calculus AB or BC | |
| CREDIT: | 1.0 | |
| SEMESTERS: | 2 | |
| This is a CTE/JTED class. | | |



FILM & TV PATHWAY

FILM & TV 1

FILM & TV 2

FILM & TV 3

FILM & TV 1

#7531

| | |
|---------------------------|--------------|
| GRADES: | 10-12 |
| PREREQUISITES: | None |
| FEES: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Film & TV 1 provides students with the skills and knowledge to master lighting, camera operation, visual composition, storytelling, basic audio production and editing. The students produce specially designed video projects that apply technical knowledge and skills in production of television programs. Focused instruction in 21st century learning skills include leadership, productivity, teamwork, digital-age literacy, technology & tools, critical & creative thinking, and data analysis. Other important video production skills include interviewing, scripting, advertising techniques, studio operation, and audience analysis. Basics of copyright law and broadcast ethics are also included.

FILM & TV 2

#7532

| | |
|---------------------------|--------------|
| GRADES: | 11-12 |
| PREREQUISITES: | Film & TV 1 |
| FEES: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Film & TV 2 builds on the skills learned in Film & TV 1. This course provides a focus on replicating industry standard environments and providing students with the creative and technical skills required in industry. Students will take on production roles through their studies in specific professions such as: Director, Producer, Cinematographer and Sound Designer. Students will produce videos and projects that reflect the specific needs of a client or prospective audience. Students will be tasked with developing multiple projects all the way from pre-production, industry formatted screenplays, to post-production including advanced video and audio editing. Production of these projects have an emphasis in teamwork, leadership, creative problem solving, and skills necessary in the digital workplace. The course will prepare students to earn industry recognized Adobe Premiere Pro.

FILM & TV 3

#7533

| | |
|---------------------------|----------------------------------|
| GRADES: | 12 |
| PREREQUISITES: | Film & TV 2 and teacher approval |
| FEES: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Film & TV 3 builds on the skills learned in Film & TV 2. The course provides a focus on creating, critiquing, and producing industry level productions that will meet the needs of clients or be submitted for competition. This advanced class will expect students to work independently or as a team to produce live stream and/video productions, and will require additional after-school hours at the high school. Students will apply the skills toward real-world experiences while participating in a job shadowing experience with local industry. Film and TV 3 students are responsible for evaluating potential job shadowing placements, submitting a letter of intent, and ensuring completion of all appropriate paperwork prior to the beginning of the academic year. Adobe certification will be offered to all Film & TV 3 students.





GRAPHIC DESIGN PATHWAY

GRAPHIC DESIGN 1

GRAPHIC DESIGN 2

GRAPHIC DESIGN 3

GRAPHIC DESIGN PUBLICATION

GRAPHIC DESIGN 1

#6401

| | |
|---------------------------|--------------|
| GRADES: | 10-12 |
| PREREQUISITE: | None |
| FEE: | \$60 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Graphic Design 1 is designed to introduce students to the fundamentals of graphic design. Students will use a variety of techniques to produce work that communicates an idea to a specific audience. Students learn the basics of Adobe Photoshop and Illustrator with a brief introduction to InDesign. These programs are widely considered the industry standard for desktop publishing and graphic design. Students will produce documents that include creating original layouts, logos, brochures as well as promotional materials and digital art. This exploration class includes opportunities for communication, creativity and innovation, critical thinking and problem solving.

GRAPHIC DESIGN 2

#6410

| | |
|---------------------------|------------------|
| GRADES: | 11-12 |
| PREREQUISITE: | Graphic Design 1 |
| FEE: | \$60 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Graphic Design 2 is designed to be a second level for students interested in continuing their study of the graphic design field. Students will learn more in-depth techniques in Adobe Photoshop, Illustrator and InDesign as they investigate techniques in using the elements and principles of design to effectively communicate a message. Students will apply their knowledge of the industry standard software and equipment as they design and print client centered apparel, posters, flyers, etc. Students will prepare for entrance into the industry by certifying in Adobe Illustrator. Projects will require the use of creativity and innovation, critical thinking and problem solving and communication.

GRAPHIC DESIGN 3

#6420

| | |
|---------------------------|---------------------------------------|
| GRADE: | 12 |
| PREREQUISITES: | Graphic Design 2 and teacher approval |
| FEE: | \$60 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Graphic Design 3 is designed to further develop students' skills based on commercial and industry-level demands. Projects will include screen printing, posters, brochures, logo design, and other graphic design requests. The class will continue to focus on techniques and processes in Adobe Photoshop, Illustrator, and InDesign. Students will acquire higher-level skills in print production and the business side of graphic design while they work directly with clients to create solutions to visual communication needs. Students will have the opportunity to certify in additional Adobe applications to strengthen their resume and portfolio.

GRAPHIC DESIGN PUBLICATION

#6425

| | |
|---|--|
| GRADES: | 11-12 |
| PREREQUISITES: | Graphic Design 1 or Photo 1 and teacher approval |
| FEE: | \$30 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |
| This is a CTE/JTED class. | |

Graphic Design Publication is a course that offers students an opportunity to learn publication skills and commercial art while becoming part of a design team. In addition to learning advanced journalism skills such as interviewing, copy writing, and editing, students will explore the basics of photojournalism, concept design, typography, and publication layout. State-of-the-art digital photography and industry standard publishing programs enhance student processing of an all-digital book. Students will be required to write frequently, conduct interviews, take photographs, meet deadlines, and contribute to the overall production of the book.



SPORTS MEDICINE PATHWAY

ANATOMY & PHYSIOLOGY (SPORTS MEDICINE 1)

SPORTS MEDICINE 2

SPORTS MEDICINE 3

ANATOMY & PHYSIOLOGY (Sports Medicine 1) ^{HC}

#4541

| | |
|---------------------------|--|
| GRADES: | 10-12 |
| PREREQUISITES: | "B" or better in Biology AND concurrently enrolled in, or completed Chemistry, Chemistry: Intro to Biotech, Honors Chemistry |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Anatomy & Physiology: Sports Medicine 1 introduces students to the basics of sports medicine and rehabilitation therapies. It is a hands-on inquiry-based laboratory course that helps students discover the wonders of the human body. The structures and functions of the major body systems will be explored from a subcellular level to a multi-cellular organism level. Students will gain extensive knowledge of the human body through lecture, research and reading, and laboratory investigations, including two major dissections. They will learn the basics of anatomy and physiology, CPR, first aid, types and prevention of sports-related injuries, and rehabilitation. Students will also explore medical and allied healthcare careers. This course is a good introduction for students who are interested in a career in any healthcare pathway. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

SPORTS MEDICINE 2 ^{HC}

#4548

| | |
|---------------------------|--|
| GRADES: | 11-12 |
| PREREQUISITE: | Anatomy & Physiology (Sports Medicine 1) |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

This course offers students an exciting opportunity to learn more about sports medicine. Students will gain a greater understanding of science and the structure and function of the human body as it relates to injury and illness. The course emphasizes health concepts familiar to medical careers such as anatomy, physiology, and kinesiology. Students will integrate technical, professional and career readiness skills as they engage and lead teams in healthcare scenarios, case studies, and simulations. The main topics of study include recognition of injury, prevention of injury, treatment, injury assessment, evaluation of injury, rehabilitation, emergency care, nutrition, first aid, and CPR. The course will prepare students for the OSHA Healthcare and CPR certifications. **Students who consistently perform at the Honors level in their coursework and assessments will be awarded Honors credit for this course.*

SPORTS MEDICINE 3 ^{HC}

#4549

| | |
|---------------------------|---|
| GRADES: | 12 |
| PREREQUISITES: | Sports Medicine 2 and teacher approval with Internship application/letter of intent |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Sports Medicine 3 is designed to prepare students for employment opportunities in health care as well as post-secondary academic endeavors. The focus of Sports Medicine 3 is on the application of skills learned in Sports Medicine 1 and 2, with an emphasis on the totality of injury management, which includes pathology, immediate management, diagnostic imaging, definitive and differential diagnosis, medical management, surgical intervention, post-injury and/or post-surgical management, and rehabilitation. Through a combination of collaborative and self-directed projects, students will apply their knowledge in real-world experiences in Tucson-area internships/externships. Students are responsible for evaluating potential internship placements, submitting a letter of intent, and ensuring completion of all appropriate paperwork prior to the beginning of the academic year. The course will prepare students for the CMAC (Clinical Medical Assistant Certification) and PTTC (Physical Therapy Technician/Aide Certification).



TECHNICAL THEATRE PATHWAY

THEATRE FUNDAMENTALS

INTERMEDIATE THEATRE PRODUCTION

ADVANCED THEATRE PRODUCTION 1

ADVANCED THEATRE PRODUCTION 2

ADVANCED THEATRE PRODUCTION INTERNSHIP

THEATRE FUNDAMENTALS

#6100

| | |
|----------------------------|--------------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| FEE: | \$40 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may NOT be repeated | |
| This is a CTE/JTED class. | |

Theatre Fundamentals is an introductory theatre course designed to introduce students to a variety of theatrical elements. Students will physically work with professional theatrical equipment and learn the foundation of technical productions in the theatre setting, in addition to providing technical support for the Theatre Department's seasonal productions. Students will engage in several hands-on independent and collaborative projects. They will examine how theatre artists tell stories through various performance styles including, but not limited to monologues, scenes, improvisation, and stage combat. During these units, students will be introduced to production design as it applies to costumes, make-up, sets, props, and staging. Additionally, students will learn to critically examine live theatre performances throughout the course. Students are expected to attend and critique one live theatre performance per semester.

INTERMEDIATE THEATRE PRODUCTION

#6200

| | |
|----------------------------|--------------------------------------|
| GRADES: | 10-12 |
| PREREQUISITE: | Theatre Fundamentals |
| FEES: | \$10 co-curricular fee, \$50 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may NOT be repeated | |
| This is a CTE/JTED class. | |

Intermediate Theatre Production focuses on the creation of scenery, lighting and sound for the theatre from design concept to construction and implementation. Scenic design concepts, elements and principles, as well as extensive construction techniques will be addressed during the first semester. Second semester will focus on lighting design including electricity, history of lighting design, technical lighting elements, computer and manual lighting boards, intelligent lighting, and color theory, and sound design including sound equipment usage, theatrical soundboard operation, sound effect techniques, and theatrical sound system design. Students will be directly involved as assistant production techs in the design and construction of the Catalina Foothills Theatre department's seasonal productions. Students are expected to attend and critique two live theatre performances per semester. The course will prepare students for the OSHA 10 certification.

ADVANCED THEATRE PRODUCTION 1

#6220

| | |
|---------------------------|--|
| GRADES: | 11-12 |
| PREREQUISITES: | Intermediate Theatre Production and teacher approval |
| FEES: | \$10 co-curricular fee, \$50 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Advanced Theatre Production 1 allows students to explore theatre with an in-depth, hands-on approach. Students are assigned as production techs, designing and producing scenic products by applying their skills to actual performances. Integrating knowledge and skills into actual performances allows students to explore and experience the professional nuances of technical theatre. The end-of-semester public productions are the culmination of the students' work for the semester. This class requires time after-school to produce the public performances including, construction / technical rehearsals after-school and productions in the evenings and weekends. Students are expected to attend all scheduled rehearsals and participate in all performances.

ADVANCED THEATRE PRODUCTION 2**#6240**

| | |
|---------------------------|--|
| GRADE: | 12 |
| PREREQUISITES: | Advanced Theatre Production 1 and teacher approval |
| FEES: | \$10 co-curricular fee, \$50 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Students in Advanced Theatre Production 2 are responsible for the design elements of the student-directed shows in the ATP class. All theatrical design jobs will be assigned, and the show will be produced, built and run by the students. Students are assigned production roles and continue their design work by applying their skills to a realized performance. The end-of-semester public productions are the culmination of their work for the semester. This class requires time after-school to produce the public performances including; construction/technical rehearsals after-school and productions in the evenings and weekends. Students are expected to attend all scheduled rehearsals and participate in all performances.

ADVANCED THEATRE PRODUCTION INTERNSHIP**#6245**

| | |
|---------------------------|--|
| GRADE: | 12 |
| PREREQUISITES: | Advanced Theatre Production 1 and teacher approval |
| COREQUISITE: | Advanced Theatre Production 2 |
| FEES: | \$10 co-curricular fee, \$50 lab fee |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| This is a CTE/JTED class. | |

Students enrolled in Advanced Theatre Production 2 may have the opportunity to participate in a theatre productions internship. Students will be assigned to a period during the school day to assist with Theatre Production classes and/or work independently, as well as have additional after-school hours at the high school or at a local theatre program.

**CAREER PLANNING/EXPLORATION****CAREER EXPLORATION & CONSUMER FINANCE****CAREER EXPLORATION & PERSONAL FINANCE****CAREER EXPLORATION & CONSUMER FINANCE****#7750**

| | |
|---------------|------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| CREDIT: | .5 |
| SEMESTERS: | 1 |

Note: This course does not count as credit for Fine Arts / CTE graduation requirement, but does count as elective credit.

The Career Exploration and Consumer Finance course is centered on building a strong foundation of consumer skills and knowledge. This course is designed to provide students with a broad set of skills on how to better manage life as a working member of the global economy. Coursework and study will focus on consumer awareness, building income and wealth, as well as skills related to engaging with emerging markets. Throughout the semester, students will explore new and emergent career fields related to current market trends and projections. Students will be working with the full suite of Google applications to create items such as investment portfolios, budgets, skills inventories, and presentations.

CAREER PREPARATION & PERSONAL FINANCE**#7751**

| | |
|---------------|------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| CREDIT: | .5 |
| SEMESTERS: | 1 |

Note: This course does not count as credit for Fine Arts / CTE graduation requirement, but does count as elective credit.

The Career Preparation and Personal Finance course is centered on building a strong foundation of financial skills and knowledge to facilitate the creation of a plan to achieve career and personal goals. Covering a broad set of skills to better manage personal finances and build healthy spending habits, students will exit this course with an understanding of what is required to achieve career and lifestyle goals. Coursework and study will focus on personal financial management, effective budgeting, career and workplace preparation, and personal goal setting. Students will be working with the full suite of Google applications to create items such as resumes, personal budgets, presentations, and tax documentation.

OTHER ELECTIVES

STUDENT LEADERSHIP

#7151 SC, #7152 LC, #7153 AD

| | |
|--|------|
| GRADES: | 9-12 |
| PREREQUISITE: | None |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| Course may be repeated for credit. | |
| <i>Note: Student Leadership is cross-referenced in English and Social Studies.</i> | |

Student Leadership is a course designed to give students the opportunity to study, practice, and develop individual and group leadership and organization skills. These skills include, but are not limited to, leadership roles, interpersonal relations, civic responsibility, decision-making, problem solving, and communication. Students enrolled in this course apply these skills by working with peers, school administration, and the community. This course is a hands-on approach to leadership by involving students in participatory leadership through project planning and implementation. All Student Council officers and elected class presidents and representatives serving in leadership roles are required to take this course.

AP SEMINAR

#3502

| | |
|---|-------|
| GRADES: | 10-11 |
| PREREQUISITE: | None |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| <i>Note: AP Seminar is cross-referenced in English, Social Studies, and Science as students have different areas of interest and teachers may vary from year to year.</i> | |

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and experience artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. *Note: Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1-5 scale).*

AP RESEARCH

#3503

| | |
|--|------------|
| GRADES: | 11-12 |
| PREREQUISITE: | AP Seminar |
| CREDIT: | 1.0 |
| SEMESTERS: | 2 |
| <i>Note: AP Research is cross-referenced in English, Social Studies, and Science as students have different areas of interest and teachers may vary from year to year.</i> | |

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

PEER CLASSROOM MENTOR

#8012

| | |
|---|---|
| GRADE: | 12 |
| PREREQUISITE: | On track to graduation; 2.5 GPA or higher |
| CREDIT: | .5 (P/F) |
| SEMESTERS: | 1 |
| Course may be repeated for credit with teacher recommendation. | |
| *When student is placed, the course code that matches the content area will be used. If no course code for content, #8000 will be used. | |

This Peer Classroom Mentor course is designed for seniors who want to obtain hands-on leadership, communication, and relationship-building skills by mentoring students in the classroom environment. Peer Classroom Mentors will be given tasks including, but not limited to, assisting the teacher with classroom preparations, reinforcing instructional material with individual students or in small groups, and guiding students with note-taking and study techniques. Peer Classroom Mentors are required to attend their assigned classroom on a daily basis, and model the characteristics of a positive, productive member of the classroom community. They will write a weekly reflection about their goals and accomplishments related to the course competencies, which will be submitted to the classroom teacher. Peer Classroom Mentors are expected to participate in a two-hour training session prior to the start of the semester. Placement will be determined by student application and teacher approval.

#8000: Miscellaneous

#8001: English Language & Lit

#8002: Mathematics

#8003: Social Sciences & History

#8004: Life & Physical Sciences

#8005: Foreign Language & Lit

#8006: Fine & Performing Arts

#8007: Phys, Health, & Safety Ed

#8008: Computer & Info Sciences

#8010: Business & Marketing

#8011: Engineering & Technology

SPECIAL EDUCATION

Catalina Foothills High School's Special Education Department offers an education program that follows the general education curriculum. Special education courses have been developed and are provided for those students with unique needs. CFHS complies with the Individuals with Disabilities Education Act (IDEA) and the inclusive philosophy of the least restrictive environment by mainstreaming students where appropriate.

A multi-disciplinary eligibility conference (MET) and an Individual Education Plan (IEP) determine student placement and the specially designed instruction (SDI) required to meet the unique needs of the student. SDI means adapting, as appropriate, the content, methodology, and/or delivery of instruction to address the unique needs of the eligible student, and ensuring access to the general curriculum. Students placed in Special Education complete a course of study that meets competency requirements as prescribed in their IEP. In addition to the following courses, cooperative classes combine Special Education and general education so students can receive content instruction from a teacher specializing in that content area.

Placement in the following classes is by Special Education Teacher and/or IEP Team recommendation. Courses graded as "Pass" (P) or "No Grade" (NG) are not included in the student's GPA. Catalina Foothills High School's Special Education Department offers an education program that follows the general education curriculum. Special education courses have been developed and are provided for those students with unique needs. CFHS complies with the Individuals with Disabilities Education Act (IDEA) and the inclusive philosophy of the least restrictive environment by mainstreaming students where appropriate.

Placement in the following classes is by Special Education Teacher and/or IEP Team recommendation. Courses graded as "Pass" (P) or "No Grade" (NG) are not included in the student's GPA.

SPECIAL EDUCATION: ACADEMIC SUPPORT 9-12

#9029-32

| | | |
|---------------|---|---|
| GRADES: | 9-12 | This elective course is for students who may require additional time and/or assistance in a core academic course (English, Social Studies or Science). This academic support course is designed to provide assistance through instruction in written expression, reading comprehension, basic reading skills, reading fluency, math calculation, math reasoning, time management, organizational skills, critical reading, note taking, test taking, secondary planning, and other strategies that promote student growth, achievement, and success in accordance with a student's IEP. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Letter Grade) | |
| SEMESTERS: | 2 | |

SPECIAL EDUCATION: ENGLISH FUNDAMENTALS 9-12

#9895-98

| | | |
|---------------|---|---|
| GRADES: | 9-12 | This course is designed for students to learn to recognize and effectively use real world text. Students continue to practice basic decoding and word recognition when appropriate as well as recognition and identification of important survival and community words. Students learn to read menus, bus schedules, find information in a newspaper, explore fiction for leisure, and practice writing for functional purposes. This course may be repeated yearly for credit. This course does not meet state standards and graduation requirements for English credit. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Letter Grade or Pass/No Grade based on IEP) | |
| SEMESTERS: | 2 | |

SPECIAL EDUCATION: MATH FUNDAMENTALS 9-12

#9891-94

| | | |
|---------------|---|---|
| GRADES: | 9-12 | This course is designed for students to learn the everyday basic math skills to assist them in having the most independent living situation as is appropriate for them. Skills taught are basic money awareness and management from counting coins to maintaining a checking account, Time awareness and management, basic real-world problem solving, computation skills, and kitchen math such as basic fractions and elapsed time. Basic math skills are reviewed. More advanced students will receive instruction in geometry, pre-algebra and survival skills. This course may be repeated yearly for credit. This course does not meet state standards and graduation requirements for Math credit. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Letter Grade or Pass/No Grade based on IEP) | |
| SEMESTERS: | 2 | |

SPECIAL EDUCATION: ADULT DAILY LIVING SKILLS**#9927**

| | | |
|---------------|---|---|
| GRADES: | 9-12 | This course provides students an opportunity to learn academics, socialization, communication skills, pre-vocational/vocational skills, community-based instruction, and daily living skills, enabling students to function at their most independent level. This course is considered an elective credit. However, depending on the student's unique needs identified in the IEP, this course may count for core content credit. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Pass/No Grade based on course completion) | |
| SEMESTERS: | 2 | |
| | | |

SPECIAL EDUCATION: COMMUNITY-BASED EDUCATION**#9945**

| | | |
|---------------|---|---|
| GRADES: | 9-12 | This course offers students in grades 9-12 first-hand experience learning life skills and vocational / work skills at various locations and businesses in the community. This course is considered an elective credit. However, depending on the student's unique needs identified in the IEP, this course may count for core content credit. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Pass/No Grade based on course completion) | |
| SEMESTERS: | 2 | |
| | Course may be repeated for elective credit. | |

SPECIAL EDUCATION: WORK EXPERIENCE (LAB-BASED)**#9908**

| | | |
|---------------|---|---|
| GRADES: | 9-12 | This course provides the basic building blocks for successful transition in competitive or supported employment. Students will engage in hands-on technical based activities to individualize their transition goals. Classroom instruction includes lab-based career exploration, appropriate work behavior, and individualized work experiences. Students will learn and continue to practice the soft skills necessary for employment, such as timelines, effective communication, task completion, teamwork, and working with a supervisor. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Pass/No Grade based on course completion) | |
| SEMESTERS: | 2 | |
| | Course may be repeated for elective credit. | |

SPECIAL EDUCATION: JOB SKILLS**#9950**

| | | |
|---------------|---|--|
| GRADES: | 9-12 | This course is designed to teach pre-employment skills such as creating and following a schedule, keeping inventory and organizational skills. Students in this course gain experience filling out job applications, creating a resume, and practicing interviewing skills. Students will receive individualized instruction adapted to individual strengths and needs while facilitating growth and increased skills. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Pass/No Grade based on course completion) | |
| SEMESTERS: | 2 | |
| | Course may be repeated for elective credit. | |

SPECIAL EDUCATION: WORK EXPERIENCE INTERNSHIP**#9305**

| | | |
|---------------|---|--|
| GRADES: | 9-12 | Transition from School to Work classes offer students the opportunity to receive job training with support in a work setting, on and off campus. Areas of focus are based on employment goals and needed areas of exploration. These classes include instruction and practical application in work attire, preparation for work, safety on the job, appropriate work behavior, interacting with co-workers, communication with supervisors, and problem solving at work. |
| PREREQUISITE: | Students will be placed in this class based on IEP. | |
| CREDIT: | 1.0 (Pass/No Grade based on course completion) | |
| SEMESTERS: | 2 | |
| | Course may be repeated for elective credit. | |

SPECIAL EDUCATION: INDEPENDENT LEARNING

#9991-96

| | |
|---|---|
| GRADES: | 11-12 |
| PREREQUISITE: | Students will be placed in this class based on IEP. |
| CREDIT: | 1.0 (Pass/No Grade based on course completion) |
| SEMESTERS: | 2 |
| Course may be repeated for elective credit. | |

Independent Learning courses are designed for students to earn credit for courses offered at Catalina Foothills High School. These courses are modified versions of CFHS courses which engage students through robust content delivered by interactive, media-rich instruction. Independent Learning courses allow students to meet the demands of the state standards while they work at their own pace on areas that need improvement. Departmental approval is required.



Catalina Foothills High School



