

High School Course Catalog 2024/2025



*Inspiring all students to achieve personal success for their
future and community.*

**CORNING UNION
HIGH SCHOOL**

643 Blackburn Ave
Corning, CA 96021
(530) 824-8000¹
www.corninghs.org

Table of Contents

A Message from the Principal

High School Contact Information	3
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Graduation Requirements and Information

Graduation Requirements	5
Course Offerings	6
Graduation Checklist	7

Registration and Scheduling Information

9th Grade Registration	8
10th Grade Registration	9
11th grade Registration	10
12th grade Registration	11

Learning Options for Students


CUHS Tassel Program	12
CTE Tassel Pathway	14
Seal of Biliteracy	16
Seal of Civic Engagement	17
Golden Seal of Merit	18
A-G Certified List	19
NCAA Approved Courses	20
Dual Enrolled Classes	21
Math Flow Chart	33
Index of Courses	71

Course Descriptions

Dual Enrollment	22
Social Studies	25
English	27
Mathematics	29
Science	34
Physical Education	39
Foreign Languages	42
Visual and Performing Arts	44
English Language Development	49
Support Classes	50
Electives	53
Career and Technical Education	
Agriculture Mechanics	55
Agriscience	56
Ornamental Horticulture	58
Forestry and Natural Resources	59
Food Service and Hospitality	60
Manufacturing and Product Development	61
Marketing Sales and Service	62
Patient Care	63
Residential and Commercial Construction	64
Performing Arts	65
Entrepreneurship and Self Employment	66
Education	68

Course Catalog Symbols

Meets Grad Requirement = 

Dual Enrolled Class (Shasta) = 

Part of a Tassel Pathway =



A Message from the Principal

This CUHS Course Description catalog has been designed to be a useful and informative tool for students and their parents/guardians. In it, you will find important details about classes such as which courses are part of a CTE Pathway or are approved as an "A-G" course for UC/CSU admissions. Additionally, each course includes a description and lists prerequisites for that course. Individual College Career Readiness Plans have been developed for each student with input from the student, parent/guardian, and school counselor. As you look through this catalog, focus on classes that are relevant and meaningful for your individual plan. If you have any questions, we are here to help.

Jason Armstrong, Principal
Corning Union High School

Corning Union High School District Administration

Jared Caylor	Superintendent
Jason Armstrong	Principal
Justine Felton	Associate Principal
Heather Felciano	Director of Special Education
Audri Bakke	Director of Alternative Education

CUHSD

Corning Union High School



643 Blackburn Ave
Corning, CA 96021
530-824-8000 - Fax 530-824-8005

Corning Union High School A - G ISP

643 Blackburn Ave
Corning, CA 96021
530-824-8000

Centennial High School



250 E Fig Lane
Corning, CA 96021
530-824-7400

Corning Independent Study



250 E Fig Lane
Corning, CA 96021
530-824-7400

A Message from the Counseling Department

Hello Students and Parents, Corning Union High School Counselors are here to support you and your student with their college career readiness plans. We encourage you to meet with the school counselors and to use the course catalog as a "Roadmap to Success" for a challenging, fulfilling, and worthwhile academic experience while you and your student are part of the CUHS family. We wish you a successful and enriching learning experience at Corning Union High School!

Clementina Torres, Counseling Department Chair
Corning Union High School

CUHS

643 Blackburn Ave
Corning, CA 96021
530-824-8010 - Fax 530-824-8011

Corning High School Counseling Department

Clementina Torres, Counselor and Department Chair
English Learner Students and last name A -E

Lyndsey Nye, Counselor
Last Names: F - M

Janet Lawrence, Counselor
Last Names: N - Z

Mayra Bogarin, Registrar

Graduation Requirements

Subject	CUHS Graduation Requirements	CSU Subject Requirements	UC Subject Requirements
Social Science	40	2 Years World History US History Government	2 Years World History US History Government
English	40	4 years	4 years
Mathematics	30	3 Years	3 Years
Science	30	2 Years 1 Year Life Science 1 Year Physical Science	2 Years 1 Year Life Science 1 Year Physical Science
Physical Education	40	No Requirement	No Requirement
Language other than English	10	2 Years	2 Years, 3 recommended
Fine Arts		1 Year (Visual or Performing)	1 Year (Visual or Performing)
Career Technical Education	10	No Requirement	No Requirement
Electives	65	1 Year of a College Preparatory Elective	1 Year of a College Preparatory Elective

Corning Union High School Course Offerings

Social Science

Geography, **World History**, **U.S. History**, **DE US History**, and **American Government/Economics**.

English

English 1A -1D, RSP English Non-Fiction, English IV Non-Fiction, Emerging ELD, Expanding ELD, Bridging ELD, **English I**, **English II**, **English III**, **English IV**, **AP English Language & Composition**, **AP English Literature & Composition**.

Mathematics

RSP Math, Course 1A RSP, Course 1B RSP, RSP Algebra Essentials, Consumer Math, **Integrated I**, **Integrated II**, **Integrated IIA**, **Integrated IIB**, **Integrated III**, **Advanced Math**, **AP Statistics**

Science

Life Science

The Living Earth, Life Science, Health Science, Natural Resource I, Natural Resource II, **Sustainable Agriculture Biology**, **AP Biology**, **Medical Biology**, Nutritional Science, RSP Stem

Physical Science

Agriculture Core I, Natural Resource I, Natural Resource II, **Agriculture and Soil Chemistry**, **Chemistry in Earth Systems**, **AP Chemistry**, **Physics**

Physical Education

Physical Education- Core, Physical Education- Combo, Individual Lifetime Fitness, Net Games, Athletic Strength and Conditioning, Football Athletic Strength and Conditioning, Strength and Conditioning, Introduction to Dance, Advanced Dance

Fine Arts

Art: Art I, **Art II**, **Advanced Art**, Senior Art Seminar, **Intro to Ceramics**, **Art History**, Ceramics II, Ceramics III, **Marketing Media and Design**, Adv. Marketing Media and Design-Copy Center, Advanced Marketing Media and Design, Advanced Marketing Media and Design-Yearbook

Performing Arts: Dance Performance I, Dance Performance II, Dance Performance III, Dance Performance IV, Music and Musicianship, Percussion Ensemble, **Cardinal Band**, **Cardinal Choir**, **Advanced Choir**

Foreign Language

Spanish I, **Spanish II**, **Spanish III**, **Spanish IV**, **Spanish V**, **AP Spanish Language and Culture**

Career Technical Education

Agriculture Mechanics: Agricultural Mechanics, **Agricultural Welding**, **Ag. Metal and Fabrication**.

Agriscience: Agriculture Core I, **Sustainable Agriculture Biology**, **Animal Science**, **Agriculture and Soil Chemistry**, **Advanced Agriculture**

Ornamental Horticulture: Agriculture Core I, **Floral Design**, **Floral Design II**, Floral Senior Seminar

Marketing: Marketing Media and Design, Adv. Marketing Media and Design-Copy Center, Advanced Marketing Media and Design.

Education: Child Development, Careers in Education, Growing Teachers I, Growing Teachers II

Entrepreneurship-Self Employment:, Entrepreneurship Cardinal Nest, Entrepreneurship Cardinal Nest II, Entrepreneurship Life and Work Preparation, Entrepreneurship Advanced Life and Work Preparation, Entrepreneurship Careers

Foods Service and Hospitality: Foods and Nutrition, Culinary Arts

Forestry and Natural Resources: Natural Resource I, Natural Resource II

Product Innovation and Design: Manufacturing Applications, Advanced Manufacturing Applications

Residential and Commercial Construction: Construction Technology I, Construction Technology II, Construction Technology III

Patient Care: Health Career Exploration, DE Patient Care

Other

Electives

College and Career Readiness - AVID, College and Career Readiness - Health, AVID 10, AVID 11, Careers in Education Teacher Assistant, Careers in Education Library Assistant, Careers in Education Office Assistant, Leadership I, II, III..

Support Classes: Reading Intervention, Integrated I Support, Skills Center, Emerging ELD, WellNest, iLab, Independent Living Skills, Communication Skills, Life Skills, Transition Skills.

Graduation Checklist

Use the graduation checklist to identify the necessary course that support post-secondary options and meet graduation requirements.

265
CREDITS

Ninth Grade

- ☐ Geography
 - ☐ English
 - ☐ Math
 - ☐ Science
 - ☐ Physical Education
 - ☐ CCR Health/Technology
 - ☐ Elective
-

Tenth Grade

- ☐ World History
 - ☐ English
 - ☐ Math
 - ☐ Science
 - ☐ Physical Education
 - ☐ Elective
-
- ☐ Elective
-

Eleventh Grade

- ☐ US History
 - ☐ English
 - ☐ Math
 - ☐ Science
 - ☐ Physical Education
 - ☐ Elective
-

☐ Elective

Twelfth Grade

- ☐ Government/Economics
 - ☐ English
 - ☐ Physical Education
 - ☐ Elective
-

☐ Elective

☐ Elective

☐ Elective

9th Grade Registration

What courses need to be taken to prepare for college, trade school, military, or work force?

	Fall Semester			Spring Semester	
	Course Title	Credit		Course Title	Credit
Social Science	Geography	5		Geography	5
English	English I or English 1A (placement)	5		English I or English 1A (placement)	5
Math	Integrated I or RSP Math or RSP 1A or RSP Algebra Essentials (placement)	5		Integrated I or RSP Math or RSP 1A or RSP Algebra Essentials (placement)	5
Science	Ag Core I or The Living Earth	5		Ag Core I or The Living Earth	5
PE	Core	5		Core	5
CCR	Health or AVID	5		Health or AVID	5
Elective	Ag Core I, Ag Mechanics, Art I (portfolio required), Construction Tech I, Cardinal Band, Cardinal Choir, Dance Performance I (Drill Team), ELD Manufacturing Applications, Spanish I, Italian I, Musicianship	5		Ag Core I, Ag Mechanics, Art I (portfolio required), Construction Tech I, Cardinal Band, Cardinal Choir, Dance Performance I (Drill Team), ELD, Manufacturing Applications, Spanish I, Italian I, Musicianship	5
	TOTAL	35		TOTAL	35
	Alternative Requests				
	List of Alternate Classes	Credit		Alternate for WHAT Class	Credit

Notes: **Dance Performance** is a tryout process in May and you must have 2.5 GPA. If you are below grade level in English or Math you may be placed in a support class in lieu of an elective course.

10th Grade Registration

Review transcript and consult with school counselor to determine what needs to be completed for graduation.
Do you want a **TASSEL** pathway at graduation? Time to choose a pathway

	Fall Semester		Spring Semester	
	Course Title	Credit	Course Title	Credit
Social Science	World History	5	World History	5
English	English II or English IB	5	English II or English IB	5
Math	Integrated II or Integrated IIA	5	Integrated II or Integrated IIB	5
Science	Ag Core I, Sustainable Ag Biology Chemistry in the Earth Systems	5	Ag Core I, Sustainable Ag Biology or Chemistry in the Earth Systems	5
PE	Core or Strength & Conditioning or Athletic Strength & Conditioning	5	Core or Strength & Conditioning or Athletic Strength & Conditioning	5
Elective	Ag Core I, Ag Mechanics, Ag Welding, Floral Design, Construction Tech I, Construction II, Foods and Nutrition, Leadership, Life and Work Prep, Media and Design, Manufacturing Applications, Advanced Manufacturing, Health Career Exploration, Art I, Cardinal Band, Musicianship, Cardinal Choir, Dance Performance I or II, Spanish I, II, III, IV, V, or AP Spanish, Italian I	5	Ag Core I, Ag Mechanics, Ag Welding, Floral Design, Construction Tech I, Construction II, Foods and Nutrition, Leadership, Life and Work Prep, Media and Design, Manufacturing Applications, Advanced Manufacturing, Health Career Exploration, Art I, Cardinal Band, Musicianship, Cardinal Choir, Dance Performance I or II, Spanish I, II, III, IV, V, or AP Spanish, Italian I	5
Elective		5		5
	TOTAL	35	TOTAL	35
Alternative Requests				
	List of Alternate Classes	Credit	Alternate for WHAT Class	Credit

70

**Completed
credits at start
of 10th grade**

Notes: **Dance Performance I and II** require a tryout process. **Leadership** requires an application. Refer to course description for other prerequisites for all classes.

11th Grade Registration

Review transcript to determine what needs to be completed for graduation.

Do you want a **TASSEL** pathway at graduation? Make sure you choose classes to complete your tassel pathway

	Fall Semester			Spring Semester	
	Course Title	Credit		Course Title	Credit
Social Science	US History or DE US History	5		US History or DE US History	5
English	English III or AP English or English IC	5		English III or AP English or English IC	5
Math	Integrated IIB or Integrated III or Consumer Math	5		Integrated IIB or Integrated III or Consumer Math	5
Science	Health Science, Nutritional Science, Medical Biology, Natural Resources, Sustainable Ag, Biology, Ag and Soil Chemistry, Animal Science, AP Biology, Chemistry in the Earth Systems, AP Chemistry	5		Health Science, Nutritional Science, Medical Biology, Natural Resources, Sustainable Ag, Biology, Ag and Soil Chemistry, Animal Science, AP Biology, Chemistry in the Earth Systems, AP Chemistry	5
PE	Combo, Net Games, Intro to Dance, Individual Lifetime Fitness, Strength and Conditioning, Athletic Strength and Conditioning, Football Strength and Conditioning	5		Combo, Net Games, Intro to Dance, Individual Lifetime Fitness, Strength and Conditioning, Athletic Strength and Conditioning, Football Strength and Conditioning	5
Elective	Ag Mechanics, Ag Welding, Ag Metals & Fab, Floral Design, Floral Design II, Construction Tech I, Construction II, Construction Tech III, Foods and Nutrition, Leadership, Life and Work Prep, Media and Design, Yearbook, Adv Media and Design, Child Development, Cardinal Nest, Culinary Arts, Natural Resources I, Manufacturing Applications, Advanced Manufacturing, Health Career Exploration, Art I, Cardinal Band, Musicianship, Cardinal Choir, Dance Performance I or II, Spanish I, II, III, IV, V, or AP Spanish, DE Patient Care, Computer Literacy, AVID 11.	5		Ag Mechanics, Ag Welding, Ag Metals & Fab, Floral Design, Floral Design II, Construction Tech I, Construction II, Construction Tech III, Foods and Nutrition, Leadership, Life and Work Prep, Media and Design, Yearbook, Adv Media and Design, Child Development, Cardinal Nest, Culinary Arts, Natural Resources I, Manufacturing Applications, Advanced Manufacturing, Health Career Exploration, Art I, Cardinal Band, Musicianship, Cardinal Choir, Dance Performance I or II, Spanish I, II, III, IV, V, or AP Spanish, DE Patient Care, Computer Literacy, AVID 11.	5
Elective		5			5
TOTAL		35		TOTAL	35
Alternative Requests					
	List of Alternate Classes	Credit		Alternate for WHAT Class	Credit
	Notes: Classes that require an application: Leadership, Yearbook, AP English, Cardinal Nest.				10

140

Completed credits
at start of 11th
grade

12th Grade Registration

Review transcript to determine what needs to be completed for graduation.

Do you want a **TASSEL** pathway at graduation? Make sure you choose classes to complete your tassel pathway

	Fall Semester		Spring Semester	
	Course Title	Credit	Course Title	Credit
Social Science	Government	5	Economics	5
English	English IV or AP English or Non Fiction or English ID	5	English IV or AP English or Non Fiction or English ID	5
PE	Combo, Net Games, Intro to Dance, Adv Dance, Individual Lifetime Fitness, Strength and Conditioning, Athletic Strength and Conditioning, Football Strength and Conditioning	5	Combo, Net Games, Intro to Dance, Adv Dance, Individual Lifetime Fitness, Strength and Conditioning, Athletic Strength and Conditioning, Football Strength and Conditioning	5
Elective	Ag Mechanics, Ag Welding, Ag Metals & Fab, Ag Chem, Animal Science, Advanced Agriculture, Floral Design, Floral Design II, Floral Seminar, Construction Tech I, Construction II, Construction Tech III, Foods and Nutrition, Leadership, Life and Work Prep, Adv. Life and Work Prep, Media and Design, Yearbook, Adv Media and Design, AP Stats, Child Development, Cardinal Nest I or II, Culinary Arts, Natural Resources I or II, Manufacturing Applications, Advanced Manufacturing, Health Career Exploration, Art I, Cardinal Band, Musicianship, Cardinal Choir, Art I, Advanced ART, Art Seminar, Ceramics, Ceramics II, Dance Performance I, II, III or IV, Spanish I, II, III, IV, V, or AP Spanish, Italian I, Medical Terminology, Computer Literacy, Careers in Education (2 periods), Careers in Business (2 periods), Teacher Assistant, Library Assistant, Office Assistant, Copy Center	5	Ag Mechanics, Ag Welding, Ag Metals & Fab, Ag Chem, Animal Science, Advanced Agriculture, Floral Design, Floral Design II, Floral Seminar, Construction Tech I, Construction II, Construction Tech III, Foods and Nutrition, Leadership, Life and Work Prep, Adv. Life and Work Prep, Media and Design, Yearbook, Adv Media and Design, AP Stats, Child Development, Cardinal Nest I or II, Culinary Arts, Natural Resources I or II, Manufacturing Applications, Advanced Manufacturing, Health Career Exploration, Art I, Cardinal Band, Musicianship, Cardinal Choir, Art I, Advanced ART, Art Seminar, Ceramics, Ceramics II, Dance Performance I, II, III or IV, Spanish I, II, III, IV, V, or AP Spanish, Italian I, Medical Terminology, Computer Literacy, . Careers in Education (2 periods), Careers in Business (2 periods), Teacher Assistant, Library Assistant, Office Assistant, Copy Center	5
Elective		5		5
Elective		5		5
Elective		5		5
TOTAL		35	TOTAL 35	

210

Completed credits at start of 12th

210

Completed credits
at start of 12th
grade

Alternative Requests

List of Alternate Classes	Credit	Alternate for WHAT Class	Credit

Notes: Classes that require an application: **Leadership, Yearbook, AP English, Cardinal Nest. Adv. Agriculture, Teacher Assistant, Careers in Education, Careers in Business**

11

Tassel Programs

Visual & Performing Art (VAPA)

Four Classes - B or better

Art Pathway

Art I
Art II
Art History
Advanced Art or Ceramics

Dance Pathway

Dance (Drill Team) - 4 years

Music Pathway

Cardinal Band or Choir - 4 years
Cardinal Band - 3 years and Musicianship - 1 year
Cardinal Choir - 3 years and Musicianship - 1 year

Health and Nutrition

Four Classes - B or better
and
CPR Certification

Freshmen CCR
Health Science
Nutrition Science
Food and Nutrition
Medical Biology
Child Development
Health Course Teacher Assistant
Careers in Business (Health related business)

Tassel Programs

Foreign Language

Three Classes - 3.0 or better

Spanish I
Spanish II
Spanish III

Spanish IV
Spanish V
AP Spanish

Seal of Biliteracy-

This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.



A- G Certified Course

University of California (UC)/California State University (CSU)
Refer to page 16

University Office of Admissions "To meet minimum admission requirements, you must complete 15 year long high school courses with a letter grade of C or better — at least 11 of them prior to your last year of high school. Keep in mind that taking high school (A-G) courses isn't the only way to satisfy these requirements. You also may meet them by completing college courses or earning certain scores on various acceptable exams. With the exception of math and language other than English, all subject requirements must be met in 9th through 12th grade."

If you completed any full sequence in a tassel program, you may qualify for a tassel.
You must complete the sequence in the program.
You must meet CUHS graduation requirements.
Complete required application.

Tassel Programs

Career Technical Education Tassel Programs

Marketing

Marketing, Media and Design
Advanced Marketing Media and Design
(Copy Center or Advanced MARKeting or Media and Design)

Entrepreneurship and Self Employment

Life and Work Prep
Adv. Life and Work Prep

Entrepreneurship and Self Employment

Careers in Business (2 period block)

Entrepreneurship and Self Employment

Cardinal Nest I
Cardinal Nest II

Education

Child Development
Careers in Education

Education

Growing Teachers I
Growing Teachers II

Residential and Commercial Construction

Construction Technology I
Construction Technology II
Construction Technology III

Patient Care

Health Career Exploration
DE Patient Care

Product Innovation and Design

Manufacturing Applications
Advanced Manufacturing

Food Service and Hospitality

Foods and Nutrition
Culinary Arts

Performing Arts

Intro to Dance
Advanced Dance

If you completed any full sequence in a tassel program, you may qualify for a tassel.
You must complete the sequence in the program.
Maintain a "B" or better in the CTE sequence
Complete required application.

Tassel Programs

Career Technical Education Tassel Programs



Agricultural and Natural Resources

Ag Mechanics

Ag Mechanics
DE Welding
Ag Metals and Fabrication

Ornamental Horticulture

Ag Core I
Floral Design
Advanced Floral Design

Agriscience

Ag Core I
Sustainable Ag Biology
Ag and Soil Chemistry or Animal Science

Forestry and Natural Resources

DE Natural Resources I
Natural Resources II

If you completed any full sequence in a tassel program, you may qualify for a tassel.
You must complete the sequence in the program.
Maintain a “B” or better in the CTE sequence
Complete required application.

Diploma Seals of Achievement

Seal of Biliteracy

This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The requirements to earn a Seal of Biliteracy on their diploma is as follows:

- 1) Completion of all English language arts requirements for graduation with an overall grade point average (GPA) of 2.0 in those classes.
- 2) Passage of the California Assessment of Student Performance and Progress (CAASPP) for English language arts administered in grade eleven, at or above the “standard met” achievement level.
- 3) Proficiency in one or more languages, other than English, demonstrated through one of the following methods:
 - A. Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
 - B. Successful completion of a four-year high school course of study in a world language, attaining an overall GPA of 3.0 or higher in that course of study, and demonstration of oral proficiency in the language comparable to that required to pass an AP or IB examination.
 - C. Passage of a district test with a score of proficient or higher (if the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
 - D. Passage of the SAT II world language examination with a score of 600 or higher.
- 4) In addition to the requirements mentioned above, if the primary language of a pupil is other than English, they shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any previous or successor state English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive (California *Education Code* Section 51461).



Diploma Seals of Achievement

State Seal of Civic Engagement Criteria

The five criteria presented below are meant to provide local educational agencies (LEAs) with a framework for making determinations of student qualifications required to earn the SSCE, based on their own local contexts. The criteria are written to ensure that no student is excluded from an opportunity to earn the SSCE based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement. The requirements to earn a Seal of Civic Engagement on their diploma is as follows:

The student must:

1. Be engaged in academic work in a productive way;
2. Demonstrate a competent understanding of United States and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy; and democratic principles, concepts, and processes;
3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts;
4. Demonstrate civic knowledge, skills, and dispositions through self-reflection; and
5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society.



Diploma Seals of Achievement

Golden State Seal of Merit

Local educational agencies (LEAs) are responsible for maintaining appropriate records in order to identify graduating seniors who meet the eligibility requirements for the Golden State Seal Merit Diploma (GSSMD) (California *Education Code* Section 51454). To be eligible for the GSSMD, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated the mastery of the curriculum in at least six subject areas, as follows to to earn a Golden Seal of Merit on their diploma is as follows:

1. English language arts/literacy (ELA)—students must have earned one of any of the following:
 1. A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine or ten or eleven
 2. An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment
2. Mathematics—students must have earned one of any of the following:
 1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
 2. An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment
3. Science—students must have earned one of any of the following:
 1. A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
 2. An achievement level of “Standard Met” or above for the high school California Science Test taken in grade ten or eleven
4. U.S. history—students must have earned one of any of the following:
 1. A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
 2. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
5. Two additional subject areas—students may choose from any of the following:
 1. Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility
 2. A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects
 3. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA

A-G Certified Course List

A. History/Social Science (2 years)

World History
World Civil-Edgenuity
US History
US History-Edgenuity
American Government (1/2 Unit)
Government-Edgenuity

B. English (4 years)

English I
English II
English III
English IV
English I-Edgenuity
English II-Edgenuity
English III-Edgenuity
English IV-Edgenuity
AP English Language Composition
AP English Literature Composition

C. Math (3 years/4 recommended)

◆ Integrated I
◆ Integrated I - Edgenuity
◆ Integrated II
◆ Integrated IIA
◆ Integrated IIB
◆ Integrated II - Edgenuity
◆ Integrated III
◆ Integrated III - Edgenuity
Advanced Math
AP Statistics
Precalculus Common Core - Edgenuity

D. Laboratory Science (2 years/3 recommended)

Living Earth
Medical Biology
Sustainable Agriculture Biology
AP Biology
Agriculture Core I
Animal Science
Chemistry in the Earth Systems
Agriculture and Soil Chemistry
AP Chemistry
Physics

E. Area Language other than English (2 years/3 years recommended)

◆ Spanish I
Spanish I - Edgenuity
Spanish II
Spanish II - Edgenuity
Spanish III
Spanish III - Edgenuity
Spanish IV
Spanish V
AP Spanish Language and Culture

F. Area Visual/Performing Art (1 year)

◆ Art I
Art II
Advanced ART
Media Design
◆ Floral Design
◆ Advanced Floral Design
◆ Art History
◆ Intro to Ceramics
◆ Cardinal Band
◆ Cardinal Choir
◆ Advanced Choir
◆ Dance Performance I

G. Area College Prep Elective (1 year/more recommended)

Economics
Economics - Edgenuity
Child Development
Health Career Exploration
Advanced Agriculture
Any Additional college preparatory classes beyond the requirement area A,C,D, E, F with the exception of course marked with a diamond ◆.

- ★ Student needs total of 15 units, C or better. UC Applicants need to complete 11 of 15 required A-G courses by the end of their Junior year.
- ★ 1 unit equals 1 year of course work in these specific courses.
- ★ You must take the SAT or ACT for all CSU campuses
- ★ The SAT essay, or ACT + ACT Writing Test is required by UC.
- ★ Two SAT Subject Tests may be required or recommended by the CSU and UC
- ★ High school graduate

NCAA Approved Courses

ENGLISH

AP English Language and Composition
AP English Literature and Composition
English I
English II
English III
English IV

SOCIAL SCIENCE

American Government
Economics
US History
World History

MATHEMATICS

Integrated I
Integrated II
Integrated IIA
Integrated IIB
Integrated III
Advanced Math
AP Statistics



NATURAL/PHYSICAL SCIENCE

Living Earth
Medical Biology
Sustainable Ag Biology
AP Biology
AP Chemistry
(Chemistry in Earth Systems) -pending
Physics

Ag Soil Chemistry
Animal Science

ADDITIONAL CORE COURSES

Spanish 1
Spanish 2
Spanish 3
Spanish 4
Spanish 5
AP Spanish Language and Culture

College-bound students-athletes will need to meet specific academic requirements to practice, receive athletic scholarships, and/or compete during their first year in college. In order for core courses on a student's transcript to be used in an academic certification, it must appear on a school's list of NCAA-approved courses. Visit the following website for more information on NCAA: https://web3.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

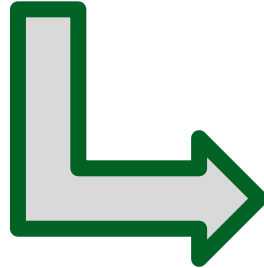
Dual Enrollment



"The Shasta College Dual Enrollment Program is committed to providing students access to college level coursework and units while attending high school.. High school students will be offered clear pathways toward degrees and certificates in order to gain a jump start on post-secondary education and be more likely to complete an educational goal. All classes are located on high school campuses throughout our district."

WHAT IS DUAL ENROLLED -ONLINE FACILITATED?

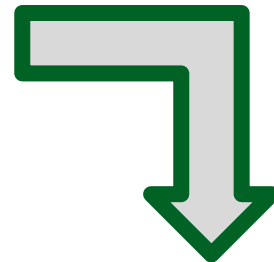
Online course is scheduled specifically for high school students. Students log into the class during a class period in their regular day and high school teacher facilitates learning.



HIT-30 Basic Pharmacology (1 Credits)
HEOC 11 Medical Terminology (3 credits)
Hist 17A - United States History (3 credits)
POLS-2 Intro to American Government (3 Credits)
ECE 9 - Child Growth and Development (3 credits)
ECE 17 -Principles & Practices of Teaching (3 credits)
ECE 2 -Child, Family, Community (3 credits)
ECE 20 -Introduction to Curriculum (3 credits)

WHAT IS AN DUAL ENROLLED -ONSITE STAFF FACILITATED COURSE?

A high school course or program that the faculty in the appropriate discipline have determined to be comparable to specific community college course for specific purposes. Student earns high school credits and college credits.



AGNR 1 - Intro to Natural Resources (3 credits)
WELD 70 - Beginning Welding (3 credits)

Dual Enrollment

Ag Welding (Weld 70)

0102



Natural Resources (AGNR 1)	11-12
Welding 70 (WELD 70)	09-11
DE US History	
Political Science II (POLS-2)	11-12
History 17A (Hist 17A)	11-12
DE Growing Teachers I	
Child Growth and Development (ECE 9)	11-12
Principles & Practices of Teaching (ECE 17)	11-12
DE Patient Care	
Medical Terminology (HEOC 11)	11-12
Basic Pharmacology (HIT-30)	11-12
DE Growing Teachers II	
Child, Family, Community (ECE 2)	12
Introduction to Curriculum (ECE 20)	12

Grade Level:	09-11
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	3 college credits & 10 Technical Art

Description: Students will learn about the metal shop program, shop safety rules and care and use of tools, equipment for hot and cold metal work. They will also learn to identify tools and hardware in relationship to metal. They will learn to read and draw shop drawings, they will learn to prepare a bill of materials list and calculate project costs. Students will also have to prepare a bill of materials and calculate project costs. Students will learn skills of basic shielded metal arc welding (SMAW), oxygen acetylene welding and cutting (OA-W, OA-C). Students will also learn GAWW weld process (Gas Metal Arc Welding). Students will learn welding skills in three positions of welding - 1F, 2F, & 3F (fl at, horizontal, and vertical). Each student will maintain a Supervised Agricultural Experience. Students must participate in 2 FFA activities per semester.

Natural Resources (AGNR1)

1622



Grade Level:	11-12
Prerequisite:	Life and Physical Science/Ideal Biology and Chemistry
CUHS Diploma:	Technical Art, Physical Science, Life Science
Credit:	3 college credits & 10 Technical Art

Description: This class is designed for those students interested in the fields of Natural Resources, Ecology, Wildlife Management, Forestry, Water Resources, Archeology, Parks and Recreation, Range Management, etc. Natural Resource Management is an interdisciplinary course; this class draws together current knowledge in the earth sciences, the biological sciences, issues are studied from the perspectives of science, sociology, and politics. As such, this class will include a strong laboratory and field investigation component; specific skill competencies will be stressed. Experiences both in the lab and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom and explore specific problems in depth as they exist in the "real world". Related local issues will be stressed. In this context, collaborative team work as well as smaller group work will be utilized.

Dual Enrollment



DE U.S. History(POLS II & HIST17B)

1599



Grade Level: 11-12
Prerequisite: Earn A in either semester in both English and Social Science in the previous year
CUHS Diploma: Social Science
Credit: 6 college credits & 10 Social Science

Description: This course consists of 2 semester long dual enrolled courses through Shasta College. The descriptions of the courses are listed below.

Pols II Description: This course is an introduction to United States and California government and politics, including a survey of constitutions, political institutions and processes, and political actors. Particular focus includes the examination of political behavior, political issues, and public policy. Additional emphasis will be added on the three branches of the American Government correlated to current events. This course satisfies the CSU requirement in the U.S. Constitution and California State and local government (US-2 and US-3), and transfers to most UC programs. This course will be offered in a distance education format. Class hours, when offered in the distance education format, will total 162.

History 17B Description: This course is a survey of the history of the United States from 1877 to the present. The course covers the rise of industrialization, the expansion of America into world affairs, the causes and results of the Great Depression, the world wars of the 20th century, the Cold War, and post-9/11 America. This course satisfies the CSU requirement for US History (US-1). This course may be offered in a distance education format.

Grade Level: 11-12
Prerequisite: Overall 2.0GPA or higher
Attendance will be considered
CUHS Diploma:
Credit: 4 college credits & 10 CTE/Elective

Description: This course consists of two semester long dual enrolled courses through Shasta College. The descriptions of the courses are listed below.

HEOC 11 Medical Terminology Description: This course provides students with an understanding of the language of medicine through the study of basic word structures and anatomical, pathological, and operative terms used within the integumentary, musculoskeletal, nervous, cardiovascular, respiratory systems, blood, lymphatic systems, digestive system, digestive, endocrine, special senses, urinary, male and female reproductive, obstetrics, radiology, diagnostic imaging, oncology and pharmacology. This course may be offered in a distance education format.

HIT 30 Basic Pharmacology Description: This course is an introduction to pharmacology. Topics include pharmacology terminology, drug forms, routes of administration, drug categories, and mechanisms of drug action. This course is intended for students in the health information technology program and healthcare professionals who want to refresh their working knowledge of basic pharmacology. This course may be offered in a distance education format.

Dual Enrollment

DE Growing Teachers I (ECE 9 & ECE17) 1501



Grade Level: 11-12
 Prerequisite: Overall 2.0GPA or higher
 Attendance will be considered
 CUHS Diploma: Technical Art
 Credit: 6 college credits & 10 CTE/Elective

Description: This course consists of 2 semester long dual enrolled courses through Shasta College. The descriptions of the courses are listed below.

ECE 9 Child Growth and Development Description: This course provides an in-depth examination of the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. This course may be offered in a distance education format. (CSU/UC transferable).

ECE 17 Principles and Practices of Teaching Young Children Description: This course is an examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. It emphasizes the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. It includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity. Emphasis will be placed upon increasing the student's skills in critically analyzing educational settings for young children. Special attention will be given to room arrangement, selection and storage of materials. This course may be offered in a distance education format. (CSU transferable)

DE Growing Teachers II (ECE 2 & ECE 20) 1502



Grade Level: 12
 Prerequisite: Overall 2.0GPA or higher
 Attendance will be considered
 CUHS Diploma: Technical Art
 Credit: 6 college credits & 10 CTE/Elective

Description: This course consists of two semester long dual enrolled courses through Shasta College. The descriptions of the courses are listed below.

ECE 2 Child, Family, Community Description: Child, Family, Community introduces the student to the interacting influences of family life and community experiences, with consideration of historical and socio-cultural factors that affect the developing child. The course focuses on the primary social relationships and social settings within the context of dissimilar family patterns. The study encourages understanding and practical utilization of community systems and resources that promote quality outcomes for both preschool and school age children, families, schools, and communities. This course may be offered in a distance education format. (CSU transferable)

ECE 20 Introduction to Curriculum Description: This course presents an overview of knowledge and skills related to providing developmentally appropriate curriculum and environments for young children from birth to age 8. Students will examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. Students will acquire an understanding of the philosophies and strategies for developing and documenting integrated curricula for early childhood programs including ways to organize and implement daily, monthly, and long-range activity planning. This course may be offered in a distance education format. (CSU transferable).

Social Science

World History

1710



Grade Level:	10
Prerequisite:	None
CUHS Diploma:	Social Science
Credit:	10
A-G	A

Description: Students will study the major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical root of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. All of the California content standards are addressed.

Geography

1707



Grade Level:	09
Prerequisite:	None
CUHS Diploma:	Social Science
Credit:	10

Description: Students in World Geography will be introduced to the foundations of geographic study implemented through the six essential elements of geography:

1. The World in Spatial Terms (where a place is located on earth)
2. Places and Regions (areas that group into regions and are based on human or physical characteristics they have in common)
3. Physical Systems (the type of climate and animal/plant life)
4. Human Systems (how and why people and ideas move from place to place)
5. Environment and Society (how people and the environment change each other)
6. Geography and its Uses (how physical features and human features influence history, current, or future events)

Once the students are equipped with the basic information and skills, they will be led through a survey unit of each continent which will include glimpses of that continent's history, culture, economy, government, religion, and the role it plays in the world today. Another main focus of this course is to instill civic and academic responsibility in each student, to help prepare him or her for continued success in life. Social Science classes are also used as the "home room" type of class that facilitate school activities, counseling information, and student involvement. Instruction about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. Exposure to a variety of technology applications include web searches, Google Classroom, presentation programs, and email is integrated into the curriculum and instruction of the course. Each geography student has daily access to a desktop computer or a Chromebook.

United States History

1712



Grade Level:	11
Prerequisite:	None
CUHS Diploma:	Social Science
Credit:	10
A-G	A

Description: Students in United States History examine and assess the major turning points in American History in the late nineteenth and twentieth centuries. The course begins with an overview of early growth and expansion of America with an emphasis on its role in geopolitical issues. The main focus of the course is to examine the political, economic, and social development of the nation in relation to specific historical time periods. Through the use of primary source documents along with expository text, students will analyze the impact that people, events, and ideas have had on the advancement of the nation into the modern era. Furthermore, students will be required to formulate their own personal opinions on how the events of the past have shaped the United States in the 21st century.

Social Science



American Government

1736



Grade Level:	12
Prerequisite:	None
CUHS Diploma:	Social Science
Credit:	10
A-G	A

Description: This course is a survey of American government principles and practices. Topics covered are the foundations of government, focusing on the United States Constitution, the principle of federalism, political parties, voting behavior, the election process, the role of the media, and finally a more in-depth look at each of the three branches of government. The course closes with an emphasis upon civil liberties in America. The class has regular lectures and class discussions, regular reading and book assignments, and other class activities and projects. All of the California content standards are addressed.

Economics

0431



Grade Level:	12
Prerequisite:	None
CUHS Diploma:	Social Science
Credit:	10
A-G	G

Description: This course addresses the state content for the 12th grade Economics requirement. Students will study and learn about key economic terms, concepts, and economic reasoning. Students will analyze elements of the U.S. market economy and the labor market in a global setting. They will also analyze the economic behaviors and indicators of the U.S. economy. In addition the course will look at the influence of the federal government on the American economy. Finally students will learn about issues on international trade, and explain how the U.S. economy affects and is affected by economic forces beyond our own borders. Included in the course content is the basic elements of personal finance, including the fundamentals of budgeting, banking, and financial investment. Throughout the course, students will also work to complete their Senior Projects, which consist of an involved career report, an oral presentation, a comprehensive portfolio, and Senior exit interview.

Grade Level:	11-12
Prerequisite:	Earn "A" in either the 1st or 2nd semester in both English and Social Science from previous year. Attend mandatory informational meeting in Spring.
CUHS Diploma:	Social Science
Credit:	3 college credits & 5 Social Science
A-G	A

Description: **Political Science II** This course is an introduction to United States and California government and politics, including a survey of constitutions, political institutions and processes, and political actors. Particular focus includes the examination of political behavior, political issues, and public policy. Additional emphasis will be added on the three branches to American Government correlated to current events. This course satisfies the CSU requirement in U.S. Constitution and California State and local government (US-2 and US-3), and transfers to most UC programs. This course will be offered in a distance education format. Class Hours, when offered in the Distance Education format, will total 162."

Description: **DE History 17B** This Dual Enrollment course through Shasta College is a survey of the history of the United States from 1877 to the present. In this college level course, students will study a rigorous curriculum including topics on the rise of industrialization, the expansion of America into world affairs, the causes and results of the Great Depression, the world wars of the 20th century, the Cold War, and post 9/11 America. This course provides colleges level units, transferable to most four-year universities including all public universities in the state of California. This course will be offered during the Spring semester.

English

English III

0513



Grade Level:	11
Prerequisite:	None
CUHS Diploma:	English
Credit:	10
A-G	B

Description: English III is a college prep course in which students read, analyze, and write about relevant themes in both fiction and non-fiction. American literature is the primary source of fiction, with students reading a combination of novels, short stories, plays, and poetry. In addition, students read and critically analyze a variety of argumentative articles and essays for the purpose of learning to write effective, well-supported arguments themselves.

English I	09
English II	10
English III	11
English IV	12
English IV Non Fiction	12
RSP Non- Fiction	12
English 1A/1D	09-12
AP English III	11
AP English IV	12

English I

0509

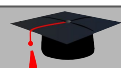


Grade Level:	09
Prerequisite:	None
CUHS Diploma:	English
Credit:	10
A-G	B

Description: English I is a college prep class that focuses on academic reading and writing. Students study significant works of literature chosen from the California Department of Education's Recommended Reading List

English II

0502



Grade Level:	10
Prerequisite:	None
CUHS Diploma:	English
Credit:	10
A-G	B

Description: English II is a college prep class that focuses on writing composition and reading a variety of texts, from classical to contemporary. Students will learn to write effectively using voice, style, grammar, punctuation, and spelling. The course focuses on interpretive, analytical, and persuasive writing. Students also read and analyze complex poems, short stories, novels, and informational texts.

English IV

0517



Grade Level:	12
Prerequisite:	None
CUHS Diploma:	English
Credit:	10
A-G	B

Description: This course satisfies the University of California and California State University A-G and ERWC requirements. This college prep course covers literature from Greek tragedy to contemporary fiction and nonfiction. Writing assignments prepare students for the rigors of college or university expectations. Students practice the expository essay and develop academic writing skills. Students enrolling into this course must have previous success in English classes and be prepared to be challenged by the reading and writing assignments.



English IV Non Fiction

0531



Grade Level:	12
Prerequisite:	None
CUHS Diploma:	English III
Credit:	10

Description: Sometimes the best stories are true. Through a variety of genres, this course explores true stories from current events, historical events, world records, to infamous human achievements and disasters. This class allows seniors to read and write about the world and events that interest and fascinate them.

RSP Non Fiction

1500



Grade Level:	11-12
Prerequisite:	English 1A-1D
CUHS Diploma:	English
Credit:	10

Description: This course is designed to help students expand their learning from English 1A-1D. It explores elements of non-fiction texts and allows students to read and write about the world and events happening around them. Students will explore true stories from current and past events, research topics and careers that interest them and write to communicate their learning.

English 1A-1D

0503/0003/0512/2512



Grade Level:	09-12
Prerequisite:	Placement
CUHS Diploma:	
Credit:	10

Description: This course is specifically designed to help enhance student's proficiency in both reading and writing. Students will engage in class exercises aimed at increasing their spelling, grammar, and expanding their vocabulary. Students will learn narrative and persuasive writing techniques. They will have the chance to explore a variety of fiction and nonfiction texts and be equipped with skills that can be applied in other classes

English

AP English III Language Composition

0522



Grade Level:	11
Prerequisite:	Approval of application, completion of summer assignment & teacher recommendation
CUHS Diploma:	English
Credit:	10
A-G	B

Description: Aligned with College Board standards, this class is designed for students who have the work ethic and desire to become more capable in their academic reading, writing, speaking and listening abilities. Students read a variety of non-fictional works, such as essays, articles, memoirs, and speeches, as well as several challenging literary classics. Through hard work, collaboration, and teacher support, students learn to become avid readers of complex texts as well competent writers of text-based arguments, all of which are supportive in their preparation for college. In addition, students who take this course are eligible to take the AP Language and Composition Exam in the Spring, which can potentially earn them 3 units of college credit.

AP English IV Literature Composition

0516



Grade Level:	12
Prerequisite:	Approval of application, completion of summer assignment & teacher recommendation
CUHS Diploma:	English
Credit:	10
A-G	B

Description: AP English IV is a university level course offered in high school for students with exceptional motivation in English literature and writing. This course follows the rigorous guidelines set by the College Board and prepares students to succeed on the Advanced Placement exam. Students focus on close reading of and analytical writing about poetry, novels, and plays. The learning experience is active, rigorous, fast paced, and profound.

Mathematics

Integrated IIA

1140



Grade Level:	10-11
Prerequisite:	Refer to Math Flow Chart
CUHS Diploma:	Math
Credit:	10
A-G	C

Description: Integrated II A is the first year of the second course in a three-year series that replaces the traditional pathway of Algebra 1, Geometry and Algebra 2 based on the Integrated High School Pathway described in the CCSS Appendix A. Simply put, Integrated II A contains the content from the first semester of Integrated II, but it's instruction is spread over the course of one year. In Integrated II A, students will expand upon concepts learned in Integrated Course I by further exploring the connecting relationships of algebraic and geometric concepts. The course content includes working with angles, similarity, right triangles, trigonometry, probability, circles, functions, quadratics, inequalities, factoring, surface area and volume of solids, quadrilaterals, polygons, proofs, and reasoning. Throughout the course students will engage in deeper problem-solving activities and labs that require them to draw upon mathematical skills from a variety of areas of mathematics. This course is designed to engage students in problem-based lessons structured around a core idea, asks students to work in groups to foster mathematical discourse, and has students practice with the concepts and procedures spaced over time because mastery develops over time.

Integrated I	09-10
Integrated IIA	10-11
Integrated IIB	11-12
Integrated II	10-12
Integrated III	11-12
Advanced Math	12
Consumer Math	11-12
AP Statistics	12
RSP Math	09-12
RSP Course 1A	09-12
RSP Course 1B	09-12
RSP Algebra Essential	09-12

Integrated I

1137



Grade Level:	09-10
Prerequisite:	None
CUHS Diploma:	Math
Credit:	10
A-G	C

Description: Topics covered in this class include Quantities and Relationships, Graphs, Equations, and Inequalities, Linear Functions, Systems of Equations, Systems of Inequalities, Analyzing Data Set for One Variable, Analyze Data Set for Two Categorical Variables, Mathematical Modeling, Geometry on the Coordinate Plane, Congruence Through Transformations, Perimeter and Area of Geometric Figures on the Coordinate Plane, Connecting Algebra and Geometry with Polygons, and Logic.



Integrated IIB

1141



Grade Level:	11-12
Prerequisite:	Refer to Math Flow Chart
CUHS Diploma:	Math
Credit:	10
A-G	C

Description: Integrated II B is the second year of the second course in a three-year series that replaces the traditional pathway of Algebra 1, Geometry and Algebra 2 based on the Integrated High School Pathway described in the CCSS Appendix A. Simply put, Integrated II B contains the content from the second semester of Integrated II, but its instruction is spread over the course of one year. In Integrated II B, students will expand upon concepts learned in Integrated Course II A by further exploring the connecting relationships of algebraic and geometric concepts. The course content includes a focus on linear inequalities and systems of linear inequalities, concepts of exponential functions, and quadratic functions. Throughout the course students will engage in deeper problem-solving activities and labs that require them to draw upon mathematical skills from a variety of areas of mathematics. This course is designed to engage students in problem-based lessons structured around a core idea, asks students to work in groups to foster mathematical discourse, and has students practice with the concepts and procedures spaced over time because mastery develops over time.

Integrated II

1138



Grade Level:	10-12
Prerequisite:	Refer to Math Flow Chart
CUHS Diploma:	Math
Credit:	10
A-G	C

Description: This course is a combination of studies in Geometry and Algebra. Students will study two and three dimensional geometric figures and solids with a focus on perimeter, area, volume, and angle terminology and relationships. The studentS will also be introduced to basic logic and reasoning. The class will review algebraic topics discussed in Integrated I and develop new topics to enhance the students overall understanding of Algebra.

Mathematics

Integrated III

1139



Grade Level:	11-12
Prerequisite:	Refer to Math Flow Chart
CUHS Diploma:	Math
Credit:	10
A-G	C

Description: Integrated III is a course to prepare students for college level mathematics. Topics covered include functions, sequences, exponentials, parabolas, and other basic graphs, linear systems, logarithms and other inverses, polynomials, probability, counting, sampling and an introduction to trigonometric functions. The use of a graphing calculator is incorporated into the curriculum.

Advanced Math

1117



Grade Level:	12
Prerequisite:	Refer to Math Flow Chart
CUHS Diploma:	Math
Credit:	10
A-G	C

Description: This is a pre-calculus course, which will lay the groundwork for further study of mathematics at the college level. Topics covered include coordinate geometry, polynomials, inequalities, functions, exponents, logarithms, trigonometric functions, triangle trigonometry, complex numbers, conic sections, sequences and series, probability and statistics, and an introduction to calculus.

Mathematics

Consumer Math

1815



Grade Level: 11-12
Prerequisite: None
CUHS Diploma: Math
Credit: 10

Description: This course will focus on many of the topics that have been covered in previous courses, such as linear functions, probability, geometry and solving equations. The goal of this is to allow students more opportunities to gain mastery of the topics that they may have failed to fully understand previously. Many of these topics will be geared towards having students learn more about personal finances. Such topics as supply and demand, taxes, managing credit and an overview of the stock exchange will be examined. The end goal is to improve on the students mathematical abilities and to gain some basic financial literacy.

AP Statistics

1133

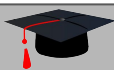


Grade Level: 12
Prerequisite: Refer to Math Flow Chart
CUHS Diploma: Math
Credit: 10
A-G C

Description: The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns. Sampling and Experimentation: Planning and conducting a study. Anticipating Patterns: Exploring random phenomena using probability and simulation. Statistical Inference: Estimating population parameters and testing hypotheses.

RSP Math

1509



Grade Level: 09-12
Prerequisite: Placement
CUHS Diploma: Math
Credit: 10

Description: This course is focuses on basic arithmetic and life skills. Math fluency is practiced daily to help students build foundational skills. Students also learn about reading analog clocks, count money, make purchases, basic fraction operations, understand graphs, and other life skills.

Course 1A RSP

1512



Grade Level: 09-12
Prerequisite: RSP Math or Placement
CUHS Diploma: Math
Credit: 10

Description: This course is designed to help students reinforce foundational math skills to prepare them for more challenging classes. Students will review number relationships, multiplication, division, order of operations, decimals, percentages, fractions, averages, coordinate plane, area, perimeter and volume.

Course 1B RSP

1522



Grade Level: 09-12
Prerequisite: RSP Course 1A or Placement
CUHS Diploma: Math
Credit: 10

Description: This course reinforces the skills covered in RSP course 1A and introduces basic algebra and geometry skills including factoring, graphs, equations, linear functions, and congruence.



Grade Level:	09-12
Prerequisite:	RSP Course 1B or Placement
CUHS Diploma:	Math
Credit:	10

Description: This course is designed to prepare students for Integrated 1 while reinforcing the skills learned in RSP Course 1B and focuses on life skills. Students will learn financial skills including balancing bank accounts, interest rates, taxes, calculating living expenses, and making purchases.

Mathematics

Math Course Flow Chart

All students must complete 3 years of math for a CUHS diploma. Students who wish to be eligible for the UC or State college system must complete the A-G required courses.

	<u>Course</u>	<u>Grade Earned</u>	<u>Next Year Recommended Course</u>
9th Grade - Freshmen	Integrated I (A-G)	A	Integrated II
		B	Integrated II
		C	Integrated II
		C and D	Integrated II
		D and D	Integrated IIA
		F (in either semester)	Integrated IIA or repeat
10th Grade - Sophomore	Integrated II (A-G)	F and F	Repeat Integrated I
		A	Integrated III
		B	Integrated III
		C	Integrated III
		D	Consumer Math
		F	Integrated II or Consumer Math
11th Grade - Junior	Integrated IIA*	Any grade	Integrated IIB
	Integrated IIB*	A	Integrated III (if A-G qualification is desired)
		B	Consumer Math
		C	
		D	Consumer Math if 4th year of math is desired.
		A	Adv. Math or AP Stats (strongly suggested for A-G)
12th Grade - Senior	Integrated III (A-G)	B	Adv. Math or AP Stats (strongly suggested for A-G)
		C	Adv. Math or AP Stats (strongly suggested for A-G)
		A/B/C/D	Counselor Consult if 4th year of math is desired.
		AP Stats (A-G)	C or better in both semesters in Integrated III
		Advanced Math (A-G)	

*Integrated IIA and Integrated IIB counts as one year of A-G credit.

Science

The Living Earth	09
Chemistry in the Earth Systems	10-12
AP Biology	11-12
AP Chemistry	11-12
Physics	11-12
RSP Stem	09-12
Medical Biology	10-12
Health Science	10-12
Nutritional Science	11-12
Ag Core I	09-10
Sustainable Agriculture Biology	10-12
Animal Science	11-12
Agriculture and Soil Chemistry	11-12
Natural Resources Management (AgNRI)	11-12
Natural Resources Management II	12

Living Earth

1740



Grade Level:	09
Prerequisite:	None
CUHS Diploma:	Science
Credit:	10
A-G	D

Description: The purpose of the Living Earth course is for students to explore the world of science and experience how all fields of science are interconnected through established foundational principles and techniques. While there have been established major fields of scientific learning, many of these fields share commonalities in the form of the scientific method, experimentation, and foundational concepts. In the first of series, Living Earth students will establish these foundations through four major pillars of knowledge: 1. Matter and its Interactions; 2. Motion and Stability: Forces and Interactions; 3. Energy; and 4. Earth's Place in the Universe. Students will be developing skills within these foundational concepts through experimentation, discovery, group projects, and research focused in Biology. Major topics such as inheritance, energy for life, cells to organisms and human activities will be explored.

Chemistry in the Earth Systems

1741



Grade Level:	10-11
Prerequisite:	Pass Living Earth
CUHS Diploma:	Physical Science
Credit:	10
A-G	D

Description: The purpose of Chemistry in the Earth Systems is for students to explore the world of science and experience how all fields of science are interconnected through established foundational principles and techniques. In the second class of the series, Chemistry in the Earth Systems, students will continue to build on the major pillars of knowledge from Living Earth. Students will be developing skills within the foundational principles through experimentation, discovery, group projects, and research focused in Chemistry. Major topics such as heat and energy, atoms and elements, molecules and bonding, chemical reactions and chemistry in the biosphere will be explored.

Physics

1618

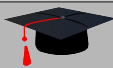


Grade Level:	11-12
Prerequisite:	Integrated I-C or better or concurrent
CUHS Diploma:	Integrated II Physical Science
Credit:	10
A-G	D

Description: Students will study kinematics, study of motion, acceleration due to gravity, projectile motion, Newton's laws of motion, work and conservation of energy, modern physics including quantum theory, superstring theory, relativity and cosmology. Course uses Cambridge Physics Laboratory apparatus for guided inquiry and has a structured stepwise curriculum designed for advanced high school science students. A brief survey of the history of astronomy and physics is also included in the year with a student project based on the greatest physicists in history. This course addresses the essential state standards for Physics.

AP Biology

1608



Grade Level:	11-12
Prerequisite:	Completion of Biology and Chemistry with B or better plus four homework assignments over the summer
CUHS Diploma:	Life Science
Credit:	10
A-G	D

Description: AP Biology is a one year, laboratory science course intended only for students that plan on attending a CSU, UC or equivalent school as a science major. The course is equivalent in difficulty to attending an introductory college Biology course. The course will emphasize the central themes, concepts and interrelationships among the following topics: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Central themes include the interdependence in natural systems, the continuity, change, and regulation within living systems, how energy is transferred and conserved in living systems, how structure and function are related in living organisms, and the process of science and the relationship between science, technology and society. The class will cover all of the state 9th-12th grade Biology/Life Science standards, Investigation and Experimentation standards as well as some of the Chemistry standards. The course will include a minimum of 12 labs (approximately 25%) which are designed to reinforce the central concepts. The primary goals of this class are to give students a conceptual framework of how science works as a process and to have a working knowledge of the concepts of each topic listed, as well as having a working knowledge of the central themes that show the inter-relationships among the major topics of biology. Also the students will be able to use their knowledge of biological topics and critical thinking to design experiments and to consider solutions to current ecological, medical, or other biological issues faced by our society. An additional primary objective of the course is to prepare students to pass the AP Biology exam with a score sufficient to qualify as college biology course at most colleges.

Science

AP Chemistry

1616



Grade Level:	11-12
Prerequisite:	Biology and Chemistry with B or better and concurrent enrollment in Integrated II, teacher recommendation
CUHS Diploma:	Physical Science
Credit:	10
A-G	D

Description: Students will study the review of topics covered in Chemistry, emphasis on quantitative analysis and advanced stoichiometry problems, the gas laws, electronic structure and bonding, phases of matter and intermolecular forces, qualitative analysis of ions, spectrophotometry (labs), rates of reaction, equilibrium, acid-base equilibria, electrochemistry, nuclear chemistry, introduction to organic chemistry. An additional primary objective of the course is to prepare students to pass the AP chemistry exam with a score sufficient to qualify as college chemistry course at most colleges.

RSP Stem

0210



Grade Level:	09-12
Prerequisite:	Placement
CUHS Diploma:	Science
Credit:	10

Description: This course is designed to explore science, technology, engineering, art and math. Students engage in project based learning to facilitate learning about science and technology. They will practice coding and typing, build projects with various materials and study science concepts and put their learning into practice. Math is practiced through puzzles to provide a secondary opportunity for math learning.

Science

Medical Biology

1620



Health Tassel Pathway

Grade Level:	11-12
Prerequisite:	Integrated I-C or better or concurrent Integrated II
CUHS Diploma:	Life Science
Credit:	10
A-G	D

Description: This course is a hands-on, lab-oriented class designed for those students interested in medicine. Topics will build upon each other throughout the year as students begin with the chemistry associated with biological chemicals. Then students move into the inner workings of the cell and explore how the biological chemicals studied in previous units interact with organelles of the cell. The lessons in this course encourage students to think about the relationships among knowledge, choice, behavior, and human health.

Health Science

1612



Health Tassel Pathway

Grade Level:	10-12
Prerequisite:	Parent Notification
CUHS Diploma:	Life Science or 3rd year science
Credit:	10

Description: This course may be taken in the sophomore science (in lieu of life science), a third year science requirement for CUHS or as an elective class. This is a comprehensive health class. The content of this course will cover the five areas of wellness, heredity, health choices and behavior, stress management, mental and emotional health, health consumerism as well as infectious diseases, sexually transmitted infections, human reproduction, teen pregnancy and HIV/AIDS education. This course is designed to not only provide students with health information but skills and resources to encourage thoughtful and responsible health behavior and decision making as well as reinforce the values of the home and family. This course integrates the essential Life Science standards as well as the standards for Health Science. This course also contributes to the CUHS Health Tassel Program.

Nutritional Science

1640



Health Tassel Pathway

Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Life Science
Credit:	10

Description: This course will introduce junior and senior students to the basic principles of nutrition for health, wellness and fitness. Students will learn about nutrients, the importance of vitamins, minerals and what foods to get them from. They will learn about kitchen and food safety, how to prevent disease through nutrition, weight loss and weight gain strategies, nutrition for athletes and how nutritional needs throughout life change. Students will learn how to keep diet diaries, analyze their nutrition and how to find credible sources for nutrition. Students will create a portfolio and participate in There will be diet diaries, calorie quizzes, as well as a portfolio and research project that every student will complete. This course also contributes to the Health Tassel program.

Health Tassel Pathway

Choose FOUR of the following classes:

Freshmen CCR

Health Science

Nutrition Science

Food and Nutrition

Medical Biology

Child Development

Health Course Teacher Assistant

Careers in Business (Health related business)

Agriscience Pathway

Ag Core I

Sustainable Ag Biology

Ag and Soil Chemistry or Animal Science

Ag Core I

0116



Agriscience or Ornamental Pathway

Grade Level:	09-10
Prerequisite:	None
CUHS Diploma:	Physical Science
Credit:	10
A-G	D

Description: This course provides information and activities relating to local, state, and national agricultural production, Future Farmers of America, commodities, environmental impacts of agriculture, careers, record keeping, and basic animal science covering: classification, genetics, reproduction, nutrition, health and disease, and production of beef cattle, dairy cattle, sheep and swine. Each student will maintain a Supervised Agricultural Experience Program and participate in 2 FFA activities per semester through involvement in FFA. This course integrates the essential Earth Science standards.

Sustainable Agriculture Biology

0106



Agriscience Pathway

Grade Level:	10-12
Prerequisite:	Ag Core I
CUHS Diploma:	Life Science
Credit:	10
A-G	D

Description: Sustainable Agricultural Biology will explore biological sciences as they connect to agricultural practices, including sustainable agriculture. It is a one year agricultural sciences course. Students will learn about Unit One: Sustainability, DNA, Cell Structure, Photosynthesis and Cellular Respiration, Ecosystems, Evolution, and Agriculture. They will practice soft skills including speaking, group work, and more. We will complete many hands-on activities and labs, utilize the school farm, and integrate FFA and SAE.

Science

Animal Science

0005



Agriscience Pathway

Grade Level:	10-12
Prerequisite:	Ag Core I
CUHS Diploma:	Life Science, Technical Art
Credit:	10
A-G	D

Description: This course will explore the principles in animal sciences along with anatomy and physiology, focusing on mammalian production, reproduction, nutrition, respiration, and genetics, while connecting these topics to the animal industry. The course will improve students' knowledge of animal care, health, and anatomy and better prepare students for employment or education in the Animal Science or Agricultural Field.

Agriculture and Soil Chemistry

0107



Agriscience Pathway

Grade Level:	11-12
Prerequisite:	Ag Core I and Sustainable Agriculture Biology
CUHS Diploma:	Physical Science
Credit:	10
A-G	D

Description: Agriculture and Soil Chemistry will explore chemistry as it connects to agricultural practices. It is a one year agricultural sciences course. Students will learn about Soil Science, Matter and Elements, Scientific Measurements, Atoms, Electrons, Bonding, pH, and Agriculture. They will use soft skills such as presenting, speaking, group work, and more. We will complete many hands-on activities and labs, utilize the school farm, and integrate FFA and SAE.

Ornamental Horticulture

Ag Core I

Floral Design

Advanced Floral Design

Natural Resources Management (AgNRI) 1622



Forestry and Natural Resources Pathway

Grade Level:	11-12
Prerequisite:	Life and Physical Science/Ideal Biology and Chemistry
CUHS Diploma:	Technical Art, Physical Science, Life Science
Credit:	10

Description: This class is designed for those students interested in the fields of Natural Resources, Ecology, Wildlife Management, Forestry, Water Resources, Archeology, Parks and Recreation, Range Management, etc. Natural Resource Management is an interdisciplinary course; this class draws together current knowledge in the earth sciences, the biological sciences, issues are studied from the perspectives of science, sociology, and politics. As such, this class will include a strong laboratory and field investigation component; specific skill competencies will be stressed. Experiences both in the lab and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom and explore specific problems in depth as they exist in the “real world”. Related local issues will be stressed. In this context, collaborative team work as well as smaller group work will be utilized.

Natural Resources Management II 1625



Forestry and Natural Resources Pathway

Grade Level:	12
Prerequisite:	Natural Resources Management with C or better, teacher approval
CUHS Diploma:	Technical Art, Physical Science, Life Science
Credit:	10

Description: This class is designed for those students interested in more advanced topics of Forestry with a concentration on using skills learned in the NRI class for independent projects and reports. Students also present the career as a topic at the CUHSD Ag Day at the CUHSD Rodgers Ranch. A second presentation is done for 8th graders at the Tehama County Fair Grounds for Tehama County 8th grade Career Day. Students also serve as teacher aide to assist the NRI students with lab skills

Science

Forestry and Natural Resources Pathway

Natural Resources I
Natural Resources II



Physical Education

Combination Physical Education

1303/1403

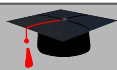


Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Physical Education
Credit:	10

Description: Rather than specialize in a particular area of physical education, juniors and seniors take combination physical education in which a wide variety of activities are offered. The activities include team as well as individual sports, rhythms, combatives, fitness, and fitness for life. The curriculum is based on overall conditioning. Students actively participate each day. The program builds on concepts and skills previously learned, while focusing on developing good sportsmanship, socially desirable behavior, knowledge of physiological development and instruction in lifetime activities. This course meets the state requirement for physical education.

Core Physical Education	09-10
Net Games	11-12
Combination Physical Education	11-12
Individual Lifetime Fitness	11-12
Athletic Strength and Conditioning	10-12
Football Strength and Conditioning	10-12
Strength and Conditioning	11-12
Introduction to Dance	11-12
Advanced Dance	11-12

Core Physical Education 9th -1330/10th - 1340



Grade Level:	09-10
Prerequisite:	None
CUHS Diploma:	Physical Education
Credit:	10

Description: Students are placed in core physical education in their freshmen and sophomore years. During these years they are exposed to a broad based curriculum, which emphasizes skill development and knowledge in a wide range of activities, including team sports. Each day movement development and physical fitness are stressed. The activities taught are purposeful and sequential. Focus is on the establishment of lifetime fitness and sportsmanship. This course meets state requirement for physical education.

Net Games 1805



Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Physical Education
Credit:	10

Description: This high intensity co-ed course is designed for junior and senior students who would like to improve cardiovascular fitness, muscular endurance, and body composition through competitive small team, individual, and partner net sports (pickleball, badminton, volleyball, tennis, takraw, spike ball, and fist ball etc.). This course would serve as an alternative for PE Combo.

Lifetime Fitness

1418



Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Physical Education
Credit:	10

Description: A co-ed course that is designed for junior and senior students who would like to improve cardiovascular fitness, muscular endurance, and body composition through individual lifetime fitness activities. Units provided may include step aerobics, cardio kickboxing, jogging for fitness, strength and conditioning, dance, walking for fitness, circuit training, Zumba and pump. The goal of this course is to expose students to physical activities that they can complete at home or in the community.

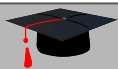
Athletic Strength and Conditioning 1417



Grade Level:	10-12
Prerequisite:	Participate in school athletics - a 10th grader that has already played a sport will have priority over a Senior who has not taken athletic strength and conditioning
CUHS Diploma:	Physical Education
Credit:	10

Description: A co-ed course offered to enhance athletic ability using the following methods: weight lifting, Olympic lifting, strength training, plyometrics, form running, strength, flexibility, ability, balance, movement activities and exercise.

Football Strength and Conditioning 0316



Grade Level:	10-11 (12 if there is room)
Prerequisite:	Participates in the CUHS football program, meet criteria of the athletic strength and conditioning eligibility
CUHS Diploma:	Physical Education
Credit:	10

Description: A course for Corning High School Football players offered to enhance athletic ability using the following methods: weight lifting, Olympic lifting, strength training, plyometrics, form running, strength, flexibility, agility, balance, movement activities and exercise.

Strength and Conditioning 1416



Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Physical Education
Credit:	10

Description: A co-ed course offered to gain knowledge and skills in strength and conditioning. Students will gain lifetime skills that will be used in the present and future to enhance their health and well-being. Upon developing basic skills, each student will participate in an individualized program to meet his/her needs.

Physical Education

Athletic Strength and Conditioning Eligibility Formula:

Students who request Athletic Strength and Conditioning will be ranked using the following formula:

Criteria 1: 2nd Semester PE grade from previous School Year

A= 7 pts

B= 4 pts

C= 2 pts

Criteria 2: Number of Sports Played the Previous Year

2 or more sports= 5 pts

1 Sport= 3 pts

0 Sports= 0 pts

Example: Student 1 receives an "A" in PE and played 3 sports: Total Points= 12 pts

The highest ranking students will be placed into the class sections until they are full. If a "tiebreaker" is needed we will use the following:

Tiebreaker 1: Previous Semester PE grade

Tiebreaker 2: Number of Sports Played in the previous year

Students who received a D in the previous semester PE class may only be considered if all eligible students who requested the course have been placed in the class and there is still room.

Physical Education

Introduction to Dance

1304



Performing Arts Tassel

Grade Level: 11-12
Prerequisite: None
CUHS Diploma: Physical Education
Credit: 10

Description: This year long PE is open to any 11th or 12th grade student interested in dance as a way to be physically active. This co-ed course is designed to introduce students to many different types of dance including hip hop, jazz, Latin, contemporary, line dancing, Zumba, and more. Students will also be given opportunities to choreograph and perform. The goal of this course is for students to develop an appreciation for dance as a lifetime activity.

Performing Arts

Intro to Dance
Advanced Dance



Advanced Dance

1305



Performing Arts Tassel

Grade Level: 11-12
Prerequisite: Intro to Dance or placement
CUHS Diploma: Physical Education
Credit: 10

Description: This year long PE elective is open to any 11th or 12th grade student who had participated in Intro to Dance or has equivalent dance experience as approved by Mrs. Savage. This course is for the experienced dancer as it will move at a faster pace and dance routines will be more difficult in skill level compared to Intro to Dance. There will be opportunities to choreograph and perform throughout the year. This co-ed course is designed to include many styles of dance including Jazz, Hip Hop, Ballet, Contemporary, Line, Latin and more. The goal of this course is for students to develop an appreciation for dance as a lifetime activity. Student must perform in the dance show to be eligible for the tassel.

Foreign Language

Spanish I	09-12
Spanish II	09-12
Spanish III	09-12
Spanish IV	09-12
Spanish V	09-12
AP Spanish Language and Culture	10-12
Italian I	09-12

Spanish I

0601



Foreign Language Pathway

Grade Level:	09-12
Prerequisite:	None
CUHS Diploma:	Fine Art/Foreign Language
Credit:	10
A - G	E

Description: This course is offered to beginning non home-speakers of Spanish as well as home-speakers of Spanish with limited oracy and literacy skills. It is an introduction to second language acquisition and learning whereby students are immersed in a proficiency based Spanish speaking environment. The teacher uses the target language as the means of content delivery from day one. The class is based on communication-based learning and standards-based instruction whereby the students experience the language and the culture as they participate in the daily multiple learning activities. The class requires students to use the productive skills of oral and written language and the receptive skills of listening and reading on a daily basis.

Foreign Language Pathway

Spanish I
Spanish II
Spanish III

Spanish II

0602



Foreign Language Pathway

Grade Level:	09-12
Prerequisite:	Spanish I for a grade C or better or placement test
CUHS Diploma:	Fine Art/Foreign Language
Credit:	10
A - G	E

Description: This class is a continuation of Spanish I and is offered to non home-speakers of Spanish as well as home-speakers of Spanish with limited oracy and literacy skills. This class builds on the skills the student has acquired in year one and remains a second language acquisition and a learning setting whereby students are immersed in an activity based Spanish speaking environment. In the second semester the students are also required to use the target language as the sole means of communication, both in conversation with the teacher and fellow students. The class is based on communication-based learning and standards-based instruction whereby the students experience the language and the culture as they participate in the daily multiple learning activities and projects. The class requires students to use the productive skills of oral and written language and the receptive skills of listening and reading on a daily basis.

Spanish III

0603



Foreign Language Pathway

Grade Level:	09-12
Prerequisite:	Spanish II for a grade C or better or placement test
CUHS Diploma:	Fine Art/Foreign Language
Credit:	10
A - G	E

Description: The class is a continuation of year one and two and is offered to non home-speakers of Spanish as well as home speakers of Spanish. Students are placed in this class using our placement test (prerequisite above) or if they receive a C or better in Span II (prerequisite above). The class builds on the skills acquired in year one and two whereby instruction and all student-student interaction is conducted in Spanish. The class curriculum is geared around thematic units, standards-based instruction, and communication-based learning. The students use the target language in both research (information gathering), and presentation (information delivery). The students enhance their productive and receptive skills as they move along the language continuum.



Foreign Language Pathway

Grade Level:	09-12
Prerequisite:	Spanish III with a C or better or placement test
CUHS Diploma:	Fine Art/Foreign Language
Credit:	10
A - G	E

Description: This is an accelerated course that is intended for Spanish Heritage Speakers and for students who plan to continue studying Spanish in the higher levels (Spanish IV and/or Advanced Placement). This course expands upon vocabulary and grammar concepts through reading, writing, oral and listening activities, games and presentations. It covers the present tense extensively, including the use of reflexive verbs. Expression of past actions is also studied including preterit, imperfect, progressive and present perfect tense. Students must complete all major assignments/projects and pass quizzes or they will receive an incomplete as their grade, regardless of their percentage in class.

Spanish V



Foreign Language Pathway

Grade Level:	09-12
Prerequisite:	Spanish IV for a grade C or better or placement test
CUHS Diploma:	Fine Art/Foreign Language
Credit:	10
A - G	E

Description: This is a course is intended for Spanish Heritage Speakers and for highly motivated students who plan to continue studying Spanish (AP Spanish) This course expands in all language skills: listening, speaking, reading and writing, with an increased focus on student production of oral and written language. This course is taught almost exclusively in Spanish. Students must pass quizzes and complete all major assignments/projects to pass the course.

Foreign
Language
Pathway

Spanish IV
Spanish V
AP Spanish

Foreign Language

AP Spanish Language and Culture



Foreign Language Pathway

Grade Level:	10-12
Prerequisite:	Spanish V with a grade C or better
CUHS Diploma:	Fine Art/Foreign Language
Credit:	10
A - G	E

Description: The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Italian I



Grade Level:	09-12
Prerequisite:	None
CUHS Diploma:	Fine Art/Foreign Language
Credit:	10
A - G	E

Description: It is an introduction to second language acquisition and learning whereby students are immersed in a proficiency based Italian speaking environment. The teacher uses the target language as the means of content delivery from day one. The class is based on communication-based learning and standards-based instruction whereby the students experience the language and the culture as they participate in the daily multiple learning activities. The class requires students to use the productive skills of oral and written language and the receptive skills of listening and reading on a daily basis.

Visual and Performing Art

Art I	10-12
Art II	10-12
Art History	11-12
Advanced Art	11-12
Ceramics I	10-12
Ceramics II	11-12
Ceramics III	11-12
Senior Art Seminar	12
Dance Performance I, II, III, IV	09-12
Cardinal Choir	09-12
Advanced Choir	09-12
Cardinal Band	09-12
Music and Musicianship	09-12
Musicianship II	09-12

Art I 0301



Art Pathway

Grade Level:	10-12
Prerequisite:	None
CUHS Diploma:	Fine Art
Credit:	10
A - G	F
Material Fee	\$10

Description: Art I is a course that focuses on various drawing techniques. Students learn the basics of contour drawing followed by graphite shading. Students will complete a finished graphite portrait at the end of the first semester. Second semester focuses on color pencil techniques followed by finished color pencil drawings. Students are encouraged to gather personal photographs and artifacts for observation in which to draw from throughout the year.

Art II

0302



Art Pathway

Grade Level:	10-12
Prerequisite:	Art I
CUHS Diploma:	Fine Art
Credit:	10
A - G	F
Material Fee	\$10

Description: Art II is an introductory course in painting. It is important to have the drawing skills from Art I before attempting Art II. The first semester will focus on watercolor techniques and the application of this medium on finished paintings. Second semester projects include analyzing individual artists styles with an emphasis on unique techniques. Individual creativity will be encouraged.

Art History

0306



Art Pathway

Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Fine Art
Credit:	10
A - G	F

Description: Art History is a course that takes an extensive look at the history of art from prehistoric times through 1750. This course will cover an extended look at Egyptian, Greek and Roman Art. Students will be able to recognize major time periods, identify styles/artists, recognize the elements and principles of design, compare/contrast periods or art and evaluate many artists and the contributions they made to society. In addition, students recognize social, religious and political movements and how they affect various art forms.

Art Pathway

Art I

Art II

Art History

Advanced Art or Ceramics

Advanced Art**0308****Art Pathway**

Grade Level:	11-12
Prerequisite:	Art I and Art II with D or better
CUHS Diploma:	Fine Art
Credit:	10
A - G	F
Material Fee	\$10

Description: Advanced Art students use individual creativity to develop fine art projects through research, sketching, and painting, they learn to reach beyond one's capacity, to explore without a preconceived plan and to embrace the opportunity to learn from mistakes and accidents. Students learn to create work that conveys an idea, a feeling, or personal meaning. An emphasis is placed on individual sketchbooks throughout the year. Portfolio presentation of work is given at the completion of Advanced Art.

Ceramics I**1818****Art Pathway**

Grade Level:	10 -12
Prerequisite:	None
CUHS Diploma:	Fine Art
Credit:	10
A - G	F
Material Fee	\$20

Description: Ceramics I is a year long course that allows students to develop skills in clay handbuilding techniques such as pinch, coil, and slab. Students will also receive instructions in wheel throwing. Students will learn proper procedures in clay preparation, craftsmanship, glazing and firing for functional and sculptural work. Emphasis will be on creativity, originality, technique and task completion.

Ceramics II**1806**

Grade Level:	11 -12
Prerequisite:	Ceramics I
CUHS Diploma:	Fine Art
Credit:	10
A - G	
Material Fee	\$20

Description: Ceramics II is a course that allows students to further develop their skills in ceramic processes. After receiving the foundation of various handbuilding techniques, students are able to explore more deeply with the medium. The class will be divided in half with one focus being wheel throwing and the other half more complex handbuilding methods. Emphasis will be on creativity, originality, technique and task completion.

Ceramics III**1806**

Grade Level:	12
Prerequisite:	Ceramics II with C or better
CUHS Diploma:	Fine Art
Credit:	10
A - G	F
Material Fee	\$20

Description: Ceramics III will run concurrently with ceramics II. In this course students will continue to explore and develop their skill in handbuilding and or on the wheel. Additionally students will explore both glazed surfaces and textures. Students will be exposed to a variety of firing methods. Students will create a series of artwork culminating with a presentation of their portfolio, and apply to scholarships specifically in the arts.

Art Seminar**0303**

Grade Level:	12
Prerequisite:	Art I, Art II, Advanced Art
CUHS Diploma:	Fine Art
Credit:	10
A - G	F
Material Fee:	\$10

Description: Any student enrolled in this class is a senior who has already completed Art 1, Art 2 and Advanced art. This class runs concurrently with Advance art. In this class students will continue to explore and develop personal creativity. Students will create a series of artwork culminating with a presentation of their portfolio, and apply to scholarships specifically in the fine arts.

Dance I, II, III, IV

1204/1205/1206/1207



Dance Pathway

Grade Level:	09-12
Prerequisite:	Tryout Process (May)
CUHS Diploma:	Fine Art
Credit:	10
A - G	F Only for Dance Performance I

Description: This is a performance team. The team performs at every home football and basketball game as well as 2-3 parades each year. The team puts on a 2-hour show every spring. Drill Team also performs at many community activities through out the entire year. A 2.5 GPA must be maintained and excellent attendance is a must.

Dance Pathway

Dance (Drill Team) - 4 years

Dance (Drill Team) 3 years and Art History

Cardinal Choir

1213



Music Pathway

Grade Level:	09-12
Prerequisite:	None
CUHS Diploma:	Fine Art
Credit:	10
A - G	F

Description: The Cardinal Choir is a challenging and energetic organization for students who have vocal experience, or those intently interested on gaining vocal experience. This is an opportunity to learn how to experience and enjoy the beauty of your own voice. The choir performs for a variety of concerts, including winter and spring concerts, CMEA festivals, as well as many local community performances. The vocal repertoire includes a wide variety of styles from current music to historical pieces from around the world. Students graded on daily effort, attendance, and individual preparation. If you are passionate about singing, or passionate about becoming passionate about singing, and want to further develop your vocal abilities, then join the Cardinal Choir.

Visual and Performing Art

Advanced Choir

2014



Music Pathway

Grade Level:	09-12
Prerequisite:	1 year of concert choir and audition
CUHS Diploma:	Fine Art
Credit:	10
A - G	F

Description: The Cardinal Notes Choir is a challenging and energetic organization for students who want to challenge themselves in their vocal endeavors and go beyond the level of Concert Choir. the choir performs for a variety of concerts, including winter and spring concerts, CMEA Festivals, as well as many local community performances. The vocal repertoire includes a wide variety of styles from current music to historical pieces from around the world. Students in this class have to be able or become comfortable singing alone for tests, for each other, and be willing to show up for section work during AST/lunch/etc. Freshmen would audition during the first week of school to determine eligibility.

Music Pathway

Cardinal Band or Choir - 4 years

Cardinal Band - 3 years and Musicianship - 1 year

Cardinal Choir - 3 years and Musicianship - 1 year

Visual and Performing Art

Cardinal Band

1201



Music Pathway

Grade Level:	09-12
Prerequisite:	Commitment to extra rehearsals and performances.
CUHS Diploma:	Fine Art
Credit:	10
A - G	F

Description: The Cardinal Band is a marching ensemble that represents Corning Union High School at all home football and basketball games, as well as at numerous local and regional parades and music festivals. The band rehearses and performs music of various styles and arrangements for our fall, winter and spring concerts. The Cardinal Band will help students to increase their musicianship through sight-reading and performance of advanced music; lots of it. As with any successful ensemble, members must find the time to individually practice their parts, improve their skills on their instrument, and fit their musical part into the whole group sound. Attendance to extra rehearsals and performances are mandatory.

Music Pathway

Cardinal Band or Choir - 4 years

Cardinal Band - 3 years and Musicianship - 1 year

Cardinal Choir - 3 years and Musicianship - 1 year

Advanced Band

1203



Music Pathway

Grade Level:	10-12
Prerequisite:	Commitment to extra rehearsals and performances.
CUHS Diploma:	Fine Art
Credit:	10
A - G	F

Description: The Advanced Band is a concert and marching ensemble that represents Corning Union High School at all home football and basketball games, as well as at numerous local and regional parades and music festivals. The band rehearses and performs music of various styles and arrangements for our fall, winter and spring concerts. The Advanced Band will build upon musical skills and knowledge gained in Cardinal Band by learning more advanced musical theory, and performing a higher volume of musical pieces in a wider variety of genres and at a greater difficulty level. Students will audition for chair positions in the band and will be tested on their ability to play scales and sight read. Attendance to extra rehearsals and performances are mandatory.

Musicianship

1212



Music Pathway

Grade Level:	09-12
Prerequisite:	None
CUHS Diploma:	Fine Art
Credit:	10

Description: Students will learn the fundamentals of music and musicianship through the study of music theory, piano keyboard, and guitar. Traditional music notation reading, melodies, chords will be taught, as well as the interconnectedness of musical instruments and musicians. Students will practice on school provided instruments during most periods and will be graded on daily effort, completion of assignments, and skill level achieved. Students must be responsible and able to practice on their own and in small groups while demonstrating both performance ability and an ability to properly care for the instruments and equipment. Interested students will find the class challenging and rewarding. The end goal of this class is to inspire lifelong musicianship and music appreciation.

**Music Pathway**

Grade Level: 09-12
Prerequisite: Musicianship I or by audition
CUHS Diploma: Fine Art
Credit: 10

Description: Students will take skills acquired through Musicianship I and apply them to learning and performing music in multiple different genres including pop, jazz, and classical. More advanced musical instruction will be given on the guitar, piano, or an instrument of their choice provided they have prior experience playing on that instrument. Instruction will include historical background on each genre and more advanced music theory with a practical application as together we analyze the songs each student will learn and perform. This course will prepare students for a college level education in music theory, history, and performance.

Visual and Performing Art

Music Pathway

Cardinal Band or Choir - 4 years
Cardinal Band - 3 years and Musicianship - 1 year
Cardinal Choir - 3 years and Musicianship - 1 year



English Language Development

Emerging ELD	09-12
Expanding ELD	09-12
Bridging ELD	09-12

Emerging ELD

0709/0799



Grade Level:	09-12
Prerequisite:	EL Newcomer and or ELPAC 1/2
CUHS Diploma:	English and Elective
Credit:	10

Description: ELD Foundations introduces the basics of English to beginning EL students. This class focuses on developing the social and academic language, reading and writing skills needed to participate in their content area classes. The newcomer group at this level utilizes the Inside the U.S.A. curriculum, which develops language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. The high beginning group at this level utilizes the Edge Fundamentals curriculum which is a core Reading/Language Arts standards based program designed for English Learners and students reading below grade level. Students read and interact with a variety of texts learning academic skills through speaking, listening, reading, and writing activities.

Expanding ELD

0710



Grade Level:	09-12
Prerequisite:	Beginning ELD or ELPAC 3/4
CUHS Diploma:	English
Credit:	10

Description: Intermediate English Language Development addresses Language Arts standards and provides connections with content-area material. This course utilizes the Edge curriculum which is a core intervention program designed for students reading below grade level. The course utilizes whole group, small group and independent work to promote social engagement and increase competence. Students engage in language development in all areas of language acquisition: reading, writing, listening, and speaking. Students read and interact with a variety of texts with corresponding language development skills building on the text they read.

Bridging ELD

0711



Grade Level:	09-12
Prerequisite:	Intermediate or ELPAC 4/5
CUHS Diploma:	English
Credit:	10

Description: Bridging English Language Development is designed to transition students from the ELD program to a mainstream English classroom. This course utilizes the Edge curriculum which is a core intervention program designed for students reading below grade level. The course utilizes whole group, small group and independent work to promote social engagement and increase competence. Students engage in language development in all areas of language acquisition: reading, writing, listening, and speaking. Students read and interact with a variety of texts with corresponding language development skills building on the text they read.

Support Classes

Reading Intervention	09-12
Courseware (iLab)	09-12
WellNest - CW	09-12
AVID 10	10
AVID 11	11
Skills Center	09-12
Integrated Support I	09
Independent Living Skills	09-12
Communication Skills	09-12
LWP Intensive	09-12
Life Skills	09-12
Transition Skills	09-12

INTERVENTION

Reading Intervention 1552



Grade Level:	09-12
Prerequisite:	Placement
CUHS Diploma:	Elective
Credit:	10

Description: Students identified as below grade level in reading are selected for this course. The goal of this course is to improve student's reading level. This course focuses on reading strategies and reading comprehension using a district approved curriculum and other resources. Students are exposed to a variety of different texts as they practice strategies that will improve their reading skills and give them confidence as readers.

Credit Recovery 0011



Grade Level:	11-12
Prerequisite:	Credit Deficient - Counselor Placement
CUHS Diploma:	Elective
Credit:	10

Description: Credit Recovery class using Courseware.

Courseware (iLab)

CW99



Grade Level:	09-12
Prerequisite:	Placement
CUHS Diploma:	Elective
Credit:	10

Description: The iLab Program offers an online learning format in the classroom called Odysseyware. Core subjects include English, Social Science, Science, Mathematics, and Career Technical Education. Within this program, students are provided an opportunity to develop daily routines in their learning to help them gain success in other classrooms. Helping students to develop a sense of security with their educational setting, consistency in attendance, and academic success is the main focus of this classroom program. iLab supported by staff who are trained in helping students manage their internal emotions and responses to stress associated with attending the main campus.

WellNest

WN



Grade Level:	09-12
Prerequisite:	Special Education
Eligibility/Placement	
CUHS Diploma:	Elective
Credit:	10

Description: The WellNest Program offers an online learning format in the classroom called Edgenuity. Core subjects include English, Social Science, Science, Mathematics, and Career Technical Education. Within this program, students are provided an opportunity to develop daily routines in their education to help them gain success in other classrooms. Socio-emotional skill building is the main focus of this classroom program and supported by staff who are trained in helping kids manage their emotional reactions to stressful situations and non-preferred activities.

AVID 10

2004



Grade Level:	10
Prerequisite:	2.5-3.2 GPA, staff recommendation
CUHS Diploma:	Elective
Credit:	10

Description: The AVID course is an elective class for students who are college-bound intent on entering a post-secondary program. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for post-secondary entrance exams.

AVID 11

1809



Grade Level:	11
Prerequisite:	2.5-3.2 GPA, staff recommendation
CUHS Diploma:	Elective
Credit:	10

Description: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college and career readiness and success. Each week, students receive instruction that utilizes a rigorous curriculum provided by AVID Center, collaborative study groups, motivational activities, and academic success skills (writing, inquiry, collaboration, organization, reading). Major themes for this course are Building Relationships, Persisting Through Obstacles, Activating Knowledge and Skills, Advancing College Preparedness, Building Career Preparedness, and Developing Future Readiness. In addition to these themes, AVID 11 focuses on confirming postsecondary education plans, research skills, and college financial literacy by beginning to understand the financial aid and scholarship application process.

Support Classes

SUPPORT

Skills Center

1550



Grade Level:	09-12
Prerequisite:	Placement
CUHS Diploma:	Elective
Credit:	10

Description: This class is offered to a variety of students who need additional support in English Language Arts, Mathematics, and mainstream core subject areas. Students receive extra help in completing homework, learning concepts and skills for their academic course work, in a supportive environment that leads them to success in all of their other classes. Direct instruction, homework assistance, and various computer programs are used to support these students.

Integrated I Support

1136



Grade Level:	09
Prerequisite:	Placement
CUHS Diploma:	Elective
Credit:	10

Description: This course serves to reinforce the knowledge and skills needed to be successful in the current Integrated I. This class offers additional practice and review of concepts and skills being learned in each student's current Integrated I course. The Integrated I and Integrated I Support teachers collaborate regularly to determine the needs and learning gaps of students in their common classes and then seek to address those areas specifically in the support class. Students are placed into this intervention because multiple measure have deemed them well below grade level and in need of extra time and instruction to learn Algebra concepts.

Support Classes

LIFE SKILLS

Independent Living Skills

1508

Grade Level: 09-12
Prerequisite: Special Education Eligibility/Placement
CUHS Diploma: Elective
Credit: 10

Description: Independent living skills is where students will learn about types of safety in and outside the home, they will also learn how to cook, shop, laundry, hygiene, and how to clean a house.

Communication Skills

1511

Grade Level: 09-12
Prerequisite: Special Education Eligibility/Placement
CUHS Diploma: Elective
Credit: 10

Description: Students will learn how to deal with bullying, how to deal with emotions, how to ask proper questions, and how to deal with peer pressure along with how to behave in their environment in and out of school.

Life Work Prep Intensive

1855

Grade Level: 09-12
Prerequisite: Special Education Eligibility/Placement
CUHS Diploma: Elective
Credit: 10

Description: This specialized course is designed to equip students with foundational work-ready skills necessary for success in a variety of settings. The curriculum emphasizes foundational concepts, hands-on learning, time management, communication, teamwork, problem-solving and provides opportunities for student to practice skills through supervised on-campus opportunities in a variety of settings.

Life Skills

1829

Grade Level: 09-12
Prerequisite: Special Education Eligibility/Placement
CUHS Diploma: Elective
Credit: 10

Description: Students will learn about health and nutrition and how their body works with muscle groups and their bones. They will also exercise to get or stay in shape. .

Transition Skills

1517

Grade Level: 09-12
Prerequisite: Special Education Eligibility/Placement
CUHS Diploma: Elective
Credit: 10

Description: Students will learn how to become a team member and how to recycle items. They will also learn about jobs in their community and how to write a resume and learn personal information.

Electives

Leadership I	10-12
Leadership II	10-12
Leadership III	10-12
Careers in Education - TA	12
AVID 10	10
AVID 11	11

Leadership I, II, III 1430/1431/1432

Grade Level:	10-12
Prerequisite:	Application
CUHS Diploma:	Technical Art
Credit:	10

Description: Leadership is a course that requires the planning and executing of school and community activities. Subjects such as time management, values, goal setting and problem solving are discussed. Associated Student Body meetings take place in this class, and members are required to enroll. Some activities that leadership is involved with are as follows: Football Homecoming, Basketball Homecoming, Blood Drives, Leadership Conference, Pep Rallies, Canned Food Drive, Spirit Signs, and Various Community Activities.

Careers in Education - Teacher Assistant 2501

Grade Level:	12
Prerequisite:	Application
CUHS Diploma:	Technical Art
Credit:	10

Description: TA's will be required to do the following: Set up and organize lab projects/class projects, use various computer programs, help students with in class assignments, assist substitute, and any other projects assigned by the individual teacher.

AVID 10

2004



Grade Level:	10
Prerequisite:	2.5-3.2 GPA, staff recommendation
CUHS Diploma:	Elective
Credit:	10

Description: The AVID course is an elective class for students who are college-bound intent on entering a post-secondary program. The AVID curriculum focuses on writing, inquiry, collaboration, organization and reading (WICOR) through the AVID High School curriculum in both teacher and tutor-led activities. While concurrently enrolled in a college-prep course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are stressed. In addition, the course includes college motivational activities and intensive preparation for post-secondary entrance exams.

AVID 11

1809

Grade Level:	11
Prerequisite:	2.5+ GPA; staff recommendation
CUHS Diploma:	Elective
Credit:	10

Description: Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college and career readiness and success. Each week, students receive instruction that utilizes a rigorous curriculum provided by AVID Center, collaborative study groups, motivational activities, and academic success skills (writing, inquiry, collaboration, organization, reading). Major themes for this course are Building Relationships, Persisting Through Obstacles, Activating Knowledge and Skills, Advancing College Preparedness, Building Career Preparedness, and Developing Future Readiness. In addition to these themes, AVID 11 focuses on confirming postsecondary education plans, research skills, and college financial literacy by beginning to understand the financial aid and scholarship application process.

Electives

- Careers in Education - Office Assistant 12
- Careers in Education - Library Assistant 12
- Adv. Marketing Media and Design - Copy Center 11-12

Careers in Education - Office Assistant 2001

Grade Level: 11-12
 Prerequisite: None
 CUHS Diploma: Technical Art
 Credit: 10

Description: The Office Assistant class is designed for students to gain or use entry level job skills, such as: ability to get along and communicate with others, good attendance, message taking skills, honesty, integrity, confidentiality, alphabetical filing, copy machine operation, and positive attitude. Students will be required to collect attendance slips, deliver messages in a timely manner, take phone messages, file alphabetically, and attend regularly.

Careers in Education - Library 2005

Grade Level: 11-12
 Prerequisite: None
 CUHS Diploma: Technical Art
 Credit: 10

Description: The Library Assistant class is designed for students to gain or use entry level job skills, such as: ability to get along and communicate with others, inventory books, honesty, integrity, and confidentiality, alphabetical filing, copy machine operation, basic typing skills and positive attitude. Students will be required to learn to inventory library books, learn the Dewey Decimal System, handle cash, locate materials for patrons, have positive attitude about work, and learn how to use the copy machine.

Advanced Marketing Media and Design Copy Center 2002



Grade Level: 11-12
 Prerequisite: None
 CUHS Diploma: Technical Art
 Credit: 10

Description: The Copy Center Design Team is responsible for producing various documents such as: forms, letterheads, business cards, flyers, and posters. Skills that will be taught throughout the year include: copy presentation and layout, lamination, cutting, collation and binding, and operating various copy machines. Due to the nature of the responsibilities of the class, organizational skills, time-management skills and attendance is paramount.

Career Technical Education (CTE)

Ag Mechanics	09-11
Ag Welding (Weld 70)	10-12
Ag Metals and Fabrication I and II	11-12

Agricultural Mechanics Pathway

Ag Mechanics

0101



Grade Level:	09-11
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	10
A - G	G

Description: Students will learn about the metal shop program, shop safety rules and care and use of tools, equipment for hot and cold metal work. They will also learn to identify tools and hardware in relationship to metal. They will learn to read and draw shop drawings, they will learn to prepare a bill of materials list and calculate project costs. Students will also have to prepare a bill of materials and calculate project costs. Students will learn skills of basic shielded metal arc welding (SMAW), oxygen acetylene welding and cutting (OA-W, OA-C). Students will also learn GMAW weld process (Gas Metal Arc Welding). Students will learn welding skills in three positions of welding - 1F, 2F, & 3F (flat, horizontal, and vertical). Each student will maintain a Supervised Agricultural Experience. Students must participate in 2 FFA activities per semester.

Ag Mechanics Tassel Pathway

Ag Mechanics
Ag Welding
Ag Metals and Fabrication

Ag Welding (DE Welding 70)

0102



Grade Level:	09-11
Prerequisite:	Ag Mechanics C or better
CUHS Diploma:	Technical Art
Credit:	3 college credits & 10 Technical Art

Description: Students will learn about the metal shop program, shop safety rules and care and use of tools, equipment for hot and cold metal work. They will also learn to identify tools and hardware in relationship to metal. They will learn to read and draw shop drawings, they will learn to prepare a bill of materials list and calculate project costs. Students will also have to prepare a bill of materials and calculate project costs. Students will learn skills of basic shielded metal arc welding (SMAW), oxygen acetylene welding and cutting (OA-W, OA-C). Students will also learn GMAW weld process (Gas Metal Arc Welding). Students will learn welding skills in three positions of welding - 1F, 2F, & 3F (flat, horizontal, and vertical). Each student will maintain a Supervised Agricultural Experience. Students must participate in 2 FFA activities per semester.

Ag Metal and Fabrication I and II

0104



Grade Level:	11-12
Prerequisite:	Ag Welding with C or better
CUHS Diploma:	Fine Art
Credit:	10
A - G	G

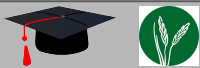
Description: This course briefly reviews the principle of agricultural mechanics, agriculture welding along with safety in the metal shop. Students will learn advanced skills in SMAW, GMAW, OA-W, OA-C and introduced to gas tungsten arc welding (GTAW). They will learn advanced welding skills in relationship to various joint and out positions welding. Students will learn to use the CNC plasma cam and continue a Supervised Agricultural Experience. They will be required to participate in two FFA activities per semester.

Career Technical Education (CTE)

Ag Core I	09-10
Sustainable Agriculture Biology	10-12
Animal Science	11-12
Agriculture & Soil Chemistry	11-12
Advanced Agriculture	12

Agriscience Pathway

Ag Core I 0116



Grade Level:	09-10
Prerequisite:	None
CUHS Diploma:	Physical Science/Technical Art
Credit:	10
A - G	D

Description: This course provides information and activities relating to local, state, and national agricultural production. , Future Farmers of America, commodities, environmental impacts of agriculture, careers, record keeping, and basic animal science covering: classification, genetics, reproduction, nutrition, health and disease, and production of beef cattle, dairy cattle, sheep and swine. Each student will maintain a Supervised Agricultural Experience Program and participate in 2 FFA activities per semester through involvement in FFA. This course integrates the essential Earth Science standards.

Agriscience Tassel Pathway

Ag Core I
Sustainable Ag Biology or Animal Science
Ag and Soil Chemistry

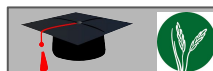
Sustainable Agriculture Biology 0106



Grade Level:	10-12
Prerequisite:	Ag Core I
CUHS Diploma:	Life Science/Technical Art
Credit:	10
A - G	D

Description: Sustainable Agriculture Biology is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one: introduction to sustainable agriculture. Unit two: sustainable agriculture and the environment. Unit three: molecular biology principles and sustainable agriculture. Unit four: decision making and sustainable agricultural practices within a functioning ecosystem.

Animal Science 0005



Grade Level:	11-12
Prerequisite:	Ag Core I
CUHS Diploma:	Life Science/Technical Art
Credit:	10
A - G	D

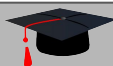
Description: This course will explore the principles in animal sciences along with anatomy and physiology, focusing on mammalian production, reproduction, nutrition, respiration, and genetics, while connecting these topics to the animal industry. The course will improve students' knowledge of animal care, health, and anatomy and better prepare students for employment or education in the Animal Science or Agricultural Field

Career Technical Education (CTE)

Agriscience Pathway

Agriculture and Soil Chemistry

0107



Grade Level: 11-12
Prerequisite: Ag Core I and Sustainable Ag Biology
CUHS Diploma: Physical Science/Technical Art
Credit: 10
A - G D

Description: This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

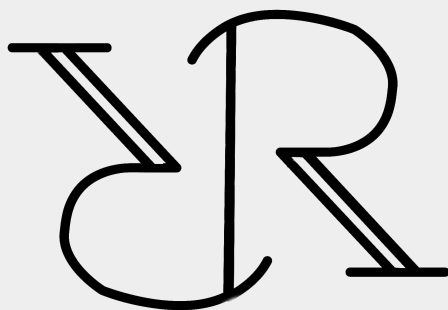
Advanced Agriculture

1808

Grade Level: 12
Prerequisite: Application
CUHS Diploma: Technical Art
Credit: 10
A - G D

Description: Advanced agriculture serves as a capstone class to engage seniors in a 4th year of agriculture courses. Students will engage in rigorous coursework in the following areas: professionalism, careers in agriculture, agriculture issues, agriculture policy, leadership, agricultural literature, public speaking, social media management, agricultural tours, Rodger's Ranch project and further develop their SAE projects. This course will serve seniors in preparing them for the work force or a post secondary education option. The flexibility of this course allows for student choice in projects they work on and develop. Advanced agriculture will provide an opportunity for students to apply their knowledge and skills gained in previous agriculture classes.

Rodgers Ranch



The late Daniel Rodgers (1900-2001) left an endowment and his 177 acre ranch to the CUHS District in December of 2001. The interest earned from the endowment is used to fund a scholarship program for CUHSD students. It is also used for buying, building and maintaining equipment and structures on the ranch.

The ranch includes, 52 acres of walnuts, 34 acres of Olives, a small peach orchard and annual pumpkin patch. The district has also built a classroom, livestock barn, show ring, and greenhouse. There is also irrigated pastures with 10 purebred Angus cows. The ranch also has Jewett Creek running through it.

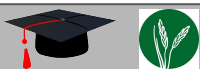
On the West side is a 9 acre plot called R Farmhouse used as a curriculum primarily for Life and Work Prep courses.

Career Technical Education (CTE)

Ag Core I	09-10
Floral Design	10-12
Advanced Floral Design	11-12
Floral Seminar	12

Ornamental Horticulture Pathway

Ag Core I 0116



Grade Level:	09-10
Prerequisite:	None
CUHS Diploma:	Physical Science/Technical Art
Credit:	10
A - G	D

Description: This course provides information and activities relating to local, state, and national agricultural production. , Future Farmers of America, commodities, environmental impacts of agriculture, careers, record keeping, and basic animal science covering: classification, genetics, reproduction, nutrition, health and disease, and production of beef cattle, dairy cattle, sheep and swine. Each student will maintain a Supervised Agricultural Experience Program and participate in 2 FFA activities per semester through involvement in FFA. This course integrates the essential Earth Science standards.

Floral Design 0100



Grade Level:	10-12
Prerequisite:	Ag Core I
CUHS Diploma:	Technical Art
Credit:	10
A - G	F

Description: Floral design involves the fundamentals of floral design theory, techniques, and skills currently practiced in the floral design industry, including wedding, sympathy, party, holiday, and themed floral designs. Students will learn applied art principles, cut flower care & handling practices, proper and safe use of florist tools and materials, and facets of the floral industry. Course instruction also includes construction of flowers to wear, floral arrangements, foliage plant items, identification of plants and flowers, professional industry practices, and career opportunities. Students will be constructing items both in single quantity and in mass quantity for local community functions. Course includes lectures, labs, guest speakers, presentations, demonstrations, and displays throughout the year.

Floral Design II 0099



Grade Level:	11-12
Prerequisite:	Floral Design
CUHS Diploma:	Technical Art
Credit:	10
A - G	F

Description: This advanced course should be taken as a secondary level to Floral Design. This course is designed to allow students to apply an artistic approach to floral design while developing their business skills and creative designs.. Students will explore advanced elements and principles of design. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. Students will be asked to run this class similarly to a business and will be expected to participate in after class hours experiences.

Floral Seminar 0315

Grade Level:	12
Prerequisite:	Advance Floral Design
CUHS Diploma:	Technical Art
Credit:	10
A - G	F

Description: Floral Seminar is designed for a student that has previously taken Floral 1 and Advanced Floral. Students will continue to develop skills in floral design and events at a community training-site.

The class is a 2 period block to allow for off campus work experience and projects. Students will be assigned a floral related work experience placement for 2-3 days per week to get hands-on experience in industry. Other days will be spent in class working on floral projects, events, designs and building their portfolio. Must provide own transportation, possess a driver's license, and proof of insurance.

Ornamental Horticulture Tassel Pathway

Ag Core I
Floral Design
Floral Design II

Career Technical Education (CTE)

Natural Resource Management I 11-12
Natural Resource Management II 12

Forestry and Natural Resources Pathway

Natural Resources 1622



Grade Level: 11-12
Prerequisite: Life and Physical Science/Ideal Biology and Chemistry
CUHS Diploma: Technical Art, Physical Science, Life Science
Credit: 3 college credits & 10 Science
A- G

Description: This class is designed for those students interested in the fields of Natural Resources, Ecology, Wildlife Management, Forestry, Water Resources, Archeology, Parks and Recreation, Range Management, etc. Natural Resource Management is an interdisciplinary course; this class draws together current knowledge in the earth sciences, the biological sciences, issues are studied from the perspectives of science, sociology, and politics. As such, this class will include a strong laboratory and field investigation component; specific skill competencies will be stressed. Experiences both in the lab and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom and explore specific problems in depth as they exist in the "real world". Related local issues will be stressed. In this context, collaborative team work as well as smaller group work will be utilized.

Natural Resources Management II 1625



Grade Level: 12
Prerequisite: Natural Resources Management I with C or better, Instructor Approval
CUHS Diploma: Physical Science, Life Science, Elective
Credit: 10

Description: This class is designed for those students interested in more Advanced Topics of Forestry with a concentration on using skills learned in the NRI class for independent projects and reports. Students also present the career as a topic at the CUHSD Ag Day at the CUHSD Rodgers Ranch. A second presentation is done for 8th graders at the Tehama County Fair Grounds for Tehama County 8th grade Career Day. Students also serve as Teacher Aides to assist the NRI students with lab skills.

Forestry and Natural Resources Tassel Pathway

Natural Resources I
Natural Resources II

Career Technical Education (CTE)

Foods and Nutrition
Culinary Arts

10-11
11-12

Food Service and Hospitality Pathway

Foods and Nutrition

0803



Grade Level: 10-11
Prerequisite: None
CUHS Diploma: Technical Art
Credit: 10

Description: This course presents concepts of science related to nutrition and preparation of food. This class is designed to help equip young adults with the knowledge and skills necessary for nutritional survival in the marketplace, with a goal of promoting individual nutritional well being. A variety of teaching techniques are used including lab experiences. All students are required to obtain the Food Handlers Certification.

Culinary Arts

0805



Grade Level: 11-12
Prerequisite: Foods and Nutrition
CUHS Diploma: Technical Art
Credit: 10

Description: This course provides fundamental skills needed for employment in the food service industry at entry level. Instructional components include safety and sanitation, use of small equipment and kitchen tools, recipe interpretation and menu planning principles, nutrition, food identification, planning and preparation. Students will also learn and practice customer service skills, work-flow, math calculations and recipe conversions. Students apply culinary skills in classroom lab experiences as well as the operation of on-site food service experiences.

Food Service and Hospitality Tassel Pathway

Foods and Nutrition
Culinary Arts



Career Technical Education (CTE)

Manufacturing Applications	09-12
Advanced Manufacturing Applications	10-12

Product Innovation and Design Pathway

Manufacturing Application 1737



Grade Level:	09-12
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	10

Description: Introduces SolidWorks software as a 3-D design tool. Covers creation, retrieval and modification of 3-D and layout drawings using basic SolidWorks commands. Includes skills needed to create parametric models of parts and assemblies; generate dimensioned layouts; and Bill of Materials of those parts and assemblies. The course is designed to be a process or task based approach to learning the individual features and functions of SolidWorks, thereby emphasizing processes and procedures for completion of any task. By building actual parts and assemblies, the student should learn the necessary commands, options and menus in the context of completing a design task. A student will be hindered by a limited understanding of the mathematics around fractions and decimals.

Advanced Manufacturing Applications 1739



Grade Level:	10-12
Prerequisite:	Manufacturing Applications
CUHS Diploma:	Technical Art
Credit:	10

Description: This course is a continuation of the manufacturing sequence. While students will continue in their development of Solidworks skills, the true focus of this year will shift to working with the CNC mill moving from milling plastic to aluminum. Students will work on developing an understanding of mill setup, configuration, calculations for feeds and speeds. Students will discuss and learn how various setups yield better results in the overall manufacturing process. Students will also learn the mathematics of milling, G-Code, and offsets.

Product Innovation and Design Tassel Pathway

Manufacturing Applications
Advanced Manufacturing



Career Technical Education (CTE)

Marketing Media and Design	10-12
Advanced Media and Design -Copy Center	11-12
Advanced Marketing Media and Design	11-12
Advanced Marketing Media and Design- Yearbook	10-12

Marketing Sales and Service Pathway

Marketing Media and Design 0438



Grade Level:	10-12
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	10

Description: This course provides students with the opportunity to gain technical and conceptual knowledge in the use of cameras, scanners, Adobe Photoshop and Illustrator. The curriculum emphasizes the development of basic technical skills as well as the creative process that combines art and technology to communicate ideas.

Advanced Marketing Media and Design Copy Center 0433



Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	10

Description: The Copy Center Design Team is responsible for producing various documents such as: forms, letterheads, business cards, flyers, and posters. Skills that will be taught throughout the year include: copy presentation and layout, lamination, cutting, collation and binding, and operating various copy machines. Due to the nature of the responsibilities of the class, organizational skills, time-management skills and attendance is paramount.

Advanced Marketing Media and Design 0439



Grade Level:	11-12
Prerequisite:	Media and Design with C or better
CUHS Diploma:	Technical Art
Credit:	10

Description: This course provides second year media and design students the opportunity to be a part of a fully-functioning production studio. Students will work with a variety of communication tools, such as imagery and typography, in order to convey a message for a client to a specific target audience. The curriculum focuses on the development of Adobe CS6 InDesign, Illustrator, Photoshop, PDF's skills as well as printing, photographing, scanning and applied design rules. Students will have a chance to explore and experience other avenues of digital design within Adobe's Creative Cloud. Skills learned in the class can be used for future real life jobs.

Advanced Marketing Media and Design Yearbook 0432



Grade Level:	10-12
Prerequisite:	Application
CUHS Diploma:	Technical Art
Credit:	10

Description: In Entrepreneur Graphics students create the Corning High School Yearbook as well as design and reproduce various school documents such as athletic and event programs. Students utilize Photoshop, InDesign, eDesign, and a web-based program to design and create these documents. Students learn how to use photographic equipment both conventional and digital. Students also learn to use scanners and to problem solve computer technology. Many skills required to bring media projects from concept to completion are not purely technical. They concern the tangible but essential tasks of planning, time management, and motivation of self and others. Time outside of class for composing yearbook pages will be required.

Career Technical Education (CTE)

Health Career Exploration 10-11

DE Patient Care

Medical Terminology	(HEOC 11)	11-12
Basic Pharmacology	(HIT-30)	11-12

Patient Care Pathway

Health Career Exploration 2101



Grade Level:	10-11
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	10
A- G	G

Description: Health Career Exploration provides a student experience that develops career ready practices through career exploration in the context of project based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Students will explore the following sixteen health care Areas during hands on lab learning experiences: Biomedical Engineering, Clinical Lab Practices, Dentistry, Emergency Medical Technician, Environmental Health & Safety, Forensics, Health Information Management, Medical Imaging, Mental Health, Nursing, Ophthalmology, Pharmacology, Speech Therapy, Sports Medicine, Therapeutic Services, and Veterinary Medicine. Students work productively in small teams of 2 using technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic & technical skills. Every unit requires that students submit evidence of learning for each project, write in context (narrative & argumentative), and complete 2 objective assessments as proof of knowledge and skill attainment.

DE Patient Care

1630



Grade Level:	11-12
Prerequisite:	Overall 2.0GPA or higher Attendance will be considered
CUHS Diploma:	
Credit:	4 college credits & 10 CTE/Elective

Description: This course consists of two semester long dual enrolled courses through Shasta College. The descriptions of the courses are listed below.

OAS 110 Medical Terminology Description: This course provides students with an understanding of the language of medicine through the study of basic word structures and anatomical, pathological, and operative terms used within the integumentary, musculoskeletal, nervous, cardiovascular, respiratory systems, blood, lymphatic systems, digestive system, digestive, endocrine, special senses, urinary, male and female reproductive, obstetrics, radiology, diagnostic imaging, oncology and pharmacology. This course may be offered in a distance education format.

HIT 30 Basic Pharmacology Description: This course is an introduction to pharmacology. Topics include pharmacology terminology, drug forms, routes of administration, drug categories, and mechanisms of drug action. This course is intended for students in the health information technology program and healthcare professionals who want to refresh their working knowledge of basic pharmacology. This course may be offered in a distance education format.

Patient Care Tassel Pathway

Health Career Exploration
Pharmacology/Medical Terminology



Career Technical Education (CTE)

Construction Technology I	09-12
Construction Technology II	10-12
Construction Technology III	11-12

Residential and Commercial Construction Pathway

Construction Technology I 0904



Grade Level:	09-12
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	10

Description: Construction Technology I is an introductory instructional program that prepares an individual for employment or continued education in the occupations of carpentry and basic framing. Construction Technology I is a basic course with an emphasis on teaching fundamentals of safety, tools, measurement, math, and carpentry. Other topics introduced in this course are reading and construction blueprints.

Construction Technology II 0905



Grade Level:	10-12
Prerequisite:	Construction Technology I
CUHS Diploma:	Technical Art
Credit:	10

Description: Construction Technology II is a continued instructional program that prepares an individual for employment or continued education in the occupations of Carpentry, Electrical Wiring, Masonry, or Plumbing. Construction Technology II is a continuation of Construction Technology I and provides advanced instruction and practical applications in each area.

Construction Technology III 0906



Grade Level:	11-12
Prerequisite:	Construction Technology II
CUHS Diploma:	Technical Art
Credit:	10

Description: Students in this advanced pre-apprenticeship course will put all the skills they have learned in different areas of construction to practical use. Under the teacher's supervision, students will work to complete the MC3 pre-apprenticeship curriculum, complete construction related projects on campus, and construct a variety of small buildings (sheds for example) from start to finish including all components (roofing, walls windows, interior electrical, doors, and insulation if called for). These projects will then be marketed to the public for purchase, or be placed around campus for school use.

Residential and Commercial Construction

Construction Technology I
Construction Technology II
Construction Technology III



Career Technical Education (CTE)

Introduction to Dance	11-12
Advanced Dance	11-12

Performing Arts Pathway

Introduction to Dance 1304



Grade Level:	11-12
Prerequisite:	None
CUHS Diploma:	Physical Education
Credit:	10

Description: This year long PE elective is open to any 11th or 12th grade student interested in dance as a way to be physically active. This co-ed course is designed to introduce students to many different types of dance including Hip Hop, Jazz, Latin, Contemporary, Line Dancing, and more. Students will also be given opportunities to choreograph and perform. The goal of this course is for students to develop an appreciation for dance as a lifetime activity.

Advanced Dance 1305



Grade Level:	12
Prerequisite:	Introduction to Dance
CUHS Diploma:	Physical Education
Credit:	10

Description: This year long PE elective is open to any 11th or 12th grade student who had participated in Intro to Dance or has equivalent dance experience as approved by Mrs. Savage. This course is for the experienced dancer as it will move at a faster pace and dance routines will be more difficult in skill level compared to Intro to Dance. There will be opportunities to choreograph and perform throughout the year. This co-ed course is designed to include many styles of dance including Jazz, Hip Hop, Ballet, Contemporary, Line, Latin and more. The goal of this course is for students to develop an appreciation for dance as a lifetime activity. Student must perform in dance show to be eligible for the tassel.

Performing Arts Tassel Pathway

Intro to Dance
Advanced Dance
Participation in Dance Show



Career Technical Education (CTE)

Marketing Cardinal Nest	11-12
Marketing Cardinal Nest I	11-12

Entrepreneurship and Self Employment Pathway

Marketing Cardinal Nest 0455



Grade Level: 11-12
Prerequisite: **Application**
CUHS Diploma: Technical Art
Credit: 10

Description: Entrepreneurship is designed for the student seeking retail and management skills in retail sales and small business ownership. Students manage and work in the student store as well as follow a curriculum based on CTE and state standards and student needs.

Students are required to work a total of 40 hours per semester in the student store (lunch/AST/sporting events). Students earn 15 units of credit for this one-year course. Profits from the Cardinal Nest are reinvested in the student store, or CTE specific courses to further benefit student pathway exposure.

Marketing Cardinal Nest II 0456



Grade Level: 12
Prerequisite: Cardinal Nest and **Application**
CUHS Diploma: Technical Art
Credit: 10

Description: Cardinal Nest II is for returning marketing students. They will work independently in the store and monitor the web store. They are responsible to train first year workers in store processes. They will process orders, monitor inventory, work on store display, and serve students and community members that need assistance during the school day.

Entrepreneurship and Self Employment

Cardinal Nest I
Cardinal Nest II



Entrepreneurship and Self Employment

Careers in Business (2 Periods)

Careers in Business (2 Periods) 0407



Grade Level: 12
Prerequisite: Application
CUHS Diploma: Technical Art
Credit: 10

Description: Careers in Entrepreneurship is designed for the student seeking to use skills attained in the classroom at a community training-site. The class is offered to seniors with good attendance, teacher recommendation, and course work related to a career interest. Opportunities are available to students in the following areas: Office Skills, Medical Office, Retail Sales, Small Business Management, Customer Service, or Automotive. Must provide own transportation, possess a driver's license, and proof of insurance.

Career Technical Education (CTE)

Life and Work Prep	11-12
Advanced Life and Work Prep	11-12

Entrepreneurship and Self Employment Pathway

Life and Work Prep 1534



Grade Level:	09-12
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	10

Description: This course is designed to teach students key employment and management skills needed in careers helping consumers. This is a work based learning experience which provides opportunity for workforce management and leadership development. This course has a strong emphasis on developing self-management, and work preparation skills.

This course is not offered in a typical classroom setting. Students learn in the context of operating R Farmhouse Mercantile and farm site.

Students who enroll in this CTE course are making a commitment to participate in all aspects of the operation. Components include: teamwork, physical labor (inclement weather conditions), problem solving, classroom lessons, and other training activities.

Entrepreneurship and Self Employment

Life and Work Prep
Adv. Life and Work Prep



Advanced Life and Work Prep 1533



Grade Level:	10-12
Prerequisite:	Life and Work Prep
CUHS Diploma:	Technical Art
Credit:	10

Description: This course is designed to have students transfer workplace skills learned in Life and Work Prep to a place of business in the community or the CUHS campus. They will be required to conduct a job search, participate in an interview, and frequently report back to the instructor about their experience on the job. The goal of this course is provide students with a real-life experience in a workplace setting. In order to be successful in this course, students will demonstrate the ability to provide quality customer service, self management, integrity and other workplace skills. They will be held to the highest standard on the job as they are a direct representation of CUHS.

On Campus job: 1 period
Off Campus job: 2 periods

Career Technical Education (CTE)

College and Career Readiness/Health	09
College and Career Readiness/AVID	09
Child Development/Family Relations	11-12
Careers in Education	12
Careers in Education - Teacher Assistant	12
Careers in Education - Office Assistant	11-12
Careers in Education - Library Assistant	11-12
DE Growing Teachers I	
Child Growth and Development (ECE 9)	11-12
Principles & Practices of Teaching (ECE 17)	11-12
DE Growing Teachers II	
Child, Family, Community (ECE 2)	12
Introduction to Curriculum (ECE 20)	12

Education Pathway

College and Career Readiness - Health 4202

Grade Level:	09
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	5

Description: This course is offered to freshmen. This course meets two state of California mandates for high schools; Drug, Tobacco, and Alcohol Education and HIV/AIDS Education. The drug unit of this course uses state approved curriculum. The curriculum covers the process of addiction and the human brain as well as the physical and psychological outcomes of drug addiction. This course also covers myths about drug use, stereotypes, recovery resources, drug facts and responsible decisions making strategies based on current medical information. The main focus is to show students how drug addiction will affect their life and the lives of those around them. Passive parent notification will be provided for the HIV/AIDS section of this class. This course will focus on how HIV and sexually transmitted diseases are transmitted, protection strategies, current medical treatment(s), testing, abstinence education and students will learn about available resources. Included will be basic sexually transmitted disease information. This course also contributes to the CUHS Health and Nutrition Tassel Program.

College and Career Readiness - AVID 4202

Grade Level:	09
Prerequisite:	None
CUHS Diploma:	Technical Art
Credit:	5

Description: The goal of this course is to provide freshmen with the tools, skills and knowledge necessary to be successful in high school and to pursue some form of post-secondary training or work opportunity. The course will focus in depth on specific skills related to writing, inquiry, collaboration, organization and reading; we refer to these skills as WICOR. WICOR are the strategies and skills promoted by the AVID program for students to be college and career ready for whatever they choose to do down the road. We have implemented a school wide approach to the AVID program on our campus. Multiple formats of focused note taking (FNT) is one pinnacle skill all students will be exposed to which will help them become better students moving forward. They will learn how to take good notes on reading material, teacher lectures, powerpoint presentations, and video recordings. Students will work on such learning habits as listening, following directions, and applying what they have learned to other situations. They will develop confidence in expressing their thoughts and ideas in class through projects, presentations and small-group interactions.

Students in the CCR AVID class will learn many skills while spending time exploring the world of post high school education and future careers they could pursue. Students will be exposed to lots of digital interaction sprinkled with other old-school, low-tech skills and practices in order to become well-rounded students. They will also see many of the strategies and skills they are learning in this class played out in many other classes on campus during their time at our school. Freshmen CCR AVID will help every student to build on the skills and talents they already possess so that each one can go for their dreams when they leave Corning High School. It is our hope that each kid will become "AVIDized" and "WICORized" by the end of the course, and that will only make them better students.

Career Technical Education (CTE)

Education Pathway

Child Development/Family Relations 0814



Grade Level: 11-12
 Prerequisite: None
 CUHS Diploma: Technical Art
 Credit: 10
 A- G

Description: Child Development studies the way children change from conception through adolescence. Students study how children learn physically, cognitively and socially, and why they behave as they do. This course is designed to equip students with the full scope of family living. It will enrich their awareness, and define their skills as individuals, a family member and as a parent of tomorrow.

Careers in Education (2 periods) 0410



Grade Level: 12
 Prerequisite: Application
 CUHS Diploma: Technical Art
 Credit: 10

Description: This course is an introduction to careers in education. In addition to learning fundamentals, styles and methods of teaching in the field of education, all students will be required to observe and participate in a variety of settings and classrooms at the elementary and junior high levels.

Education Tassel Pathway

Child Development
 Careers in Education

Education Tassel Pathway

Growing Teachers I
 Growing Teachers II



DE Growing Teachers I (ECE 9 & ECE 17) 1501



Grade Level: 11-12
 Prerequisite: Overall 2.0GPA or higher
 Attendance will be considered
 CUHS Diploma: Technical Art
 Credit: 6 college credits & 10 CTE/Elective

Description: This course consists of 2 semester long dual enrolled courses through Shasta College. The descriptions of the courses are listed below.

ECE 9 Child Growth and Development Description: This course provides an in-depth examination of the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. This course may be offered in a distance education format. (CSU/UC transferable).

ECE 17 Principles and Practices of Teaching Young Children Description: This course is an examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. It emphasizes the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. It includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity. Emphasis will be placed upon increasing the student's skills in critically analyzing educational settings for young children. Special attention will be given to room arrangement, selection and storage of materials. This course may be offered in a distance education format. (CSU transferable)

Career Technical Education (CTE)

Education Pathway

DE Growing Teachers II (ECE 2 & ECE 20) 1502



Grade Level: 12
Prerequisite: Overall 2.0GPA or higher
Attendance will be considered
CUHS Diploma: Technical Art
Credit: 6 college credits & 10 CTE/Elective

Description: This course consists of two semester long dual enrolled courses through Shasta College. The descriptions of the courses are listed below.

ECE 2 Child, Family, Community Description: Child, Family, Community introduces the student to the interacting influences of family life and community experiences, with consideration of historical and socio-cultural factors that affect the developing child.

The course focuses on the primary social relationships and social settings within the context of dissimilar family patterns. The study encourages understanding and practical utilization of community systems and resources that promote quality outcomes for both preschool and school age children, families, schools, and communities. This course may be offered in a distance education format. (CSU transferable)

ECE 20 Introduction to Curriculum Description: This course presents an overview of knowledge and skills related to providing developmentally appropriate curriculum and environments for young children from birth to age 8. Students will examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. Students will acquire an understanding of the philosophies and strategies for developing and documenting integrated curricula for early childhood programs including ways to organize and implement daily, monthly, and long-range activity planning. This course may be offered in a distance education format. (CSU transferable).

Careers in Education - Office Assistant 2001

Grade Level: 11-12
Prerequisite: None
CUHS Diploma: Technical Art
Credit: 10

Description: The Office Assistant class is designed for students to gain or use entry level job skills, such as: ability to get along and communicate with others, good attendance, message taking skills, honesty, integrity, confidentiality, alphabetical filing, copy machine operation, and positive attitude. Students will be required to collect attendance slips, deliver messages in a timely manner, take phone messages, file alphabetically, and attend regularly.

Careers in Education - Library 2005

Grade Level: 11-12
Prerequisite: Application
CUHS Diploma: Technical Art
Credit: 10

Description: The Library Assistant class is designed for students to gain or use entry level job skills, such as: ability to get along and communicate with others, inventory books, honesty, integrity, and confidentiality, alphabetical filing, copy machine operation, basic typing skills and positive attitude. Students will be required to learn to inventory library books, learn the Dewey Decimal System, handle cash, locate materials for patrons, have positive attitude about work, and learn how to use the copy machine.

Index of Classes

Page	Course	Title	CTE	Social Scienc e	English	Math	Scienc e	PE	Foreign Lang	VAPA	ELD	Support	Dual Enroll	Other
57	1808	Adv Agriculture	X											
46	2014	Adv Choir(P)								X				
61	1739	Adv Manufact	X											
45	0308	Advanced Art (P)								X				
47	1203	Advanced Band								X				
41, 65	1305	Advanced Dance	X					X						
30	1117	AdvancedMath(P)				X								
62	0439	AdvMedia&Design	X											
37, 56, 58	0116	Ag Core I (P)	X				X							
55	0101	Ag Mechanics	X											
55	0104	Ag Metal Fab	X											
55	0204	Ag Metal Fab II	X											
22, 55	0102	Ag Welding	X											
37, 57	0107	Ag&Soil Chem(P)	X				X							
26	1736	AmericanGov(P)		X										
37, 56	0005	Animal Science	X				X							
35	1608	AP Bio					X							
35	1616	AP Chem					X							
28	0522	AP Engl Lang			X									
28	0516	AP Engl Lit			X									
43	1810	AP Span & Cultr												
31	1133	AP Stats				X								
44	0306	Art History(P)								X				
44	0301	Art I (P)								X				
44	0302	Art II (P)								X				
45	0303	Art Seminar								X				
51, 53	2004	AVID 10										X		
51, 53	1809	AVID 11										X		
49	0711	Bridging										X		
47	1201	Cardinal Band (P)								X				
46	1213	Cardinal Choir (P)								X				
54, 70	2005	Career ED Libr	X											
54, 70	2001	Career Ed Off	X											

Page	Course	Title	CTE	Social Science	English	Math	Science	PE	Foreign Lang	VAPA	ELD	Support	Dual Enroll	Other
54, 62	2002	Careers ED Copy Center	X											
53	2501	Careers ED Teacher Assistant	X											
69	0410	Careers in Education -off campus	X											
45	1818	Ceramics I								X				
45	1806	Ceramics II								X				
45	1920	Ceramics III								X				
69	0814	Child Dev. (P)	X											
34	1741	Chemistry in the Earth System					X							
68	4202	College and Career Readiness - AVID										X		
68	4202	College and Career Readiness - Health										X		
52	1511	Commun. Skills										X		
64	0904	Const Tech I	X											
64	0905	Const Tech II	X											
64	0906	Const Tech III	X											
31	1815	Consumer Math				X								
31	1512	Course IA RSP				X								
32	1522	Course IB RSP				X								
50	CW099	Courseware - ILab										X		
50	0011	Credit Recovery										X		
60	0805	Culinary Arts	X											
46	1205	DancePerform II	X							X				
46	1207	DancePerform IV	X							X				
46	1204	DancePerform1(P	X							X				
46	1206	DancePerformIII	X							X				
24, 69	1501	DE Grw Teach I											X	
24, 69	1502	DE Grw Teach II											X	
23, 63	1630	DE PatientCare	X										X	
23, 63	1599	DE US History											X	
26	0431	Economics (P)		X										
49	0709	Emerging										X		
49	0799	Emerging										X		
28	0531	EngIV Non-Fict.			X									
28	0503, 0003, 0512, 2512	English 1A - 1D			X									

Page	Course	Title	CTE	Social Science	English	Math	Science	PE	Foreign Lang	VAPA	ELD	Support	Dual Enroll	Other
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27	0509	English I (P)			X									
27	0502	English II (P)			X									
27	0513	English III (P)			X									
27	0517	English IV (P)			X									
66	0407	Entrep.Careers- Careers in Business	X											
49	0710	Expanding										X		
40	0316	FB/Strgrh &Cond						X						
58	0100	Floral Design	X											
58	0099	Floral DesignII	X											
58	0315	Floral Seminar	X											
60	0803	Foods & Nutrition	X											
25	1707	Geography		X										
36	1612	Health Science					X							
63	2101	Hlth Career Exp					X							
52	1508	Ind.Living Skls										X		
51	1136	Inte I Support				X								
29	1137	Integrated I				X								
30	1138	Integrated II				X								
29	1140	Integrated II A				X								
30	1141	Integrated II B				X								
30	1139	Integrated III				X								
41, 65	1304	Intro to Dance	X					X						
53	1430	Leadership												X
53	1431	Leadership II												X
53	1432	Leadership III												X
67	1533	Life & Work Adv	X											
52	1829	Life Skills										X		
67	1534	Life&Work Prep.	X											
39	1418	Lifetime Fit						X						
34	1740	Living Earth					X							
52	1855	LWP Intentsive										X		
61	1737	Manufact App	X											

Page	Course	Title	CTE	Social Science	English	Math	Science	PE	Foreign Lang	VAPA	ELD	Support	Dual Enroll	Other
66	0455	Market.CardNest	X											
62	0438	Media & Design	X											
62	0432	Media&DesignYB	X											
36	1620	Medical Biology					X							
66	0456	Mrkt CardNst II	X											
44	1212	Musicianship								X				
45	2112	Musicianship II								X				
38, 59	1625	NatResources II	X				X							
22, 38, 59	1622	Natural Resources	X				X						X	
39	1805	Net Games						X						
36	1640	Nutri Science					X							
39	1340	P.E. Core 10						X						
39	1330	P.E. Core 9						X						
40	1416	PE/StrgthCond/Hlth						X						
40	1417	PE/StrgthCondHlthA						X						
39	1303	PhysicalEd-Comb						X						
39	1403	PhysicalEd-Comb						X						
34	1618	Physics (P)					X							
50	1552	Reading Intervention										X		
32	1529	RSP Algebra Essentials				X								
31	1509	RSP Math				X								
28	1500	RSP Non-Fict			X									
35	0210	RSP STEM					X							
51	1550	Skills Center										X		
42	0601	Spanish I							X					
42	0602	Spanish II (P)							X					
42	0603	Spanish III (P)							X					
43	0604	Spanish IV (P)							X					
43	0605	Spanish V (P)							X					
37, 56	0106	Sustain.Ag.Bio.	X				X							
52	1617	Trans Sk II										X		
25	1712	U.S. History (P)		X									X	
50	WN	WellNest										X		
25	1710	World History (P)		X										

CORNING UNION HIGH SCHOOL

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***Inspiring all students to achieve personal success for their
future and community.***

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